LEADERSHIP ROLES, FUNCTIONS AND BARRIERS

PERCEIVED BY OKLAHOMA COMMUNITY

EDUCATION DIRECTORS

By

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Master of Science Applied Psychology

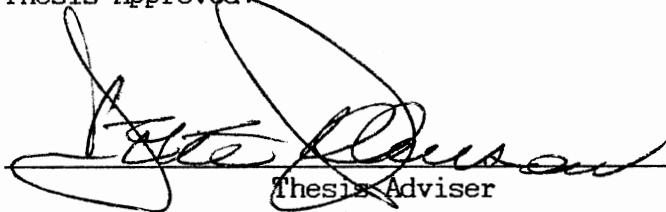Southwestern Oklahoma State University
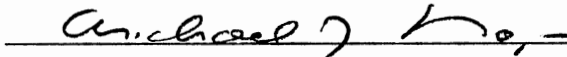
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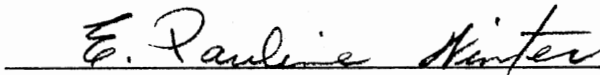the Degree of
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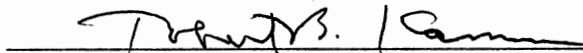LEADERSHIP ROLES, FUNCTIONS AND BARRIERS

AS PERCEIVED BY OKLAHOMA COMMUNITY

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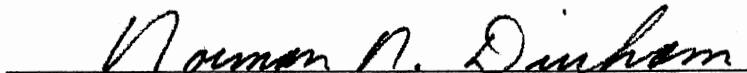
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CHAPTER I

INTRODUCTION

"Community Education is a philosophical concept which serves the
entire community by providing for all of the educational needs of all
its community members." p. 26 (Minzey and Le Tarte, 1969). In the
State of Oklahoma the concept of community education is fairly new even
though the idea of community education has been slowly gaining growth
momentum in the nation since 1916 when John Dewey wrote something
relevant to it (Fantini, 1984). Dewey (1916) wrote,

> Education is a process of living and not a preparation for
> future living. ..... The school has the function ... of
> coordinating within the disposition of each individual the
> diverse influences of the various social environments into
> which he enters. One code prevails in the family; another in
> the streets; a third, in the workshop or store; a fourth, in
> the religious association. (p. 26)

Thus, it is not surprising that through life-long learning
community education strives to meet the needs of the individual and the
community for their various environments using the available resources
- human, financial and capital. A community, in this context, is a
cluster of people ordinarily residing in a specific geographic area in
which they share common concerns and services. For the community to
reap full benefits of community education, directors must be well
acquainted with their roles and functions. This familiarity with clear
roles and functions enables them to tackle problems and hindrances that
interfere with fulfillment of these roles as they guide communities and
individuals toward self-actualization. In organizing community
education the issue of leadership, as in all other organizations, is

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linked to success or failure of the program.

Thus, in the interest of good and effective leadership, it is important to study and identify broad leadership roles, barriers and functions for incumbent directors as they bridge the gaps among theory, practice and expectation. In community education leadership is needed to build an awareness in the community, and to expedite planning, program activation and evaluation (Johnson, 1986). These broad leadership functions, which emanate from broad leadership roles, have been identified by authors such as Ringers (1971) and Le Tarte & Minzey (1969). Although several leadership research studies have been conducted from one perspective or another to help community education directors understand their roles and functions, no studies have investigated the roles, functions and barriers in Oklahoma.

Leadership roles are defined and discussed in terms of functions throughout literature. This study adopted terminology used by several authors, Ringers (1977), Le Tarte & Minzey (1969), Gardner (1986), Kerensky & Melby (1971), Cwik, et al (1975), to label leadership roles. The roles discussed were:

    1. Enabler

    2. Administrator of community education programs

    3. Teacher

Each one of these roles has functions and concerns for the community education director. How he/she plays each role depends on personal philosophy and the dictates of environment and atmosphere. These factors tend to be different from one community to another. While detailed discussion on these concepts is beyond the scope of this study, their influence on barriers such as turf, trust, patronage and

tradition cannot be underestimated. Change in philosophy, environment and administrative atmosphere with geographical location can enhance or hinder the community education director's execution of duties. Hence it was necessary to devote time and space to some of the factors that are potential problem areas, and are generally perceived as barriers for a community education director in his/her leadership role(s). Among the barriers a director deals with are (Kerensky & Melby, 1971; J. Ringers, 1977; Johnson, 1973):

1. The missing sense of community

2. Failure to mobilize human and physical resources

3. Potential loss of turf, power and identity by agency

4. Staff's willingness and ability to change - (i.e., resistance)

5. Legal issues

6. School boundaries that include a large population interfere with district familiarity and effective management.

Each one of these and other barriers interfere with role fulfillment in a unique way. It is important to note that while roles, functions and barriers can be separated on paper, in practice the distinction is less obvious because of overlap.

Statement of the Problem

In Oklahoma today the area of community education needs base information on leadership to provide training to community education directors in leadership: in leadership that is tailored to meet the needs of Oklahoma's role expectations. Thus the purpose of this

descriptive study was to assess the level of information on leadership roles, functions and barriers pertinent to Oklahoma's community education programs.

Purpose of Study

The purpose of this study was to identify the leadership roles of the community education director, his/her functions and some of the general concerns/problems he/she deals with in these roles as he/she discharges his/her duties. The rationale for conducting this study is that leadership was needed in community education to (adapting from Deke Johnson, 1986):

1. Develop an awareness and understanding about concepts in community education;

2. Forge the framework for planning and developing community education;

3. Activate the process and programs of community education; and

4. Constantly evaluate and refine its development to meet the wants and needs of citizens of a community.

Research Questions

This research attempted to answer the following research questions:

1. What are the leadership roles for a community education director in Oklahoma?

2. What are the leadership functions of a community education

director in Oklahoma associated with these roles?

3. What are some of the barriers incumbents must circumvent or deal with as they strive to reach their goal?

4. What is the demographic profile of the community education director in Oklahoma?

Assumptions

This study was based on the following assumptions:

1. The community education director is expected to provide leadership and leadership is a process that can be learned.

2. Community education directors are concerned with the educational needs of individuals of the community striving to reach self-actualization through the life-long learning process.

3. All community education directors have some background in (educational) administration, community education and/or related areas.

4. All community education directors play the standard roles that differ only in function, place and community needs.

Limitations

1. This study was concerned with community education directors in the state of Oklahoma during 1987-88.

2. The results described pertain to Oklahoma and cannot be generalized to other states without caution.

Definition of Terms

The definitions of terms in this study were adapted and adopted from several authors (e.g., Le Tarte and Minzey, 1969; J. Ringers, 1977; Kerensky and Melby, 1971) the Webster's Third New International Dictionary and A Dictionary of the Social Sciences.

Administrator: a person who occupies a position in an organization in which he/she is expected to implement policies established by the governing board.

Agency: an establishment that executes action of service on behalf of others.

Barrier: a physical or abstract factor that is perceived to obstruct or frustrate or interfere with role fulfillment.

Communication: a process through which messages (ideas, feelings, thoughts) are exchanged between the sender of message(s) and one or more other persons.

Community: a cluster of people ordinarily residing in a specific geographic area in which they share common concerns and services.

Community Education: a philosophical concept which serves the entire community, through a life-long learning process, by providing for educational needs of all its community members using available resources within that community.

Coordinator: a person responsible for integrating the work of two or more people in community education.

Director: a person responsible for getting a given function

       performed within an organization.

Enabler: a person who creates an awareness of needs and

       activates a process to cope with the needs, and is

       responsible for communicating information (ideas,

       needs, school activities, expectations) between the

       school and the community in both directions.

Function: required or expected activity appropriate to the

       position of a person.

Leader: a person perceived by one or more people as exerting

       influence, authority or power in a given situation.

Leadership: a process geared toward accomplishment of goals

       through the use of a person's influence, authority

       and/or power in a given situation.

Need(s):   the desire to fill or close the difference between

       the ideal and what is.

Needs Assessment: a process through which wants and needs of a

       community are surveyed, evaluated and prioritized.

Role: A named social position characterized by a set of

       personal qualities and activities assumed by a

       person.

Teacher: a person responsible for helping others learn.

  This chapter introduced the topic, some of the concepts and issues around it and the rationale for undertaking this study. The following chapter is devoted to the review of selected literature relevant to the study.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter consists of a review of the literature relevant to
the study. To remain consistent with the research questions the
literature review was treated under the headings of - (a) leadership
roles and functions, (b) barriers, and (c) a profile of a community
education director.

Leadership Roles and Functions

Several authors (Weaver, 1972; Le Tarte & Minzey, 1969; Ringers,
1977; Gardner, 1980) have identified and discussed leadership roles in
education including community education under different labels.
In this study the roles are labeled as follows:

1. Enabler.

2. Teacher.

3. Administrator of community education programs.

4. Counselor.

Definitions for these terms are found on pages 6-7 in Chapter I.

Enabler

According to Joseph Ringers (1977) the enabler is a

> person who anticipates community needs, creates an
> awareness of needs and activates a process to cope with the
> needs; the person who patiently and persuasively motivates
> people to explore the alternatives available; the person
> who organizes, encourages, guides and prods others into
> conceiving creative solutions for community problems; the
> person who stimulates and conciliates and who knows just

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> how much power and what type of power to apply to achieve
> certain objectives; the person who knows where and how to
> develop political support for the program. The enabler
> assists community representatives and agency personnel in
> arriving at reasonable programs which are responsive to
> community needs. (Page 19).

To be an enabler is a very big responsibility which requires the

community education director to be proficient in human skills. Since

community education emphasizes the human aspect, Minzey (1983) believed

McGregor's (1960) Theory Y had more to offer than Theory X to community

education. Basically, Theory Y stated that people are disposed to hard

work and producing more and do not need coercion in order to get tasks

completed on time. Theory Y emphasized the human aspect of humanity

and is therefore more appropriate to community education which also

emphasizes the human aspect in its philosophy. Cunningham (1985)

recognized the importance of this human aspect of humanity which Theory

Y emphasizes as he stated, "People make much of the change today." (p.

17).

That people take the initiative for change was true in Oklahoma.

Many community education programs were initiated by members of the

community themselves. For example, in Paul's Valley, the youth, out of

their own felt needs, organized themselves first and later joined

community education. According to the panel of six youths addressing a

workshop in March 1986, this embryo grew from merely providing service

to the youth to where it is now serving each member of that society

regardless of socioeconomic status. This is an example of people

making the change themselves. Community education directors worked

with assumptions about citizens and their willingness to be engaged in

change. Among these are:

    1. Ordinary people can influence solutions and make good

decisions in sophisticated areas.

