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THE DIFFERENCES AND RELATIONSHIPS BETWEEN WORTH OF ADVISORY COMMITTEES, KNOWLEDGE OF OPERATING TECHNIQUES, AND LEADERSHIP STYLES: VOCATIONAL EDUCATION ADMINISTRATORS IN THE STATE OF MICHIGAN.

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THE DIFFERENCES AND RELATIONSHIPS BETWEEN WORTH OF ADVISORY COMMITTEES, KNOWLEDGE OF OPERATING TECHNIQUES, AND LEADERSHIP STYLES: VOCATIONAL EDUCATION ADMINISTRATORS IN THE STATE OF MICHIGAN

by
Franklin Corley Davis

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy
(Education)
in The University of Michigan
1975

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CHAPTER I

INTRODUCTION

Background for the Study

The use of lay advisory committees or councils has been an integral part of vocational and technical education programs for more than 50 years. As early as 1917, with the passage of the Smith-Hughes Act, lay advisory committees have been highly recommended to vocational educators to provide practical and technical assistance for the development, implementation, and evaluation of vocational and technical programs.[1]

Congress re-emphasized the importance for the use of lay advisory committees with the passage of the Vocational Education Act of 1963.[2] The Act established a National Advisory Committee to the U.S. Commissioner of Education and a National Advisory Council to the Secretary of Health, Education and Welfare.[3] Evans stated that the Act directed the establishment of state advisory councils, but made them mandatory only where the state boards lacked representation from labor, management, colleges and universities, and assigned them no particular responsibilities.[4]

In an effort to insure the continued use of advisory committees, Congress in 1968 legislated in Section 104 of the Vocational Education Amendments

of 1968, that lay advisory committees were to be mandatory at the state level.[5] In their new role, the committees were to participate in determining the general policy of vocational education and to review individual programs and projects, to report their shortcomings and achievements independently to the legislature and to the public.[6]

As a result of the federal legislation, the Department of Education of the State of Michigan voluntarily mandated that the curricula for all state reimbursed vocational and technical programs at the secondary and post-secondary levels be established and maintained with the assistance of an advisory committee. The 1973-74 Michigan State Plan for Vocational Education specified the following in reference to the use of advisory committees:[7]

> Local education agencies will be served by specific occupational advisory committees which should assist in planning, development, and evaluation of each vocational and education program . . . . A single advisory committee may serve more than one school district in a particular occupational program area. It is suggested that local educational agencies consider utilizing an occupational committee on a Career Education Planning District (CEPD) wide basis.

The 1974 Administrative Guide for Vocational-Technical Education stated that local educational agencies are required to appoint advisory committees for each program or cluster of programs. This may be done on a Career Education Planning District basis or by each local agency.[8]

Rationale for the Study

Though the use of vocational advisory committees at the secondary and post-secondary levels have been mandated, both the Michigan Department of Education and Michigan Advisory Council for Vocation Education have been aware of the many problems associated with the effective enforcement and evaluation of advisory committees. The following selected exerpts from the 1972-73 Michigan State Plan for Vocational Education provide the substance of the expressed concerns by the Michigan Advisory Council for Vocational Education:[9]

> The Council takes exception to the idea that all local advisory committees have planning and evaluation capabilities. This is not the case since local advisory committees may:
>
> 1. Lack objectivity
> 2. Lack staff and resources necessary to design and evaluate instruments.
>
> Only half (50%) of the LEA's (Local Educational Agencies) presently have advisory committees and there is no information to gauge the extent of their planning and evaluation capabilities. . . In the judgment of the Council, presently principals, coordinators and vocational education teachers do not necessarily have the skills to utilize lay persons in advisory committees in a way that their contributions can be maximized.

The concerns indicated by the Michigan Department of Education and the Michigan Advisory Council for Vocational Education were substantiated by William B. Rogan in his study commissioned by the Council.[10] Rogan's charge was to evaluate local advisory committees in the State of Michigan.

Though Rogan contacted 79 secondary vocational administrators to submit a listing of the members of their advisory committees, only 24 advisory committees were identified as being operational.

Statement of the Problem

The concerns expressed by the Michigan Department of Education, the Michigan Advisory Council for Vocational Education, and the findings of Rogan's study formed the basis for the research problem. Whether the use of advisory committees is only recommended or mandated, it may be assumed that vocational administrators have had varying experiences and levels of success with advisory committees, and that they possess different degrees of expertise in the use of such committees.

Based on the above concerns, the first phase of this study, was to identify, from a review of the literature on advisory committees and leadership styles, what major variables or factors could influence the effectiveness of advisory committees.

Three study objectives evolved from the review of the literature:

1. To determine if vocational administrators hold the worth of advisory committees in high esteem.
2. To determine if vocational administrators possess knowledge of advisory committee operating techniques.

3. To determine if vocational administrators possess leadership styles conducive to establishment and utilization of advisory committees.

The general purpose of this study, therefore, was to determine if any one or a combination of the three variables mentioned above could be attributed to the absence of advisory committees or their misuse by local vocational directors and community college deans in the State of Michigan.

Definition of Terms

1. Vocational Education Advisory Committee - The American Vocational Association in 1971 defined a vocational education advisory committee as follows: "A group of persons, usually from outside the field of education, selected because of their knowledge and expertise in certain areas to advise educators regarding vocational programs. Such committees can operate at the federal, state and local levels and often function under names other than that of advisory committee."[11]
2. Worth - Denotes the degree of esteem vocational education administrators place on the utilization of advisory committees as measured by Vogler's instrument, "Teacher's Attitude Toward Advisory Committee Worth,"[12] (APPENDIX A).
3. Knowledge of Operating Techniques - Denotes the extent to which vocational administrators understand the techniques for operating

advisory committees as determined by a well known jury of experts knowledgeable of advisory committees who responded to a listing of identified operating techniques as compiled from a review of the literature[13] (APPENDIX B).

4. Styles of Leadership - Denotes the ideal leader behavior of vocational education administrators as determined by the following two subscales from the manual entitled, "Leader Behavior Description Questionnaire - Form XII": An Experimental Revision[14] (APPENDIX C):

   a. Consideration - "Regards to comfort, well being, status and contributions of followers."

   b. Initiating Structure - "Clearly defines own role, and lets followers know what is expected."

5. Career Education Planning District (CEPD) - Public Act 97 of the State of Michigan passed in 1974 known as the Career Education Act defines a career education planning district as: ""A group of local education agencies, including local school districts and intermediate school districts, in geographic proximity to each other and organized to increase cooperation and articulation between local education agencies as they plan to implement a career education program."[15]

Hypotheses

The following hypotheses examined in this study were stated in the null

form for statistical purposes:

1. There is no significant difference of advisory committee worth held by administrators who would or would not have an advisory committee.
2. There is no significant difference in the knowledge of operating techniques possessed by administrators who would or would not have an advisory committee.
3. There is no significant differences in leadership styles possessed by administrators who would or would not have an advisory committee.
4. There is no significant relationship between the worth administrators place on advisory committees and their knowledge of operating techniques for use with advisory committees.
5. There is no significant relationship between the worth administrators place on advisory committees and their styles of leadership.
6. There is no significant relationship between the knowledge of operating techniques possessed by administrators and their styles of leadership.

Population

The study population consisted of 104 vocational administrators representing 73 local school district vocational directors and 31 community college

deans employed in the State of Michigan during the 1973-74 school year.

Criterion for Population Selection

Administrators who were listed in the Department of Education publication entitled, "1973-74 Directory of Vocational Administrators" were contacted to be included in the study.[16] To be included in the directory, an administrator must have been administering at least one state reimbursable vocational or technical program at the secondary or post-secondary level. The criterion was validated through a response to item 1 on the questionnaire which accompanied the instrument package (APPENDIX D):

Are you presently directly responsible for the administration of at least one state reimbursable vocational or technical education program?	Yes	No
	____	____

Research Design

The study was ex post facto in design. In an attempt to determine how the administrators felt about their personal use of advisory committees, the following question was asked as item 3 on the questionnaire (APPENDIX D):

> If your fellow vocational administrators were given a choice, would they: (Check one)
>
> ____ have a vocational advisory committee
>
> ____ not have a vocational advisory committee

The instruments from all respondents were categorized according to their choice of answers to the question above.

Hypotheses 1, 2, and 3 in this study can be diagramed as follows:

		Administrators	
		Directors	Deans
How Administrators believe their colleagues feel about using advisory committees	Yes		
	No		

Hypotheses 4, 5, and 6 can be diagramed as follows:

	Instr. 1	Instr. 2	Instr. 3
Instr. 1			
Instr. 2			
Instr. 3			

Instrumentation

Three instruments and an accompanying questionnaire were used to collect the data for this study. The first and third instruments described below were used with the permission of their authors. The second instrument and questionnaire were developed by the researcher.

Instrument No. 1 - "Teacher's Attitude Toward Advisory Committee Worth"[17] (APPENDIX A). This instrument was developed by another researcher who was not aware of any unpublished or published instruments which purported to measure the degree of worth which vocational teachers placed on the value of

advisory committees. On a test-retest of the instrument using a Pearson Product-Moment correlation test, a correlation coefficient of .925 was obtained.

Instrument No. 2 - "Advisory Committee Operating Technique Questionnaire" (APPENDIX B). This instrument is the researcher's refinement of the "Operating Techniques Questionnaire" developed by another researcher.[18] The author of the original instrument compiled a listing of 72 operating techniques after an extensive review of the literature. This list of techniques was rated on a 1-5 scale by a panel of eight known experts knowledgeable and experienced in the use of advisory committees. The original instrument was constructed using only those 32 techniques which received a mean rating of 4.0 or higher.

Only those 15 techniques on the original instrument which received a mean rating of 4.38 or higher and which also had the lowest standard deviations were used to construct the revised instrument used in this study. The 15 techniques were matched with statements which were diametrically opposed to the concept expressed in each technique. Each set of techniques and opposing statements were randomly alternated left to right on the instrument.

A pilot and test-retest was conducted on the revised instrument with a population similar to the target population. A Pearson Product-Moment

correlation test indicated a correlation coefficient of .837.

Instrument No. 3 - "Ideal Leader Behavior" (APPENDIX C). This instrument is the fourth revision of the original instrument entitled, "Leader Behavior Description Questionnaire-FORM XII" (staff members of the Ohio State University Leadership Studies, 1962).[19] Of the instrument's ten sub-scales, only two consisting of ten statements each pertaining to "consideration" and "initiation of structure" were used for purposes of this study. Empirical research by Halpin, Winer, and Fleishman indicates that a large number of hypothesized dimensions of leader behavior can be reduced to these strongly defined factors. The two sub-scales have been widely used in research, particularly in military organization, industry, and education which attest to their validity.[20]

The instrument requests the subject to indicate what he thinks the ideal leader ought to do and measures expected rather than observed behavior.[21] A copy of the statement of policy regarding the use of this instrument is included as APPENDIX E.

Questionnaire (APPENDIX D) - The questionnaire was piloted on 25 CEPD coordinators who were chosen randomly from a listing in the Department of Education publication entitled, "1973-74 Directory of Vocational Administrators." Comments were elicited from several of the 23 administrators who returned the questionnaire regarding the clarity of the items, format, and suggestions for

additional information, which may be included in the questionnaire.

Research Procedure

Each prospective respondent received by mail an originally typed letter (APPENDIX F) explaining the purpose of the intended study, the nature of the instruments to be used, and the intended use of the study findings. Attached to the letter was a post card (APPENDIX G) for the respondent to indicate whether he desired or desired not to participate as an anonymous respondent.

In an effort to enlist the cooperation of the local vocational directors and the community college deans, the researcher requested a letter of endorsement (APPENDIX H) from each of the presidents of their respective statewide professional organization, the Michigan Occupational Dean's Advisory Council and the Michigan Council of Vocational Administrators. A letter of endorsement (APPENDIX I) was received from the president of MODAC, a copy of which was enclosed in the initial letter to the deans. The president of MCVA replied that his association has a policy of not endorsing any study other than those commissioned by the Association (APPENDIX J).

Two weeks after the initial letters were forwarded, a follow-up personal letter (APPENDIX K) with an accompanying post card was forwarded to those administrators from whom a post card was not received. Overall, 69 (66.34%) of the administrators chose to participate, 23 (23.21%) chose not to

participate, and 12 (11.54%) failed to return the initial post card after two inquiries. TABLES 1, 2, and 3 below provide the results of the researcher's effort to enlist the participation of the 104 vocational administrators.

TABLE 1

Frequency and percentage of seventy-three vocational directors who chose to participate in the study, chose not to participate, and did not respond.

Source	Number	Percentage
Directors Who Chose to Participate	43	58.9%
Directors Who Chose Not to Participate	19	26.0%
Directors Who Did Not Respond	11	15.1%
	73	100.0%

TABLE 2

Frequency and percentage of thirty-one community college vocational-technical deans who chose to participate in the study, chose not to participate, and did not respond.

Source	Number	Percentage
Vocational-Technical Deans Who Chose to Participate	26	83.87%
Vocational-Technical Deans Who Chose Not to Participate	4	12.90%
Vocational-Technical Deans Who Did Not Respond	1	3.23%
	31	100.00%

TABLE 3

Frequency and percentage of 104 vocational administrators who chose to participate in the study, chose not to participate, and did not respond.

Source	Number	Percentage
Vocational Administrators Who Chose to Participate	69	66.34%
Vocational Administrators Who Chose Not to Participate	23	22.12%
Vocational Administrators Who Did Not Respond	12	11.54%
	104	100.00%

Prior to the mailing of the initial letter, each prospective respondent was randomly assigned to receive two of the three instruments previously described together with the accompanying questionnaire (APPENDIX D). Consequently, the first administrator randomly chosen may have received instruments 2 and 3, the second 1 and 3, and the third 1 and 2. Upon receipt of the return post card which indicated a positive response, the researcher forwarded by mail an instrument package which included a form letter (APPENDIX L) thanking the prospective respondent for his willingness to participate and briefly re-explaining the content of the initial letter of inquiry.

