

AN ANALYSIS OF ACTUAL AND IDEAL ROLE OF
THE LIBRARY DIRECTOR AS PERCEIVED BY
DEANS, CHAIRPERSONS AND DIRECTORS AT
SELECTED JUNIOR COLLEGES

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Submitted to the faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
DOCTOR OF EDUCATION
July, 1983

Thesis
1983D
SL63a
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ACKNOWLEDGMENTS

The author is particularly grateful for the assistance, advice and encouragement individuals in the School of Occupational and Adult Education have given. Special thanks go to:

Dr. Wayne James, who served as major advisor, for her counsel, encouragement, and time.

Dr. John Baird, who served as dissertation advisor, for his guidance and time.

Dr. Cecil Dugger, Dr. Jerry Davis, and Dr. Gene Post, members of the advisory committee, who provided continual assistance.

Dr. Eric Jones for advice in statistical design and application.

My family as they endured the highs and lows for completion of this degree.

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CHAPTER I

INTRODUCTION

The public junior college is America's original contribution to educational philosophical thinking (Bortolozzo, 1967). The explosive impact of the junior college movement today stands as a vivid testimony to the speed with which some kinds of changes are being accomplished in education (Cross, 1970). Its original role of providing two years of college parallel work for high school graduates has greatly expanded. The community junior college now seeks to meet not only the educational, but the social and cultural needs of the total community as well. Evans (1973) asserted that our nation is committed to the concept that higher education should be within the reach of all individuals who can benefit from it. Thousands of adults are coming back to college as more and more persons conclude that education is a lifelong process. In addition, there is a problem of leisure. Schlesinger (1974, p. 37) warned, "The most dangerous threat hanging over American society is the threat of leisure . . . and those who have the least preparation for it will have the most of it." All of these movements, together with more effective communications, the new technology, and the resulting

influence on the teaching learning process, point to the ever increasing role of the library.

The underlying forces that affect the public junior college and, by extension, the junior college library appear to be dramatic increases in enrollments, declining financial support, complexity, and rapid change. These issues have exerted pressure on library directors.

Statistically, little attention has been directed toward the role of the junior college library and its director. According to Tanis (1967),

. . . few generalizations can be made about the junior college and its librarians, and even fewer can be made about how these librarians can best be prepared for their professions (p. 71).

Gleazer (1966) the Executive Director of the American Association of Community and Junior Colleges, stated that:

Of all aspects of junior college development, less attention has been given to the junior college library than to any part of the instructional program (p. 266).

However, with the development of the Guidelines for Two-Year College Learning Resources Programs (1972), junior college self-studies, evaluation programs, and the up-dating of the standards for libraries (1977) by accrediting associations, attention appears to be directed toward the junior college library. The Guidelines (1977) succinctly stated that:

The effectiveness of services provided depends on the understanding by faculty, college administrators, students and learning resources staff of their responsibilities and functions as they relate to the institution (p. 35).

Statement of the Problem

The effectiveness of the junior college library program depends to a large extent upon the position of the library director in the overall organization of the institution. Not only is the position important, but also the perceptions of the role by the library director and the public. Tyler (1959) has made this observation:

The usefulness of this analysis of role perceptions and their congruity has become widely recognized among social scientists. In many cases, the effectiveness of a professional person is related to the way in which he perceives his role and the similarity between his perception and the way in which the public perceives his role (p. 35).

Although librarians have served for many years in junior college libraries, little is known of the ways in which this position was perceived by other members of the faculty as well as by the librarians themselves.

The library director's role may be defined in terms of his/her behavior patterns and characteristics. But because of the obvious difficulties involved in making direct behavioral observations of the junior college librarian, little research has been conducted in this area.

Purpose

The major purpose of this study was to compare the perceptions of library directors (LD), academic deans (ACD), and department chairpersons (DC) regarding the degree of

responsibility the library director is assuming (actual) and the degree of responsibility the library director should assume (ideal)--based on the responsibility/activity statements provided in the questionnaire for use in this study.

The hypotheses are:

1. There is no significant difference in perceptions, as reflected by the means on ratings, between any two of the three groups (LD, ACD, and DC) regarding the degree of responsibility the library director is assuming (actual) for each of the responsibilities and activities.
2. There is no significant difference in perceptions, as reflected by the means of ratings, between any two of the three groups (LD, ACD, and DC) regarding the degree of responsibility the library director should assume (ideal) for each of the responsibilities and activities.
3. There is no significant difference in the mean discrepancy of the perceived degree of responsibility the library director is assuming (actual) and the degree of responsibility the library director should assume (ideal) among the three groups (LD, ACD, and DC) for each of the responsibilities and activities.

LD = Library Directors
ACD = Academic Deans
DC = Department Chairpersons

Need for the Study

Given the diversity of purposes and objectives of the junior college, establishing and determining roles in achieving these purposes and objectives are of essential importance. Moreover, the increasing public demands on the community college, coupled with a waning acceptance of additional taxation to support educational efforts, place more emphasis on the necessity for the community college to establish and delineate role priorities. The review of the library and related literature reflects little research on Oklahoma's public junior college libraries, and no research on the role of the library director in these institutions.

This study is needed to determine the perceptions of the library directors, academic deans, and department chairpersons regarding administrative policies and procedures. If administrative officers and library directors perceive the director's administrative role differently, differing perceptions may be reflected in the provision of resources, the physical facilities, and the administrative organization of the junior college and its library. Differing perceptions may also cause confused and inconsistent role expectations and dysfunctional elements.

Some role conflict is unavoidable but conflict which is the result of action based upon an actor's misconceptions of the expectations others hold for him is avoidable and should be resolved because it reduces effectiveness (Getzels and

Guba, 1966). Foskett (1967) underlines the need for study in this area in the following discussion:

Assumedly if there were high agreement among all individuals in a given social system regarding the rules of behavior for every situation, and these rules were explicit, interpersonal and intergroup interaction would tend to be orderly. Conflict would be at a minimum. If on the other hand, different individuals were to have widely different notions as to what is correct behavior in given situations, and the various rules were ambiguous, one would expect stresses and strains in social relations, difficulties in role performance, and a maximum conflict. It is in this sense that much can be learned about behavior from an analysis of the state of the normative structure, particularly the stresses and strains built into the system of rules of a society (p. 3).

This study is needed to provide data on the administrative role of the library director as found in the Oklahoma public junior colleges. It is further needed to provide additional information for improving the effectiveness of library service through the library director's becoming aware of the perceptions of their responsibilities and activities by others in the institution.

Limitations of the Study

The study is limited by its scope, subjects, materials, and procedures.

The scope of this study was limited to the Oklahoma public junior colleges that were operative during the 1981-1982 school year.

The materials were limited by data based upon responses

from a structured questionnaire distributed to the academic deans, library directors, and department chairpersons in the Oklahoma public junior colleges.

The study was also limited by the appropriateness of the specific procedures and the statistical techniques used.

Definition of Terms

To facilitate an understanding of certain terms in this study, the following definitions are provided:

Academic Dean. The term academic dean refers to the administrative officer in charge of curriculum and instruction in Oklahoma public junior colleges. "ACD" (academic dean) is the abbreviated term used throughout this study.

Actual. "Actual" is that which is "existing or occurring at the time" (Webster, 1977). It is generally referred to as the "is" or the "real".

Community college. The terms community college and junior college are used interchangeably. The terms refer to an educational institution which is supported by tax funds and offers a two-year post high school program either of a terminal nature or preparation for further college or university training.

Department Chairperson. The term department chairperson refers to the administrator who is directly responsible for the academic unit in his or her specific

discipline. "DC" (department chairperson) is the abbreviated term used throughout this study.

Ideal. "Ideal" is a goal or perfection in the form of a person or thing and is regarded as a standard or model which serves to be "worthy of imitation" (Morris, 1976). It is generally referred to as the "should be" way.

Junior College. The terms junior college and community college are used interchangeably. The terms refer to an educational institution which is supported by tax funds and which offers a two-year post high school program either of a terminal nature or preparation for further college or university training.

Library Director. The term library director refers to a professional staff member with a graduate degree, who has administrative duties for the direction of a library. "LD" (library director) is the abbreviated term used throughout this study.

Oklahoma Public Junior Colleges. The term Oklahoma public junior colleges refers to those educational institutions which were supported by state tax funds and offer two-year post high school programs either of a terminal nature or preparation for further college or university training.

Organization of the Study

The study will be presented in five chapters. Chapter I has provided an introduction by presenting the statement

of the problem, purpose of the study and hypotheses, theoretical rationale, need for the study, limitations, definition of terms, and organization of the study. Chapter II will present the review of related literature and theory, Chapter III will present the design of the study, including the description of the population and sample used, procedures followed, instrument developed, and statistical methods utilized, Chapter IV will present the findings of the study, and Chapter V will present a summary, some conclusions, and recommendations.

CHAPTER II

REVIEW OF RELATED LITERATURE AND THEORY

The purpose of this chapter is to review the related literature and theory in the following areas: (1) a brief summary of the functions of the junior college; (2) the organization and administration of the junior college library; (3) role theory; (4) perception theory; and (5) the role of the junior college library director.

In junior college librarianship, the part played by the library director is changing rapidly in keeping with general developments in education. References reviewed below were therefore selected to provide a background of information which aids in interpreting this study.

Overview

The organization and administration of the junior college library must be considered in the light of the college it represents. The effectiveness of the library is contingent upon a group of mutual obligations between the library and other facets of the college community. The one cannot be understood without the other (Lyle, 1961). Both must "function with the possibility that it will be a change agent" (Millett, 1962, p. 33). The junior college library

director must establish fundamental relationships that will relate the library as a sub-institution directly to the mission and functions of the college.

The Junior College and Its Functions

According to Gleazer (1966), the community college is the fastest growing educational institution in the United States. It operates in forty-nine of the fifty states (Munroe, 1972), enrolls over four million full-time students, and over 2,200,000 part-time students (Drake, 1977).

Practically every major publication concerning the junior college includes a list of proposed functions or purposes (Medsker, 1960; Reynolds, 1965). Thornton (1966) analyzed the role of the community college and listed six "generally accepted purposes". They were:

1. Occupational education of post-high school level.
2. General education for all categories of its students.
3. Transfer of preprofessional education.
4. Part-time education.
5. Community services.
6. The counseling and guidance of the students (p. 59).

These statements are perhaps as comprehensive and yet as succinct as any available in the literature.