2. People are willing to commit themselves to solving their own problems.

3. Many people in a community have problems which are individual in nature.

4. Community power is legitimate and underused.

These and many other assumptions were borne in mind for the community is viewed as alive: it has a stake in the school which it supports through taxes or some other ways. It is logical that if the public supports the school, school authorities should maintain a healthy relationship with the community itself. The function of the director of community education, in this case, is to keep the community agencies, associations, individuals informed of what is going on at school. The community must be part of the school or vice versa. At this point the flow of information reverses. Acceptance of a school by the community as part of itself makes it easier to find out the kind of curriculum package that meets some of the expectations people have about the school. As the community realizes that the school is not just for kids, it accepts that the school is there to serve the interests and needs of the community in one way or another, too.

In this task of liaison between the community and the school, the director faces a few challenges and hindrances. Harold Moore (1972) indicated that the problem is to maintain a program that emphasizes people informing people and providing a two-way communication between school and community. In most places public relations tends to be one-way communication. Another problem he mentioned is flexibility. He believed that public relations require better community involvement

through an open and flexible administration. The insecure leaders are those that rely on authority and a "tight ship" approach. A tight ship approach creates problems down the road, when the public begins to ask what the direction and mission of community education is in their community.

The enabler leadership role requires the community education director to function through a closely or loosely knit network of agencies and organizations in the community (Matheson, 1982). Development of interagency linkages is an important area for the director to build in community education. The director in this leadership role is expected to collaborate with other agencies to provide quality service to the community. Oklahoma's Pocola Community Education program required the director to effect collaboration among the community school and other agencies. To execute this duty the director was expected to:

1. Interpret and administer Board of Education and local school policy. This clarifies the role of community education to its constituency.

2. Maintain desirable trust levels among agencies, organizations, community groups.

3. Coordinate goals and maintain an atmosphere of positive support.

4. Help eliminate duplication of agency/organization services and programming.

5. Demonstrate involvement in community-wide organizations geared toward community improvement.

The above list tells the director that he/she is an important

resource on community agencies whose services benefit that area.
However, before agency linkages can be achieved some assessing must be
done, especially in cases where the community education program is new
and just starting. Needs assessments are of vital importance,
especially those geared toward identification of the available
resources in the community. Starting from scratch involves a lot of
planning before the project lifts off the ground.

Another function for the director in this leadership role is
counseling. The director's human skills enable him/her to listen to
problems other people may have and with the knowledge of agencies,
he/she will refer the individual to an appropriate agency that provides
service of that nature.

The problems associated with interagency linkages pertain to fear
of potential loss of power, fear of potential loss of turf, fear of
potential loss of identity, and from the staff's point of view,
unwillingness to change. The staff prefers to maintain the status quo
than face the unknown. It becomes a question of "carrying on the
tradition" in a place called work.

Teacher

The community education director as a full-time member of staff in
a school or school district was a view supported by Totten (1987). He
stated that a community education director is a teacher released from
teaching so that he may perform several functions. Identified duties
included:

1. Administrating the program of community education;

2. Supervising staff, planning and implementing community

education program;

3. Establishing rapport with leaders in the community;

4. Familiarizing himself with social and economic structures
   in the community; and,

5. Providing in-service program to both regular classroom
   and optional staff to familiarize them with concepts of
   community education.

John Gardner (1986) viewed this role as that of envisioning and setting goals, managing programs as well as serving as a symbol.

As a professional, the director has information (expert) power and is often regarded as an expert in the field. Not only is he/she an expert but he/she is a representative of the community of professional educators. The difference between him/her and his/her teaching colleagues is that his/her efforts are directed toward improving the quality of life for people who volunteer to do so rather than people who have to do so irrespective of their interests.

It is necessary for him/her to brief newly hired instructors on community education concepts and philosophy. This can be equated to what John Gardner (1986) called 'affirming values' in leadership. Community values are expressed in art, music, religion and ritual. For a community educator, perpetuating community values is the corner-stone for success. However, as Gardner (1986) pointed out, values decay and new ones emerge. The role of educator compels teaching the new values. In community education the machinery to learn about changes in community values is the needs assessment. Therefore, it is essential to conduct needs assessment at least once every two years.

The purpose of teaching colleagues is to standardize definitions

of concepts, and operate within the guidelines of one philosophy. It
takes care of ignorance, intergroup tensions, fear, divergent goals and
unhealthy or dysfunctional attitudes (Richard Franklin, 1986). The
director knows the mission, goals and objectives of community education
in a locality. His/her behavior is imitated by colleagues, too.
Luvern Cunningham (1985) asserted that if a leader wishes to
communicate an idea or direction, he/she must teach it to an associate
who will teach others, too. Another belief Cunningham (1985) had was
that directors teach by doing and not just talking. It appears that
directors must be doers. The question is, "How can the community
education director teach by doing, when each person, through process of
selective attention, sees differently from the next?" The cartoon by
James Cloutier depicts the community education director as a robber, a
horse, lazy bum, jack-of-all-trades- and-master-of-none, entertainer,
and many more. (See Figure 1. on page 15) These wrong perceptions
need to be corrected. One way to achieve this is giving a workshop on
the role of the director.

The assumption in this role is that all directors are
appropriately qualified. This may not be the case in Oklahoma. The
concept of community education being new, there are not many people
majoring or concentrating in this area at graduate level. Therefore,
it is difficult to hire people who really know what community education
is all about.

Figure 1.   Community School Directors/Coordinators as Seen By.....

Administrator of Community Education Programs

In the leadership role of administrator of community education
programs based on directives from the governing board, the community
education director creates and interprets policies, defines objectives
and means to attain them, and ensures that policies are properly
executed through the subordinates.

The Pocola community education philosophy recognized that there
was more to community education than programs. It added
process-related duties to its packaged programs-related duties for the
community education director. Thus, the director was expected to:

1. Provide programs needed by the community (process);

2. Schedule programs well;

3. Promote the activities or courses;

4. Provide enrollment procedures to avoid confusion;

5. Recruit staff and develop them; and,

6. Budget for the programs and community education in general.

All these role expectations were not confined to Pocola alone.
The general administration of the project involves more than the above.
They involve coordinating with other agencies on personnel, materials,
supplies and cooperative buying. Fred Totten (1987) included managing
office, reports and accounting. For programs to survive, the director
works in liaison with local agencies, and government officials so that
the programs may be funded and/or coordinated. While all these
administrative maneuvers are going on among units, organizations,
agencies and statutory bodies, citizen involvement is not ignored.
Citizen involvement - defined by Biddle (1953) as an active
participation in an on-going program (community education) - is a very

important part of the community education process. Without community
involvement, the whole community education project may become a white
elephant.

What kind of problems is the director likely to face in this role?
According to George Baker III (1984) and Joseph Ringers (1977) people
working in such positions face the following kinds of problems:

1. Coordination related efforts. Coordination is part of the
job of a director of community education. To be effective in
this area, he must efficiently utilize his human skills. Such
skills are the principal tools for accomplishing a good
coordinative work, (Minzey, 1983). In short, to succeed, he must
be a good communicator.

2. Lack of use of discretion. The director tends to work
"alone", that is, he is the expert in the area of community
education. Other people surrounding him are laymen. He relies
heavily on his competencies in conceptual and technical skills as
he guides others towards sound decision-making. The greatest
enemy he faces in this group of problems is resistance to change
as he tries to implement new ideas.

3. Utilization of innovations. When the school board accepts
the principle of community education, it may not change its basic
philosophy about education, or its attitude toward the behavior
of staff regarding productivity and introduction of new ideas.
It is possible that they (board members) may just be thinking in
terms of simply putting on one or two programs in the name of
community education. However, as it turns out, community
education is more than just programs. The director must play

many more roles than they may have had in mind and provide innovative programs which the community needs and wants. At this point he will meet resistance and opposition from staff and some members of the board. Resistance is bred by stepping on the turf, lack of trust and maintaining the status quo, i.e. tradition.

4. Financial related problems. Finances to keep the programs going and promote them in the first instance.

5. Staff related problems. Most of the staff problems have to do with negative attitudes. These negative attitudes are an enemy of effective leadership. In a school, it is assumed that the staff sees reorganization as a threat to their positions and status. Since community education says uncertified "John teaches Peter, provided John has the knowledge and ability to do so", certified teachers tend to resent this. Apart from the director, currently there are no instructors on permanent pay roll in community education. Not only are they temporary, even remuneration is not uniformly given. Each agency has its way of compensating the teachers.

6. Program related problems. Lastly management of programs is interfered with by school management procedures (George Wood) if they adopt a "Don't rock the boat" attitude.

Barriers in Community Education

What are some of the common barriers with which community education directors deal? Several barriers have been mentioned in the previous pages. By definition a barrier is a physical or conceptual

factor that interferes with attainment of a goal or fulfillment of a role. Several authorities, (Kerensky and Melby, 1971; De Jong & Gardner, 1983; J. Ringers, 1977; etc.) have discussed commonly met barriers in community education among which are found:

Missing Sense of Community.

1. A missing sense of community is a situation in which persons living in a geographical area live as "isolated" individuals or families. Keyes (1976) referred to this isolation in an article "We, the Lonely People" and pointed out that three things - mobility, privacy and convenience - are the causes of lack of community. Mobility is an enemy of a community of intimate friendships. People simply end up caught in the airline "stewardess syndrome." Like stewardesses, people smile at strangers and part a few hours later. They never hear from them again even though they are next door neighbors.
The impact of migration in areas of exodus is (De Jong & Gardner, 1983):

   a. Loss of human and financial resources;

   b. School closings;

   c. Tax increase to maintain services and high educational standards; and,

   d. Lack of distinctive cultural orientation.

2. Kerensky and Melby (1971) pointed out that isolation is promoted by such habits as eating in cars, and paying last respect to a deceased friend at a drive-in funeral home. People are looking for convenience. Yet the price they pay for this

convenience is loss of sense of community. The feeling of trust
and safety that society used to give community members dies as a
consequence.

3. The quest for privacy turns homes into jail cells. The right
to privacy turns out to be an insulation against the outside
world. Keyes (1976) stated that in some cases people reach
pathological level of behavior and keep all other people out of
reach.

In most instances community education comes in as a helping force
in the face of a decaying community in restoring a sense of community
so that situations like the following are common. John will share, on
a personal basis, facilities, resources or ideas, with Mickey, his
neighbor. Or, a carpenter will offer his house as a meeting place for
community education class on household repairs.