In an effort to encourage a greater rate of instrument return, a reminder letter was mailed to all individuals three weeks following the mailing of the instrument package (APPENDIX M). Of the 43 vocational directors and 26 deans who chose to participate in the study, 39 (90%) of the directors and 26 (100%) of the deans returned their instruments for a 94 percent rate of instrument return. This rate of return is an equivalent overall study population participation rate of 61.5 percent. TABLE 4 below details the per instrument return:

TABLE 4

Number of each of three instruments returned by vocational directors and community college vocational-technical deans.

Source	Instr. No. 1	Instr. No. 2	Instr. No. 3
Directors	26	26	26
Deans	17	16	17
	53	52	53

In response to the initial inquiry, several administrators made reference on their return post cards to a study conducted by Central Michigan University which collected data from secondary and post-secondary vocational administrators.[22] The Central Michigan University study was conducted just prior to the study population's receipt of the instrument package. The administrators indicated that the researcher's study was similar to or duplicated the Central Michigan University study and chose not to participate. Though the two studies dealt with the topic of advisory committees, they were not similar in design nor did they purport to study the same problem.

Other factors which contributed to the administrators not participating were time limitations and failing to appreciate or understand the value of the study. Most of the post cards received did not indicate a reason for declining the invitation to participate in the study.

Statistical Analysis

The statistical procedures used to analyze the data in this study were chi square, two-way analysis of variance, and Pearson Product Moment Correlation tests.

FOOTNOTES

[1] United States Congress, Smith-Hughes Act of 1917. Public Law 64-347, 64th Congress, 2nd Session 39 (Feb. 23, 1917): 929.

[2] United States Congress, Vocational Education Act of 1963. Public Law 88-210, 88th Congress, 1st Session 77 (Dec. 18, 1963): 403.

[3] Rupert N. Evans, G. L. Mangum, and O. Pragan, Education for Employment: The Background and Potential of the 1968 Vocational Education Amendments (Ann Arbor, Michigan: Institute of Labor and Industrial Relations, The University of Michigan, 1969), p. 109.

[4] Ibid.

[5] Ibid., p. 110.

[6] Ibid., p. 111.

[7] Michigan Department of Education, 1973-74 Michigan State Plan for Vocational Education: A State Plan for the Administration of Vocational Education Under the Vocational Educational Amendments of 1968 and Part F of the Higher Education Act of 1965 (Lansing, Michigan: Michigan Department of Education), p. 92.

[8] Michigan Department of Education, Administrative Guide for Vocational-Technical Education (Lansing, Michigan: Michigan Department of Education, 1974), p. 4.

[9] Michigan Department of Education, 1972-73 Michigan State Plan for Vocational Education: A State Plan for the Administration of Vocational Education Under the Vocational Education Admendments of 1968 and Part F. of the Higher Education Act of 1965 (Lansing, Michigan: Michigan Department of Education, 1972-73), APPENDIX J (b).

[10] William B. Rogan, An Evaluation of Local Vocational Advisory Councils in Michigan (Unpublished Ed.D. Dissertation, Western Michigan University, 1973), p. 30.

[11] American Vocational Association, Vocational-Technical Terminology (Washington, D. C.: American Vocational Association, 1971).

[12] Daniel E. Vogler, Teacher's Attitude Toward Advisory Committee Worth (Questionnaire), Relationship of Operation Techniques of Illinois Junior College Agricultural Advisory Councils to Program Evaluation Criteria and Teacher Attitude of Advisory Committee (APPENDIX E) (Unpublished Dissertation, The University of Illinois) Ann Arbor, Michigan: University Microfilms, 1971, No. 72-7089.

[13] Daniel E. Vogler, Operational Techniques Questionnaire, Relationship of Operation Techniques of Illinois Junior College Agricultural Advisory Councils to Program Evaluation Criteria and Teacher Attitude of Advisory Committee (APPENDIX G) (Unpublished Dissertation, The University of Illinois) Ann Arbor, Michigan: University Microfilms, 1971, No. 72-7089.

[14] R. M. Stogdill, Manual for the Leadership Behavior Description Questionnaire - Form XII (Columbus, Ohio: Bureau of Business Research, College of Commerce and Administration, The Ohio State University, 1963), p. 3.

[15] Legislature, State of Michigan, Career Education Act of 1974 (Public Law 77-97).

[16] Michigan Department of Education, Directory of Vocational Administrators, 1973-74 (Lansing, Michigan: Michigan Department of Education, 1973-74).

[17] Daniel E. Vogler, Teacher's Attitude Toward Advisory Committee Worth (Questionnaire), Relationship of Operation Techniques of Illinois Junior College Agricultural Advisory Councils to Program Evaluation Criteria and Teacher Attitude of Advisory Committee (APPENDIX E) (Unpublished Dissertation, The University of Illinois) Ann Arbor, Michigan: University Microfilms, 1971, No. 72-7089.

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[19] Staff Members of The Ohio State Leadership Studies, Ideal Leadership Behavior - Form XII (Columbus, Ohio: Center for Business and Economic Research, College of Administrative Service, The Ohio State University, 1962).

[20] R. M. Stogdill, Manual for the Leadership Behavior Description Questionnaire - Form XII (Columbus, Ohio: Bureau of Business Research, College of Commerce and Administration, The Ohio State University, 1963), p. 1.

[21] Ohio State University, Leadership and Organization: Brief Abstracts of a Series of Monographs, Scales, and Questionnaires (Columbus, Ohio: Center for Business and Economic Research, Division of Research, College of Administrative Science, The Ohio State University), p. 6.

[22] L. H. Cochran, Vocational Advisory Committee Study (Mt. Pleasant, Michigan: Central Michigan University, 1974).

CHAPTER II

REVIEW OF THE LITERATURE

Advisory Committees

Introduction

A review of the literature on advisory committees revealed that most of the research, publications, and testimonials which have appeared in articles have dealt with the historical aspects, rationale for establishing committees, initiating committees, membership selection procedures, membership composition, functions, operating policies and procedures, and the legality of advisory committees. For the past fifty years the rationale cited in the literature for the worth of advisory committees and the recommended operating techniques have remained the same.

The purpose of this section was to present a review of the literature on two of the three dependent variables cited by the researcher in Chapter I, the worth vocational administrators place on the use of advisory commitees and their knowledge of recommended operating techniques for use with advisory committees. The third theme, leadership styles, is reviewed in the second section of this chapter.

The Worth of Vocational Advisory Committees

As our agrarian society changed to an industrial society and life

became more complicated and our population increased, the board of education, as an elected representative body, moved further and further away from the people.[1] This communication gap was probably created under the guise of greater efficiency. However, there were those who believed the privileges and obligations that have been gradually abstracted must be returned to the public.

Wheaton believed that one of the most important responsibilities of educators is the education of the public about education.[2] "If this could happen, the board of education, educators, and community people could plan together for the children who are their joint responsibility. Thus, two fears would vanish. These fears are the educators' fear of the community and the communities' fear of educators.[3] McGlothlin was of the opinion that a satisfactory school program, like a satisfactory program for any public service, requires the blending of three voices--the voice of the research specialist, the voice of the practitioner, and the voice of the people. If each voice follows its designated and appropriate part, harmony is likely.[4]

The rationale establishing the worth of advisory committees was well documented in the literature. In the educational community, vocational agricultural educators as early as 1907 pioneered the use of advisory committees.[5] So successful were the early agricultural advisory committees that a committee on the national level was formed to recommend legislation

which eventually became the original Smith-Hughes Act of 1917 as passed by Congress without a dissenting vote.[6]

Those contributing to the literature on vocational advisory committees included educators at the federal, state, and local levels, as well as those in industry, agriculture, business, and labor unions. They were in total unanimity as to the need for joint cooperation between public education and the business sector in the development of quality vocational-technical programs.[7] This theme was reinforced by the Vocational Education and Career Development Services of the Michigan Department of Education:[8]

> The development of high quality vocational-technical education programs which adequately prepare persons for employment is dependent upon a close working relationship between the educational agency and industry, business and labor. This relationship can best be developed through effective use of advisory committees.

The rationale generally cited in the literature underlying the worth of vocational advisory committees was their ability to assist the vocational administrator in examining the present program in terms of the apparent and future manpower trends and to revise the curriculum accordingly. Riendeau emphasizes this point in stating:

> The manpower needs of industry call for a long look at the work force of the future. These employment patterns signal a change in occupational education programs. Line of communication must be maintained by schools and colleges with the industries which they seek to serve.

> Teamwork by the educational institutions and the sources of employment, through the medium of the advisory committees, is imperative if these changes are to be met.[9]

In addition to continuously up-dating the curriculum, numerous governmental agencies and individuals have cited a diversity of functions for advisory committees which historically have illustrated the usefulness of the committees. At the federal level, the U.S. Department of Health, Education and Welfare[10] recommended the following tasks which may be performed by vocational advisory committees:

1. Advise the educational administration on the content of courses needed to satisfy the occupational needs of the community.
2. Assist in community surveys by determining the data to be gathered; support the studies; gain the best community reaction to the studies; and evaluate the information gathered.
3. Recommend applicants on the basis of qualifications required by the firms in which the students may expect employment.
4. Offer encouragement and stimulation, criticism and praise, to help teachers relate instruction to the particular needs of the community.
5. Assist in obtaining jobs for graduates who have successfully completed the program.
6. Recommend and help to establish local training standards.

7. Provide financial assistance in the form of scholarships, awards, equipment and supplies.
8. Play an important public relations role by representing and informing the business community.

At the state level, the Michigan Department of Education,[11] suggested the following purposes and functions of local advisory committees:

1. To advise school administrators regarding training needs based upon information obtained from qualified persons,
2. To make recommendations as to how identified vocational-technical education needs can best be met,
3. To assist in continuously evaluating the total vocational-technical program consistent with the changing needs of the community and the nation,
4. To help determine present and future manpower needs,
5. To recommend criteria for determining the vocational competency of prospective instructors,
6. To advise on curriculum content and acquisition of needed facilities and equipment,
7. To recommend standards of competency and achievement which are necessary for employment advancement, and
8. To suggest and support needed local, state and national action to assure adequate vocational-technical education.

The following functions of vocational advisory committees established by the Ohio State Department of Education resembled those cited above by the Michigan Department of Education.[12] The functions were as follows:

1. Public relations
2. Student standards and recruitment
3. Student selection
4. Standards of evaluation
5. Manpower needs and training facilities surveys
6. Student's problems
7. Standards of training stations
8. Program facilities and aids
9. Curriculum development
10. Post-secondary education
11. Adult education
12. Legislation

The national professional organization of vocational teachers and administrators, the American Vocational Association, also cited the following ten worthy functions of advisory committees in their publication Vocational Advisory Committees.[13]

1. Program evaluation
2. Surveys
3. Course planning

4. Setting up standards
5. Assisting teachers
6. Recommend teaching candidates
7. Assist in cooperative part-time training programs
8. Giving financial assistance
9. Influencing legislation
10. Publicizing the school vocational education program

The following functions were not cited earlier but were noted from the literature.

1. Providing guest lecturers[14]
2. Assisting with field trips[15]
3. Recruitment of students[16]
4. Aiding in the follow-up of graduates[17]
5. Recognizing student achievement[18]

Two researchers have conducted studies on the functions of vocational advisory committees. Carlson found that of fourteen identified functions of selected California junior college advisory committees, those concerned with the needs of the community and prospective employees were judged to be the most important. Functions judged least important pertained to financial support, teacher recruitment, and promoting excellence of individual students. In terms of achievement of the committee, those concerned with evaluating

the vocational program's training for life situations, vocational needs of the community, and course of study ranked the highest. Those lowest in achievement were functions that related to financial support and teacher recruitment.[19]

Another researcher in 1971 found that when comparing the functions of 105 secondary and post-secondary vocational advisory committees in the State of Utah to 12 functions of a theoretical model, only 33 percent of the functions agreed between the practice and the model. Land found those functions which ranked the highest in practice and relative importance were those which related to improving public relations, curriculum development, evaluation of programs, and support for school legislation. Those functions ranking lowest were related to teacher and student recruitment. The degree of agreement between the relative importance of functions and the theoretical model was 83 percent. Land, therefore, concluded that the practice of functions and the relative importance of functions were not congruent with the theoretical model and that either the theoretical model needed to be modified and/or the practices needed to be changed.[20]

A comparison between the findings of the two researchers revealed that those functions which were programmatically oriented or concerned with the public were the most important. The single function upon which both researchers agreed was of the least importance was teacher recruitment.

During the past fifty years, vocational educators have used the expertise of advisory committee members to assist them in the many facets of planning, executing, evaluating, and modifying vocational and technical programs. The worth of the advisory committee, according to the literature has been time tested and has been an invaluable tool to the vocational administrator.

Recommended Operating Techniques for Advisory Committees

The worth of vocational advisory committees may well depend on the techniques vocational administrators employ to enable and encourage committee members to make significant contributions to fulfill the purpose of the committee. The State Education Department of New York in their publication entitled, "A Handbook for Members of Advisory Councils for Occupational Education," stated the following responsibilities of the administrator:

1. Inform council of their functions and responsibilities and of occupational goals and objectives;
2. Utilize faculty and others to serve as resources to the council;
3. Acquaint council with laws, rules, regulations and policies pertaining to occupational education;
4. Help develop meeting agenda and direct work of council to assure focus on significant items which will contribute to program of occupational education and effectively utilize the time and talents of council members;

5. Provide opportunity for recognition of council members.

The following statement, published by the Michigan Department of Education in their publication entitled, "A Guide to Establishing Vocational-Technical Advisory Committees,"[21] was typical of the suggestions and recommendations cited in the literature to insure the success of advisory committees.