According to Chapman (1969), "These characteristics assure the community college a very heterogeneous student body (p. 18)." He believed that the presence of full-time and part-time students, degree-seeking and non-degree-

seeking students, youth and adults, men and women, and students spread throughout the spectrum of academic ability, preparation, and motivation has special meaning for community college libraries and their organization and administration.

Junior College Library Organization and Administration

The junior college library is one of the most complicated and least understood of the existing library systems. The complexity inherent in community college library service in many ways is more demanding than in any other library system (Dole, 1977).

An examination of the library organizational charts of over 100 junior colleges by Veit (1974) showed great variety. He reported that some patterns showed a director of library services responsible for book services only and a director of instructional services responsible for all non-book functions. Veit observed that if the library was small, it was not broken down into departments or divisions. He further stated that differentiation set in with the increase in staff members. According to Veit, order work, cataloging, and related technical activities were combined by some libraries into a technical services division. Reference, circulation, and other aspects of service to the public formed a public service division.

Because of the rapid proliferation of junior colleges and their increased enrollments, as early as 1960, Wagman (1961) predicted that "The most important college library problem of the next decade may well relate to the establishment and maintenance of libraries at new two-year institutions" (p. 35). He noted that they were woefully understaffed. Harvey (1962) and Wheeler (1968) supported his assumption.

The situation in many instances has not improved. A report published by the National Commission on Library and Information Science (1974, pp. 32-33) revealed that ". . . junior college libraries continue for the most part understaffed, poorly stocked, and are inadequate." Corroborating the Commission's survey were reports by the Southeastern Library Association (1971), and the Alabama Public Library (1977). As might be expected, however, a study conducted by Thomson (1975) revealed that junior college library programs are perceived to vary from poor to excellent.

Facilities and Collections

The federal government has played an important role in the development of the library. Through Title IIA of the Higher Education Act of 1965 many materials were acquired. Title I of the Higher Education Act specified that 22 percent of the construction funds be allocated to public community colleges and technical institutions. Libraries

were major beneficiaries of these construction funds on the two-year college campus (Genung and Wallace, 1972).

Wallace (1976) pointed out that to be responsive to the needs of the junior college community the library should provide a full range of learning resources and services (Purdy, 1974). These services require a physical facility that is not found in a typical library setting. Evans and Neagley (1973, p. 165) commented that "new media has impact on the planning and building of the total educational facility". This fact was evident in Bock's report in the 22nd edition, 1977 Bowker Annual on "New Public Junior College Library Buildings".

According to Bock, the library buildings invariably contained television studios, dial access systems, career information centers, and other elaborate audio-visual usage installations with carefully designed provision to have audio-visual usage easily accessible everywhere. The combination of new facilities, new media, and new practices had had a radical effect upon the library itself.

These factors contribute to the way the library is administered. The problems of organization and administration are (1) those affecting the small library and (2) those that are applicable to the large and growing library. Heiliger (1959, pp. 405-471) noted that ". . . in administrative matters small libraries differ from large libraries only in the manner and degree of applying

administrative elements and principles".

Components of administration include policy-making, budgeting, organizing, and staffing. Policy, according to Lyle (1974), should cover (1) relation of libraries to higher authority, (2) control of library resources, (3) library committee, and (4) library staff.

Relation of the Library Director to Higher Authority

A study conducted by Waddle (1967) on the established community colleges in the state of Washington showed that no community college had a fully written policy statement on the library. Five indicated that the policy was partially written out, while the other five noted that only an informal understanding of library policy existed. From the analysis of his data he recommended that the community college administrator have a written statement of library policy which includes (1) a statement of the status of the head librarian which would be equivalent to at least a department head and faculty status for all professional staff and (2) a listing of the duties and responsibilities of the head librarian including the preparation of the budget and the selection of new staff members.

Matthews' (1972) study of 586 library directors revealed that staff selection was the responsibility of 86.2 percent of her sample. The analysis showed that, while few supervised large numbers, most had some supervisory

responsibility.

The library director's relation to the president and the dean is a matter of policy. In previous years it had been advocated that the librarian report directly to the president (Veit, 1974). The 1960 Standards stated that the librarian is usually appointed by the chief administrative officer of the school and that he/she should be directly responsible to him/her for the management of the library.

This is no longer expressed in such an unequivocal way. Lyle (1974) has stated that it is becoming quite common for the librarian to be responsible to the president through an academic vice president or dean. This trend is also reflected in the 1972 Guidelines which prescribe that the chief administrator of a learning resources program report to that official who is responsible for the college's instructional program. In increasing numbers, heads of junior college libraries report through an academic vice president or dean or other intermediate officer (Lyle, 1974). This procedure has been documented by Moore (1973), Matthews (1972), and others. Only 11.5 percent of Mathews' sample reported directly to the president.

Smith (1978) stated that

Although administrative structures vary, . . . the ideal combines production, collecting, storage, retrieval, and servicing functions under the administration of one officer who reports directly to the senior academic officer at the college (p. 339).

Genung and Wallace (1972) reported that library

directors usually have faculty status in junior colleges. Studies by Reeves (1973), Matthews (1972), and Edsall (1976) supported their view. Reeves' study revealed that usually all of the professional librarians had faculty status. Edsall's survey showed that over four-fifths of the community college librarians had either faculty rank or faculty status, and were appointed to faculty committees. Moore (1973) found that, as a group, the head librarians were granted practically all of the privileges of faculty status except for some variations in the salary scale, which was lower in certain cases and higher in others. The 1972 Guidelines stipulated that the directors of learning resource centers be accorded faculty status as well as rank, whenever rank is accorded to faculty members.

According to the Guidelines (1972):

Every professional staff member has faculty status, together with all faculty benefits and obligations.

Faculty status for professional staff includes such prerogatives as tenure rights, sick leave benefits, sabbatical leaves, vacation benefits, comparable hours of duty, retirement and annuity benefits, and inclusion on the same salary scale which is in effect for faculty engaged in classroom teaching (p. 271).

Extending this, Lyle (1961) noted:

It should be further pointed out that all regional accrediting associations (but one) specify faculty status for the head librarian, that the Western College Association extends faculty status to the head librarian and department heads, and that the Southern Association of Colleges and Secondary Schools states that all members of the professional staff shall have 'faculty rank, comparable salaries and

privileges' (p. 194).

Penland (1973) asserted that in librarianship where professional status is a recent development, further prestige will come largely through the high quality of professional performance in roles such as human and social change agents.

Vosper and Buck took an opposite view. Vosper (1957) wrote:

(Librarians). . . should and can maintain a position of dignity and importance on the campus simply as librarians and without necessarily tying themselves on a faculty pattern . . . they should and could secure as many privileges as they want but these . . . can be secured in most cases without adopting formalized faculty titles (p. 381).

Buck (1958) had this to say:

Special preparation fits the librarian for his profession; careers in librarianship have their own distinctive patterns; and the librarian's contribution to the university is the one that only he can make. When these facts are so recognized . . . it seems desirable for the library staff to stand on its own feet as a distinct professional group with a personnel program specifically designed for it (p. 292).

Control of Library Resources

Many junior college library directors administer small libraries with a professional staff of one--the director. Moore (1973) found that about 34 percent of those community colleges responding to his questionnaire had practically no internal organization. Over 60 percent had the traditional forms of functional organization with departments of

cataloging, circulation, and reference, and only 6 percent had other forms. His study further revealed that some of the audio-visual departments and libraries were separate entities housed within the library building but were not administratively controlled by the library, whereas Matthews' (1972) study indicated that 75.5 per cent replied affirmatively that the department consisted of library and audio-visual services administered as an integrated unit.

Veit (1974) made the observation that in many junior colleges the library has extended its role and become learning resource centers. Librarians have followed the leadership of Shores (1953) and Johnson (1939), who advocated the library college concept and pleaded for the unified treatment of all communication materials. The 1960 Standards had already urged that the library order, house, and administer audio-visual materials, unless another college department already handled them effectively. The unified approach was envisioned as the usual and prevailing form by the time the new 1972 Guidelines was published. The complex responsibilities performed in the community college library require an adequate budget.

Budget

The budget is the most important element in the college library picture. Matthews' (1972) study reported that budget responsibility for the library was indicated by 91.3 percent of the library directors sampled and 71.4 percent

have audio-visual responsibility. The literature revealed that the budgets varied considerably in the same junior college system. For example, in the State of Alabama, the library budgets varied from 1.59 percent of the total education budget to 10 percent (1972).

Koenig (1976), writing in Special Libraries, warns:

A major problem that we librarians face is the image that we have in the eyes of our managers or directors. Frequently we are perceived as professionals who know our field but who possess neither a realistic business sense nor financial acumen. This perception is frequently a serious constraint upon the librarian's ability to adequately and efficiently perform the job. The budget is the ideal vehicle to dispel this conception and to build your superior's confidence in your financial common sense (p. 239).

One of the criticisms of the 1972 Guidelines and of the 1977 Southern Association of Colleges and Schools Revised Standard Six (Libraries) was that these documents did not recommend a specific percentage of the overall budget. The 1960 Standards, however, recommended that at least five percent of the education budget be allocated to the library and most institutions use this figure as a guide for evaluation and accreditation purposes. Community college libraries, like their parent institutions, have not been exempted from the budget crunches of the 1970's (Purdy, 1974).

Library Cooperation

Every two-year college, whether privately or publicly

supported, has the responsibility to help meet the resource material needs of the larger community in which it resides (Guidelines, 1972). Veit (1974) observed that the major impetus for junior college library cooperation has come from the members of the library profession themselves. It was his opinion that librarians of better endowed junior colleges were likely to give more than they receive.

Ernst (1977) concurred with Veit concerning junior college cooperation. He wrote: "We are dependent, and in our opinion appropriately so, on those institutions with larger and more in-depth resources. . . ." (p. 195). Although interlibrary cooperation will improve the quality of service, Holley (1977), speaking to library directors representing all types of academic libraries, succinctly stated that sharing is expensive. He further observed that more than good will was needed, they require cold hard cash. Holley warned that sharing is not to encourage genteel poverty in the library world; it should be used to supplement materials.

Genung and Wallace (1972) concluded that the problems of interrelationships with other types of libraries has not been solved by junior college libraries. They noted that some of the major problems were the sharing of funds, services, and greater staff sophistication.