Agency Potential Loss of Turf, Power and Identity

In an effort to create inter-agency linkages and cooperation, the
barrier or problem area is fear. Agencies fear loss of identity, power
and turf. Joseph Ringers (1977) observed that in building new
relationships there are rearrangements of certain service
responsibilities. New relationships involved trading some
responsibilities to satisfy organizational needs. It is this new
rearrangement that agencies fear will take away their identity, power
and turf. Some of these agencies might have established themselves
over a long period of time. Cooperation if not well understood may be
interpreted to mean loss of power to:

1. Influence civic associations;

2. Suggest and support candidates for election to councils, boards or even state senate, etc; and,

3. Influence who gets hired in positions of authority in bureaucratic organizations or agencies.

Associated with power is the loss of turf. Each agency, according to Ringers (1977), has a standing in the community about which it is very jealous. However, part of its turf, or resources, would have to be surrendered in the interest of the collective gain.

Frustrating Bureaucratic Response

As the director works toward cooperation with the agencies and toward attaining community education goals, some programs depend on involvement of bureaucracies of one kind or another. An example of the situation in which state or local bureaucracy might be involved is opening up a local school that is not in use to the community. The answer may take months and yet the people are ready to use it for community education and or recreational purposes soon after its closure (Kerensky and Melby 1971). The process of getting permission even for use of schools used by children may be frustrating. The delay in getting an answer from the bureaucracy is due to some of the following (Ringers 1977, Kerensky and Melby 1971, Le Tarte & Minzey 1969):

1. Complete lack of interest in the proposed project.

2. Need for more time and information to consider the merits of the proposal.

3. Study legality or legal issues surrounding project.

4. Economic constraints may make it difficult to consider the proposal.

5. Unwillingness to consider changes to the status quo.

6. Fear of consequencies of change, particularly when changes are negative.

7. The timing is bad and the approach is poor.

8. Conviction that other agencies may be against the proposal or project.

9. Sticking to procedural rules even though they may stand in the way of progress.

10. Decision-making is remote from the project and urgency on the matter is never comprehended.

The result of dwelling on a combination of these factors is that:

1. Hopes, creativity, imagination and initiative are shattered. It will take a long time before the fire is rekindled.

2. Duplication of services is inevitable (e.g., the community may be asked to pay for a community swimming pool where as a high school adjoining the proposed site has an olympic-size swimming pool).

Bureaucracies work in different ways and Ringers (1977) defined bureaucracy as a power structure that includes local boards and councils, statutary and federal agencies and associations. All these organizations become the faceless "they" when decision of one kind or another are to be made.

Staff's Willingness and Ability to Change.

The concept of community education levies support for change on both the individual and the community. The changes come in the areas of basic philosophy, values, attitude and habits (Carole Kazlow, 1977).

As an innovative concept community education makes individuals
proactive or reactive to its process and philosophy of serving the
whole community irrespective of gender, age, race, color or creed. The
greatest barrier to community education is the staff's negative
attitudes. Attitudes toward change are affected by the following
variables (Waugh and Punch, 1987):

1. Basic attitude towards community education;

2. The extent to which fears and uncertainties associated with
the change are alleviated;

3. Practicality of the change in operation as staff perceive it;

4. Perceived expectations and beliefs about change in
operations;

5. Perceived school and community support for the change in
operation; and,

6. Personal cost appraisal for the change in operation.

The listed variables arouse an awareness of deep seated interest
in individuals, who then react by fighting hard to maintain status quo
(tradition), or promote change or remain indifferent as they wait to be
swept along by the strongest current. Assumption of any one of these
positions depend on whether the individual is progressive, static or
retrogressive. Each position assumed has problems for the community
education director. Examples are:

1. In the first instance the person becomes over zealous,
pushes too hard for achievement of goals/change and
alienates the community in the process.

2. In the second instance the individual may not assist in any
way, as he/she waits to identify with the strongest forces

people agree with.

3. In the third situation the individual destroys morale by saying nothing good about community education and inherent changes.

Studies by Kazlow (1977) and Punch and McAtee (1979) found that administrators viewed change as a direct threat to their decision-making prerogatives in some areas of organizational life. In such cases the community education director would meet a considerable amount of resistance to his/her efforts.

The ability and willingness to change, depends on (Punch & McAtee, 1979):

1. Level of participation, maturity and open communications;

2. Knowledge about proposed change and community education; and,

3. A favorable attitude towards change and community education.

These three variables can be put together by using two strategies, a) Show-and-tell; and b) lock-arms and move forward together. This might be a way to satiate fears of losing personal prestige, loss of money, loss of influence and status.

Failure to Mobilize Human and Physical Resources

In organizing community education, the key to building a successful program is community involvement. Community involvement includes, among other variables, use of available local human resources. The task for the community education director is to mobilize local human resources for community education to use (Kerensky & Melby, 1971; Ringers, 1977).

This idea of mobilizing and using available local human resources was supported by Kazlow's (1977) study on attitudes toward change in schools. This study found that locals had more school interests and, rather than feeling threatened by change, viewed community education as complimentary to their interests.

The task of mobilizing local human resources meets with problems. These problems can spell mediocrity for the community education director. One such problem is emphasis on certification (Kerensky & Melby, 1971). Traditionally individuals with unique talents, skills, hobbies, interests and untapped talents are never considered as capable of giving instruction that would enrich the education. Krett & Stright (1985) found that pressure for including these individuals came from a community cluster referred to as professionals. The study found that professionals emphasized quality, standards, reputation, challenge, and professional growth. Community education accepts and promotes all these elements, too. However, community education does not exclude uncertified individuals from giving instructions in areas of skill, talent or knowledge. Everyone contributes to the learning process without derision or humiliation. Consequently the means the community education director must work hard toward dismantling defeatist attitudes from all clusters of the community for all human resources to be successfully mobilized in the community.

Furthermore, the factors listed below contribute a great deal toward failure to mobilize available human resources in the community (adapted from Kerensky & Melby, 1971).

1. Community leaders who jealously guard their own spheres of influence and function.

2. Community education programs which are measured on faulty or false assumptions.

3. Individuals whose self-interest supersedes organizational interests. These may include the supervising school authorities.

4. Unwillingness of those involved to share success or to admit mistakes.

Thus mobilizing human resources is not simple. Years of public relations experience may not be the magic for mobilizing the sought after human resources successfully (Krett & Stright, 1985). It must be accompanied by sound strategic planning supported by a comprehensive needs assessment.

Legal Issues

Every school district is subject to federal, state, county, city and town regulatory authority (Kaplin, 1986). Thus the community education director must function within prescribed legal limits set by these bodies. As an example, citizens may identify self-defense as a need in their community. To satisfy this need, they suggest a class on use of small fire arms. (The handling and carrying of fire arms must be within the limits of regulating authorities. This includes the training range.) Before the class is offered, many legal aspects will require attention. For example, an appropriate and legally safe place will be needed. The carrying, handling and use of fire arms must fit within certain legal limits.

In planning interagency activities, Billie (1983) stated that legal issues hinge on jurisdiction, insurance liability and financial

issues. These issues can be ironed out by adopting a win/win solution.
A win/win situation is determined by the stratagem adopted for winning
critics, cynics and resistors to implementation of innovative ideas
(Foster, 1986). In dealing with other agencies, the contact person
must have the authority to act on behalf of that agency lest all
arrangements fall to pieces because of lack of authority (Kaplin,
1986).

School Boundaries that Interfere with Effective Management

A community education director is often employed to work within a
defined school district or geographic area and is involved in the
implementation of basic community education policy (V. A. Vento, 1985).
However, effective management of this district and implementation of
the policy may meet with interfering factors. The size of the district
and the concentration of the population are among the interfering
factors (Johnson, 1973; Elliot, 1987). The school or district
boundaries may include a large population with which it is difficult
for the community education director to become familiar. The effects
of this lack of adequate familiarity result in the slow pace of change
in programs that are geared toward keeping pace with changing society
(C. Diane Bishop, 1987). Such a program tends to be inflexible.

As community attitudes change, it is necessary to change from
traditional ways of meeting community needs. Failure to change with
the changing community defeats the purpose for community education and
subsequently suggests that the community is incapable of making good
decisions (Minzey, 1983). The community education director that is not
familiar with the population is constantly fighting a losing battle as

he/she strives to minimize the disparity between actual and perceived reality.

The size of the district may hinder the efforts of the community education director if it is too large. Johnson (1973) found that "size and resources of the assigned facility induced more activities which required more time for coordination and administration." (p. 7). Another study (Elliot, 1987) found that large districts tended to:

1. Isolate distant families from use of facilities which they are welcome to use as they pursue self-actualization;

2. Leave individuals to cope with transportation difficulties without assistance;

3. Require the least able population to travel, especially senior citizens, long distances; and,

4. Let the local population become apathetic because of perceived "neglect" from the community education director.

All these factors that interfere with effective management of the district tend to make community view community education like any other organization or agency in the community (W. M. Hetrick, 1976) in which they are not "involved." Effective management reduces community apathy and disenchantment through collaborative efforts of the community, the school and community education director.

A Profile of the Community Education Director

A study done in 1979 at Arizona State University indicated that the average community education leader was a white male in his late 30's. He was married and lived in a city of less than 100,000 people. He had a doctorate in Educational Administration or Educational

TABLE I

DEMOGRAPHICS BY RACE OF RESPONDENTS IN 1979

Race	Total No. & %		Age < 40 No. & %		Age > 40 No. & %	
Black	3	4.0	–	–	3	8.3
Oriental	1	1.3	1	2.6	–	–
Spanish	3	4.0	3	7.9	–	–
Native						
Americans	–	–	–	–	–	–
White/Other	68	90.7	34	89.5	33	91.7
Total	75		38		36	

Source: Paddock, S. C.
A Study of the Careers of National Community
Education Leaders. (1979)

TABLE II

DEMOGRAPHICS BY SEX OF RESPONDENTS IN 1979

Sex	Total No. & %		Age < 40 No. & %		Age > 40 No. & %	
Female	9	12.0	5	13.2	4	11.1
Male	66	88.0	33	86.8	32	88.9
Total	75		38		36	

Source: Paddock, S. C.
A Study of the Careers of National Community
Education Leaders. (1979)

Curriculum and Supervision and was employed at a university. However, a fuller picture is shown in the Tables I & II above. This study included persons in other positions of leadership. However the profile table showed that these positions were occupied by people from all other racial groups except Indians.

Another study (Johnson, 1982) indicated that the community education director in Oklahoma held at least a masters degree and worked at least half time as shown in Table III below. However, the total picture indicated that one district

TABLE III

NUMBER OF PERSONS SERVING AS COMMUNITY EDUCATION
DIRECTORS/COORDINATORS BASED ON
FULL-TIME EQUIVALENCY (FTE)

Equivalency	Number
Full-Time	14
2/3 - 3/4 Time	4
1/2 Time	19
1/4 Time	16
Less Than 1/4 Time	6
No One Assigned	6
	Total 64

Source: Johnson, W. D. (1982)
            Profile of Community Education in Oklahoma

had a director who held a high school diploma and four other districts had directors who held associate degrees. One of the purposes of this present study was to determine what the profile was for 1987-88.