The Council will be effective if:

1. The reason for organizing the council is well understood by both members and school officials.
2. The council has been given a clearly defined function.
3. There is no question on the part of the members that the function is a needed one.
4. The council is competent to perform the function.
5. The council feels "wanted" by the school, its contributions are valued and the chief administrator and his staff are willing to give the necessary time, energy, and support to make it successful.

Phipps and Knell[22] reported thirteen successful operating procedures used in the establishment and operation of advisory committees:

1. Using a selection committee in obtaining members for a citizen's advisory committee.

2. Using assistance of consultants in formulating by-laws for the committee.
3. Using officers of the citizen's advisory committee as an executive committee.
4. Using subcommittees for intensive study of special problem areas such as building needs and curriculum needs.
5. Providing agendas for meetings.
6. Using professional consultants in the study of certain areas.
7. Providing committee members with instructions regarding how to participate effectively at committee meetings.
8. Adapting and using basic guidelines regarding committee operation.
9. Developing and using a questionnaire to determine community attitudes towards the public school.
10. Allowing ample time and devoting considerable attention to planning the organization of a citizen's advisory committee.
11. Clarifying continually the role of the administrator, the school board, the chairman, the members of the committee, and the consultant.

Riendeau, writing for the American Vocational Association,[23] suggested the following agenda for advisory committee meetings:

1. Introduction of all parties present.

2. Brief review of committee's purpose.
3. Report of new developments related to committee.
4. Report of relation of committee to the program.
5. Minutes of last meeting.
6. Subcommittee reports.
7. Discussion of previously specified topics.
8. Adjournment.

The discussion thus far has described the "how to do" aspects of operating an advisory committee. Gromacki[24] in the following points, elaborated on "what not to do" when operating an advisory committee:

1. Do not initiate programs without consulting with an advisory committee.
2. Do not take action within the realm of the designated functions of the advisory committee without first consulting the committee.
3. Do not start production projects in the instructional program before conferring with the committee.
4. Do not permit the committee to become administrative in function.
5. Do not enter (committee) into labor-management controversies.
6. Do not "load" the committee with known supporters of the school program.
7. Do not permit committees to advise on matters in which individual members may profit.

8. Do not fail to keep members informed or conceal facts pertaining to the program from the committee.
9. Do not permit the committee to employ teachers.
10. Do not fail to respect the committee's time.
11. Do not ignore the committee's recommendations.

Scrutinizing the literature revealed that only one research study pertaining to advisory committee operating techniques had been conducted. A study conducted by Vogler concerned itself with the relationship between the number of functions used by 29 agricultural vocational advisory committees in the State of Illinois and the degree of worth junior college personnel placed on the use of the committees. Vogler concluded in one of his findings that no significant relationships appeared to exist between the number of techniques employed by the committee and the personnel's attitude of worth toward the use of committees.[25]

Summary

The impact educational lay advisory committees had on public education in this nation was supported in the literature. From the early colonial days to the present, the advisory committee has enabled the tax paying public and the profit-making sector to enjoy their right to influence the direction of public education. If public education in this country is to remain indeed public, other than by means of public tax support, the public and the private sector must be involved to the point of significantly influencing the

policy-making decisions which effect the total educational operation.

Such is also the rationale for promoting and maintaining effective and up-to-date vocational and technical programs. Only through the continual use of lay and professional persons, who have knowledge of the rapid advancements in the business and industrial world, can vocational and technical administrators maintain a quality of excellence in their programs.

The literature on advisory committees revealed three distinct themes which could control an administrator's effectiveness in using a vocational advisory committee. The first theme was the worth or value administrators placed on the use of persons in an advisory capacity. Without self-admission on their part, that they cannot possibly be all knowledgeable in their widely diversified field, can they effectively implement the recommendations of others. Thus, it is necessary that administrators share this responsibility with others who possess specific knowledges and experiences. To do so will enable the administrator to make the best decisions which may have a lasting effect on his total vocational program.

The second theme which was strongly dealt with in the literature was the numerous operating techniques recommended to capitalize on the inherent value of using persons in an advisory capacity. Without prior successful experience in the use of an advisory committee, an inexperienced administrator can only experiment in the performance of his role as an initiator, implementor, or user of an advisory committee.

The future role of vocational and technical education in this nation may well depend on the administrator's value for the use of lay advisory committees and his knowledge of operating techniques in the use of such committees. The third theme, leadership styles, will be discussed in the next section of this chapter.

Leadership Styles

Introduction

Probably more has been written and less is known about leadership than about any other behavioral science topic.[26] Just as beauty is in the eyes of the beholder, so the word "leadership" can be self-defined by the writer. The complexity of operationally defining the word was illustrated by a search of the literature conducted prior to 1949 which revealed 130 different definitions of the word.[27]

Definitions of "Leadership"

In discussing the difficulty of defining the term "leadership," Cartwright and Zander related two major problems which have confronted researchers. The first difficulty has been to:

> . . . separate and disentangle the assumptions about what leadership should be from the straight-forward research on the question of what consequences follow specific leadership practices . . . The second and perhaps more complex problem has been that of trying to find acceptable scientific definitions for terms like leader and leadership.

The following definitions were typical of those found in the literature for the word leadership:

1. Leadership should not be stereotyped as either forceful or permissive. Instead, leadership should be viewed as a process consisting of a range of possible alternative behaviors.[29]
2. Leadership (or leader) has been defined, for example as: An individual who is moving in a particular direction and who

succeeded in inducing others to follow him.[30]

3. Leadership is a process of mutual stimulation which, by successful interplay of relevant differences, controls human energy in the pursuit of a common goal.[31]

4. . . . that action or behavior among individuals and groups which causes both the individual and the groups to move toward educational goals that are increasingly mutually acceptable to them.[32]

5. . . . a characteristic of the individual; for others, it is seen as a property of the group. Some researchers define leadership as anyone who performs leadership acts; while others define it in terms of prestige, status, or ability to influence others.[33]

6. For purposes of this discussion, the researcher chooses to define leadership as that influence which is exercised in different situations, nurtured through mutual trust and the understanding of roles, and directed toward the attainment of specified mutually acceptable personal and institutional goals.

Approaches to the Study of Leadership

The literature revealed the following five distinct leadership approaches to the study of leadership: Trait, Type, Situational, Functional or Group, and the Interactionistic. For purposes of this review of leadership styles, emphasis was placed on discussing those approaches which are behavioral in nature, rather than in those which are concerned with the leaders' ability or

capacity to provide leadership. No attempt was made to discuss the literature on managerial, supervisory, or administrative styles.

The Trait Approach

One of the earliest approaches to the study of leadership is called the trait theory. Prior to 1945, most of the research on leadership was devoted to the identification of the traits or qualities of leaders. Such research was based on the assumption that individuals could be separated into groupings: leaders and followers. It was, therefore, concluded that leaders must possess certain qualities which are not possessed by followers. This research was thus founded on the age-old myth that leaders are born and not made.[34]

One of the early researchers of the trait approach was Ellwood P. Cubberley who in 1929 attempted to apply the trait approach to the theory of school administration.[35] Ordway Tead, in his book The Art of Leadership published in 1935 insists that there are ten qualities that are essential for effective leadership.[36] Many of the same character traits described by Cubberley and Tead were again reported by Stogdill in 1948 after reviewing 124 studies on leadership.[37] A later article by Stogdill in 1958 concluded that the following traits were associated with leadership:

1. Capacity: intelligence, alertness, verbal facility, originality, judgment
2. Achievement: scholarship, knowledge, athletic accomplishments

3. Responsibility: dependability, initiative, persistence, agressiveness, self-confidence, desire to excel
4. Participation: activities, sociability, cooperation, adaptability, humor
5. Status: socioeconomic position, popularity[38]

The trait studies of leadership have produced relatively little convergence in defining specific character traits. Some researchers have identified two, ten, nineteen, and some thirty traits of leadership. Bird's analysis of trait studies of leadership found that only 5 percent of the traits mentioned were common to four or more investigations. Despite its accomplishments and criticisms, the trait approach did permit researchers to begin to identify characteristics of the leader though it was far from the final answer.[40]

The Situationalist Approach

The general dissatisfaction of the failure of researchers to identify specific leadership traits, led other researchers to begin to focus their efforts upon the problem of the situation in which leadership occurs. The rationale for this re-direction of effort from the study of traits to that of situations was based on the theory that the traits and skills that characterize a "good" leader will vary from group to group and from situation to situation.[41] In other words, the style of leadership must always be relative to the particular situation. In addition, the leader must be sensitive to the needs of others

and flexible to each situation.[42]

Hamachek views the process of leadership not only from the point of view of the leader's role and that of the follower with reference to each other, but also in view of the characteristics of the given situation. To Hamachek, the style of leadership a person adopts depends not on the ". . . theories of personality or administration he possesses, but on the kind of person he is."[43] Hamachek further states that "The kind of leader one is depends on the kind of man one is."

Huneryager and Heckmann[44] draw the following basic conclusion about the situationist approach:

> A basic conclusion of the situationist approach is that the successful leader must be adaptive and flexible. As the situation changes, whether it be from minute to minute or from day to day, so must the leader change his style of leadership. Consequently, at any one point in time he may display certain traits and characteristics and follow the format of a particular type of leadership, whereas at another point in time he may display an entirely different set of traits and follow another type of leadership.

The situationist leader was a product; not of specific or universal characteristics possessed by all such persons, but of his functional relations to specific individuals in a specific situation.[45] Spotts was of the opinion that temporary or situational leaders will arise in groups when necessary to meet the demands of the new situation.[46] A situationist leader in one group will often not be the leader in another group.[47] Bavelas was in

agreement with Knezevich in stating the unique leadership characteristics possessed by an individual at one level in the hierarchy may often be very detrimental to himself and the organization once he reaches a higher level of the hierarchy.[48]

Bellows, Gilson, and Ordiorne advanced six observations about the manager of situations which distinguishes him from the pressure artist, the human relator, or the hard-nose manager (of the) past.[49]

1. He is judged by what his followers do. The leader is a person who has followers . . . the quality of a manager is directly related to the quality of his followers, and his own results are essentially those of his followers . . . .
2. He exhibits no single executive personality pattern . . . .
3. The good manager makes things happen . . . .
4. He is more of a generalist than in the past . . . .
5. He works more through organization than by himself . . . .
6. He is oriented toward results and responsibility.

Though the situationist approach refuted the theory that leaders were born and not made, the situationists concentrated their efforts on finding new ways of identifying leaders than with developing a theory of leadership.[50] Consequently, many followers of the situationist approach established executive training and leadership development programs to alleviate the shortage of leaders.[51]

Functional or Group Approach

The first organized approach to the study of leadership was performed during the 1930's by Kurt Lewin who was the founder of the field-theory in social science.[52] The functional or group approach to leadership styles was developed from subsequent theorizing and research in group dynamics and, to some extent, from the Human Relations Movement.[53]

The functional approach sought to ". . . discover what actions are required by groups under various conditions if they are to achieve their goals or other valued states, and how different group members take part in these groups practices."[54] Thus, this approach marked a shift from the study of the leader as a person to the study of the group.[55]

This approach assumed that any member present in a group exerts leadership to some degree and that the properties of the group are modified by their mere presence in the group. Leadership is not something which is completely or not at all possessed by an individual, but which may be possessed in varying degrees. Consequently, leadership and group performance are conceived as necessarily related to each other.[56]

Cartwright and Zander also believed that the functional concept of group leadership contained two important ideas: ". . . any member of a group may be a leader in the sense that he may take actions which serve group functions. . . . that a given function may be served by many different

behavior."[57] Similarly, Crockett found that, when a designated leader failed to provide the leadership functions he was supposed to perform, other members provided them, so there would be a minimal loss in group effectiveness.[58] In summary, the same leadership function may be performed by a variety of actions taken by a variety of individuals within the group.[59]

Much of the early research in group dynamics focused on the importance of employee involvement, participation in decision making, problems of motivation, and human relations.[60] As with the emergence of the situationist approach to leadership, the followers of the function or group theory also established training laboratories in group development.[61] Unfortunately, one of the major criticisms of this approach was that much of the research on leadership has been confined to leadership in small face-to-face groups.[62]

Type Approach

Another attempt to explain the nature of leadership is through the type approach. As with the trait approach, researchers of the type approach have not defined the characteristics of the approach with semantic consistency. The following major groupings of characteristics are typical of the type approach as defined in the literature.

Huneryager and Heckmann have labeled their four leader types as dictatorial, autocratic, democratic, and laissez-faire.[63] Bradford and Lippit's leadership characteristics are similar to Huneryager and Heckmann's four types:

The hardboiled autocrat, the benevolent autocratic, democratic, and laissez-faire.[65] Knezevich added a different twist to identifying leader types by labeling them as autocratic, manipulative or pseudodemocratic, democratic, and anarchic.

Clark in describing leadership behavior stresses production and employee-centered leaders in the following three characteristics.[66]

1. Accommodative . . . refers to situations where the leader's behavior neither challenges a group, nor seriously violates its norms of how a leader should behave . . . . A variety of labels other than "accommodative" has been devised to describe such a foreman: "laissez-faire," "abdicratic," etc.
2. Production-centered leaders . . . This kind of leader . . . allows the employees little or no influence in the setting-up of work procedures . . . others have described him as "authoritarian," "autocratic," and "task-centered."
3. Employee-centered leader . . . referred to supervisors who saw their job primarily in terms of the organization, training, and motivation of subordinates.