Staffing

The effectiveness of a junior college library program

is determined by the performance of the staff (Guidelines, 1972). As mentioned earlier, most community college libraries consist of more than one member. A 1973 study by Reeves revealed

. . . a profile of a prototype junior college library staff serving a FTE enrollment of 2,250 . . . three professional librarians, one with a second master's; one non-library professional for AV services or one library paraprofessional; three library clerks; and one half-time media technician (p. 12).

Giles (1975) noted a variety of positions in junior college libraries. She listed them as:

. . . not only librarians and clerks, but media specialists, library technicians, audio-visual technicians, television engineers, teachers of individualized and/or development instruction, and in some cases, research specialists and computer programmers (p. 55-56).

She observed:

A whole new range of [media people] has emerged, and the Learning Resource Center administrator must now employ a broader set of criteria in the recruiting, selection and supervision of personnel (p.56).

In the current library literature, little emphasis has been found relating to the education of the junior college library directors. There is agreement, however, that junior college library directors need a broad general academic background, as well as thorough professional training, in order to administer the library effectively. Knowledge of the junior college is a necessity.

Veit (1974) noted that:

Since the junior college is treated as a segment of higher education, most library educators feel that preparation for junior college librarianship should in essence be the same as that for senior college librarianship (p. 87).

Tanis (1969) supported this view. He wrote:

I think it is a dubious value to construct a special master's program for junior college librarianship. Further, I think the education of the junior college head librarian must lead them to an examination of excellent junior colleges across the country (p.75).

Genung and Wallace (1972) and Gleaves (1975) took a different stance.

In a letter dated May 23, 1975, Gleaves announced information on a program for the training of community college librarians and media specialists at George Peabody College in Nashville, Tennessee. He wrote that the program emphasized the changing role of the library director in the total junior college community. It is an appropriate time for this consideration because junior college administration, including library administration, is on the threshold of marked change.

The junior college pioneered in providing specialized training for supportive staff to work in libraries. Allen and Allen (1973) indicated that the training of audio-visual and library technicians has been instituted in over one hundred community colleges in the United States. The comparatively new program to prepare the library technical assistant with a two-year vocational major has involved the community college librarian not only as instructor, but also

as consultant, as curricula and state and national standards developed (Genung and Wallace, 1972).

It is the library director's responsibility to encourage the staff to participate in continuing education programs, and provide in-service training. Esdall's (1976) survey showed that LRC's are staffed by librarians who are involved in their professional associations and actively participate in continuing education programs; they are, on the whole, committed to their work but unfamiliar with the objectives of the community college when first employed.

An article by Martorana et al (1970) focused on targets for innovation and pointed to the administrators of learning resource centers as probable agents for constructive change in their colleges. Governing boards and college administrators are demanding improved methods of educating and selecting library directors, and they are looking for ways to improve the administration of libraries. Because of the rapid changes in higher education, one issue about which many academic librarians agree is the need for research into the role of the library director (Munn, 1968; Genung and Wallace, 1972; Holley, 1973).

A survey of the library literature revealed a consistent and long-time concern with faculty status and rank on the part of academic librarians. The material fails to give any insight into the role of the library director in the administrative organization of the

institution. It is this role which will actually determine how effective the library director's efforts will be and how much status he will have. Therefore, it becomes necessary to determine the perceptions of academic deans and department chairpersons regarding the administrative function of the library director, for it is these two groups who "set the tone and the policies that will have an enduring effect on library resources and services" (Martin, 1973).

Role Theory

A descriptive framework for understanding and redefining the role of the junior college library director is provided in perception and role theories:

Today theory is more important than ever to the librarian. There are unmistakable changes taking place in librarianship . . . that well may have drastic effects upon the future shape of the librarian's profession. Yet the librarian is largely unprepared for these changes because he has never formulated a theoretical structure of his function in society and the kinds of knowledge upon which that function depends (Shera, 1971, p. 153.)

Early on sociologists had become aware of the importance of the "role" to social organization and structure (Linton, 1936). Role theory has been developed and used frequently by educational administrators as a conceptual framework for the analysis of the functioning of social systems and for the explanation of individual behavior (Linton, 1936). Getzels and Guba (1967) described

an organization as a social system which features a hierarchical role structure.

Getzels (1958) called for the application of theoretical material to the study of administration and suggested that one of the major dimensions of administration is the role dimension. Similarly, Parsons (1951) indicated that one approach to the study of administration is through the suborganization of roles which participate in the functioning of the total organization., Linton (1936) was perhaps the first to give the notion of role as a central place in any of the social sciences. He proposed the classic distinction between status (position) and role:

A status as distinct from the individual who may occupy it, is simply a collection of rights and duties. Since these rights and duties can find expression only through the medium of individuals, it is extremely hard for us to maintain a distinction in our thinking between statuses and the people who hold them and exercise the rights and duties which constitute them. . . . A role represents the dynamic aspect of a status and occupies it with relation to other statuses. When he puts the rights and duties which constitute the status into effect, he is performing a role. Role and status are quite inseparable, and the distinction between them is of only academic interest. There are no roles without statuses or statuses without roles. . . . Every individual has a series of roles deriving from the various patterns in which he participates and at the same time a role, generally, which represents the sum total of these roles and determines what he does for his society and what he can expect from it (pp. 113-114).

Barnard (1952) agrees with Linton's concept regarding status. He explains it in these words:

By "status" of an individual in an organization we mean . . . that condition of the individual that is defined by a statement of his rights, privileges, immunities, duties and obligations in the organization and obversely, by a statement of the restrictions, limitations and prohibitions governing his behavior, both determining the expectations of others in reference thereto. Status become systematic in an organization when appropriate recognition of assigned status becomes the duty and the practice of all participating, and when the conditions of the status of all individuals are published by means of differentiating designation, titles, appellation, insignia, or overt patterns of behavior (p. 242).

Many modern writers on roles have been influenced by Linton's idea. Kast and Rosenzweig (1966) concur with Linton that the concepts of status and role are inseparable in real situations.

While Linton (1936) gave the notion of role as a central place in the social sciences, Mewcomb (1951) brought it from anthropology into social psychology. Parsons (1951) and Merton (1957) considered it essential to understanding social action and social structure.

Biddle and Thomas (1961) believe that one of the significant features of the contemporary study of role is the elaboration and refinement of its language. The process has extended from conceptualizing the key terms to operationalizing various indicators for empirical research. Biddle (1961) indicates that, although excellent studies of roles have appeared in the previous decade, none of these has provided a comprehensive theory of structure for this field and none has received universal acceptance. However, Biddle and Thomas (1961) conclude that role study is an

identifiable domain of investigation, perspective, and language, and has a body of knowledge, some rudiments of theory and characteristic methods of inquiry.

The notion of role or role portrayal is inextricably tied with the problems of perception; the role to be portrayed is one which must be communicated (Heald and Moore, 1968).

Perception Theory

An individual's reaction within a situation is a function of his perception of the situation rather than his interaction with a solitary combination of "real" stimuli and constraints (Cantril, 1942; Haire, 1964). Perception, as Young (1956) expresses it, refers to sensing, interpreting, and appreciating physical and social processes. Sherif (1936) has suggested that perceptions of key individuals in decision-making roles must also be considered. As Bruner (1958, p. 94) wrote, "to understand the manner in which man responds to and copes with his social environment we must know what that environment is to him."

Ittelson and Cantril (1959) wrote:

Perceiving is that part of the process of living by which each one of us, from his own particular point of view, creates for himself the world with which he has his life's experiences and through which he strives to gain his satisfaction (p. 84).

Perception research and theory have dealt almost

entirely with the human senses, particularly vision; however, applications have been found useful in studying the phenomena of social psychology as well. Morgan (1958) related "perception" as a theory of human behavior to consumer behavior. Allport's (1955) review of perception research identified thirteen major theories of perception (listed here only to illustrate the amount and varieties of approach of perception research): Core-context, Gestalt, topological field, cell assembly, sensory, motor adjustments, adaptation level, probabilistic functionalism, tonic, transactional functionalism, directive state, hypotheses, behavior, and cybernetics.

Krech and Crutchfield (1948) posited that there are two major determinants of perceptions: structural factors, those factors deriving solely from the nature of the physical stimuli and the neural effects they evoke in the nervous system of the individual; and functional factors, those which derive primarily from the needs, moods, past experiences, and memory of the individual. Krech and Crutchfield (1948, p. 92) indicated that "what we perceive as well as how we interpret what we perceive" is a function of our motivations and "also a function of the 'higher order' cognitive organization . . . of beliefs, of social ideals, or morals of cultural frames of reference."

Sarbin (1968) reported that the concept of role perception is widely used to study bureaucratic organizations. He stated that his form of research has been

refined and found effective since its first use by Mead and sociologists at the University of Chicago in the 1920's.

Accuracy in role perception has a definite impact on effectiveness and efficiency in organizations. That is, as he/she "sees" or perceives things so he/she believes.

Theories of perception have considered behavior as a function of the perceptions an individual holds. Perceptions have been found to be determined by a number of factors including personality characteristics. Cantril (1942) wrote that every action is based upon some awareness of perception; perceptions are determined by the assumptions brought to the occasion; and the assumptions are determined by past experience.

The implications of these statements for the library director's role are particularly notable. Few roles within the college setting demand that the position incumbent interpret expectations from so many counter positions. If the library director does not perceive the expectations of department chairpersons or academic deans accurately, or if the expectancies of these groups are not congruent, then the adequacy of the entire instructional program may be negatively influenced.

Role of the Library Director

A review of the library literature shows a dearth of both research and descriptive materials on the role of the

library director or, specifically, the junior college library director. Research which has been conducted and the descriptive articles which have been written tend, as one might expect, to support conflicting hypotheses. Farley (1967) explains it in this way:

During the past several decades there have been important contributions to the literature of library management. Operational functions have been given some attention, but little has been written about the administrative process--the function of the executive management (p. 29).

One of the most perplexing problems facing the library profession today is a lack of clarity in defining the library directorship. Landheer (1957) sees the library director as being a distributor of materials, while Knapp (1958) sees the director as an administrator, educator, and as a scholar. Macleish (1955) takes a traditional view of the director and his professional responsibilities. He sees the directors as

Keepers of books, keepers of print and paper on the shelves, librarians are keepers also of the records of the human spirit . . . the records of men's watch upon the world and upon themselves (p. 271).