This chapter review selected literature relevant to the study. The literature provided a general profile of the community education director, and put together information on perceived leadership roles, functions and barriers in community education. This information was also used to construct a research instrument described in the next chapter, which is on methodology.

CHAPTER III

METHODOLOGY

This chapter describes the:

    1. Population that was used in the study;

    2. Research design;

    3. Statistical analysis techniques utilized to analyze the

    data collected;

    4. Development of the instrument(s) used to collect the data;

and

    5. Procedure followed in collecting data.

Population.

The population for this study was all of the community education directors in the state of Oklahoma during the 1987-88 school year. The 80 directors in the study were those persons whom the school districts, with community education programs, recognized as bona fide employees and which appeared on the Community Education Contact list maintained by the Center for Community Education at Oklahoma State University. In this study all community education programs and directors were weighted the same regardless of size and location of district, sex, age and level of education of the community education director and length of service.

From a study conducted by Johnson (1982) this population may show the following characteristics:

A few community education directors may hold a high school diploma as their highest level of education attained and a

negligible number among them may show theirs as an associate degree. Quite often people with the above educational qualifications are not certified as teachers. However, they may possess certain leadership qualities which the community likes. These qualities may subsequently lead to an individual's appointment as a community education director. The bulk of the population in this position has at least a bachelor's degree or higher. Most of them are certified teachers or school administrators in the state of Oklahoma or elsewhere. Both sexes are represented in this population. Most of the incumbent directors serve on 12 month contracts and are either full time or part-time employees of their school district. Part-time employment ranges from 1/4 full time equivalency to 3/4 full time equivalency. The last but not least characteristic is that they come from varying administrative backgrounds to assume directorship of community education.

Research Design

This descriptive study looked at the leadership roles, functions of and barriers faced by community education directors. The total population of 80 active community education directors was taken as the population to respond to a questionnaire designed for this study. Since the population for this study is scattered throughout Oklahoma, a mail-survey method was used to reach all potential respondents.

Statistical Analysis

This study was descriptive and the data were analyzed largely by using descriptive statistics. The raw data, means and frequencies were the principal vehicles through which the data were analyzed. Raw data were compiled from responses to the questions on each part. Each question had three possible responses: "yes", "no" and "no response". The frequencies were entered on the data sheet that was designed in table form. From these data totals and means were calculated and a

description of what the data indicated ensued as presented in the next chapter. Further, additional information was gathered from blank spaces provided in each portion of the survey instrument. This information was compiled into tables and/or listed under the appropriate subheading in the result chapter.

Development of the Instruments

After reviewing the literature, a 55-item questionnaire was put together (Appendix, page 83). The questionnaire was divided into four parts as follows:

Part 1: Demographic data

Part 2: Leadership roles as perceived by community education directors

Part 3: Functions in leadership roles identified in Part 2

Part 4: Problems associated with the leadership roles and functions

To identify and minimize problems of ambiguity and misinterpretation, a draft of the questionnaire was field-tested on 10 out-of-state community education directors who attended a community education conference in Tulsa during April 6-9, 1988. Each respondent in the pilot study, which was conducted to validate the instrument, received the following instructions:

We would like to validate this questionnaire for use in a study on leadership in Oklahoma. We ask you to:
1. Respond to it as though you were in the full scale study;
2. Check for all spelling and grammatical mistakes;
3. Suggest a better way of phrasing all items that are not
    clearly stated or are ambiguous; and,
4. Make any comments you like about the questionnaire,

to improve it.

The comments and suggestions from these directors were incorporated into the final questionnaire that went to each community education director in the state. When the research instrument was packaged in its final form, it was mailed to the subjects to collect data for this study. The full results are presented in the next chapter.

Procedure

All school districts, known to have community education in place, received a questionnaire(s) (Appendix A, page 81) and a cover letter (Appendix B, page 88). The cover letter explained the purpose of the study, the use of the information sought, invited the recipient to participate in the exercise and furnished further instructions on the questionnaire(s).

Each questionnaire had instructions pertaining to what the section was all about and how to complete it. To hasten the return process of the questionnaire, a stamped, self-addressed envelope was enclosed. Twenty days from the day the questionnaires were dispatched, a follow-up telephone call was made to all the districts that had not returned the questionnaire to elicit a response. After trying to elicit a response three times without success, at two-week intervals, "no response" was entered on the data sheet.

CHAPTER IV

RESULTS

This chapter gives the results of this study in four parts as
follows:

1. The profile of the community education director in
    Oklahoma.

2. The perceived leadership roles of the community education
    director in Oklahoma.

3. The functions of the community education director in each
    perceived leadership role.

4. The perceived and real barriers in community education in
    Oklahoma.

The total population for this study was 80 community education
directors. Each one of these community education directors received a
questionnaire. Out of these 80 community education directors, 48 of
them responded and returned the questionnaire. This number represented
60% of the total population. In splitting the 48 respondents into
respective gender, there were 17 males, making up 35% of the
respondents, and 31 females, making up 65% of the respondents. There
were twice as many female respondents as there were male.

Profile of the Community Education Director

What is the profile of the community education director in Oklahoma?

To answer this question the demographic data from the respondents
was analyzed. Respondents ranged in age from the under 30-year-old

bracket to the 66-70 year old bracket as shown on the graph and Table
IV below. The response frequencies for each age bracket formed a
unimodal histogram. The mode was centrally situated in the 41-45 age
bracket. There were 2 outliers on the 66-70 age bracket.

Male   Female   Total
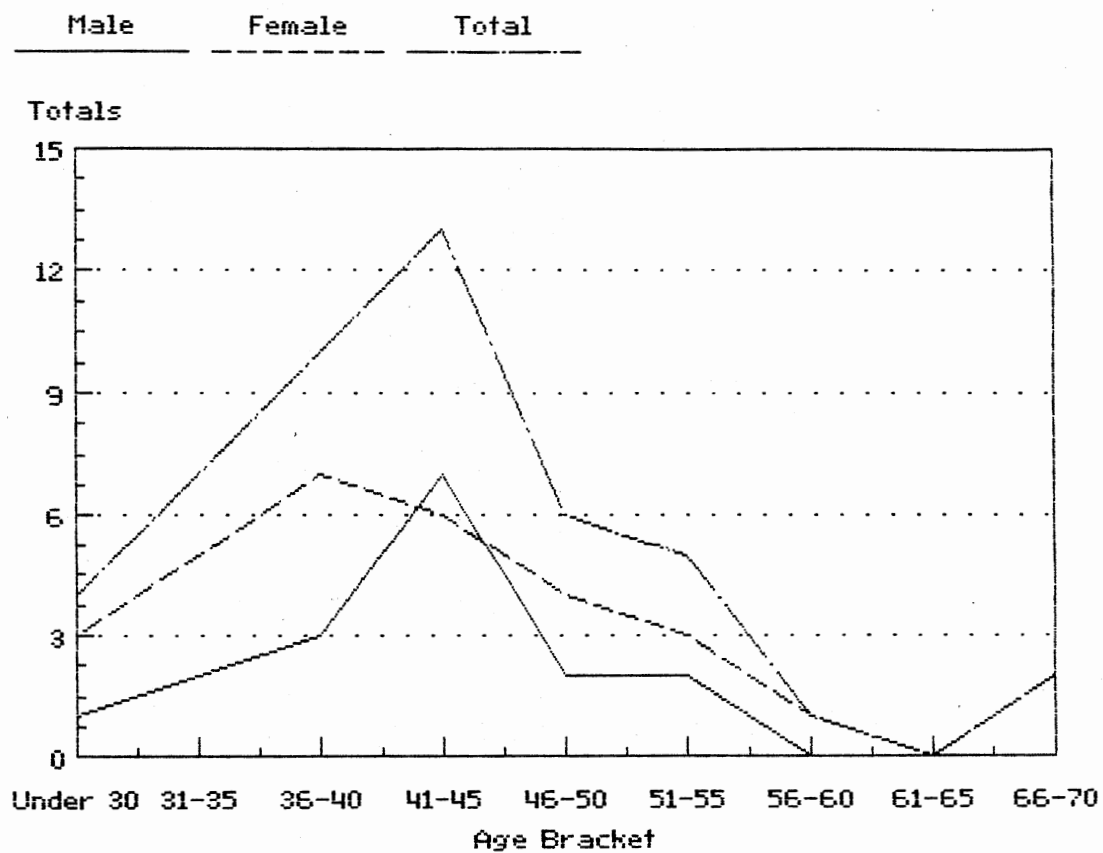
Totals

Figure 2. Diagram of Age Group Frequencies for Community
Education Directors in 1988

TABLE IV

AGE GROUP FREQUENCIES FOR COMMUNITY
EDUCATION DIRECTORS IN 1988

Age Bracket	Male	Female	Total
Under 30	1	3	4
31-35	2	5	7
36-40	3	7	10
41-45	7	6	13
46-50	2	4	6
51-55	2	3	5
56-60	0	1	1
61-65	0	0	0
66-70	0	2	2
Total	17 (35 %)	31 (65 %)	48

The demographic information supplied by the 48 respondents provided a profile described below for a community education director in Oklahoma. There were twice as many women in this position as there were men. On the whole the average community education director had a masters degree as the highest level of education attained, was between 41-45 years of age, and was certified as a teacher. The community education director had served an average of 3 1/2 years in this position and was working part-time. Half of the community education

directors had taken courses in community education and the other half had not.

Table V below presents the education qualifications of respondents serving as comunity education directors. The highest level of education attained ranged from high school diploma to Masters degree.

TABLE V

THE HIGHEST LEVEL OF EDUCATION ATTAINED AS
REPORTED BY COMMUNITY EDUCATION
DIRECTORS IN 1988

Level	Male	Female	Total
High School Diploma	Ø	4	4
Bachelor's Degree	4	15	19
Master's Degree	11	11	22
Unspecified	2	1	3
Total	17	31	48

Analyzed data show that 4 female community education directors had high school diploma as the highest level of education attained. A total of 19 community education directors (4 males and 15 females) boasted a bachelor's degree. An equal number of males and females totaling 22 held a masters degree as the highest level of education

attained. Two males and a female left the question on highest level of education attained unanswered and without comment. Of the four female community education directors with a high school diploma, three were enrolled in college.

A closer look at the Tables IV & V shows that men in this position of leadership were aged between 36 years and 50 years, and the greatest number of male community education directors was in the 41-45 age bracket. Their highest level of education attained was a masters degree. In comparison to the males, the female counter parts were well distributed through the age brackets except for 2 outliers that were on the 66-70 year age bracket. Education-wise they ranged from high school diploma to masters degree, with the highest number, 15, holding a bachelors degree. They worked part time in their positions.