The traditional authorities of leadership styles accept ". . . only the leadership-centered style, regard the group-centered styles as a plaything of psychologists, and dismiss the free-rein style as constituting not leadership, but rather its surrender."[67]

Interactionistic Approach

The interactionistic approach stressed the quality of the leader-follower relationship ". . .as an important determinant of productivity, morale, and other goals seen as 'good' or desirable by organizations."[68] As an outgrowth and extension of the functional approach, the basic assumption of this approach was that leadership cannot be studies in isolation, because it represents an interaction between members of the group.[69]

Bass, Likert, and Kahn believed the leader who operates under the interactionistic approach focuses his primary attention upon the human aspect of his subordinate relationship and attempts to build effective work groups with high-performance goals.[70] Such leaders seem to spend more time motivating their workers, providing structure, informing them, getting their ideas and suggestions, training workers for more responsibility, trying new ideas, and exhibiting consideration for the worker and his needs.[71] When attention is focused upon the interaction of people in groups, factors such as initiative, originality, communication, empathy, cooperation, cohesiveness, and productivity become important.[72]

The ineffective leader pushes the worker beyond his limits, redicules his workers and treats them without respect, plans and implements changes without their knowledge, and does not consult with them nor accepts their ideas and suggestions.[73] The relationship between the effective and ineffective leader and their workers is also apparent in their relationship between

their superiors. The level of influence the effective leader has with his superiors is greater than that of the ineffective leader. Thus, if the leader is to influence his followers effectively, he must also be able to influence his own supervisor as well.[74]

Seashore was of the opinion that the group cohesiveness of the work group also contributes to the level of productivity only if the group members view the company as a supportive and secure situation.[75] Seashore's study of high and low cohesive work groups indicated that members of high-cohesive groups exhibited much less anxiety than low-cohesive groups. Seashore concluded that membership in a cohesive group provides the worker with anxiety reducing support.[76] The same conclusion was advanced by Trist and Mamforth who worked with English coal miners.[77]

The degree of supervision administered also contributes to group productivity. Cartwright and Zander and Kahn and Katz found that high production leaders supervise workers less than do low-production supervisors.[78] Pfiffner also advanced the proposition that leaders tend to supervise their subordinates as they themselves are supervised.[79]

The results of a study by Likert and Kahn of two employee groups, one which had received closer control and supervision and the other allowed autonomy to make its own decisions, showed that both groups increased their production by 15-20 percent. However, the employee morale in the former

group worsened while the morale in the latter became much higher. The results of this study also revealed that at initially low levels of pressure for higher production, the workers exhibited increased satisfaction with their supervisors. However, at higher levels of pressure, the opposite effect was apparent; lower productivity and adverse reaction resulted toward the supervisor.[80]

In studies conducted by Lewin and others, results have shown that leaders not only get more cooperation in implementing the choices that are made but also may get better quality decisions. It has also been found that participative methods can lead to greater production and efficiency as well as to high morale.[81]

Edwards,[82] Wenrich[83] and Toy[84] and others have stressed in the literature on advisory committees the importance of establishing a positive and trusting relationship in this case between the school authority the vocational administrator and the committee members. Secondly, these authorities also cited the importance of defining to the committee the role each would play in the operation of the advisory committee.

Both of these recommendations are synonymous with the strongly defined hypothesized dimensions as advanced by researchers in the study of leadership behavior. Halpin and Winer have identified these two factors as consideration and initiation of structure. Together they represented 83 percent

of the accountable common variance in leader behavior. Simply defined, consideration is the establishing of a mutual and trusting relationship between the leader and his followers. Initiation of structure, on the other hand, is the establishment and delineation of the relationship between the leader and his followers.[85] The literature suggests that leaders who emphasize both initiating structure and consideration are perceived as being the most effective.[86]

Fiedler also identified the importance of establishing a trusting relationship in the leader-member relation dimension of his "contingency model." This dimension emerged from Fiedler's research as the most important factor in determining the leader's influence over his group. The other two less important dimensions of Fiedler's model, position power and task structure, are closely related to Halpin and Winer's initiation of structure.[87]

A review of the literature revealed only one research study conducted pertaining to leadership behavior dimensions and advisory committees. Carter[88] secured data from a stratified random sample of 209 County Extension Advisory Committee members located in 29 counties in Ohio. One of the instruments Carter administered was the "Leader Behavior Description Questionnaire" from which the instrument "Ideal Leader Behavior" was created as used in this study. The instrument was administered to advisory committee

members who evaluated their County Agent as Chairman of the committee.

Based upon the findings of his study, Carter concluded that:

1. The performance of County Extension Advisory Committees was more effective when the County Agent, Chairmen were perceived to provide initiation of structure leadership behavior for the Advisory Committees.
2. The effective performance of County Extension Advisory Committees was not associated with the consideration leadership behavior of the County Agent, Chairmen.
3. The performance of County Extension Advisory Committees was more effective when the duties, obligations, privileges, and power or influence of the Committee Members were distributed among the members.

In summary, Carter's findings indicated that initiation of structure was more important to committee member than consideration and that advisory committees were more effective when participatory management was instituted. Carter's first two findings, however, contradict Halpin's belief that there is a tendency for superiors and subordinates to consider dimensions of leadership as being most critical to effectiveness, with superiors favoring initiation of structure and subordinates consideration.[89]

Laotsu, who lived in China about 600 B.C., best summarizes the

interactionistic approach in his poem about a leader:[90]

> A leader is best
> When people barely know that he exists . . .
> Of a good leader, who talks little,
> When his work is done, his aim fulfilled,
> They will say, "We did this ourselves."

Summary

The review of the literature on leadership styles revealed five distinct approaches to the study of the topic. The five approaches were as follows: Trait, Situationalist, Functional or Group, Type, and Interactionistic. These various approaches represented over fifty years of research on the subject of leadership behavior.

The literature revealed that the study of leadership was most difficult due to the fact that each individual in a leadership capacity must possess a unique variety of leadership skills to enable him to be effective. A leader must attempt to satisfy the psychological and sociological needs of each member of the group under different sets of conditions while accomplishing the particular or objective task being attempted. Such is the case with vocational administrators who have the mandated responsibility of initiating, implementing, and maintaining viable advisory committees.

FOOTNOTES

[1] J. L. Miller and M. E. Wiles, "Successful Operation of Citizens Committees." School Executive 71 (1952): 59.

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[3] V. Edwards, "Representative Citizens Committee At Work." School Executive 72 (1953): 19.

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[10] U. S. Department of Health, Education and Welfare, Post-Secondary Distributive Education: A Suggested Guide for Administrators and Teachers (Washington, D. C.: Government Printing Office, 1969), p. 9.

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[15]Ibid.

[16]Ibid.

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CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

The descriptive data presented in this chapter were required to establish parameters and reference points for the examination of the study problem. Descriptive data were sought through specific questions which formed the substance of a cover questionnaire to all study participants. Data were also collected to test the six hypotheses described in Chapter I. The data in the chapter are presented in two sections. The first section reports the descriptive data and the second section reports data to test the hypotheses.

Descriptive Data

The descriptive data which follow reported the participants' responses to six items which appeared on the questionnaire. The following data were organized in the same order as the items appeared on the questionnaire (APPENDIX D).

QUESTION NO. 1

Are you presently directly responsible for the administration of at least one state reimbursable vocational or technical education program?

Yes _____ No _____

The researcher's purpose in asking this question was to re-affirm that

all of the respondents met the criterion for participation in the study. In response to this question, all of the respondents answered "Yes" to the question, thus all met the criterion.

QUESTION NO. 2

Have you ever received formal instruction in the use of an advisory committee? Yes _____ No _____

The researcher's purpose in asking this question was to divide the study population into two distinct groups to compare vocational directors and community college deans who did or did not receive formal instruction in the use of an advisory committee. The question was not intended to determine the quality or quantity of the instruction received.

TABLE 5

Frequency and chi square of vocational directors and community college vocational-technical deans who received or did not receive formal instruction in the use of an adivsory committee.

Source	Total N	Received Instruction	Did Not Receive Instruction	Adjusted Chi Square
Directors	39	21	18	0.96 (N.S. @ .05 level with 1 DF = 3.84)
Deans	26	18	8	
All Administrators	65	39	26	

A comparison between the directors who did and did not report receiving formal instruction revealed an eight percentage point (54%-46%) spread between the two categories. However, the percentage point spread between the two categories of deans revealed more than twice as many deans did as did not receive formal instruction (69%-31%). Thus, in terms of percentage differences, the deans received much more instruction than did the directors. A comparison between the two categories for all administrators indicated a 20 percentage point spread between those who did and did not receive formal instruction in the use of vocational advisory committees (60%-40%). The adjusted chi square value was not significant.

The following three sets of t-tests were conducted to answer three specific questions posed by the researcher in the study proposal to determine if there was any significant differences between the vocational directors' and community college deans' mean scores on all three instruments for those who did or did not receive formal instruction in the use of an advisory committee. The statistical tests were also conducted in order to determine if the combination of directors and deans would provide a statistically larger sample to be called vocational administrators.

The two t-tests which follow determined if there were any significant difference in the degree of worth placed on advisory committees when comparing vocational directors and community college deans who did or did not receive formal instruction in the use of an advisory committee.

TABLE 6

t-test for determining differences in the degree of worth placed on advisory committees comparing vocational directors and community college vocational-technical deans who did receive formal instruction in the use of an advisory committee

Source	N	Mean	S.D.	t-value	Significance
Directors	12	69.91	11.75	1.38	N.S. @ .05 level (t @ .05 with 24 DF = 2.064)
Deans	14	63.00	13.46		
Totals	26	66.19	12.93		

Directors and deans who did receive formal instruction were compared on the variable of worth. Worth was measured by the instrument entitled, "Teacher Attitude Toward Advisory Committee Worth" (APPENDIX A). The maximum score possible was 100. The directors' and deans' mean scores were 69.91 and 63.00 respectively. The associated standard deviations were 11.75 and 13.46 respectively. The resultant t-test was 1.38 which was not significant at the .05 level. One could accept, therefore, that the tested groups of directors and deans could be combined for further analysis on the variable of worth for those who did receive formal instruction.

TABLE 7

t-test for determining differences in the degree of worth placed on advisory committees comparing vocational directors and community college vocational-technical deans who did not receive formal instruction in the use of advisory committees

Source	N	Mean	S.D.	t-value	Significance
Directors	14	65.21	12.60	0.42	N.S. @ .05 level (t @ .05 with 16 D.F. - 2.12)
Deans	4	62.50	3.87		
Totals	18	64.61	11.19		

Directors and deans who did not receive formal instruction were compared on the variable of worth. Worth was measured by the instrument entitled, "Teacher Attitude Toward Advisory Committee Worth" (APPENDIX A). The maximum score possible was 100. The directors' and deans' mean scores were 65.21 and 62.50 respectively. The associated standard deviations were 12.60 and 3.87 respectively. The resultant t-test was 0.42 which was not significant at the .05 level. One could accept, therefore, that the test groups of directors and deans could be combined for further analysis on the variable of worth for those who did not receive instruction.

The two t-tests which follow determined if there was any significant differences in the degree of knowledge of operating techniques possessed by vocational directors and community college deans who did or did not receive formal instruction in the use of an advisory committee.

TABLE 8

t-test for determining differences in the degree of knowledge of operating techniques possessed by vocational directors and community college vocational-technical deans who did receive formal instruction in the use of an advisory committee

Source	N	Mean	S.D.	t-value	Significance
Directors	14	7.71	2.02	1.27	N.S. @ .05 level (t @ .05 with 23 DF = 2.069)
Deans	11	6.45	2.94		
Totals	25	7.16	2.49		

Directors and deans who did receive formal instruction were compared on the variable of knowledge of operating techniques. Knowledge of operating techniques was measured by the instrument entitled, "Advisory Committees Operating Techniques Questionnaire" (APPENDIX B). The maximum score possible was 15. The directors' and deans' mean scores were 7.71 and 6.45 respectively. The associated standard deviations were 2.02 and 2.94 respectively. The resultant t-test was 1.27 which was not significant at the .05 level. One would accept, therefore, that the test groups of directors and deans could be combined for further analysis on the variable of knowledge of operating techniques for those who did receive instruction.

TABLE 9

t-test for determining differences in the degree of knowledge of operating techniques possessed by vocational directors and community college vocational-technical deans who did not receive formal instruction in the use of an advisory committee

Source	N	Mean	S.D.	t-value	Significance
Directors	12	8.85	2.19	1.33	N.S. @ .05 level (t @ .05 with 16 DF = 2.120)
Deans	6	7.00	2.76		
Totals	18	8.23	2.43		

Directors and deans who did not receive formal instruction were compared on the variable of knowledge of operating techniques. Knowledge of operating techniques was measured by the instrument entitled, "Advisory Committees Operating Technique Questionnaire" (APPENDIX B). The maximum score possible was 15. The directors' and deans' mean scores were 8.85 and 7.00 respectively. The associated standard deviations were 2.19 and 2.76 respectively. The resultant t-test was 1.33 which was not significant at the .05 level. One would accept, therefore, that the test groups of directors and deans could be combined for further analysis on the variable of knowledge of operating techniques for those who did not receive formal instruction.

The two t-tests which follow determined if there were any significant

difference in the leadership styles possessed by vocational directors and community college deans who did or did not receive formal instruction in the use of an advisory committee.