The uncertainty and confusion which exist in library science concerning the essence of the library, library director, or librarianship pertain also to what may be termed the library's or library director's positional function (Christ, 1972). Position is used to refer to the location of an actor or class of actors in a system of social relationships (Gross et al, 1958), a place in social

space or social reality (Christ, 1972). Foskett (1967) says:

Because social behavior always involves individuals acting toward specified other individuals, there is always some kind of relationship between acting individuals. The term position refers to this relationship (p. 4).

A similar conclusion was reached by Moore (1973). In a national study of the library in the administrative structure of the public community college, Moore found that the role of the head librarian and his administrative relationship with the institution were not clearly defined. His research also showed that the range in which the salary of the head librarian fell when compared with the salaries of faculty members would suggest a lack of prestige. He posited that:

The place of the head librarian in the American Public Community College must be strengthened by appropriate rank, benefits, and opportunities for involvement in academic and administrative affairs (pp. 283-284).

Sizemore (1973) investigated the administrative function of community college librarians in the state of Georgia. As part of his research he tested the following null hypothesis:

There are no significant differences between the perceptions of the actual and ideal role of the librarian as seen by administrative officers, faculty members and librarians of Georgia public community junior colleges (pp. 73-75).

An analysis of the data revealed that significant differences between the actual and ideal roles were perceived by the administrative officers for 71 percent of

the activities. The rate of significant differences was even higher for faculty members who differed on 81 percent of the activities. Significant differences between the actual and ideal roles were perceived by the librarians for 68 percent of the activities. This finding he interpreted as a problem in normative congruence between the groups surveyed, asserting that "There is some conflict among role defining groups as to what is the librarian's appropriate role" (Sizemore, 1973, p. 73-75).

Farley's (1967) survey of the state of library administration concluded that

It is apparent that few library administrators are articulate in the subject with which they are familiar. They are not sufficiently conscious of the role they play to present it clearly and forcefully (p. 37).

Speaking of the conflict librarians have over their own roles, Christ (1972) stated, "Librarians must clarify the social function which the library performs and the concomitant role which librarians occupy" (p. 42). He warns that "The lack of such clarity makes it very difficult to support librarians and their programs" (p. 42).

Were it possible to survey the public and self-image of the library director role over the past century or so, an informed person would anticipate changes in the concepts of librarianship and shifts in its popular imagery. A continuum of occupational stereotypes would emerge with a pattern of images discernible, but a single, sharp and

stable picture would not appear. Little solid agreement would be found over time as to what the library director is really like or what is always expected of her/him.

Attention should be drawn at this point to the fact that studies of the Community Junior College Library are plentiful in the areas of facilities, functions, and acquisition of materials. In support of this is the Guidelines (1972) produced by the American Library Association and accepted by the American Association of Community Junior Colleges. In contrast, the role of the library director is an area in which current studies are at a minimum.

CHAPTER III

PROCEDURES AND RESEARCH DESIGN

The procedure and research design of this study includes the procedures followed, the instrument developed, and the data analyses used.

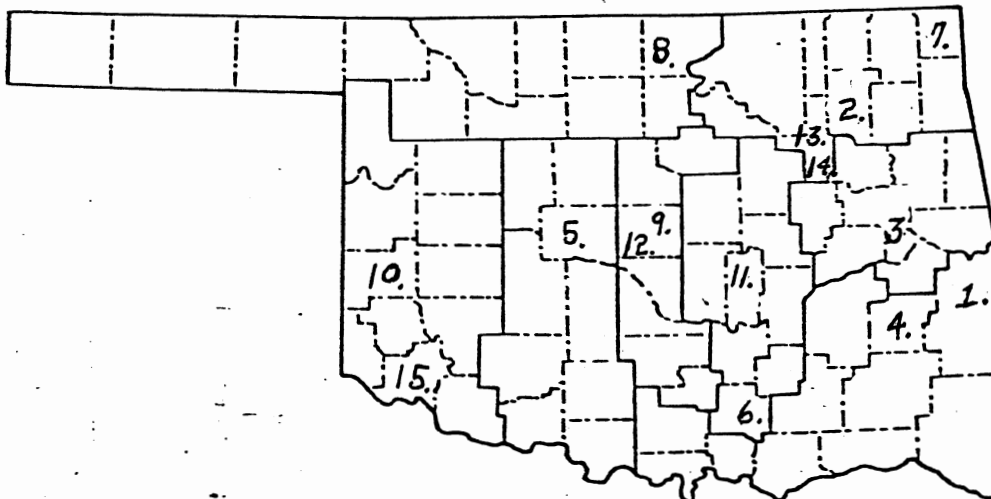
Population and Sample

The population in this study consisted of academic deans (ACD), library directors (LD), and department chairpersons (DC) at 14 Oklahoma public community junior colleges. It was considered feasible to use these 14 junior colleges comprising the total system. From these public community junior colleges, the subjects included 14 ACDs, 14 LDs, and 116 DCs.

The institutions' geographical distribution is shown in Figure 1. This figure shows two locations for Tulsa Junior College - Metro Campus and Northeast Campus. However, it was counted as only one college in this study.

Instrumentation

The questionnaire, reproduced in Appendix A, was evolved for use in a study by Sizemore at Florida State University. This was one of three parts to the study by



NAME	LOCATION
1. Carl Albert Junior College	Poteau
2. Claremore Junior College	Claremore
3. Connors State College of Agriculture and Applied Science	Warner
4. Eastern Oklahoma State College	Wilburton
5. El Reno Junior College	El Reno
6. Murray State College	Tishomingo
7. Northeastern Oklahoma A&M College	Miami
8. Northern Oklahoma College	Tonkawa
9. Oscar Rose Junior College	Midwest City
10. Sayre Junior College	Sayre
11. Seminole Junior College	Seminole
12. South Oklahoma City Junior College	Oklahoma City
13. Tulsa Junior College - Metro Campus	Tulsa
14. Tulsa Junior College - Northeast Campus	Tulsa
15. Western Oklahoma Junior College	Altus

Figure 1. Location of Oklahoma Public Community Junior Colleges

Sizemore (1973), Perceptions of the Administrative Function of the Librarian at Public Community Junior Colleges in Georgia. Many of the questions were primarily drawn from the "AAJC-ACRL Guidelines for Two-Year College Library Learning Resources Centers." The items from Guidelines cover objectives, organization and administration, budgeting, instructional systems components, staffing, facilities, materials, and services of the community junior college library.

The design of the questionnaire was to draw out the different perceptions of the role of the library director among academic deans, department chairpersons and library directors. This required respondents to estimate the degree of administrative responsibility which library directors do assume and the degree of responsibility which library directors should assume for 42 activities. Each activity was accompanied by two five-point response scales--one for actual responsibility and one for ideal responsibility. The response scale to determine the degree of responsibility ranged from "none" to "maximum" follows:

Response Scale	
None	= 1
Minor	= 2
Moderate	= 3
Considerable	= 4
Maximum	= 5.

In addition, the questionnaire contained an open-end item that allowed the respondent to add additional activities or responsibilities which the respondent believed should be

included.

A numbering system was used to determine the institution and the respondent represented while still keeping the confidentiality of all respondents involved with the survey. Additional coding, along the right side of the questionnaire, was used to assist in the computation of the data collected.

Procedures

The major purpose of this study was to determine the difference in perceptions of academic deans, library directors, and department chairpersons regarding the degree of responsibility the library director is assuming (actual) and the degree of responsibility the library director should assume (ideal) for the 42 selected responsibilities and activities. In order to elicit such perceptions a questionnaire was determined to be the best method for the survey. A copy of this questionnaire is found in Appendix A.

In February 1982, a telephone contact was made with each library director requesting her/his assistance in two matters involving the study--would they assist the researcher with distribution and collection of the questionnaire and would they confirm the department chairpersons' names which the researcher had compiled from the 1981 Community Junior College Directory. The response to both requests was affirmative by the library director at

each junior college. Assistance of the library director at each junior college allowed the researcher to send a single packet containing a questionnaire for each DC and LD, to each college whereupon the director distributed a questionnaire to the department chairpersons. Each questionnaire had a cover letter explaining the procedure for completion and an envelope for returning it to the library director. A large pre-addressed, stamped envelope was enclosed for the library director to return the questionnaires to the researcher.

The academic deans of the junior colleges were sent the same questionnaire under separate cover. A cover letter (see Appendix B) and a pre-addressed, stamped envelope for returning the questionnaire to the researcher were also included. A summary of responses by data group is provided in Table I.

TABLE I
QUESTIONNAIRE POPULATION BY DATA GROUP

	Academic Dean	Library Director	Department Chairperson	Total
Population	14	14	106	134
Responses	14	14	55	83
Percentage	100	100	51.8	61.9

Data Analysis

The responses to the questionnaire items were analyzed through the services of the Oklahoma State University Computer Center. Data analyses were performed by using the Statistical Package for the Social Sciences. Additionally, any response from the open-ended item on the questionnaire was recorded separately, and while not available for rating by other members of the three groups, did provide information relevant to the study.

The three hypotheses, for each activity and responsibility statement, examine the extent to which (a) the group--LD, ACD, and DC--differ in their perceptions (as reflected by mean ratings) of the degree of responsibility the library director IS assuming--actual--, (b) the groups--LD, ACD, and DC--differ in their perceptions (as reflected by mean ratings) of the degree of responsibility the library director SHOULD assume--ideal--, and (c) the groups--LD, ACD, and DC--differed in their perceptions with respect to the mean discrepancy between the degree of responsibility the library director IS assuming--actual vs. the degree of responsibility the library director should assume--ideal.

A one-way analysis of variance was used for the testing of the hypotheses for each responsibility and activity statement. When the analysis of variance test revealed that there were significant differences in perceptions (mean

ratings) of the three groups regarding the statements being tested, a posthoc test, the Scheffe rank test was administered to the statements to disclose which, if any, pair of groups--between the LD and ACD, between the LD and DC, and/or between the ACD and DC--was contributing to the significant result. The Alpha (probability for making Type I error) was established at .05 for the statistical testing of the hypotheses.

CHAPTER IV

PRESENTATION OF THE FINDINGS

The findings of this study are divided into two sections, namely: (1) population of respondents -- Academic deans (ACD), Library Directors (LD), and Department Chairpersons (DC) -- and (2) results of the major areas of investigation -- responsibilities and activities of Library Directors. The presentation of the second section is arranged according to the three hypotheses tested: Actual, Ideal, and Actual Versus Ideal. Because many of the questions in the instrument dealt with or implied a multitude of responsibilities, many overlapping, the discussion of results was not divided into specific response areas such as administration, supervision, etc.