In addition to the variables and qualifications mentioned above, community education directors indicated that they were certified for at least one of the career positions which follow: teacher, driver & safety instructor, secondary administrator, superintendent of schools, counselor, principal, media specialist, psychometrist, librarian, recreation professional, and office manager.

Several individuals were certified for two or three career positions listed in Table VI. Looking at Table VI below closely shows that the male community education directors were mostly certified as teachers, principals, or superintendents of schools; and, the female counterparts were certified in a wider spectrum of career positions in education, including school business careers.

TABLE VI

CAREER POSITIONS COMMUNITY EDUCATION DIRECTOR
WERE CERTIFIED FOR IN 1988

	Male	Female	Total
Teacher	11	19	30
Driver & Safety Instructor	1	0	1
Secondary Administrator	2	2	4
Superintendent of Schools	4	1	5
Counselor	1	0	1
Principal	5	3	8
Media Specialist	0	1	1
Psychometrist	0	1	1
Librarian	0	1	1
Recreation Professional	0	1	1
Office Manager	0	1	1
Total	24	30	54

In this study the community education directors had served in this position from less than 6 months to 13 1/2 years. The median time of service was 6 years. The largest number of community education directors (32 or 66.67%) had held this position of leadership for three years or less. Mr. Underwood, responsible for community education in the State Department of Education, in answering a question on grants

for the researcher, stated that the majority of community education programs had been in existence for less than 5 years. This point and the possibility that the 32 community education directors mentioned above might be the first directors for the program, indicated the infancy of the concept of community education in many communities in Oklahoma.

The data showed that the community education directors were appointed from various positions. The list below indicates the positions held prior to taking this position of leadership. In the case of part time directors, the director often was working in that job as well as follows:

Number - Position

2   Athletic director

8   Teacher (includes special education, vocational
      education, physical education, adult basic education)

2   Recreation supervisor and/or recreation leader

1   Community education coordinator

3   Director of adult education

2   Elementary /or secondary school principal

1   Public information

1   Self-employed

3   Teacher's aide

1   Food service director

2   Student - college

2   Librarian/media specialist

1   College instructor; substitute teacher

3   Psychometrist, school counselor, career education

director

1   Volunteer coordinator

1   Homemaker

1   Community education secretary

1   Bank cashier

1   School secretary

1   Electronics inspector

Although the list was long, the majority of community education directors, as above results show, were appointed from the classroom to this position. From the diversity of previous positions held and certifications, it was clear community education does not restrict itself to a specified cluster of professionals. The position welcomes anyone who has interest in it. The interest must not center on prestige or title but on the community. One respondent echoed this interest as:

> ... they were looking for someone more interested in education than money. ..... I really enjoy this job and will continue to set up classes throughout the summer. I estimate that I will put in 1000 hours and work 50 weeks before we wrap up the first year for community education in ...

Lastly the demographic data showed that community education directors worked either on a fulltime or part time basis. Table VII and the pie chart below show that 41.67% (20) community education directors worked full time and 58.33% (28) worked part-time. Full-time community education directors divided by gender show that 12.5% (6) of the respondents were male and 29.2% (14) of the total respondents were female. Of the part-time community education directors, 22.9% (11) of the total respondents were male and 35.4% (17) were female.

Full Time (41.67%)

3/4 (6.25%)

1/2 (12.50%)

1/3 (2.08%)

No Response (14.58%)

1/4 (22.92%)
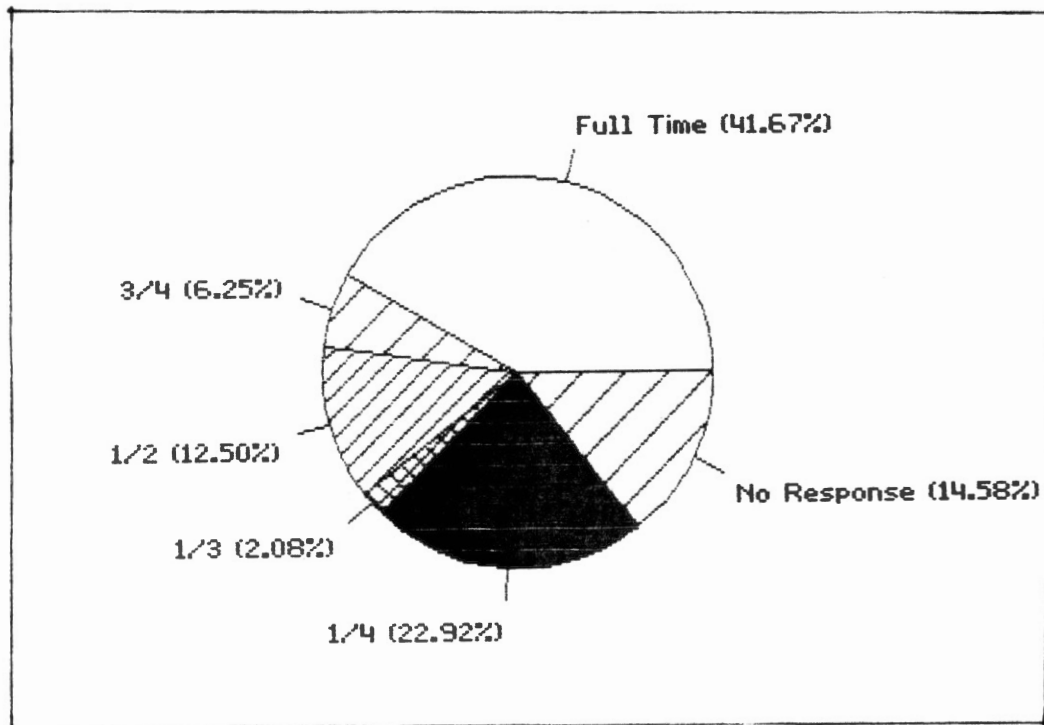
Figure 3. Full Time Equivalency for Community
Education Directors in 1988

Part time community education directors held other positions. The
list below indicates the kinds of positions they held:

   2 school principals, one of whom was a teaching principal

   1 director of adult education

   2 superintendents of schools

   8 classroom teachers/AED and/or ABE Instructor

TABLE VII

FULL TIME EQUIVALENCY FOR COMMUNITY
EDUCATION DIRECTORS BY
GENDER IN 1988

Time	Male	Female	Total
Full	6	14	20
3/4	1	2	3
2/3	0	0	0
1/2	1	5	6
1/3	0	1	1
1/4	4	7	11
No Response	5	2	7
Total	17	31	48

1 community service director

1 administrative assistant

1 professional development coordinator

2 directors of Federal and State programs

2 students - college level

2 librarians

1 volunteer

1 personal business (entrepreneur)

1 Food Service director

    Part-time community education directors worked from 3/4 time to

1/4 time. The table of results shows that 22.92% (11) respondents worked 1/4 FTE and 12.50% (6) of respondents worked 1/2 FTE and 14.58% (7) of respondents worked unspecified FTE as the pie chart and Table VII above show.

Regardless of whether the community education director was full time or part-time, the results shows that they took courses in community education. The table of results below indicates about 50% had taken courses and the other 50% had not done so. Those who had not taken any community education courses expressed the desire to do so. Some of them had attended workshops offered by community education centers of Oklahoma's two major universities.

TABLE VIII

NUMBER OF COMMUNITY EDUCATION DIRECTORS WHO
HAD & HAD NOT TAKEN COMMUNITY EDUCATION
COURSES IN 1988

Response	Male	Female	Total
Yes	10	14	24
No	7	17	24
Total	17	31	48

Perceived Leadership Roles

What are the perceived leadership roles of the community education director in Oklahoma? The compilation of received data resulted in the frequencies and percentages presented in Table IX below.

TABLE IX

LEADERSHIP ROLES IDENTIFIED BY COMMUNITY
EDUCATION DIRECTORS IN 1988

Role	Yes	%	No	%	Other	%
Administrator	48	100%	0	0%	0	0%
Teacher	35	74%	8	17%	4	9%
Enabler	42	88%	4	8%	2	4%
Counselor	26	54%	13	27%	9	19%

This section lays out the results of perceived community education directors' leadership roles. The respondents added perceived leadership roles which they felt were missing from/or inappropriately clustered with those listed on the research instrument. The responses to the questionnaire and the added it as related perceived leadership role provided a clearer picture of the situation as viewed by community education directors.

Leadership roles as perceived and identified by community education directors were:

Administrator of Community Education Programs

All respondents perceived this as one of the leadership roles of the community education director.

Teacher

Seventy-four percent (35) of the respondents indicated that being a teacher was one of the leadership roles of the community education director. The results showed that 17% (8) did not consider this as their role and 9% (4) did not respond.

Enabler

The results of the study indicate that 88% (42) identified enabler as a leadership role in community education, 8% (4) did not think they were enablers in the community and 4% (2) did not respond. In this leadership role the community education director takes on the burden of motivating the community toward setting goals for solving community problems using resources available in the community.

Counselor

The respondents identified counselor as a leadership role for the community education director in Oklahoma. The results on Table IX showed that 54% (26) identified this as a leadership role for a

community education director, 27% (13) did not recognize this as a leadership role for a director and 19% (9) did not respond. When contrasting this variable with the length of service, there was no relationship strong enough to suggest length of service and this leadership role would be confused with hard core counseling. Those who perceived it as not a leadership role and those who did not respond apparently did so for other reasons. However that is what raw data indicated. No correlational or strength of association was computed.

Apart from the above leadership roles respondents tabulated the following as distinct leadership roles for a community education director:

1. public relations officers for the school.
2. Financial secretary/bursar taking charge for banking and fee collecting.
3. Liaison officer between the school:
    a. Senior citizens center
    b. city, chamber of commerce and youth
    c. special programs
    d. post office (concerning non-profit mailings)
    e. county-extention projects
    f. other schools and colleges
4. Personnel Supervisor
5. Planner and data analyser
6. Supervisor of transportation
7. Buyer for the school
8. Staff development
9. Recreation leader

10. Substitute officer for anything in the school district

11. Building level coordinator

12. Volunteer program coordinator

Community Education Director's Functions

What are the functions of the community education director in Oklahoma? This section lays out the perceived functions for each leadership role that community education directors identified. From the comments on the completed research instruments, the majority of the "no" responses meant that the function was not applicable in their case. This was in line with the fact that 58% of the respondents were part-time in this position. In other instances the "no" response meant the function in question was assigned to the coordinator.

The results of the functions are listed under the perceived leadership roles. Each leadership role has a table of results accompanying it.

The Enabler:

Data on the community education director's function for the leadership role, enabler, are presented on Table X below. The "Yes" response rate, acceptance of item as a function, was not less than 80% on each of the items. The highest "no" response rate was 8.9% on an item. On the average, therefore, it was safe to assume the results showed what a community education director should expect to do in this leadership role.