TABLE 10

t-test for determining differences in leadership styles possessed by vocational directors and community college vocational-technical deans who did receive formal instruction in the use of an advisory committee

Source	N	Mean	S.D.	t-value	Significance
Directors	16	64.81	8.23	-0.6	N.S. @ .05 level (t @ .05 with 25 DF = 2.060)
Deans	11	65.00	7.10		
Totals	27	64.88	7.64		

Directors and deans who did receive formal instruction were compared on the variable of leadership styles. Styles of leadership were measured by the instrument entitled, "Ideal Leader Behavior" (APPENDIX C). The maximum score possible was 80. The directors' and deans' mean scores were 64.81 and 65.00 respectively. The associated standard deviations were 8.23 and 7.10 respectively. The resultant t-test was -0.6 which was not significant at the .05 level. One would accept, therefore, that the test groups of directors and deans could be combined for further analysis on the variable of styles of leadership for those who did receive formal instruction.

TABLE II

t-test for determining differences in leadership styles possessed by vocational directors and community college vocational-technical deans who did not receive formal instruction in the use of an advisory committee

Source	N	Mean	S.D.	t-value	Significance
Directors	10	65.30	6.04	0.47	N.S. @ .05 level (t @ .05 with 14 DF = 2.145)
Deans	6	63.67	7.79		
Totals	16	64.68	6.53		

Directors and deans who did not receive formal instruction were compared on the variable of leadership styles. Styles of leadership were measured by the instrument entitled, "Ideal Leader Behavior" (APPENDIX C). The maximum score possible was 80. The directors' and deans' mean scores were 65.30 and 63.67 respectively. The associated standard deviations were 6.04 and 7.79 respectively. The resultant t-test was 0.47 which was not significant at the .05 level. One would accept, therefore, that the test groups of directors and deans could be combined for further analysis on the variable of styles of leadership for those who did not receive formal instruction.

In summary, the results of the six t-tests conducted on the data presented in TABLE 5 indicated that there were no significant differences in the scores for the worth, knowledge of operating techniques, and leadership styles instruments when comparing vocational directors and community college

vocational-technical deans who did or did not receive formal instruction in the use of an advisory committee. One could, accept, therefore, that the tested groups of directors and deans could be combined for further analysis on the variables of worth, knowledge of operating techniques, and styles of leadership for those who did not receive formal instruction in the use of an advisory committee.

QUESTION NO. 3

If your fellow vocational administrators were given a choice, would they:

_____ have a vocational advisory committee?

_____ not have a vocational advisory committee?

The researcher's purpose in asking this question was to divide the study population into two groups to compare vocational directors and community college deans who believe their colleagues would or would not choose to have an advisory committee. The question did not request data about the quantity or quality of the instruction.

TABLE 12

Frequency and chi square of vocational directors and community college vocational-technical deans who believe their fellow administrators, if given a choice, would or would not have a vocational advisory committee

Source	Total N	Would	Would Not	Adjusted Chi Square
Directors	39	32	7	0.100
Deans	26	22	4	(N.S. @ .05 level with 1
Totals	65	54	11	DF = 3.84)

A comparison between the directors in the two categories of TABLE 12 revealed that directors in excess of a ratio of 4:1 believed their fellow administrators would have an advisory committee if given a choice. The same comparison for the deans revealed that they believed their fellow administrators on a ratio in excess of 5:1 would also favor the use of advisory committees. Overall, the administrators as a total group favor the use of advisory committees by a ratio of approximately 5:1. The adjusted chi square value was not significant.

The following six t-tests were conducted to answer three specific questions posed by the researcher in the study proposal. The questions sought to determine if there were any significant differences between the vocational directors' and community college deans' mean scores on all three instruments for those who believe their colleagues would or would not utilize an advisory

committee if given a choice. The statistical tests were conducted in order to determine if the combination of directors and deans would provide a statistically consistent larger sample to be called vocational administrators.

The two t-tests which follow determined if there was any significant difference in the degree of worth placed on advisory committees when comparing vocational directors and community college deans who believe their colleagues would or would not utilize an advisory committee.

TABLE 13

t-test for determining differences in the degree of worth placed on advisory committees when comparing vocational directors and community college vocational-technical deans who believe their colleagues would utilize an advisory committee

Source	N	Mean	S.D.	t-value	Significance
Directors	21	66.76	11.49	0.72	N.S. @ .05 level (t @ .05 with 33 DF = 2.03)
Deans	14	63.71	13.33		
Totals	35	65.54	12.25		

Directors and deans who would utilize an advisory committee were compared on the variable of worth. Worth was measured by the instrument entitled, "Teacher Attitude Toward Advisory Committee Worth" (APPENDIX A). The maximum score possible was 100. The directors' and deans' scores were

66.76 and 63.71 respectively. The associated standard deviations were 11.49 and 13.33 respectively. The resultant t-test was 0.72 which was not significant at the .05 level. One would accept, therefore, that the tested groups of directors and deans could be combined for further analysis on the variable of worth for those who would utilize an advisory committee.

TABLE 14

t-test for determining differences in the degree of worth placed on advisory committees when comparing vocational directors and community college vocational-technical deans who believe their colleagues would not utilize an advisory committee

Source	N	Mean	S.D.	t-value	Significance
Directors	5	70.00	16.17	1.19	N.S. @ .05 level (t @ .05 with 7 DF = 2.365)
Deans	4	60.00	4.08		
Totals	9	65.55	12.51		

Directors and deans who would not utilize an advisory committee were compared on the variable of worth. Worth was measured by the instrument entitled, "Teacher Attitude Toward Advisory Committee Worth" (APPENDIX A). The maximum score possible was 100. The directors' and deans' mean scores were 70.00 and 60.00 respectively. The associated standard deviations were 16.17 and 4.08 respectively. The resultant t-test was 1.19 which was not significant at the .05 level. One would accept, therefore, that the tested

groups of directors and deans could be combined for further analysis on the variable of worth for those who would not utilize an advisory committee.

The two t-tests which follow determined if there were any significant difference in the degree of knowledge of operating techniques possessed by vocational directors and community college deans who believe their colleagues would or would not utilize an advisory committee.

TABLE 15

t-test for determining differences in the degree of knowledge of operating techniques possessed by vocational directors and community college vocational-technical deans who believe their colleagues would utilize an advisory committee

Source	N	Mean	S.D.	t-value	Significance
Directors	11	8.82	2.36	2.01	N.S. @ .05 level (t @ .05 with 15 DF = 2.131)
Deans	6	6.50	2.07		
Totals	17	8.00	2.27		

Directors and deans who would utilize an advisory committee were compared on the variable of knowledge of operating techniques. Knowledge of operating techniques was measured by the instrument entitled, "Advisory Committee Operating Techniques Questionnaire" (APPENDIX B). The maximum score possible was 15. The directors' and deans' mean scores were 8.82 and

6.50 respectively. The associated standard deviations were 2.36 and 2.07 respectively. The resultant t-test was 2.01 which was not significant at the .05 level. One could accept, therefore, that the test groups of directors and deans could be combined for further analysis on the variable of knowledge of operating techniques for those who would utilize an advisory committee.

TABLE 16

t-test for determining difference in the degree of knowledge of operating techniques possessed by vocational directors and community college vocational-technical deans who believe their colleagues would not utilize an advisory committee.

Source	N	Mean	S.D.	t-value	Significance
Directors	15	7.60	1.80	0.88	N.S. @ .05 level (t @ .05 with 24 DF = 2.064)
Deans	11	6.73	3.23		
Totals	26	7.23	2.50		

Directors and deans who would not utilize an advisory committee were compared on the variable of knowledge of operating techniques. Knowledge of operating techniques was measured by the instrument entitled, "Advisory Committee Operating Techniques Questionnaire" (APPENDIX B). The maximum score possible was 15. The directors' and deans' mean scores were 7.60 and 6.73 respectively. The associated standard deviations were 1.80 and 3.23

respectively. The resultant t-test was 0.88 which was not significant at the .05 level. One could accept, therefore, that the test groups of directors and deans could be combined for further analysis on the variable of knowledge of operating techniques for those who would not utilize an advisory committee.

The two t-tests which follow determined if there was any significant difference in the leadership styles possessed by vocational directors and community college deans who believe their colleagues would or would not utilize an advisory committee.

TABLE 17

t-test for determining differences in the leadership styles possessed by vocational directors and community college vocational-technical deans who believe their colleagues would utilize an advisory committee

Source	N	Mean	S.D.	t-value	Significance
Directors	10	62.20	6.68	0.58	N.S. @ .05 value (t @ .05 with 16 DF = 2.12)
Deans	8	63.25	7.69		
Totals	18	62.66	7.14		

Directors and deans who would utilize an advisory committee were compared on the variable of leadership styles. Styles of leadership were measured by the instrument entitled, "Ideal Leader Behavior" (APPENDIX C). The

maximum score possible was 80. The directors' and deans' mean scores were 62.20 and 63.25 respectively. The associated standard deviations were 6.68 and 7.69 respectively. The resultant t-test was 0.58 which was not significant at the .05 level. One would accept, therefore, that the test groups of directors and deans could be combined for further analysis on the variable of styles of leadership for those who believe their colleagues would utilize an advisory committee.

TABLE 18

t-test for determining differences in the leadership styles possessed by vocational directors and community college vocational-technical deans who believe their colleagues would not utilize an advisory committee.

Source	N	Mean	S.D.	t-value	Significance
Directors	16	64.88	7.93	- 0.25	N.S. @ .05 level (t @ .05 with 23 DF = 2.069)
Deans	9	65.67	6.86		
Totals	25	65.16	7.57		

Directors and deans who would not utilize an advisory committee were compared on the variable of leadership styles. Styles of leadership were measured by the instrument entitled, "Ideal Leader Behavior" (APPENDIX C). The maximum score possible was 80. The directors' and deans' mean scores were 64.88 and 65.67 respectively. The associated standard deviations were

7.93 and 6.86 respectively. The resultant t-test was -0.25 which was not significant at the .05 level. Therefore, one would accept that the test groups of directors and deans could be combined for further analysis on the variable of styles of leadership for those who believe their colleagues would not utilize an advisory committee.

In summary, the results of the six t-tests conducted on the data presented in TABLE 12 indicated that there were no significant differences in the scores for the worth, knowledge of operating techniques, and leadership styles instruments when comparing vocational directors and community college vocational-technical deans who believe their colleagues would or would not utilize an advisory committee. One could accept, therefore, that the tested groups of directors and deans could be combined for further analysis on the variables of worth, knowledge of operating techniques, and styles of leadership for those who believe their colleagues would or would not utilize an advisory committee.

QUESTION NO. 4

Do your superiors encourage your use of vocational advisory committees? _____ Yes _____ No If "Yes," check the following ways:

_____ Part of Job Description _____ Release Time

_____ Extra Pay _____ Other: _____

The researcher's purpose in asking this question was to determine if the vocational administrators received any external incentive or

encouragement to have or not to have vocational advisory committees.

TABLE 19

Frequency and chi square of vocational directors and community college vocational-technical deans encouraged or not encouraged to use vocational advisory committees.

Source	Total N	Encouraged N	Not Encouraged N	Adjusted Chi Square
Directors	39	23	16	7.07
Deans	26	24	2	(Signif. @ .01 level with 1 DF = 6.64)
All Admin.	65	47	18	

A comparison between the directors who were encouraged by their superiors to use advisory committees as opposed to those who were not, reveals a ratio of 3:2 favoring the encouraged use of advisory committees (59%-41%). The great majority of the deans reported that they were encouraged to utilize advisory committees (92%-8%). Overall, the administrators were encouraged to use advisory committees by a ratio of approximately 3:1 (72%-28%). The adjusted chi square was significant at the .01 level. Therefore, one could reason that directors and deans are encouraged to have advisory committees.

In response to part two of QUESTION NO. 4 above, "If so, in what way?" are you encouraged to use advisory committees, the administrators responded in the following manner.

TABLE 20

Frequency and percentage of responses to ways vocational directors and community college deans are encouraged to use vocational advisory committees.

Source	Total N	Part of Job Description N	Part of Job Description %	Extra Pay N	Extra Pay %	Release Time N	Release Time %
Directors	17	17	100%	0	0%	0	0%
Deans	24	23	96%	1	4%	0	0%
Totals	*41	40	98%	1	2%	0	0%

(* refer below)

A comparison between the 41 directors and the deans in the three categories in TABLE 20 reveals that all but one dean responded that the use of vocational acvisory committees was a part of their job description. Extra pay was the response of one dean. Overall, 98 percent of the administrators indicated that the use of vocational advisory committees was a part of their job descriptions.

* The difference between the total of 41 administrators in TABLE 20 and a total of 47 administrators who were encouraged to use adivsory committees in TABLE 19 is due to the fact that six administrators chose to respond to the question by writing statements in the "Other" category which follows the discussion of TABLE 20.

In response to "Other ways in which the administrators were encouraged to use advisory committees, the following statements were received:

Directors: - "Verbally - but they don't know what it's all about"

- "Work your 10 hours for state and district and meet on your own time"

- "Program Evaluation"

- "For public support and awareness and relations (P.R.)"

- "Do the best you can"

Deans: - "Obvious"

In summary, the data presented in TABLE 19 reveals that deans are greatly encouraged to use advisory committees as opposed to the encouragement received by directors. Both deans and directors indicated in TABLE 20 that the use of advisory committees is written into their job descriptions and extra pay and release time is not provided.

QUESTION NO. 5

Based on your experiences, which of the following statements presents the greatest problem in effectively utilizing an advisory committee:

_____ Recruiting members

_____ Orienting members to their role on the committee

_____ Expectations of committee members

_____ Attendance of members

_____ Implementing recommendations of committee

_____ Other: _____

The purpose of QUESTION NO. 5 was to determine the nature of common problems which confront vocational administrators in attempting to establish and effectively utilize an advisory committee.