Population

The population of this study consisted of 144 persons: the academic deans, library directors, and department chairpersons from 14 Oklahoma public community/junior colleges; the questionnaires were mailed to all institutions in the state. The second mailing, a follow-up to persons who had not previously responded, included 70

questionnaires. The listing in Table II shows a breakdown of the responses by mailings.

TABLE II
ANALYSIS OF RETURNS RECEIVED
BY MAILINGS

Group	<u>1st Mailing</u>		<u>2nd Mailing</u>		<u>Total</u>	
	No.	%	No.	%	No.	%
Academic Deans	14	100			14	100
Library Directors	13	94	1	100	14	100
Department Chairpersons	47	41	8	12	55	48
Total	74	52	9	13	83	58

As can be seen, from Table II, 52 percent of the returns came from the first mailing. Another 13 percent was received from the second mailing. Eighty-three of the 144 questionnaires, representing a total of 58 percent, were received during the investigation. A specific analysis of how respondents reacted to each responsibility/activity statement is provided in the next section of the study.

Discussion of Results

This section of the chapter analyzes the data and presents the findings of the three hypotheses tested regarding the actual, ideal, and actual versus ideal role of the library director as perceived by the academic deans, library directors, and department chairpersons for each of the 42 responsibility and activity statements.

Scoring of the Librarian Activities and Responsibilities Scale

The Librarian Activities and Responsibilities questionnaire (LAR) was administered to measure the degree of administrative responsibility which library directors in Oklahoma public community/junior colleges actually assume and the degree of administrative responsibility which library directors should assume for the 42 identified activities. Each specified activity was accompanied by two types of response scales: first, how the person felt the activity should be (ideal) and second, how the situation really was (actual). A point system was used to develop an overall rank for the comparison. The response scale was ranked by degree of responsibility and ranged from "none" to "maximum". Each was given a point value outlined below:

None	= 1
Minor	= 2
Moderate	= 3
Considerable	= 4
Maximum	= 5.

Perceptions of the Actual and Ideal

Administrative Role of Library

Directors

Results of the data in Table III display the total ranking for the actual role as perceived by all groups, the academic deans ranked the overall actual role more positively than either library directors or department chairpersons. Further indication as viewed from Table III shows that the "ideal role" mean ranking (4.19) for the respondents was perceived to be above "considerable". Again, academic deans ranked the ideal role higher than LD or DC. However, the degree of difference between the ACDs' and LDs' perception of the ideal was not statistically significant.

TABLE III

PERCEPTIONS OF THE AVERAGE DEGREE OF RESPONSIBILITY
IN THE ACTUAL AND IDEAL ROLES

Group	Actual \bar{x}	Ideal \bar{x}
Academic Deans (N = 14)	3.71*	4.29
Library Directors (N = 14)	3.58	4.27
Department Chairpersons (N = 55)	3.49	4.01
Total Group (N = 83)	3.53	4.19

* 1 = none, 5 = maximum

The responsibility/activity statements provided in the questionnaire were used to compare the perceptions of library directors (LD), academic deans (ACD), and department chairpersons (DC) regarding the ideal and actual role of the library directors. The following null hypotheses were tested:

1. There is no significant difference in perceptions, as reflected by the mean rating, between any two of the three groups (ACD, LD, and DC) regarding the degree of responsibility the library director is assuming (actual) for each of the responsibilities and activities in Oklahoma public community/junior colleges.
2. There is no significant difference in perceptions, as reflected by the mean ratings, between any two of the three groups (ACD, LD, and DC) regarding the degree of responsibility the library director should assume (ideal) for each of the responsibilities and activities in Oklahoma public community/junior colleges.
3. There is no significant difference in the mean discrepancy of the perceived degree of responsibility the library director is assuming (actual) and the degree of responsibility the library director should assume (ideal) among the three groups (ACD, LD, and DC) for each of the responsibilities and activities in Oklahoma public

community/junior colleges.

The Statistical Package for the Social Sciences (SPSS) one-way analysis of variance, was used to determine if LD, ACD, and DC perceived the actual and ideal role of the library director with significant differences. Where the analysis of variance indicated a significant difference, the Scheffe Multiple Range Test was employed to specify between which groups the difference occurred.

Actual Role

Results of the data in Table IV display the respondents' perceptions of the "actual" role of the library director by academic deans, library directors, and department chairpersons. The one-way analysis of variance by question revealed that there were significant differences at the .05 level between the mean ratings of two of the three groups (ACD, LD, and DC) on five of the 42 total selected responsibility/activity statements regarding the degree of responsibility the library director is assuming (actual). The Scheffe multiple range test was applied to the mean ratings for the statements and disclosed significant differences between groups for all five of the statements regarding the perceived degree of responsibility the library director is assuming (actual). The differences were fairly equally divided among academic dean and library director (questions 12 and 15) and department chairpersons and library directors (questions 15, 18, 32).

TABLE IV
 PERCEPTIONS OF THE ACTUAL ROLE OF THE LIBRARY
 DIRECTOR BY ACD, LD, AND DC

Library Director Responsibility/ Activity	Mean Ratings			F-Ratio	Differences
	ACD N=14	LD N=14	DC N=55		
1. To confer with academic dean.	3.79	3.86	3.51	0.925	
2. To define goals, set policies.	4.14	4.14	4.00	0.159	
3. To analyze activities and accomplishments.	4.14	3.64	3.78	0.759	
4. To recommend appointment, dismissal of library staff.	3.86	3.21	3.60	0.765	
5. To prepare budget.	4.14	3.14	3.71	1.678	
6. To conduct research.	3.07	3.29	2.93	0.325	
7. To participate in faculty affairs.	3.50	3.21	3.29	0.205	
8. To work with administrators.	3.93	3.21	3.44	1.178	
9. To evaluate personnel.	4.57	4.14	4.29	0.759	
10. To provide workshops.	3.14	2.29	2.60	1.927	
11. To have responsibility in functional planning.	3.64	3.43	3.67	0.218	

TABLE IV (Continued)

Library Director Responsibility/ Activity	Mean Ratings			F-Ratio	Differences
	ACD N=14	LD N=14	DC N=55		
12. To participate in institutional decisions.	3.07	1.93	2.58	3.591*	ACD > LD
13. To provide in-service training.	4.07	3.36	3.35	1.370	
14. To encourage library staff to participate.	3.78	3.50	2.96	2.315	
15. To provide library study for students.	3.79	2.14	3.40	8.854*	ACD > LD DC > LD
16. Public relations.	3.86	3.00	3.65	2.097	
17. Computer center processing.	2.57	1.57	2.53	2.738	
18. Community services.	2.93	2.00	3.00	3.758*	DC > LD
19. To seek external funding.	2.36	2.21	2.25	0.062	
20. Cooperative library programs.	3.14	2.86	3.04	0.200	
21. To provide job descriptions for employees.	4.21	3.57	3.33	2.325	
22. To identify new positions.	3.36	2.71	3.07	0.731	
23. Instructing students in use, service.	4.36	3.64	3.84	1.536	

TABLE IV (Continued)

Library Director Responsibility/ Activity	Mean Ratings			F-Ratio	Differences
	ACD N=14	LD N=14	DC N=55		
24. Acquiring materials.	4.07	4.00	3.73	0.681	
25. To visit departmental meetings.	2.57	2.29	2.20	0.470	
26. To serve organizations in a leadership role.	3.00	2.36	2.71	1.072	
27. To authorize all expenditures.	4.14	3.79	3.65	0.783	
28. To verify all expenditures.	4.14	4.36	3.67	1.956	
29. To accumulate statistics and maintain records.	4.36	4.07	3.55	2.653	
30. To supervise library students.	4.21	3.86	3.67	1.058	
31. To coordinate instructional equipment.	3.43	3.00	3.47	0.612	
32. To present library interests.	3.57	2.64	3.55	3.360*	DC > LD
33. To build into library programs innovation and change.	3.43	3.14	3.40	0.239	

TABLE IV (Continued)

Library Director Responsibility/ Activity	Mean Ratings			F-Ratio	Differences
	ACD N=14	LD N=14	DC N=55		
34. To become involved in the political process.	1.93	1.57	1.76	0.415	
35. Resource people.	3.36	2.43	2.85	2.137	
36. To assume responsibility for administration of the library.	4.64	4.36	4.20	1.077	
37. To provide release time for library staff.	2.57	2.36	2.00	1.163	
38. To make final decision as to materials purchased or produced.	3.93	4.14	3.56	1.436	
39. To disseminate information.	3.93	3.86	3.84	0.033	
40. To plan and preside at library staff meetings.	4.50	4.14	4.16	0.396	
41. To have responsibility for administration of all materials purchased wherever located.	3.86	3.29	3.26	0.899	
42. To make cost benefit analysis.	2.86	2.36	2.93	1.118	

* Significant at the 0.05 level.

The analysis of these data revealed that significant differences existed between the means of academic deans' and library directors' perceptions for the following statements:

<u>Number</u>	<u>Responsibility/Activity Statement</u>
12	To participate in institutional policy decisions, including planning and budgeting.
15	To provide independent library study for students.

Academic deans perceived that library directors assumed a greater degree of responsibility in the areas of participation in institutional policy decisions, and they also perceived that the library director provided independent library study for the students.

Further analysis of these data showed significant differences existed between the means of department chairpersons' and library directors' perceptions of the following statements:

<u>Number</u>	<u>Responsibility/Activity Statement</u>
15	To provide independent library study for students.
18	To provide for community services.
32	To present library interest and needs effectively to the administration, classroom, faculty, student, and State Board of Education.

In each of these statements the department chairpersons perceived that the library director was assuming these responsibilities and activities to a greater degree than did

the library directors themselves.

While only five "actual" statements showed statistical differences among the three groups the responses to the remaining 37 revealed a philosophy toward the function of the Library Director. However, none of the three groups perceived the library directors assuming responsibility for any of the 42 selected responsibilities and activities to a "maximum degree".

All groups perceived that the library director performs the following activities:

1. defining goals and setting policy, evaluating personnel, administering the library, and conducting library staff meetings "to a considerable degree".
2. conferring with the academic dean, hiring and firing staff, working with faculty and administrators, facilities planning, public relations, coordinating instructional equipment, and developing innovative programs for change "to a moderate degree".
3. seeking external funding, maintaining records, providing release time for the library staff, and has responsibility for materials purchased "to a minor degree".
4. involvement with state and national political activities "to no degree".