The results which are presented in abbreviated form on Table X

showed that in this leadership role the community education director:

1. Presents to the community and groups information about community education and interprets its philosophy and principles to the community.

2. Serves as a communication liaison officer between the school, the community and other agencies.

3. Strives to build meaningful relationships with all people in the community regardless of their cultural, racial, socioeconomic background and age.

4. Releases press statements that promote the school and community education.

5. Works cooperatively with community-wide organizations on projects that are geared toward improvement of community life.

6. Strives to motivate members of the community to explore alternatives available to them as they search for creative solutions to community problems.

7. Creates an awareness of needs in the community and activates a process to satisfy them.

The Administrator

Data on the program director leadership role functions are presented on Table XI below. No item had a "Yes" response rate, acceptance of an item as a function, of less than 72.9%. The highest "No" response rate, non-acceptance of an item as a function, was 22.9%. It is safe to assume that a community education director should expect

to perform all or some of the functions listed here.

TABLE X

COMMUNITY EDUCATION DIRECTOR'S
FUNCTIONS AS ENABLER IN 1988

Enabler Function	Yes	%	No	%	Other	%
Interpret philosophy and principles	44	91.7%	1	2.1%	3	6.2%
Communicate with community	45	93.8%	0	0.0%	3	6.2%
Build meaningful relationships	44	91.7%	0	0.0%	4	8.3%
Promote community education	44	91.7%	1	2.1%	3	6.2%
Cooperating with other organizations	42	87.5%	2	4.2%	4	8.3%
Motivate people in community	36	78.2%	5	10.9%	5	10.9%
Create an awareness of needs	41	85.4%	1	2.1%	6	12.5%

TABLE XI

THE PROGRAM ADMINISTRATOR FUNCTIONS
COMMUNITY EDUCATION DIRECTORS
IDENTIFIED IN 1988

Administrator Function	Yes	%	No	%	Other	%
Carry out board policies	35	72.9%	11	22.9%	2	4.2%
Maintain a trust level	44	91.6%	2	4.2%	2	4.2%
Eliminate duplication	46	95.8%	1	2.1%	1	2.1%
Work with advisory boards	43	89.6%	2	4.2%	3	6.2%
Budget for program appropriately	46	95.8%	1	2.1%	1	2.1%
Recruit staff	45	93.7%	1	2.1%	2	4.2%
Supervises & Promotes activities	44	91.6%	2	4.2%	2	4.2%
Evaluate program	44	91.6%	2	4.2%	2	4.2%
Provide schedule	46	95.8%	2	4.2%	0	0.0%

The above table presents results in abbreviated form. The results laid here in full show that the community education director:

1. interprets school board policies as they affect community education and administers them. As an employee of the school board, the director is expected to work within these policies and guide lines.

2. help eliminate duplication of services and programming in the same geographic area.

3. endeavors to enhance and develop community leadership through community involvement and subsequent working with advisory councils/boards.

4. budgets for community education program and keeps the appropriate records.

5. recruits suitably qualified individuals to man the program(s). The recruits may be certified or uncertified individuals.

6. promotes and supervises activities the community needs.

7. evaluates the community education program and classes or courses offered to the public.

8. draws the schedule of classes and forthcoming special events.

9. provides enrollment procedures that avoid confusion.

The Teacher

The data on the teacher leadership role functions are tabulated on Table XII below. No item had a "Yes" response rate, acceptance of an item as a function, lower than 54.2% and a "No" response rate, non-acceptance of the item as a function, of more than 14.6%. The "Other" column, signifying non-performance of function for one reason or another, accounted for 14.6% to 31.2% per item.

TABLE XII

COMMUNITY EDUCATION DIRECTOR'S
TEACHER FUNCTIONS IN 1988

Teacher Function	Yes	%	No	%	Other	%
Create good learning environment	37	77.1%	3	6.2%	8	16.7%
Instruct others in workshops	33	68.8%	3	6.2%	12	25.0%
Explain concepts of Community Education	37	77.1%	1	2.1%	10	20.8%
Carry out some form of research	26	54.2%	7	14.6%	15	31.2%
Seek innovative ideas	39	82.2%	2	4.2%	7	14.6%
Attend education functions	39	82.2%	2	4.2%	7	14.6%

The "yes" responses in the table above show a weak support for the functions of the community education director for perceived role teacher. There were fewer "no" responses for the role than uncommitted. The column of uncommitted responses increased frequencies on each item. However, the community education director:

1. strives to create noninhibitive learning environments for all

members of the community participating in the program.

2. in orientations, in service training and workshops, instructs
    others.

3. explains community education concepts to teachers and other
    members of the community.

4. carries out some form of research to further interests of
    community education and the teaching profession.

5. searches for innovative ideas and ways that may satisfy needs
    and wants of the individuals in the community.

6. attends meetings of community educators.

7. attends workshops and other functions where community
    educators gather.

The Counselor

The data on the counselor leadership role are tabulated on Table
XIII below. No item had a "Yes" response rate, acceptance of an item
as a function, of less than 43.8% and a "No" response rate,
non-acceptance of an item as a function, of more than 20.8% The
"Other" column, signifying non-performance of the function for one
reason or another, accounted for 22.9% to 35.4% per item. Items were
left blank by respondents who had indicated that they did not consider
counselor leadership role a community education director's leadership
role.

TABLE XIII

THE COUNSELOR FUNCTIONS IN
LEADERSHIP ROLES

Counselor Function	Yes	%	No	%	Other	%
Listen to others with problems	29	60.4%	4	8.3%	15	31.3%
Act as resource person	34	70.8%	3	6.3%	11	22.9%
Discuss dysfunctional attitudes	21	43.8%	10	20.8%	17	35.4%

The above table shows that community education directors do not
perceive themselves as playing counselor. They generally agreed that
the community education director:

1. listens to problems individuals may bring to them and refer
    these individuals to the appropriate individuals or agency.

2. act as resource person for members of the community and other
    agencies in facing the problems.

The respondents did not see themselves discussing dysfunctional
attitudes with individuals or groups.

Perceived and Real Barriers in Community Education.

Respondents were asked to indicate whether the presented barriers
on the research instrument were frequently (F), occasionally (O),

rarely (R), or never (N) met. The table below shows the results. The

blank column refers to items that received no response.
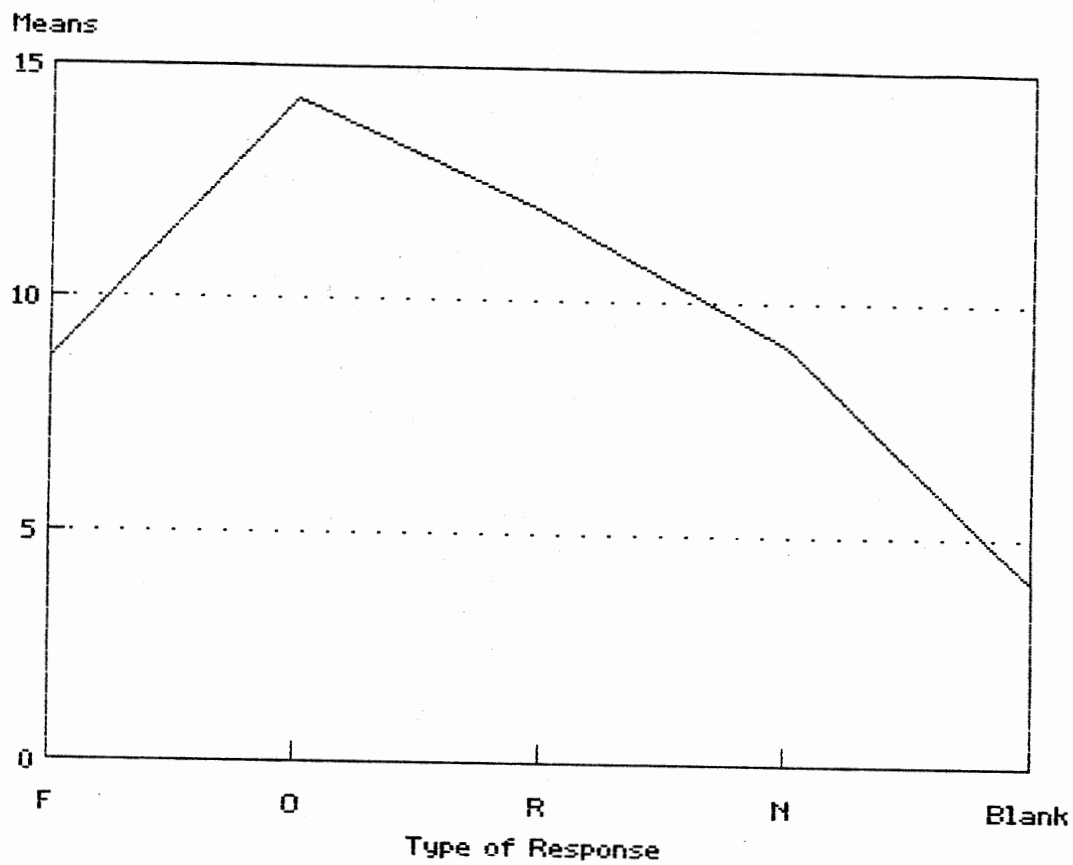
Means

Figure 4. Graph of Means of Perceived & Real
Barriers in Community Education

TABLE XIV

PERCEIVED AND REAL BARRIERS IN
COMMUNITY EDUCATION

Barriers	F	O	R	N	Blank
Sense of Community	10	15	16	4	3
Loss of Turf	12	12	11	9	4
Loss of Power	6	16	12	10	4
Loss of Identity	6	14	12	11	5
Bureaucratic Response	13	14	10	7	4
Mobilizing Resources	9	19	11	4	5
Unwillingness & inability to change	6	11	15	13	3
Legal issues	1	16	13	12	6
Boundaries affecting management	6	10	12	16	4
Funding for the program	18	16	7	5	2
Total	87	143	119	91	40
Mean	8.7	14.3	11.9	9.1	4.0
Grand Mean	9.4				
Standard Deviation	3.3				

The table of raw data frequencies shows that all the items were perceived to be barriers in community education. Most of the items show that these barriers were occasionally and rarely met as community education directors discharge their duties. The graph (Figure 4 above) of means shows that barriers are occasionally met (mean 14.3) as a general rule. While community education directors acknowledged that these were problems, a substantial number of respondents shared the view that most of the barriers were met on rare occasions (mean 11.9). The barriers in community education listed below were arrived at by:

1. Adopting the view that frequently and occasionally occurring barriers significantly influenced the performance of functions by community education directors.

2. Taking raw scores for each item to compare it with the calculated column mean with a standard deviation of 3.5, significant raw data score was never less than 3.5 below the column mean in both frequent and occasional barrier columns.

3. Adopting the view that barriers whose occurrence was rare did not significantly influence performance of functions. These barriers were listed as "Also Mentioned."