TABLE 21

Frequency of problems experienced by vocational and community college vocational-technical deans in effectively utilizing advisory committees.

NOTE: Though the questionnaire was piloted with 25 CEPD vocational administrators the researcher was not aware of apparently insufficient instructions for Question No. 5. Some respondents rank ordered the possible choices, others chose only problems familiar to them, while others made only one choice.

The inconclusive data revealed that the greatest problem experienced by the directors was committee member attendance which received twice the number of responses (23) as did the second greatest problem which was committee recruitment (12). Committee orientation was third with 14 responses, implementing the committee was fourth with 9 responses, and the directors' expectations of the committee was fifth with 5 responses.

As with the directors, the deans also indicated that attendance (10) was their greatest problem which received twice the number of responses as did the second greatest problem which was their expectations of the committee (6). Implementing the committee scored third with five responses, committee orientation fourth with three responses, and recruitment fifth with only two

responses.

Overall, the administrators' responses indicated that their foremost problem area was committee member attendance, committee orientation second, recruitment and implementing the committee receiving equal number of responses, and expectations of committee as their last problem area.

The following statements were received in response to the sixth category "Other" problems experienced in utilizing advisory committees in TABLE 20:

Directors:
- "Teacher knowledge of how to run them."
- "Good results with all of the above."
- "Utilizing them effectively."
- "Finding time to meet with 20 committees and getting staff to work with them."
- "Trying to give up the necessary time."

Deans:
- "No problems."
- "Identifying potential members."
- "Easy to get off the cuff comments, but difficult to get any work out of any committees."
- "Finding common meeting time."
- "Moving the local faculty."

QUESTION NO. 6

Do you have access to a CEPD vocational advisory committee?

____ Yes ____ No

If "Yes," have you utilized the CEPD committee or individual members?

____ Yes ____ No

The purpose of QUESTION NO. 6 is to determine if the vocational administrators do have access to CEPD advisory committees and if they utilize the committees or individual members.

TABLE 22

Frequency and chi square of vocational directors and community college vocational-technical deans who did or did not have access to a CEPD vocational advisory committee.

Source	N	Did Have Access	Did Not Have Access	Adjusted Chi Square
Directors	39	36	3	4.36 (Signif. @ .05 level with 1 DF = 3.84)
Deans	26	18	8	
All Admin.	65	54	11	

The results of the above table indicate that 92 percent of the directors have access to a Career Education Planning District (CEPD) vocational advisory committee. Only 69 percent of the deans responded they did have access to

a CEPD advisory committee. The overall results for all administrators indicate that 83 percent do have access to a CEPD vocational advisory committee, while 17 percent do not. The adjusted chi square was significant. Therefore, one could reason that directors and deans do have access to CEPD advisory committees.

TABLE 23

Frequency and chi square of vocational directors and community college vocational-technical deans who have access to and who used the CEPD advisory committee or individual committee members.

Source	Total N	Did Use CEPD Committee	Did Not Use CEPD Committee	Adjusted Chi Square
Directors	36	22	14	0.009 (N.S. @ .05 level with 1 DF = 3.84)
Deans	18	12	6	
Totals	54	34	20	

The results of the table above indicate that of the 36 directors who responded that they have access to a CEPD advisory committee, 22 or 61 percent stated that they did use them while 14 or 36 percent stated that they did not. Of the 18 deans, 12 or 67 percent responded that they did use the CEPD advisory committee, while 6 or 33 percent indicated they did not use the committee. Overall, 34 or 63 percent of the administrators indicated use of

the committee while 20 or 37 percent did not. The adjusted chi square was not significant.

Analysis of Data

The data required to test the hypotheses were collected using three instruments: "Vocational Administrators' Attitude Toward Advisory Committee Worth" (APPENDIX A), "Advisory Committee Operating Techniques Questionnaire" (APPENDIX B), and "Ideal Leader Behavior Questionnaire" (APPENDIX C).

The beliefs vocational administrators possessed of their colleagues feelings about utilizing vocational advisory committees constituted the independent variables for the study. Measures for these variables were obtained from Question No. 3 of the questionnaire (APPENDIX D) which accompanied each instrument package. The scores received by the administrators on each of the three instruments constituted the dependent variables.

The data collected to test the following six hypotheses were tested and analyzed using two-way analysis of variance and Pearson product-moment correlations. The F ratios were tested for significance at the .05 level. The correlation coefficients were tested to determine if they were significantly different from zero at the .05 level of significance.

NULL HYPOTHESIS NO. 1

There is no significant difference of advisory committee worth held by administrators who would or would not have an advisory committee.

The hypothesis was tested to determine if administrators who agreed in their beliefs about their colleagues' feelings toward utilizing advisory committees differed in the degree of value or worth they placed on advisory committee use.

TABLE 24

Two-way analysis of variance for the mean scores of administrators on their worth of vocational advisory committees when the administrators divide themselves into two groups based upon their beliefs how their colleagues feel about utilizing advisory committees.

Source	N	Mean	Variance	Std. Dev.
"Yes"	35	65.54	147.86	12.16
"No"	9	65.55	164.77	12.84
Totals	44	65.55	147.55	12.15

Summary	DF	Sum of Sq.	Mean Sq.	F. Stat.	Significance
Between	1	0	0	0	N.S. @ .05 level (F (1, 42) .05 = 4.10)
Within	42	6,344.90	151.06		
Totals	43	6,344.90			

A total of 44 administrators responded to Instrument No. I (Worth) with 35 indicating that, if given a choice, their colleagues would utilize an advisory committee while 9 indicated they would not. The mean scores, variances, and standard deviations between the two sub-groups were almost identical even though only nine of the 44 administrators responded "No" to Question No. 3 on the questionnaire (APPENDIX D).

The analysis resulted in an F ratio of zero. This ratio when tested at the .05 level of significance with I and 42 degrees of freedom was not significant. Consequently, the degree of worth possessed by those administrators who believe their colleagues, if given a choice, would use advisory committees is not significantly different from those administrators who believe their colleagues would not use advisory committees. Thus, the null hypothesis was accepted.

NULL HYPOTHESIS NO. 2

> There is no significant difference in the knowledge of operating techniques possessed by administrators who would or would not have an advisory committee.

The hypothesis was tested to determine if administrators who agreed in their beliefs about their colleagues' feelings toward utilizing advisory committees differed in their level of understanding of advisory committee operating techniques.

TABLE 25

Two-way analysis of variance for the mean scores of administrators on their knowledge of operating techniques when the administrators divide themselves into two groups based upon their beliefs how their colleagues feel about utilizing advisory committees.

Source	N	Mean	Variance	Std. Dev.
"Yes"	36	7.64	6.24	2.50
"No"	7	7.00	6.33	2.52
Totals	43	7.53	6.16	2.48

Summary	DF	Sum of Sq.	Mean Sq.	F. Stat.	Significance
Between	1	2.39	2.39	0.38	N.S. @ .05 level (F (1, 41) .05 = 4.09)
Within	41	256.31	6.25		
Totals	42	258.70			

A total of 43 administrators responded to Instrument No. 2 (Operating Techniques) with 36 indicating that, if given a choice, their colleagues would utilize an advisory committee while 7 indicated they would not. The mean score of the two groups were close while the variances and standard deviations were almost identical even though only 7 of the 43 administrators responded "No" to Question No. 3 on the questionnaire (APPENDIX D).

The analysis resulted in an F ratio of .38. This ratio when tested at the .05 level of significance with 1 and 41 degrees of freedom was not significant. Consequently, the degree of knowledge possessed by those administrators

who believe their their colleagues, if given a choice, would use advisory committees is not significantly different from those administrators who believe their colleagues would not use advisory committees. Thus, the null hypothesis was accepted.

NULL HYPOTHESIS NO. 3

> There is no significant differences in leadership styles possessed by administrators who would or would not have an advisory committee.

The hypothesis was tested to determine if administrators who agreed in their beliefs about their colleagues' feelings toward utilizing advisory committees differed in their level of leader behavior traits.

TABLE 26

Two-way analysis of variance for the mean scores of administrators on their styles of leadership (Consideration and Initiation of Structure) when the administrators divide themselves into two groups based upon their belief how their colleagues feel about utilizing advisory committees.

Source	N	Mean	Variance	Std. Dev.
"Yes"	18	64.33	48.94	7.00
"No"	25	65.16	55.14	7.43
Totals	43	64.81	51.49	7.18

Summary	DF	Sum of Sq.	Mean Sq.	F Stat.	Significance
Between	1	7.15	7.15	0.14	N.S. @ .05 level (F 1,41) .05 = 4.09)
Within	41	2155.36	52.52		
Totals	42	2162.51			

A total of 43 administrators responded to Instrument No. 3 (Styles of Leadership) with 18 indicating that, if given a choice, their colleagues would utilize an advisory committee while 25 indicated they would not. The mean scores of the two groups were very close as were the standard deviations.

The analysis resulted in an F ratio of .14. This ratio when tested at the .05 level of significance with 1 and 42 degrees of freedom was not significant. Consequently, the level of leader behavior traits possessed by those administrators who believe their colleagues, if given a choice, would

use advisory committees is not significantly different from those administrators who believe their colleagues would not use an advisory committee. Thus, the null hypothesis was accepted.

NULL HYPOTHESIS NO. 4

> There is no significant relationship between the worth administrators place on advisory committees and their knowledge of operating techniques for use with advisory committees.

The hypothesis was tested to determine if administrators' feelings about advisory committee worth can be related to their knowledge of operating techniques.

TABLE 27

Means, standard deviations, and correlations for administrators stated degree of worth of advisory committee use and their level of knowledge possessed of advisory committee operating techniques.

Variable	Degrees of Freedom	Mean	Standard Deviation	Correlation
Stated Degree of Advisory Committee Worth	22	66.681818	10.17192	- 0.001820
Level of Knowledge of Operating Techniques	22	7.863636	2.455226	

Twenty-two vocational administrators responded to both instrument 1 (Worth) and instrument 2 (Operating Techniques). The administrators received a mean score of 66.68 out of a possible score of 100 on instrument 1 and 7.86 out of a possible score of 15 on instrument 2. The resulting correlation coefficient was -0.0018 which indicated a completely random pattern of scores. With 22 degrees of freedom the correlation was not significant at the .05 level. Thus, no significant relationship can be inferred and thus the null hypothesis was accepted.

NULL HYPOTHESIS NO. 5

> There is no significant relationship between the worth administrators place on advisory committees and their styles of leadership.

The hypothesis was tested to determine if administrators' belief about advisory committee worth can be related to their styles of leadership.

TABLE 28

Means, standard deviation, and correlations for administrators' stated degree of worth of advisory committee use and their styles of leadership.

Variable	Degrees of Freedom	Mean	Standard Deviation	Correlation
State Degree of Advisory Committee Worth	21	66.1428	11.6759	0.2153
Stated Styles of Leadership	21	65.4285	6.9754	

Twenty-one vocational administrators responded to both instrument 1 (Worth) and instrument 3 (Styles of Leadership). The administrators received a mean score of 66.14 out of a possible score of 100 on instrument 1 and 65.43 out of a possible score of 80 on instrument 2. The resulting correlation coefficient was 0.2153. With 21 degrees of freedom the correlation was not significant at the .05 level. Thus, no significant relationship can be inferred and the null hypothesis was accepted.

NULL HYPOTHESIS NO. 6

There is no significant relationship between the knowledge of operating techniques possessed by administrators and their styles of leadership.

The hypothesis was tested to determine if administrators' knowledge

of operating techniques can be related to their styles of leadership.

TABLE 29

Means, standard deviations, and correlations for administrators level of knowledge possessed of advisory committee operating techniques and their stated styles of leadership.

Variable	Degrees of Freedom	Mean	Standard Deviation	Correlation
Level of Knowledge of Operating Techniques	21	7.1904	2.5222	-0.4310
Stated Styles of Leadership	21	64.6190	7.4261	

Twenty-one vocational administrators responded to both instrument 2 (Operating Techniques) and instrument 3 (Styles of Leadership). The administrators received a mean of 7.1904 on instrument 1 out of a possible score of 15 and 64.9190 on instrument 3 out of a possible score of 80. The resulting correlation was not significant at the .05 level. Thus, no significant relationship can be inferred and the null hypothesis was accepted.

The researcher wishes to inform the reader that the results of those statistical tests which were conducted with an extremely small population must be carefully interpreted.

CHAPTER IV

SUMMARY, FINDINGS, AND RECOMMENDATIONS

Chapter I introduced the nature of the study. Chapter II reviewed the literature on advisory committees and styles of leadership. Chapter III was devoted to the presentation and analysis of data. The purpose of Chapter IV will be to: 1) summarize the study, 2) present the study conclusions, 3) make recommendations, and 4) present areas for possible further research.

Summary

Purpose of the Study

The impetus for the researcher to conduct this study was the concern expressed by the Michigan Advisory Council for Vocational Education as stated in the 1972-73 Michigan State Plan for Vocational Education.[1] In summary, the Council questioned the extent to which local advisory committees had planning and evaluation capabilities and the fact that only 50 percent of the local educational agencies presently had advisory committees.

A review of the literature on advisory committees revealed that the

worth administrators placed on the utilization of advisory committees, their level of knowledge of advisory committee operating techniques, and their leadership styles were essential to the successful operation of advisory committees. The general purpose of this study, therefore, was to determine if any one or a combination of the three variables mentioned above could be attributed to the absence of advisory committees or their misuse by local vocational directors and community college deans in the State of Michigan.