Academic Deans. The academic deans perceived that library directors assumed "to a considerable degree" for these activities:

1. defining goals and setting policy
2. evaluating the accomplishments of the library
3. budgeting, expense records for equipment and personnel
4. evaluating professional and student staff
5. developing professional growth and improvement for the library staff
6. providing job descriptions for the library staff
7. providing students with instruction on the use of library facilities and maintaining records on usage
8. administration of library functions and staff meetings.

The academic deans perceived the library directors assumed "to a moderate degree" responsibility for these activities:

1. conferring with the institutional administration and participating in decision making
2. hiring and firing library staff as well as identifying possible new types of positions
3. conducting research
4. participating in faculty affairs
5. providing inservice workshops for college personnel and professional development for the library staff

6. developing plans for library facilities involving innovations and change
7. providing independent study facilities for students
8. participating in interlibrary loan programs
9. providing leadership in local, state and national professional organizations
10. disseminating information and equipment to faculty and students
11. providing a source for outside resources for students and faculty learning
12. developing a procedures and policies for library acquisitions (purchased or produced)
13. providing for public relations of the library.

Academic deans perceived that the library directors assumed "to a minor degree" responsibility for these activities:

1. developing communications with computer centers for information processing
2. developing outside funding sources for the library and its functions
3. participating in faculty meetings at the departmental level
4. facilitating the development of library staff
5. evaluating the cost and benefits of the library.

Library Directors. The library directors perceived they assumed "to a considerable degree" responsibility for

these activities:

1. defining goals and policy for the library
2. evaluating personnel
3. developing procedures and policies for library acquisitions (purchased or produced)
4. administration of library functions and staff meetings
5. keeping expense records for the library other than payroll
6. maintaining records for library usage.

The library directors perceived that they assumed "to a moderate degree" responsibility for these activities:

1. providing inservice workshops for institutional personnel
2. providing independent study facilities for students
3. providing community service
4. developing outside funding sources for the library and its functions
5. participating in interlibrary loan programs
6. identifying new staff positions to meet goals of the institution and library
7. participating in faculty meetings at the departmental level
8. providing leadership in local, state and national professional organizations
9. speaking to the policy board facility

administration and students regarding library interests and needs

10. providing a source for outside resources for students and faculty learning
11. facilitating the development of library staff
12. evaluating the cost and benefits of the library.

The library directors perceived that they assumed "to a minor degree" responsibility for these activities:

1. developing outside funding sources
2. participating in faculty meetings at the departmental level
3. facilitating the development of library staff
4. developing procedures and policies for library acquisitions (purchased or produced).

The library directors perceived that they assumed "to no degree" responsibility for these activities:

1. becoming involved with state and national political activities
2. conferring with the institutional administration and participating in decision making
3. developing communications with computer centers for information processing.

Department Chairpersons. The department chairpersons perceived that the library directors assumed "to a considerable degree" responsibility for these activities:

1. defining goals and policies for the library

2. evaluating personnel
3. administration of library functions and staff meetings.

The department chairpersons perceived that the library directors assumed "to a moderate degree" responsibility for these activities:

1. conferring with the institutional administration and participating in decision making
2. hiring and firing library staff as well as identifying possible new types of positions
3. budgeting, keeping expense records for equipment and personnel
4. evaluating the accomplishments of the library
5. participating in faculty affairs
6. developing plans for library facilities involving innovations and change
7. providing independent study facilities for students
8. providing public relations for the library
9. providing community service
10. evaluating professional and student staff
11. disseminating information and equipment to faculty and students.
12. developing a procedures and policies for library acquisitions (purchased or produced)
13. preparing and disseminating information regarding library functions and facilities to the college community.

Ideal Role

Results of the data in Table V display the respondents' perceptions of the "ideal" role of the library director by academic deans, library directors, and department chairpersons. The one-way analysis of variance by question revealed that there was a significant difference at the .05 level between the mean ratings of two of three groups (ACD, LD, and DC). The analysis of data revealed that significant differences existed between the means of department chairpersons' and library directors' perceptions for the following statement:

<u>Number</u>	<u>Responsibility/Activity Statement</u>
32	To present library interests and needs effectively to the administration, classroom, faculty, student, trustee, and state Board of Education.

The mean (4.05) of the department chairpersons' rating was greater than the mean (3.07) of library directors' on the statement listed above. In contrast, the mean (3.86) of the academic deans' rating for the statement above was "to a moderate degree." However, no significant differences existed between the perceptions of academic deans' and library directors' or department chairpersons regarding the degree of responsibility the library director should have assumed (ideal) for the 42 selected responsibility/activity statements.

In summary, the results of the hypothesis testing of show there was a significant difference between groups for

TABLE V
 PERCEPTIONS OF THE IDEAL ROLE OF THE LIBRARY
 DIRECTOR BY ACD, LD, AND DC

Library Director Responsibility/ Activity	Mean Ratings			F-Ratio	Differences
	ACD N=14	LD N=14	DC N=55		
1. To confer with academic dean.	3.93	4.29	4.00	0.854	
2. To define goals, set policies.	4.29	4.36	4.36	0.062	
3. To analyze activities and accomplishments.	4.43	4.29	3.96	1.308	
4. To recommend appointment, dismissal of library staff.	4.21	4.00	4.35	0.634	
5. To prepare budget.	4.64	3.86	4.44	2.059	
6. To conduct research.	3.50	3.14	3.15	0.458	
7. To participate in faculty affairs.	4.00	3.71	3.58	0.608	
8. To work with administrators.	4.29	4.00	4.00	0.459	
9. To evaluate personnel.	4.71	4.36	4.45	0.618	
10. To provide workshops.	3.79	3.50	3.51	0.378	
11. To have responsibility in functional planning.	4.07	4.29	4.25	0.231	

TABLE V (Continued)

Library Director Responsibility/ Activity	Mean Ratings			F-Ratio	Differences
	ACD N=14	LD N=14	DC N=55		
12. To participate in institutional decisions.	3.57	3.36	3.42	0.134	
13. To provide in-service training.	4.50	4.14	4.18	0.648	
14. To encourage library staff to participate.	4.14	4.00	3.84	0.648	
15. To provide library study for students.	4.07	3.14	3.80	2.551	
16. Public relations.	4.29	3.79	4.09	0.906	
17. Computer center processing.	3.57	3.14	3.45	0.427	
18. Community services.	3.64	2.57	3.45	3.596*	
19. To seek external funding.	2.93	2.93	2.95	0.002	
20. Cooperative library programs.	3.14	2.86	3.04	0.200	
21. To provide job descriptions for employees.	4.14	3.86	3.82	0.449	
22. To identify new positions.	3.64	3.64	3.78	0.122	
23. Instructing students in use, service.	4.57	3.79	4.04	1.777	

TABLE V (Continued)

Library Director Responsibility/ Activity	Mean Ratings			F-Ratio	Differences
	ACD N=14	LD N=14	DC N=55		
24. Acquiring materials.	4.50	4.36	4.24	0.382	
25. To visit departmental meetings.	3.29	3.07	2.71	1.250	
26. To serve organizations in a leadership role.	3.29	2.71	3.15	1.005	
27. To authorize all expenditures.	4.29	4.29	4.22	0.043	
28. To verify all expenditures.	4.36	4.50	4.13	0.711	
29. To accumulate statistics and maintain records.	4.23	4.36	3.95	1.640	
30. To supervise library students.	4.36	4.07	3.95	0.702	
31. To coordinate instructional equipment.	3.64	2.86	3.55	1.274	
32. To present library interests.	3.86	3.07	4.05	3.611*	DC > LD
33. To build into library programs innovation and change.	4.21	3.93	3.93	0.327	

TABLE V (Continued)

Library Director Responsibility/ Activity	Mean Ratings			F-Ratio	Differences
	ACD N=14	LD N=14	DC N=55		
34. To become involved in the political process.	2.29	2.36	2.49	0.187	
35. Resource people.	3.86	3.07	3.49	2.055	
36. To assume responsibility for administration of the library.	4.64	4.50	4.49	0.163	
37. To provide release time for library staff.	3.36	3.00	2.65	1.539	
38. To make final decision as to materials purchased or produced.	4.14	4.21	4.00	0.246	
39. To disseminate information.	4.29	4.21	4.22	0.032	
40. To plan and preside at library staff meetings.	4.57	4.50	4.35	0.310	
41. To have responsibility for administration of all materials purchased wherever located.	3.71	3.50	3.62	0.110	
42. To make cost benefit analysis.	3.64	3.43	3.55	0.165	

* Significant at the 0.05 level.

only one statement (number 1). That being, the perceived degree of responsibility the library director should assume (ideal) for each of the 42 selected responsibility and activity statements.

Regarding the degree of responsibility the library director should assume, 13 statements were found not to be significant between groups but were perceived to be responsibilities/activities which should be assumed (ideal) by the library director "to a considerable degree" for these activities:

1. defining goals and setting policies for the library as well as the planning of the library facilities
2. hiring, supervising and firing of library staff
3. working with administrators of the institution
4. providing for professional development of the library staff
5. developing a plan and overseeing expenditures for acquisition of resource materials
6. overseeing the budget for the resource center and staff expenditures
7. administration of library functions and staff meetings
8. disseminating information and equipment to faculty and students.

Regarding the degree of responsibility the library director should assume, nine statements were found not to be significant between groups but were perceived to be

responsibilities/activities which should be assumed (ideal) by the library director "to a considerable degree". They were:

1. conducting research concerning the library including cost/benefit analysis of the library
2. providing in-service staff development for faculty, administration and support staff
3. working with institutional administration for policy and budgeting decisions
4. coordinating the data processing centers of the institution
5. participating in the interlibrary loan programs
6. identifying possible new types of positions needed
7. maintenance of up to date services for the library
8. representing the library needs at the institutional and state level
9. administration of all library resources.

Regarding the degree of responsibility the library director should assume, two statements were found not to be significant between groups but were perceived to be responsibilities/activities which should be assumed (ideal) by the library director "to a minor degree." They dealt with involvement in external funding and political action at the state and national level.

The three groups (ACD, LD, and DC) did not perceive that the library director should assume (ideal) a "maximum degree" of responsibility for any of the 42 selected

responsibility/activity statements.