Therefore, respondents identified the barriers listed below.

1. There is a missing sense of community in some geographic areas.

2. There is a fear of potential loss of turf by agencies as community education directors promote inter-agency projects.

3. There is a fear of potential loss of power by agencies as community education directors promote agency involvement in

projects of mutual interest.

4. There is a fear of potential loss of identity by agencies as community education concepts and principles become household words.

5. Local, state and federal bureaucrats give frustrating responses when they ask for more information and seem to take forever before an answer is given on a planned project.

6. Failure to mobilize human and physical resources for community education to use.

7. Staff's unwillingness and inability to change as demanded by community education. This is a rare barrier according to the survey.

8. Legal issues or consideration.

9. School boundaries that interfere with effective management of the program is not a barrier of any magnitude.

10. Funding to maintain the program. This was strongly acknowledged as a frequently met barrier in community education.

Apart from the above list respondents added barriers they had encountered as requested. These are listed below. Each barrier identified reportedly occurred frequently.

1. There is lack of "qualified" instructors for community education classes.

2. There is lack of participants in community education programs.

3. Inability to purchase equipment for use in the program, such as VCRs, TVS, cameras and tools for repairs.

4. Loss of population and business in small towns.

5. There is lack of/weak support from some school administrators for community education.

6. Inactive advisory council/board members.

7. Lack of support for community education from other school personnel.

8. Lack of understanding or support for community education from the community.

9. Too much expected out of a thin staff in a short period of time. Production oriented attitude.

10. School-community education schedule conflict on the school calendar.

11. Consistent audiences for classes.

12. Apathy toward community education from senior citizens.

13. Time management in association with other job responsibilities.

CHAPTER V

DISCUSSION

This chapter discusses and offers interpretation to the results of this study presented in the preceding chapter. The emphasis here is on giving a clearer picture of the community education director's profile, leadership roles and perceived barriers by piecing together information from reviewed literature, results of this study and respondents' comments. All the issues were discussed here within the context of this study's research questions, which are:

1. What are the leadership roles for a community education director in Oklahoma?

2. What is the demographic profile of the community education director in Oklahoma?

3. What are the leadership functions of a community education director in Oklahoma associated with these roles?

4. What are some of the barriers incumbents must circumvent or deal with as they strive to reach their goal?

Roles

Shakespeare (1623) once wrote:

All the world is a stage,
And all the men and women merely players.
They have their exits and their entrances,
And one man is his life plays many parts, ...(pg 42)

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In community education like in many other spheres of life people in position of leadership assume several roles. This study found that community education directors assume the historically accepted roles such as teacher, counselor, enabler, program adminstrator, and a host of other roles. The respondents extended the foregoing list with the following roles: liaison officer, planner, data analyser, supervisor of transportation, and recreation leader.

As an administrator of community education programs the director has the onus of budgeting for the program, hiring "qualified" and firing staff, coordinating surveys, negotiating use of facilities and equipment for the community education programs. The term qualified is in quotation marks because it includes uncertified but skilled or talented people in the community.

As a counselor the community education director shoulders the burden of listening to individuals' problems and help them to make a favorable adjustment to the well-being of both the school and the community. He/she refers these individuals to appropriate specialists for further action.

As a teacher the community education director takes on the onus of giving instruction to others on community education. This instruction is given mainly in workshops and orientations.

On Table IX results show that respondents perceived themselves as assuming the leadership role of administrator, teacher, enabler and counselor. However, 27% did not see situations in which they would assume the counselor leadership role discussed by Nance (1972). It seems the term was not properly interpreted by respondents as defined or explained in this study. Quite a big percentage (19%) did not

respond to this question. However they selected items on the research
instrument which they accepted as part of their duties or functions
under leadership role "counselor." One respondent negated self after
denying playing this leadership role, wrote in another section of the
research instrument, "I encourage adults to finish the G.E.D. Show the
adults they will have success in the program." Statements like this
one point to the possibility of confusing hard core counseling with
superficial counseling most educators do in groups, or on a one-on-one
basis.

Demographics

In this study the average community education director held a
masters degree as the highest level of education attained. This figure
does not include directors of community education centers run by
universities and colleges, nor does it include building level
coordinators. The majority of these community education directors had
accumulated several college credit hours beyond the reported highest
level of education attained. Some of the respondents indicated that
they were working on their bachelor's degrees or doctorates depending
on highest level of education attained. There has not been much change
in profile pattern since Johnson (1982) studied the profile of the
community education in Oklahoma. This is significant to the stable
growth of community education and development of definite leadership
roles and functions. The fact that community education directors take
college courses is significant to the leadership roles which they are
required to play. Taking these courses means the participants are

gaining background and insight into what is expected of them as
community education directors. Several respondents indicated that they
had attended not only regular college classes, but workshops as well.
The respondents indicated that they found the workshops very useful.
One respondent summed it saying "I have attended several non-credit
workshops which I have found very useful."

The Graph, Figure 2 (page 37), and Table IV shows a concentration
of community education directors in the 36-to-50-year-age range.
Concentration of community education directors in this age range gave
the impression that the position is one of experience and maturity.
However, with the average length of service of 3-1/2 years in this
position and a closer look at the full time equivalency pie chart,
Figure 3 (page 44), these results gave the impression that community
education is still in its infancy in Oklahoma. The profile data also
supported this concept of infancy as seen through the lack of seasoned
directors that have served in various capacities within community
education. Nearly all the respondents except one came, to take this
position of leadership in community education, from the classroom
teacher position or some other area in education without training for
the post. Even though the larger number of community education
directors served on a part-time basis, their varied backgrounds, mostly
in positions of responsibility and/or authority (list on page 42), and
their maturity enabled them to function effectively. It was noted that
they had a keen interest in taking courses in and attending community
education workshops. Their interest in community education courses and
workshops boosted their effectiveness in this position as each one
shared experiences with peers.

Paddock (1979) found that generally community education leadership was male dominated. In Oklahoma, this study found the opposite. The larger number of community education directors were female and the average female director held a bachelor's degree. These community education directors were certified in varied areas in education, including business. Their highest level of education attained ranged from high school diploma to master's degree. This heterogeneity in background for this group means there is a wealth of leadership skills, knowledge and expertise available to solve problems arising in community education. The previous position held and diversified certifications also indicated that community education is dynamic in approach, rich in leadership qualities and does not adhere to one system of achieving goals. Through networking, many impediments to progress in community education can be resolved.

On the other hand there were no male community education directors with less than a bachelor's degree, and, a master's degree was their average highest level of education attained. There were no male community education directors with less than a bachelor's degree. They were certified mostly as teachers, and/or principals, and/or superintendents and did not show the diversity of backgrounds which females showed. Therefore, at this point data analysis suggests that women perceived advent of community education as opening new career development options for them as they aspire to leadership positions. The men's unilinear pattern of certification means that they were essentially educators. In a way this pattern of career development may promote a one-sided view of looking at community education, if the traditional myths and facts about education infiltrate into the

perception of leadership roles and function (Eble, 1978).

The diversity in backgrounds of community education directors is important to people that plan workshops on leadership. Background influences perception of leadership roles, functions and barriers by the participants, too. With this in mind workshop planners should plan accordingly. The leadership roles the community education director plays are numerous as the list shows (pages 49 and 50). Because of overlap, the roles are never assumed in compartmentalized fashion. An issue requiring a decision to be made will see a community education director talk like a counselor, budget director, or public relations officer and switching from one to the other during the same discussion. Community education directors do not say, "Now, I am a teacher, or a counselor, or budget director." They simply work.

As noted earlier, the biggest number of community education directors work part-time. It seemed the first, part-time director of a new community education program is often a teacher, a principal, or a superintendent. Such a beginning looks very much like an experiment or pilot study which needs close monitoring. Therefore, it is necessary to keep this leadership role within the realm of present school or district leadership by appointing a principal, a deputy superintendent or some other school affiliated person as community education director. By having a school or district official as a community education director, the school board can monitor the trends and impact community education has on the community. Not only does the school board study impact on the community, but the effect it has on the life of the director as well. This leadership position, as a respondent put it, "... takes me away from my family for several evenings each week and

some Saturdays. This has been a real adjustment for my husband and
children."

This quotation brings two things to mind:

1. It confirms Kerensky & Melby's (1971) assertion that a
   community education director ceases to be a school official
   and becomes a community leader instead. Lending support to
   this community leader view is a listing of civic
   organizations some of the respondents volunteered to give on
   the research instruments.

2. A high level of energy and dedication are required for the
   person in this leadership role. A respondent reflected this
   need for high energy by stating, "go for - do whatever jobs
   superintendent, board of education, city or individuals
   can't or don't want to do."

These statements, as quoted above, give support to Cloutier's (on
page 15) depiction of a community education director as a
jack-of-all-trades. Even though the study listed specified leadership
roles, community education directors do anything they are asked to do.
For the community education director to be effective in the leadership
roles he/she is called upon to play, he/she must use local human
resources effectively. Even though the largest number of community
education directors play their roles on a part-time basis, their
dedication and enthusiasm often leads them into putting in more hours
of work than for which they are paid. Statements by respondents
confirmed this assertion, e.g. "I have spent many hours giving talks to
senior citizens groups, civic clubs and social organizations explaining
what community education is and how our community can benefit from a

good strong program."

Leadership Functions

After generally agreeing that they assume leadership roles
described above, the community education directors indicated what
functions they did in these leadership roles. Thus a "No" response did
not necessarily mean the item on the research instrument was not a
function for a community education director in Oklahoma. It meant the
respondent did not perform this function in his/her district outright,
or, in that district the function was performed by the building level
coordinator or some other school authority. This was evident from
statements like, "The superintendent handles the budget."; "This is
done on my part with the high school superintendent." and "Community
education coordinator does #9" (referring to an item on research
instrument).

Examining the results from another angle, some items were viewed
not as the community education director's responsibility by several
respondents. This was a misperception of leadership role function.
One such case is the denial that as community education directors, they
did not carry out school board policies. If they failed to do so, they
would not be employed by the school district (Table XI). The results
reflect that in Oklahoma at this point research in community education
is a low priority. Consequently community education directors carry
out a limited amount of research - mostly in the form of needs
assessment according to respondents' comments made on the research
instruments. To deny carrying out research is an anomaly because

community education directors send out questionnaires into the
community to assess needs and to evaluate the program every year. This
is a form of research that is not generally intended for publication in
a journal, and so on for public consumption.

It is important for the community education directors to have a
correct perception of their leadership roles and functions.