Design of the Study

The testing of hypotheses 1, 2, and 3 determined what difference existed between the three variables as based on the responses of the participants to the following question which appeared on a questionnaire (APPENDIX D) included in the instrument package:

> If your fellow vocational administrators were given a choice, would they: (Check one)
>
> _____ have a vocational advisory committee
>
> _____ not have a vocational advisory committee

Hypotheses 4, 5, and 6 examined the relationship between the three variables.

Hypotheses

Six major hypotheses were formulated to determine the differences and relationships between the three dependent variables, worth of advisory committees, operating techniques, and leadership styles.

Instrumentation

Three instruments were used in the study. The first instrument was developed by Vogler (APPENDIX A) to determine the worth teachers place on the use of advisory committees. Since the researcher of this study could not locate another suitable instrument for the purpose of this study, Vogler's instrument was used. The second instrument (APPENDIX B) used was to determine the administrators' level of knowledge of advisory committee operating techniques. This instrument was the researcher's modification of another instrument which was developed for similar purposes. The modified instrument received a Pearson Product-Moment correlation of .837 from a pilot validation.

The third instrument (APPENDIX C) used was to determine the administrators' level of leadership behavior, specifically qualities related to Consideration and Initiation of Structure. The instrument measured expected rather than observed behavior. Accompanying each instrument package was a questionnaire (APPENDIX D) to be completed by each respondent. The questionnaire consisted of six questions. All instruments were administered by mail.

Population

The study population consisted of 103 vocational administrators of which 73 were local directors and 31 were community college deans. The administrators were responsible for at least one state reimbursable vocational or technical programs at the local school district or community college level. A

total of 65 administrators participated in the study which represented 61.5 percent of the population.

Statistical Analysis

Two-way analysis of variance was utilized to determine the variability between the mean scores for each dependent variable for each of the two sub-groups, directors and deans. The second statistical procedure utilized was a correlation measure to determine the relationship between the mean scores of the dependent variable. Count frequencies and means were obtained using REFORMAT and MINI-PACER programs on an IBM 370/158 computer. Chi square, variances, standard deviations, ANOVA, and correlations were obtained through the use of a Litton-Monroe 1860 computer. All statistical computations were conducted on the computers of the Wayne County Intermediate School District, Detroit, Michigan.

Findings

The summary of the conclusions will be presented in two parts. The first part will be devoted to presenting the findings of the descriptive data from the questionnaire which accompanied each instrument package and the second parts will present a summarization of the results of testing the six hypotheses.

Descriptive Data

The three conclusions below were the result of statistical testing to

determine whether formal instruction about the use of advisory committees influenced the administrators' worth of advisory committees, their knowledge of advisory committee operating techniques, and their styles of leadership as measured by the selected instruments. Item number two on the questionnaire (APPENDIX D) which accompanied the instrument package was used to determine the sub-groups. The data revealed that 60 percent of the administrators received some instruction while 40 percent had not. Neither the quality nor the quantity of this instruction was established for purposes of this study.

1. There was no significant difference in the worth administrators placed on the use of advisory committees regardless of whether they did or did not receive instruction in the use of advisory committees.
2. There was no significant difference in the administrators' knowledge of operating techniques and whether they did or did not receive instruction in the use of advisory committees.
3. There was no significant difference in the administrators' styles of leadership regardless of whether they did or did not receive instruction in the use of advisory committees.

The three conclusions which follow were the result of statistical testing to determine whether the administrators believed their colleagues would have an advisory committee, if given a choice. Item number three on the questionnaire (APPENDIX D) was used to determine the sub-groups. The data revealed that

83 percent of the administrators believed their colleagues would, if given a choice, would have an advisory committee while 17 percent would not.

1. There was no significant difference in the worth administrators place on the use of advisory committees and whether they believe their colleagues, if given a choice, would or would not use an advisory committee.
2. There was no significant difference in the administrators' knowledge of operating techniques and whether they believe their colleagues, if given a choice, would or would not use an advisory committee.
3. There was no significant difference in the administrators' leadership styles and whether they believe their colleagues, if given a choice, would or would not use an advisory committee.

Two additional conclusions were drawn from the data. No statistical comparisons were made on the data.

1. A majority (72 percent) of the administrators indicated that they receive their encouragement to use advisory committees as a part of their job descriptions.
2. A majority (83 percent) of the administrators indicated that they have access to a CEPD advisory committee with a majority (63 percent) making use of the committees.

Hypotheses

1. There was no significant difference of advisory committee worth possessed by administrators who would or would not have an advisory committee.
2. There was no significant difference in the knowledge of operating techniques possessed by administrators who would or would not have an advisory committee.
3. There was no significant difference in leadership styles possessed by administrators who would or would not have an advisory committee.
4. There was no significant relationship between the worth administration place on advisory committees and their knowledge of operating techniques for use with advisory committees.
5. There was no significant relationship between the worth administrators place on advisory committees and their styles of leadership.
6. There was no significant relationship between the knowledge of operating techniques possessed by administrators and their styles of leadership.

Recommendations

An advisory committee can only be successful if the administrator or other interested persons who establish a committee truly believe in the purpose of the committee and that its members can make a useful

contribution. Mandating the use of an advisory committee insures neither a quality of effort nor the successful use of the committee. In addition, mandating the use of such a committee infers enforcement, which if not adequately performed, negates the intent of the mandate.

Based on the findings of the study and the researcher's subjective remarks, the following recommendations are advanced:

1. If the Michigan Department of Education chooses to continue to mandate the use of advisory committees at the local school district and community college levels, the following suggestions should be adopted to encourage the use or improvement of vocational advisory committees:
   a. One possible solution to encourage the administrators' proper use of advisory committees would be to reward, on an annual basis, those administrators who do have productive advisory committees according to a criteria mutually established by the Department and the administrators. This composite group could be composed of representative members of the directors and deans state-wide organizations, the Michigan Council of Vocational Administrators and the Michigan Occupational Dean's Advisory Council.

Administrators who are recognized by the Department as operating outstanding advisory committees would receive some form of special compensation either in the form of substantial additional funding for existing programs, seed money for experimental programs, or other forms of recognition. This policy would provide incentive for the administrators to fully utilize the wealth of human resources in their local communities for the financial benefit of their programs.

If adopted, this policy would also discontinue the present practice of placing administrators in the precarious position of possibly libeling themselves by certifying that they did use an advisory committee to establish a new program, when in fact they may have not. In addition, one by-product of implementing this policy would be the creation of a pool of experienced administrators who have exhibited the necessary skills in the use of advisory committees to qualify themselves to instruct, at the Department's expense, those administrators who are desirous of a working knowledge in the use of vocational advisory committees.

To mandate a policy infers that the person who must comply had little or no choice in the decision to mandate. The

recommendation above allows the administrator the opportunity to determine his own destiny in terms of additional funding for his program.

b. Department should make a concerted effort to provide formal instruction to vocational administrators emphasizing the worth of advisory committees, styles of leadership conducive to the successful operation of advisory committees and, especially knowledge of operating techniques. Such instruction could possibly be provided by a selected group of administrators who have exhibited success with advisory committees.

c. In addition to the Department's present policy of requesting selected advisory committee members to complete the "Advisory Committee Occupational Education Review Questionnaire"[2] which consists of four topic areas, the Department should also communicate periodically with administrators for the purpose of providing consultative services on the effective use of advisory committees.

d. The Questionnaire (APPENDIX D) which accompanied the instrument package was piloted on 25 CEPD coordinators. One major problem which the vocational administrators expressed regarding the operation of an advisory committee is the time which must be devoted to the continual orientation of committee members to their roles on the committee. To assist in

this effort the Department should consider publishing a handbook written specifically for new committee members explaining the general functions of an advisory committee and defining role and responsibilities of the committee members. Such a handbook would not necessarily have to be detailed or technically written, but would provide, perhaps in cartoon form, why the new members were chosen to serve on the committee, and how they can best serve the committee.

e. The Department should not allow a local school district or community college to utilize a CEPD advisory committee in lieu of a general and/or curriculum advisory committee. The purpose of a CEPD district is to provide cooperation and articulation between educational agencies within a CEPD district and it was not intended to take the place of a local educational agency advisory committee. This is not to say, however, that members of the CEPD advisory committee could not also serve as regular or resource members of a local advisory committee.

2. If the Michigan Department of Education chooses to discontinue the mandate on the use of advisory committees, the following recommendations are advanced:

a. The Department should not require administrators to certify

that an advisory committee was used to establish the vocational program.

b. The Department's reimbursement of funds for vocational programs should in no way be connected to the administrators' use or non-use of a vocational advisory committee.

c. The Department should communicate with administrators to determine who are desirous of instruction in the use of advisory committees.

The researcher is of the opinion that advisory committees, if properly used, do strengthen the quality of vocational and technical programs. However, a seldom used poorly organized and misused mandated advisory committee, in which the committee members eventually begin to feel exploited for the sake of the Department's mandate, may cause irreparable damage to the present and future images of any vocational program.

Suggestions for Further Research

The findings of this study and the researcher's understanding of the problem studied suggests the following topics for future research:

1. Further research should be conducted to determine the reason for wide range of means for directors and deans on the worth instrument in TABLES 6 and 14.

2. Further research should be conducted in other states to determine

if any differences exists between directors and deans in those states.

3. Further research should be conducted to improve the reliability of Instrument No. 2 (operating techniques).

4. Further research should be conducted to identify and test additional hypotheses with the same target population using the same research design.

FOOTNOTES

[1] Michigan Department of Education, 1972-73 Michigan State Plan for Vocational Education: A State Plan for the Administration of Vocational Education Under the Vocational Education Admendments of 1968 and Part F of the Higher Education Act of 1965 (Lansing, Michigan: Michigan Department of Education, 1972-73), APPENDIX J (b).

[2] Michigan Department of Education, Advisory Committee Occupational Education Review Questionnaire (Lansing, Michigan: Author).

Present Position:

____ Local Voc. Director
____ Comm. Coll. Dean

APPENDIX A

INSTRUMENT NO. 1

INSTRUCTIONS: Consider each statement below and how it relates to a vocational or technical program. Without considering your past or present experiences with advisory committees, do you agree or disagree that each statement is indicative of an ideal advisory committee? Rate your response according to the following scale and circle your rating.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

1.	An advisory committee contributes toward making course content more relevant.	1	2	3	4	5
2.	Contributions of an advisory committee would improve the rules and regulations relating to the program.	1	2	3	4	5
3.	An advisory committee would contribute toward improvement of the curriculum.	1	2	3	4	5
4.	Student enrollment would be lower if there is no advisory committee.	1	2	3	4	5
5.	Contributions of an advisory committee would improve program policy.	1	2	3	4	5
6.	The attrition rate of the program would be higher if there is no advisory committee.	1	2	3	4	5
7.	Every occupational program should be required to have an advisory committee.	1	2	3	4	5
8.	An advisory committee would contribute toward better public relations.	1	2	3	4	5
9.	An advisory committee would contribute toward better communication with industry.	1	2	3	4	5
10.	Starting wages of students would be lower if there is no advisory committee.	1	2	3	4	5
11.	Providing meaningful field trips for students would be more difficult if there is no advisory committee.	1	2	3	4	5

12. Training plans would be of less quality if there is no advisory committee.	1	2	3	4	5
13. The quality of training centers would improve because of an advisory committee.	1	2	3	4	5
14. The time spent working with an advisory committee would be time well spent.	1	2	3	4	5
15. The employment rate of students in the occupational field for which they are trained would be lower if there is no advisory committee.	1	2	3	4	5
16. The advisory committee would contribute toward better communication with guidance personnel.	1	2	3	4	5
17. Teaching staff members would be more aware of changes in technology due to an advisory committee.	1	2	3	4	5
18. Securing money for supplies would be more difficult if there is no advisory committee.	1	2	3	4	5
19. Student awaremess of the value of education would increase because of an advisory committee.	1	2	3	4	5
20. An advisory committee would contribute toward making the educational program more meaningful to the students.	1	2	3	4	5
21. Placement of students for permanent employment would be more difficult if there is no advisory committee.	1	2	3	4	5
22. Better student selection criteria would evolve because of an advisory committee.	1	2	3	4	5
23. Securing money for equipment would be more difficult if there is no advisory committee.	1	2	3	4	5
24. The identification of high quality outside resource persons for the classroom would be more difficult if there is no advisory committee.	1	2	3	4	5
25. An advisory committee would contribute toward better communication with the school administration.	1	2	3	4	5

Present Position:

____ Local Voc. Director
____ Comm. Coll. Dean

INSTRUMENT NO. 2

INSTRUCTIONS: Please compare the two statements in each set within the dotted lines, choose one response from the key below, and write the response (a - e) in the space provided in each set. Respond to each statement in terms of the ideal and not from your experiences with advisory committees.

a. "X" IS MORE IMPORTANT THAN "Y"
b. "Y" IS MORE IMPORTANT THAN "X"
c. "X" AND "Y" ARE EQUALLY IMPORTANT
d. "X" AND "Y" ARE UNIMPORTANT
e. "X" AND "Y" - NO OPINION

	"X"		"Y"
1.	Committee helps to interpret program to community.	____	Program interpretation to the community is responsibility of school staff.
2.	Recommendations of committee are forwarded to school staff.	____	Recommendations of committee are forwarded to board for action.
3.	Recommendations of the committee are presented orally.	____	Recommendations of committee are written.
4.	Committee members are recognized for their work.	____	Committee members receive self-gratification through their work.
5.	All information concerning the advisory committee is released through the committee chairman.	____	All information concerning the advisory committee is released through the board of education.
6.	Written guidelines are revised periodically.	____	Committee utilizes only unwritten guidelines.
7.	In-service instruction concerning the operation of the advisory committee is provided.	____	Operation of the advisory committee evolves through its own course of action.

a. "X" IS MORE IMPORTANT THAN "Y"
b. "Y" IS MORE IMPORTANT THAN "X"
c. "X" AND "Y" ARE EQUALLY IMPORTANT
d. "X" AND "Y" ARE UNIMPORTANT
e. "X" AND "Y" - NO OPINION

	"X"		"Y"
8.	Advisory committee operates only as a committee of the whole.	____	Subcommittees are used for intensive studies.
9.	Committee uses a school representative in absence of president.	____	Committee uses a lay vice-president in absence of president.
10.	Committee maintains only non-written records.	____	Committee keeps written minutes of advisory committee meetings.
11.	Committee develops a yearly program of work.	____	Committee program of work developed at close of meeting only for next meeting.
12.	Committee evaluates its work as the need occurs.	____	Committee annually evaluates it work.
13.	Minutes are read only at advisory committee meetings.	____	Minutes are sent to advisory committee members.
14.	Operating guidelines are reviewed only by advisory committee members.	____	Operating guidelines are reviewed with administration periodically.
15.	President is selected from lay members.	____	President is selected from school staff.