Actual Versus Ideal

Results of the data in Table VI display the respondents' perceptions of the "actual versus ideal" role of the library director by academic deans, library directors, and department chairpersons. The one-way analysis of variance by question revealed that there were significant differences among the three groups. These significant differences occurred between the actual versus ideal role for only one of the 42 selected responsibility/activity statements.

The Scheffe multiple comparison range test disclosed a statistically significant difference among the three groups with respect to the mean discrepancy between the perceived degree of responsibility that the library director is assuming (actual) versus the degree of responsibility the library director should assume (ideal). There was a greater discrepancy among library directors' perceived significant differences between the actual versus ideal than the department chairpersons' perceived significant differences between the actual versus ideal for the following statement:

<u>Number</u>	<u>Responsibility/Activity Statement</u>
15	To provide independent library study for students.

The analysis of these data showed a greater discrepancy among the academic deans' perceived significant differences

TABLE VI
 PERCEPTIONS OF THE ACTUAL VERSUS IDEAL ROLE OF THE
 LIBRARY DIRECTOR BY ACD, LD, AND DC

Library Director Responsibility/ Activity	Mean Ratings			F-Ratio	Differences
	ACD N=14	LD N=14	DC N=55		
1. To confer with academic dean.	0.14	0.43	0.49	1.154	
2. To define goals, set policies.	0.14	0.21	0.36	0.442	
3. To analyze activities and accomplishments.	0.29	0.64	0.18	2.358	
4. To recommend appointment, dismissal of library staff.	0.36	0.79	0.75	0.711	
5. To prepare budget.	0.50	0.71	0.73	0.194	
6. To conduct research.	0.43	0.14	0.22	0.635	
7. To participate in faculty affairs.	0.50	0.50	0.29	0.344	
8. To work with administrators.	0.36	0.79	0.56	0.745	
9. To evaluate personnel.	0.14	0.21	0.25	0.128	
10. To provide workshops.	0.64	1.21	0.91	0.898	
11. To have responsibility in functional planning.	0.43	0.86	0.58	0.573	

TABLE VI (Continued)

Library Director Responsibility/ Activity	Mean Ratings			F-Ratio	Differences
	ACD N=14	LD N=14	DC N=55		
12. To participate in institutional decisions.	0.50	1.43	0.84	2.576	
13. To provide in-service training.	0.42	0.79	0.82	0.465	
14. To encourage library staff to participate.	0.36	0.50	0.87	1.604	
15. To provide library study for students.	0.29	1.00	0.40	3.884*	LD > DC
16. Public relations.	0.43	0.79	0.44	1.118	
17. Computer center processing.	1.00	1.57	0.92	1.777	
18. Community services.	0.71	0.57	0.45	0.486	
19. To seek external funding.	0.57	0.71	0.69	0.112	
20. Cooperative library programs.	0.71	0.71	0.51	0.563	
21. To provide job descriptions for employees.	0.07	0.29	0.49	1.696	
22. To identify new positions.	0.29	0.93	0.71	0.986	
23. Instructing students in use, service.	0.21	0.14	0.20	0.054	

TABLE VI (Continued)

Library Director Responsibility/ Activity	Mean Ratings			F-Ratio	Differences
	ACD N=14	LD N=14	DC N=55		
24. Acquiring materials.	0.43	0.36	0.51	0.247	
25. To visit departmental meetings.	0.21	0.79	0.51	0.707	
26. To serve organizations in a leadership role.	0.29	0.36	0.44	0.195	
27. To authorize all expenditures.	0.14	0.50	0.56	1.007	
28. To verify all expenditures.	0.21	0.14	0.45	0.971	
29. To accumulate statistics and maintain records.	0.07	0.29	0.40	0.835	
30. To supervise library students.	0.14	0.21	0.27	0.195	
31. To coordinate instructional equipment.	0.21	0.14	0.07	0.576	
32. To present library interests.	0.29	0.43	0.51	0.381	
33. To build into library programs innovation and change.	0.79	0.79	0.53	0.475	

TABLE VI (Continued)

Library Director Responsibility/ Activity	Mean Ratings			F-Ratio	Differences
	ACD N=14	LD N=14	DC N=55		
34. To become involved in the political process.	0.36	0.79	0.73	0.735	
35. Resource people.	0.50	0.64	0.64	0.131	
36. To assume responsibility for administration of the library.	0.00	0.14	0.29	1.655	
37. To provide release time for library staff.	0.79	0.64	0.65	0.097	
38. To make final decision as to materials purchased or produced.	0.21	0.07	0.44	1.184	
39. To disseminate information.	0.36	0.36	0.38	0.010	
40. To plan and preside at library staff meetings.	0.07	0.36	0.18	0.452	
41. To have responsibility for administration of all materials purchased wherever located.	0.14	0.21	0.25	0.612	
42. To make cost benefit analysis.	0.79	1.07	0.62	0.826	

* Significant at the 0.05 level.

between the "actual versus ideal" than the other groups (LD and DC).

Responses to Open-Ended Questions

The open-ended item placed at the end of the questionnaire provided each respondent an opportunity to list additional responsibilities/activities the library director is "actually" or should be "ideally" engaging in. These additional responsibilities/activities are listed as follows:

1. responsibility for video production
2. participating in college committees
3. participating with community groups, i.e. business and government
4. production of audio-visual programs
5. functioning in a dual role of administrator and faculty without choice of which or when
6. coordinating staff development for instructional personnel.

Items number one, four, and five were listed by library director (LD); items number two and three were listed by department chairperson (DC); and academic dean (ACD) listed item number six.

Summary

The results of the testing of the three hypotheses for

each of the 42 responsibility/activity statements are summarized in Table VII. Further viewing of data in Table VII shows the total number of statements which were found to be significantly different, using the mean ratings of each of the three pairs of groups (ACD compared to LD, ACD compared to DC, LD compared to DC) for each dimension ("actual" and "ideal") and the mean discrepancy among the groups for "actual versus "ideal".

The relatively few responsibilities and activities on which the groups differed significantly in their perceptions indicate that members of all three groups were well aware of the actual role of the library directors. Perceptions did differ significantly, however, for five of the 42 variables. Library directors differed with both academic deans and department chairpersons in perceptions of the responsibility assumed in providing independent library study for students. Academic deans perceived that library directors assumed a greater degree of responsibility in the area of participation in institutional policy decisions, including planning and budgeting. In other differences, the department chairperson perceived that the library director was assuming a greater degree of responsibility in the areas of providing for community services, and presenting library interests and needs effectively.

Detailed analysis of the perceptions of the ideal role of the library director showed that perceptions differed significantly for one responsibility and activity. That is

the department chairpersons perceived that the library director should present library interests and needs effectively to the administration, classroom, faculty, student, trustee, and state board of education.

TABLE VII
NUMBERS OF STATEMENTS FOUND TO BE
SIGNIFICANTLY DIFFERENT BY THE
THREE HYPOTHESES TESTED

		Responsibility/Activity Statement (N = 42)
1.	Actual	(5) ^a
	Between ACD and LD	2
	Between ACD and DC	0
	Between LD and DC	3
2.	Ideal	(1)
	Between ACD and LD	0
	Between ACD and DC	0
	Between LD and DC	1
3.	Actual vs. Ideal	(1)
	Between ACD and LD	0
	Between ACD and DC	0
	Between LD and DC	1

^aNumbers in parentheses expressed the total number of statements to be found significantly different.

ACD = Academic Deans
LD = Library Directors
DC = Department Chairpersons

Further analysis of the perceptions of the mean discrepancy between the actual versus ideal role of the library director showed a greater discrepancy among the academic deans' perceived significant difference than the other two groups. This perception was in providing independent library study for the students.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

It was the intent of this study to ascertain, analyze, and compare, by means of questionnaire, the perceptions of the library directors (LD), academic deans (ACD), and department chairpersons (DC) regarding the degree of responsibility the library director is assuming (actual) and the degree of responsibility the library director should assume (ideal)--based on the responsibility/activity statements provided in the questionnaire developed for this purpose. Toward this goal then, this chapter is presented in two sections, first the summary of the study and second the conclusions and recommendations from the data collected.

Summary

A questionnaire was evolved from: (1) the purpose of the study; (2) Guidelines for Two-Year College Learning Resources Programs (1972); and (3) the review of literature and research that concentrated on the junior college, library administration, and the role and function of library directors from universities, colleges, and junior colleges. The questionnaire is reproduced in Appendix A.

The population for this study consisted of the 14

Oklahoma public junior colleges. All academic deans (N=14), library directors (N=14), and department chairpersons (N=116) were selected to participate in the investigation. One hundred forty-four persons were asked to complete the questionnaire.

Eighty-three (58 percent) of the returned questionnaires were considered usable for this study. Of these 83, 55 were department chairpersons; 14 were library directors; and 14 were academic deans. They represented 47 percent of the department chairpersons, 100 percent of the library directors and 100 percent of the academic deans.

Three hypotheses were tested for each of the 42 responsibility/activity statements on the questionnaire, namely:

1. There is no significant difference in the perceptions, as reflected by the means on ratings, between any two of the three groups (ACD, LD, and DC) regarding the degree of responsibility the library director is assuming (actual) for each of the responsibilities and activities.
2. There is no significant difference in perceptions, as reflected by the means on ratings, between any two of the three groups (ACD, LD, and DC) regarding the degree of responsibility the library director should assume (ideal) for each of the responsibilities and activities.

3. There is no significant difference in the mean discrepancy of the perceived degree of responsibility the library director is assuming (actual) vs. should assume (ideal) among the three groups (ACD, LD, and DC) for each of the responsibilities and activities.

The one-way analysis of variance was used for statistical analysis of each hypothesis (actual, ideal, and actual versus ideal) for each of the 42 responsibility/activity statements. When the analysis of variance test revealed significant differences in perceptions (mean ratings) of the groups, a posthoc test, the Scheffe method of multiple comparison, was administered to the statement ratings to disclose which pairs of groups--ACD and LD, ACD and DC, and/or LD and DC--were contributing to the significant result. The alpha was established at .05 for the statistical testing of the hypotheses.

Conclusions

Conclusions derived from the study are:

There was agreement between all three groups as to the actual and ideal administrative roles of the library director, but there still is today, a significant "gap" between what academic deans and department chairpersons believe the library director does and what she/he should do. Perceptions of the administrative functions of the library directors were significantly different among the academic

deans, department chairpersons, and library directors in Oklahoma public community colleges.

Recommendations

Based on the findings which materialized from this study and the conclusions that were reached, the following recommendations for further study are submitted:

1. Sampling of the faculty should be included in the population for a better cross section of respondents.
2. Similar studies comparing junior colleges in Oklahoma with junior colleges in other states should be conducted. The ultimate purpose should be to compare the perceptions of library directors between and among institutions.
3. A replication of this study in two to five years to reflect the change in perceived roles of library director.
4. The method of personal interviews in addition to the mailed questionnaire to be incorporated for each institution. With relatively few potential participants available, personal interviews would result in almost total participation by the population used for this study.
5. Studies of the perceptions of students, on a selective basis, regarding the use and function of

the library and its services would provide a larger cross section of library users.

Recommendations for practice are:

1. Clarify the role of the library director as administrator or faculty.
2. Provide job descriptions for the library directors which make clear his/her responsibilities and authority in the institution.
3. Incorporate the library director in the administrative councils and committees which make institutional policy, planning and budgeting decisions.
4. Provide a clear understanding of the role of the library in the operations, goals and mission of the institution for the academic deans and chairpersons.

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APPENDIXES

APPENDIX A
QUESTIONNAIRE

LIBRARY, LEARNING RESOURCE CENTER DIRECTORS'
RESPONSIBILITIES AND ACTIVITIES

DIRECTIONS

Please circle the appropriate number to indicate your perception of the degree of responsibility which the library director currently is assuming in your college, and your perception as to the degree of responsibility the director should be assuming.

EXAMPLE

	NONE	MINOR	MODERATE	CONSIDERABLE	MAXIMUM
To visit departmental meetings..					
is	1	2	3	4	5
should be	1	2	3	4	5

In the example, the respondent has indicated that he/she believes the director's responsibility "to visit departmental meetings" is currently being assumed to a minor degree at his/her institution, but it should be assumed to a considerable degree.

LIBRARY DIRECTORS' RESPONSIBILITIES AND ACTIVITIES		NONE	MINOR	MODERATE	CONSIDERABLE	MAXIMUM
Please respond to the library director's responsibilities and activities statements by circling one number after <u>is</u> and one after <u>should be</u> .						
1. To confer with academic dean concerning library and college problems.	is	1	2	3	4	5
	should be	1	2	3	4	5
2. To define goals and set library policies.	is	1	2	3	4	5
	should be	1	2	3	4	5
3. To analyze and report on the activities and accomplishments of the library.	is	1	2	3	4	5
	should be	1	2	3	4	5
4. To recommend the appointment, promotion and dismissal of professional supportive library staff.	is	1	2	3	4	5
	should be	1	2	3	4	5
5. To prepare and justify the library budget.	is	1	2	3	4	5
	should be	1	2	3	4	5
6. To conduct library research.	is	1	2	3	4	5
	should be	1	2	3	4	5
7. To participate in faculty affairs to the same extent as other faculty.	is	1	2	3	4	5
	should be	1	2	3	4	5
8. To work closely with other chief administrators of the college.	is	1	2	3	4	5
	should be	1	2	3	4	5
9. To direct, supervise and evaluate the work of library personnel.	is	1	2	3	4	5
	should be	1	2	3	4	5

Please respond to the library director's responsibilities and activities statements by circling one number after is and one after should be.

		NONE	MINOR	MODERATE	CONSIDERABLE	MAXIMUM
10.	To provide library workshops for faculty, administration and support personnel.	is 1	2	3	4	5
	should be	1	2	3	4	5
11.	To have prime responsibility in the functional planning of the library facility.	is 1	2	3	4	5
	should be	1	2	3	4	5
12.	To participate in institutional policy decisions, including planning and budgeting.	is 1	2	3	4	5
	should be	1	2	3	4	5
13.	To provide in-service training for library staff.	is 1	2	3	4	5
	should be	1	2	3	4	5
14.	To encourage library staff members to participate in conferences, institutes and professional meetings.	is 1	2	3	4	5
	should be	1	2	3	4	5
15.	To provide independent library study for students.	is 1	2	3	4	5
	should be	1	2	3	4	5
16.	To be responsible for library public relations.	is 1	2	3	4	5
	should be	1	2	3	4	5
17.	To plan connections with computer centers on campus for processing data, access to, and storage of information.	is 1	2	3	4	5
	should be	1	2	3	4	5
18.	To provide for community services.	is 1	2	3	4	5
	should be	1	2	3	4	5

Please respond to the library director's responsibilities and activities statements by circling one number after is and one after should be.

		NONE	MINOR	MODERATE	CONSIDERABLE	MAXIMUM
19.	To seek external library funding					
	is	1	2	3	4	5
	should be	1	2	3	4	5
20.	To participate in cooperative library programs among various types of libraries.					
	is	1	2	3	4	5
	should be	1	2	3	4	5
21.	To provide job descriptions and analyses for library employees.					
	is	1	2	3	4	5
	should be	1	2	3	4	5
22.	To identify new kinds of positions needed to achieve college and library goals.					
	is	1	2	3	4	5
	should be	1	2	3	4	5
23.	To be responsible for instructing students in the use and services of the library.					
	is	1	2	3	4	5
	should be	1	2	3	4	5
24.	To provide a program for selecting and acquiring new materials.					
	is	1	2	3	4	5
	should be	1	2	3	4	5
25.	To visit departmental meetings.					
	is	1	2	3	4	5
	should be	1	2	3	4	5
26.	To serve local, state, and national professional organizations in a leadership role.					
	is	1	2	3	4	5
	should be	1	2	3	4	5
27.	To authorize all expenditures for library materials, equipment, and travel.					
	is	1	2	3	4	5
	should be	1	2	3	4	5

Please respond to the library director's responsibilities and activities statements by circling one number after is and one after should be.

		NONE	MINOR	MODERATE	CONSIDERABLE	MAXIMUM
28.	To indicate and verify for payment all expenditures, other than payroll.					
	is	1	2	3	4	5
	should be	1	2	3	4	5
29.	To accumulate cogent statistics and maintain adequate records.					
	is	1	2	3	4	5
	should be	1	2	3	4	5
30.	To select, train, supervise and rate all library student assistants.					
	is	1	2	3	4	5
	should be	1	2	3	4	5
31.	To coordinate distribution and maintenance of instructional equipment for faculty use.					
	is	1	2	3	4	5
	should be	1	2	3	4	5
32.	To present library interests and needs effectively to the administration, classroom faculty, students, trustees, and State Board of Education					
	is	1	2	3	4	5
	should be	1	2	3	4	5
33.	To build into the library programs for innovations and change.					
	is	1	2	3	4	5
	should be	1	2	3	4	5
34.	To become involved in the political process by establishing and maintaining positive communication with state and national legislators.					
	is	1	2	3	4	5
	should be	1	2	3	4	5
35.	To put students, faculty, and administration in touch with resource people and organizations in which there are persons with expertise and competencies.					
	is	1	2	3	4	5
	should be	1	2	3	4	5
36.	To assume responsibility for the administration of the library.					
	is	1	2	3	4	5
	should be	1	2	3	4	5

Please respond to the library director's responsibilities and activities statements by circling one number after is and one after should be.

		NONE	MINOR	MODERATE	CONSIDERABLE	MAXIMUM
37.	To provide release time for library staff members to study.					
	is	1	2	3	4	5
	should be	1	2	3	4	5
38.	To make final decision as to the order in which materials are to be purchased or produced.					
	is	1	2	3	4	5
	should be	1	2	3	4	5
39.	To prepare and disseminate information to administration, faculty, and students concerning library activities, services and materials.					
	is	1	2	3	4	5
	should be	1	2	3	4	5
40.	To plan and preside at library staff meetings.					
	is	1	2	3	4	5
	should be	1	2	3	4	5
41.	To have the responsibility for the administration of all books, periodicals and audiovisual materials purchased from college funds wherever they are located on the campus.					
	is	1	2	3	4	5
	should be	1	2	3	4	5
42.	To make productivity and cost benefit analysis regularly.					
	is	1	2	3	4	5
	should be	1	2	3	4	5
43.	If there are other responsibilities the library director assumes or other activities the library director engages in, please list them below.					
	is	1	2	3	4	5
	should be	1	2	3	4	5
(a)						
	is	1	2	3	4	5
	should be	1	2	3	4	5
(b)						
	is	1	2	3	4	5
	should be	1	2	3	4	5

Would you like a summary of this study? yes no

APPENDIX B

LETTER SENT WITH QUESTIONNAIRE

March 12, 1982

Dear

The purpose of this letter is to request your assistance by responding to the enclosed questionnaire regarding a research project involving all public junior colleges of Oklahoma.

This research project is a study of the total role of the Learning Resource Director/Librarian, as perceived by academic deans, department chairpersons, and library directors, in Oklahoma's public junior colleges. You in your responsibility as realize the importance of effective and efficient library services in your institution. We believe that this study is an important phase of junior college progress and that the findings will be useful to each college in planning and providing data for future development. This study is aimed directly at the Oklahoma junior college and is not intended for broader applications.

All information will be kept confidential, and no individual respondent will be identified in the results of the study.

Numbers on the extreme right of the questionnaire will be used only in processing data for the statistical analysis of information gained in this survey.

We will be grateful to you if you will return the questionnaire by April 1.

Sincerely yours,

Winton L. Smith

Dr. John Baird
Professor
Oklahoma State University

VITA

Winton LeRoy Smith

Candidate for the Degree of

Doctor of Education

Thesis: AN ANALYSIS OF ACTUAL AND IDEAL ROLE OF THE LIBRARY DIRECTOR AS PERCEIVED BY DEANS, CHAIRPERSONS AND DIRECTORS AT SELECTED JUNIOR COLLEGES

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born August 2, 1932, Sloansville, New York.

Education: Received Bachelor of Science degree in Industrial Education from University of Oklahoma in 1965; received Master of Science degree from Oklahoma State University in 1971; completed requirements for the Doctor of Education degree at Oklahoma State University in July, 1983.

Professional Experience: Coordinator Vocational Media Program, Stillwater Public Schools, 1971-1974; director of learning resources center, Cowley County Community College, 1974-1976; self-employed, 1976-1977; teacher, industrial education, Wichita Public Schools, 1977-1978; teacher, industrial education, Stillwater Public Schools, 1978-present.