APPENDIX C

Present Position:

INSTRUMENT NO. 3

____ Local Voc. Director
____ Comm. Coll. Dean

INSTRUCTIONS: Think about how frequently the leader SHOULD engage in the behavior described in the statements below. Decide whether he SHOULD never, seldom, occasionally, often or always act as described by the statement. Please rate the statements according to the following scale and circle your rating.

Never	Seldom	Occasionally	Often	Always
1	2	3	4	5

1.	Let group members know what is expected of them.	1	2	3	4	5
2.	Be friendly and approachable.	1	2	3	4	5
3.	Encourage the use of uniform procedures.	1	2	3	4	5
4.	Do little things to make it pleasant to be a member of the group.	1	2	3	4	5
5.	Try out his ideas in the group.	1	2	3	4	5
6.	Put suggestions made by the group into operation.	1	2	3	4	5
7.	Make his attitudes clear to the group.	1	2	3	4	5
8.	Treat all group members as his equals.	1	2	3	4	5
9.	Decide what shall be done and how it shall be done.	1	2	3	4	5
10.	Give advance notice of changes.	1	2	3	4	5
11.	Assign group members to particular tasks.	1	2	3	4	5
12.	Keep to himself.	1	2	3	4	5
13.	Make sure that his part in the group is understood by the group members.	1	2	3	4	5
14.	Look out for the personal welfare of group members.	1	2	3	4	5
15.	Schedule the work to be done.	1	2	3	4	5

16. Be willing to make changes.	1	2	3	4	5
17. Maintain definite standards of performance.	1	2	3	4	5
18. Refuse to explain his actions.	1	2	3	4	5
19. Ask that group members follow standard rules and regulations.	1	2	3	4	5
20. Act without consulting the group.	1	2	3	4	5

Present Position:

____ Local Voc. Director
____ Comm. Coll. Dean

QUESTIONNAIRE

APPENDIX D

	Yes	No
1. Are you presently directly responsible for the administration of at least one state reimbursable vocational or technical education program?	_____	_____
2. Have you ever received formal instruction in the use of an advisory committee (purpose, operating techniques, etc.)?	_____	_____

3. If your fellow vocational administrators were given the choice, would they: (check one)

_____ have a vocational advisory committee.

_____ not have a vocational advisory committee.

4. Do your superiors encourage your use of vocational advisory committees?

_____ Yes _____ No

If "Yes," check the following ways:

_____ Part of Job Description _____ Release Time

_____ Extra Pay _____ Other: _____

_____

5. Based on your experiences, which of the following statements presents the greatest problem in effectively utilizing an advisory committee:

_____ Recruiting members

_____ Orienting members to their role on the committee

_____ Expectations of committee members

_____ Attendance of members

_____ Implementing recommendations of committee

_____ Other: _____

6. Do you have access to a CEPD vocational advisory committee?

_____ Yes _____ No

If "Yes," have you utilized the CEPD committee or individual members?

_____ Yes _____ No

(Questionnaire Which Accompanied Instrument Package Requesting Descriptive Data)

APPENDIX E

STATEMENT OF POLICY

Concerning the Leader Behavior Description Questionnaire and Related Forms

Permission is granted without formal request to use the Leader Behavior Description Questionnaire and other related forms developed at The Ohio State University, subject to the following conditions:

1. Use: The forms may be used in research projects. They may not be used for promotional activities or for producing income on behalf of individuals or organizations other than The Ohio State University.

2. Adaptation and Revision: The directions and the form of the items may be adapted to specific situations when such steps are considered desirable.

3. Duplication: Sufficient copies for a specific research project may be duplicated.

4. Inclusion in dissertations: Copies of the questionnaire may be included in theses and dissertations. Permission is granted for the duplication of such dissertations when filed with the University Microfilms Service at Ann Arbor, Michigan 48106 U.S.A.

5. Copyright: In granting permission to modify or duplicate the questionnaire, we do not surrender our copyright. Duplicated questionnaires and all adaptations should contain the notation "Copyright, 19--, by The Ohio State University."

6. Inquiries: Communications should be addressed to:

Center for Business and Economic Research
The Ohio State University
1775 South College Road
Columbus, Ohio 43210 U.S.A.

(Statement of Policy Regarding Use of
"Leader Behavior Description Questionnaire")

November, 1973

APPENDIX F

Dear Mr.

I am conducting a study to determine the worth that vocational administrators place on advisory committees, their knowledge of advisory committee operating techniques, and their leadership styles. This study is being conducted to gather data for a doctoral dissertation and is not affiliated with any other study being conducted at this time. Respondents will be asked not to indicate their name and address on the study instruments to maintain their anonymity.

To determine whether the study should be conducted now or delayed until next October, I sought the advice of several vocational administrators throughout the State. All encouraged me to conduct the study at this time. I hope you concur.

Please complete the attached stamped, self-addressed postal card and return it at your earliest convenience. If you agree to participate in the study, you will receive an instrument package within the next several days.

A summary copy of the study's findings will be available to respondents upon request. A copy of the findings will also be forwarded to the president of MCVA.

If you choose to be a respondent, I wish to thank you in advance for your participation in this study.

Sincerely yours,



Frank Davis

(Initial Letter of Inquiry to Study Population)

APPENDIX G

Mr. Davis:

In reply to the request to participate in your study, I wish to inform you that:

_____ I desire to be a participant in the study.

_____ I do not desire to be a participant in the study.

Please Print: _____
(Respondent's Name)

_____
(Present Mailing Address)

_____

(Reply Post Card for Prospective Respondents to Indicate Their Interest to Participate in the Study)

APPENDIX H

6052 Burger
Dearborn Heights, MI 48127

17 May 1974

Dr. Robert Kollin
Dean of Instruction
Monroe Community College
1555 S. Raisinville Rd.
Monroe, MI 48161

Dear Dr. Kollin:

Yesterday morning I talked with you to elicit your cooperation and that of the MODAC executive board to endorse a study I wish to conduct involving community college vocational and technical administrators. Specifically, the data to be collected will be used in a doctoral dissertation. The requested letter of endorsement would be enclosed with my cover letter and instruments to be forwarded to prospective respondents, the majority of whom are undoubtedly members of your organization.

As per your request, the following is a brief description of my proposed study:

1. Purpose of Study:

   The purpose of the study will be three-fold:

   a. To determine if vocational education administrators hold the worth of advisory committees in high esteem.

   b. To determine if vocational education administrators possess knowledge of operating techniques required to effectively utilize advisory committees.

   c. To determine if vocational education administrators possess leadership qualities conducive to their establishing and utilizing advisory committees.

2. One question on the questionnaire to accompany the survey instruments will request the respondent to indicate if he believes his fellow vocational education administrators, if given a choice, would or would not establish and/or utilize an advisory committee if the choice was optional.

3. Hypotheses to be Examined:

   Six hypotheses will be examined in this study. Three hypotheses will determine the difference between the two levels of interest mentioned in item two above and the scores from the worth, knowledge of operating techniques, and the leadership styles instruments. The three remaining

(Letter Addressed to Presidents of Michigan Occupational Deans Advisory Council and Michigan Council of Vocational Administrators Requesting an Endorsement of the Study)

hypotheses will compare the relationships between the total scores from the worth, knowledge of operating techniques, and leadership styles instruments.

4. Rationale for the Study:

At present, vocational education administrators at both the secondary and post-secondary levels must certify on each application for a reimbursable program that they have received the assistance of an advisory committee. Recognizing this fact, it can be assumed, however, that not all vocational administrators hold the same degree of esteem for advisory committees, that they possess varying degrees of knowledge about advisory committee operating techniques, and that they possess differing leadership styles which may enhance or hinder their leadership role with regards to their establishing and/or utilizing an advisory committee. If the executive board of MODAC does endorse the basic philosophical premise upon which advisory committees are established and utilized, I believe the findings of the proposed study may be of interest to your executive board.

5. Use of the Study Findings:

The findings of this study will be forwarded to you as president of MODAC. Hopefully, the findings can be used for purposes of fostering the utilization of vocational advisory committees and to improve the quality of existing committees.

6. Instrumentation:

The instruments to be used in this study to determine administrators' value of advisory committees and their knowledge of operating techniques are reliable instruments. The items for both instruments were taken from two instruments developed at the University of Illinois for similar purposes. The third instrument concerned with leadership styles was developed at Ohio State University by a noted authority in leadership behavior and has been widely used in the business and educational community.

7. Confidentiality:

At no time will respondents be requested to furnish their names or places of employment nor will the accompanying questionnaire and instruments be coded. I wish to preserve the total anonymity of respondents. Approximately one week after the initial mailing, all prospective respondents will receive a reminder notice to submit the questionnaire and instruments if they have not already done so.

It is my understanding that you will be meeting with your executive board during the week of 20 May. I would appreciate the earliest possible notification on the disposition of my request as I am confronted with the closing of the school year. If you have any questions regarding this request, please call me at work ( ).

Sincerely,

Frank Davis

APPENDIX I

MONROE COUNTY COMMUNITY COLLEGE

1555 S. RAISINVILLE ROAD
MONROE, MICHIGAN 48161
Telephone Area Code 313 242-7300

May 28, 1974

Mr. Frank Davis
6052 Burger
Dearborn Heights, Michigan 48127

Dear Frank:

I presented your proposal to the deans at the meeting at Escanaba and they have indicated their willingness to cooperate by completing your survey.

Good luck on your study and I hope the information you obtain will make it easy to write.

Very truly yours,

Robert Kollin
President MODAC

/sr

(Letter of Reply From President of Michigan Occupational Deans Advisory Council)

APPENDIX J



MICHIGAN COUNCIL OF
VOCATIONAL ADMINISTRATORS

An affiliate of The Michigan Congress
of School Administrator Associations

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May 30, 1974

Mr. Frank Davis
W. C. I. S. D.
33030 Van Born Rd.
Wayne, MI 48184

Dear Frank,

In response to your request to have the Michigan Council of Vocational Administrators endorse your current study relating to vocational advisory committees, the following action was taken by the MCVA executive board on May 29, 1974.

The committee voted not to endorse the study. This action was predicated on two major points.

1. The MCVA did not commission the study.
2. Historically, MCVA has refrained from endorsing studies since the number of similar types of requests could become overwhelming.

I am sorry your request could not be honored. Hopefully, you will understand the position taken by the board.

Sincerely,

Clovis Ferguson.
President

CF/dl

(Letter of Reply From President of Michigan Council of Vocational Administrators)

APPENDIX K

Early in August I sent you a letter asking your cooperation in a state-wide study I am conducting. The study is being conducted to determine the worth that vocational administrators place on advisory committees, their knowledge of advisory committee operating techniques, and their leadership styles.

Though I realize that you are very busy at this time of the school year, I hope you would see the value in such a study and want to be a participant.

In case you misplaced my original letter, I have attached another stamped, self-addressed post card. If you desire a copy of the study's findings, please forward a request under separate cover.

Sincerely,

Frank Davis

(Follow-Up Note Sent to Vocational Administrators Who Did Not Return Post Card Enclosed With Initial Letter of Inquiry)

APPENDIX L

Thank you for your willingness to be an anonymous participant in my state-wide study. The study will examine the worth vocational administrators place on advisory committees, their knowledge of advisory committee operating techniques, and their leadership styles.

Enclosed is a brief questionnaire and two 2 page instruments. Completion time should be no longer than ten to twelve minutes.

Since I desire that the study participants remain anonymous, do not indicate your name on either the questionnaire or the instruments. However, on the gum label located in the upper right-hand corner of the questionnaire and instruments, place a check mark to indicate if you are a community college dean or a local school district vocational director.

Return the questionnaire and instruments in the enclosed self-addressed, stamped envelope. If you desire a summary copy of the study findings, please forward your request under separate cover.

Again, thank you for your participation in this study.

Sincerely,

Frank Davis

Note: Please respond to all items in the instruments in terms of the ideal situation.

(Letter Enclosed in Instrument Package)

APPENDIX M

Recently you indicated to me via a post card that you would be a participant in a state-wide study which pertains to vocational advisory committees. Upon receipt of the post card, I forwarded to you an instrument package.

Since I am preserving the anonymity of the study participants, I have no way of determining if you have returned the instruments. If you have, thank you, your cooperation is greatly appreciated.

If you have not returned the instruments, I trust you still want to be a participant and will forward them at your earliest convenience. If you have any questions or if you have misplaced the instrument package, please call me collect during the day ( ) or during the evening ( ). Your participation in this study would be most appreciated.

Sincerely,

Frank Davis

(Reminder Note to All Vocational Administrators Who Received Instrument Package)

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