Encountered Barriers

The results of this study have shown that the community education
director encounters a number of barriers that interfere with smooth
attainment of perceived and conceived goals (Table XIV). In this area
the community education directors most frequently encountered problem
is funding for the program to continue. Decker (1985), in studying how
community education was funded in Oklahoma, found that some districts
were self supporting while others were supported by grants from the
State Department of Education. Funding was a real problem. Some
respondents blamed this funding barrier on expatriation of money from
the community to other communities - closely related to migration, De
Jong & Gardner (1983) - because of lack of commercial businesses in the
home town. Others saw the limited funds as hindering them from putting
in as many hours as they deemed necessary. Hence, they put in more
time for which they were not paid. One respondent showed enthusiasm
and paid less attention to funding barrier by stating, "... I will put
in 1000 hours and work 50 weeks ... all this for a salary of $2,500."
The respondent had indicated that an hourly wage of $5 was paid for 10
hours of work per week. By setting such a goal for oneself against

known financial odds, this community education director and others who stated the point in different terms, suggest that a breed of people that is not easily daunted is needed to man this position of leadership. They keep on trying to find the funds for community education. The following quote illustrates an undaunted spirit and a positive attitude. "I am still in the process to try and obtain funds for a community education grant or use of resources from the district and the community." The funding barrier was never an issue for (5) of the 48 respondents. They indicated that funding was not a barrier on the research instrument. It would be interesting to find out how these programs are funded and whether their funding methods are adaptable to other community education programs.

Another high ranking barrier to community education's efforts to achieve its conceived and perceived goals is frustrating bureaucratic responses (Table XIV). The bureaucrats are any group of people or organization that need to be consulted on a project(s). Their input and positive response pave the way toward realization of goals in community education. The bureaucrats' delayed replies to requests for projects to get underway becomes a real hindrance for the community education director and the planning committee (Ringers, 1977; Kerensky & Melby, 1971; Hendrick & Ortiz, 1986). The community education program becomes one of the bureaucratic agencies in the community. As Hetrick (1976) stated, the community takes on an attitude of indifference toward community education, too. With apathy dictating the attitudes of the community, success in community education is very limited. Apparently there is no sense of community.

The missing sense of community in some geographic areas is a big

barrier to progress in community education as Table XIV in this study. With 41 out of 48 respondents identifying this as a barrier whose occurrence ranged from frequent through occasional to rare, the community education director needs to know pointers that enable him/her to stay abreast or ahead of the potential barriers as several authors and researchers indicated (Ringers, 1977; Kerensky & Melby, 1971; Hetrick, 1976). The loss of a sense of community, business and revenue from the community led one community education director to see community education as salvation from community decay. The respondent asserted, "Small towns are experiencing a loss in population and local business. With an energetic director a small town could retain some of this loss through involvement of the community and the building of community awareness and pride." Without a sense of community, local leadership may be difficult to develop.

The table of results also showed that the community education director often encounters the barrier of the fear of loss of turf by existing community agencies. The loss of turf, as the respondents indicated on the research instrument, is not confined to agencies alone but individuals as well. This results in lack of support for the programs and apathy regardless of the source of the perceived threat to turf. A response from one community education director illustrated this vividly as she wrote, "There is one barrier that I run into frequently. That is with the elementary faculty members. I have parents request that I set up enrichment opportunities for their children. When I do, and they are successful, the teachers seem to take it as a personal insult." This illustrates a perceived encroachment on the turf of an individual.

Where there is loss of turf, there is a perceived loss of power and identity. As the results showed, community education directors perceived these as rare barriers which, as Punch & McAtee (1979) found, lead to poor community education receptivity and encourage negative attitudes toward it. These attitudes make working with community leaders difficult. Since these leaders constitute local "bureaucracies" (Ringers, 1977), they will jealously guard their own spheres of influence and resist change from the status quo.

The results, Table XIV, also showed that community education directors must cope with the barrier of mobilizing available human and physical community resources. To do this several issues must be faced (Kerensky & Melby, 1971; Krett & Stright, 1985). Some of these issues have been listed on pages 25 and 26. For example, underutilizing available community human and physical resources may mean that community needs are not adequately met. Even if they are met without using local human resources, the cost might be high for either the school, or the provider or the participant. On the other hand it may not be high.

Occasionally and rarely community education directors do face the barrier of school staff's unwillingness and inability to change as demanded by community education. The statement previously quoted about elementary school teachers feeling insulted illustrates gravity of this barrier whenever it arises. The negative attitudes are defeatist toward achieving goals in community education, as Punch & McAtee (1979) found in their study. The resistance to change stems mainly from lack of understanding community education. In support of this are the perceived barriers as presented by respondents.

1. There is lack of/or weak support from some school administrators.

2. Lack of support for community education from other school personnel, and consequently this leads to

3. Lack of "qualified" instructors for community education classes.

All these perceived barriers result from a fear to change from the status quo. Innovation forces people to change, as need for change becomes the strongest current that sweeps them along.

The barriers discussed above and any others that did not surface during the process of collecting data, do interfere with the community education director's ability to perform his/her functions effectively. The foreknowledge of what to anticipate may help reduce the shock at the on set of a barrier. As soon as a function is interfered with one or two roles are affected because all these factors overlap as the community education director goes about his/her business.

The next chapter is a summary of, recommendations and conclusions emanating from the study.

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This chapter is a summary of and recommendations from the study.
This is a descriptive study that gathered information on perceived
leadership roles, functions and barriers in community education in
Oklahoma. The study was conducted during the course of the 1987-88
school year. All districts that were known to have community education
were sent a research instrument. At the time of collecting data 80
school districts had community education in place. Each of these
district's community education directors received a research instrument
which had been developed for this research.

Collection of data was done toward the end of the school year.
This may have adversely affected response rate. Sixty percent (48) of
the 80 community education directors responded to the questionnaire. The
remainder were difficult to reach, or out of reach as the schools closed
for summer vacation. The results, as computed on the returns from the
48 community education directors, showed that community education
directors assumed several leadership roles in this position of
leadership. Some of the leadership roles they assumed seemed far
fetched and yet, they are part of their wealth of leadership. The
general functions associated with each leadership role identified were
listed and discussed following the leadership role.

The profile of the community education director showed a wealth of
knowledge and skills present among community education directors. In

Oklahoma today the average community education director works part-time
and holds a masters degree. However, it must be noted that nearly two
thirds of the community education directors were female who hold an
average of bachelor's degree as the highest level of education attained.
The fact that nearly all male community education directors held a
masters degree is responsible for raising the average qualifications to
masters degree as highest level of education attained.

The barriers to effective execution of functions were numerous.
The study listed all those barriers respondents identified and their
implications were discussed in the last chapter. Some of these barriers
were frequently met while others were rarely, or never, met. Some
respondents did not indicate what they had in mind for they left blank
some items on the questionnaire.

It should be noted, however, that barriers Oklahoma community
education directors meet are not unique to this state alone. Reviewed
literature gave the impression that they are found in other areas of
continental United States.

Conclusions

The results of this study led to the following comclusions:

1. With the advent of community education in Oklahoma, women have found
new career options as they aspire to leadership positions.

2. Research, except in form of needs assessment, is a low priority for
community education directors in Oklahoma at this point.

3. Some of the community education directors' "traditional" functions
are shared with other school personnel. This sharing of functions
dictates that school personnel be well orientated to the concept of

community education and that a close collaborative relationship exist
between the two.

4. Almost all community education programs struggle to attain financial
independence. The hardest hit are small towns whose populations were
either emigrating or expatriating financial resources from their
community to the bright lights of larger cities.

5. Even though community education has gained a rapid growth momentum
in Oklahoma, ignorance about it attracts resistance from agencies in the
community and from school personnel.

6. Based on the previous positions community education directors held
and or their diversified certifications, it was revealed that community
education is dynamic in approach, rich in leadership qualities and does
not adhere to one canned system of achieving its goals.

Recommendations

The following recommendations are for the practitioner:

1. In view of the fact that half the community education directors had
not taken courses in community education, workshops on basics should be
planned to give them an opportunity to offset this lack of background.
These workshops should be located within easy reach of intended
participants.

2. All community education directors should avail themselves (through a
network with other community education programs) of expert knowledge of
which each may have in specific areas.

The following recommendations are for the researcher:

1. Depending on the nature of study, research conducted on this group
must be done well ahead of the end of the school academic year to reduce

low return rate.

2. Research headings and items on the questionnaire/research instrument should avoid use of generic terms if synonyms can have the same effect. This minimizes misinterpretation of terms.

3. Research on funding methods should be conducted in districts that indicated that they had no funding problems to see if their funding methods can be adapted to other community education programs with the same results.

4. Research should be conducted on ways community education can be used to salvage a decaying sense of community in small towns.

Closing Remarks

As seen through the reviewed literature for this study and the results of this study, community education is a dynamically changing field. The study has shown dynamic change in leadership composition from a male to a female dominated field. Judging from the information respondents volunteered, the women are playing important roles as leaders in this field. They are bringing in more enthusiasm for doing and learning. Community education directors do not wait for Uncle Sam or Uncle Tom to provide horses for the wagon: they use what they have to pull the wagon through an experiential educational process in spite of barriers encountered on the road. It is apparently clear that community education attracts hardworking men and women who do not count clock-hours simply for material or personal gains and they give more than they are financially rewarded.

Community education has many obstacles to overcome. Its communities require prodding to recognize that they are not just

aggregates living together but are part of a live organization that has definite needs. The community's needs must be met in one way or another enmasse or one by one as barriers are overcome.

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APPENDIX A

INSTRUMENT USED TO COLLECT DATA

Questionnaire on Leadership Roles, Functions and
Barriers for Community Education Directors in Oklahoma

Part I
- Demographic Data -

Name: _____   Telephone: (___)___-____

Business Address: _____

_____   Sex: _____

_____

_____

Age Group: ___Under 30 ___31-35 ___36-40 ___41-45 ___46-50

___51-55   ___56-60 ___61-65 ___66-70 ___71+

Highest Level of Education Attained: _____
Certifications: (i.e., teacher, principal, welder, etc.)

_____

_____

_____

_____

I have served as Community education director for ___ yr. ___ mo.

My previous position was _____
I work (circle one) Full Time   Part Time.
If Part Time (circle one) Full-Time Equivalency (FTE):
     3/4   2/3   1/2   1/3   1/4
If less than full-time, my other position is _____

Have you ever taken courses in community education? ___ Yes ___No

Part II
- Leadership Role -
Instructions: Check the appropriate answer.
As a community education director, I assume the role of:-
Yes   No
[ ]   [ ]   a.   - Administrator of community education programs -:
                   i.e., budgeting, hiring of qualified staff,
                   coordinate surveys, negotiate use of facilities
                   and equipment, etc.
[ ]   [ ]   b.   - Teacher -: i.e., I actually give instruction to
                   others about community education.
[ ]   [ ]   c.   - Enabler -: i.e., I use my knowledge of
                   resources in the community, agencies, and
                   services in the community to motivate the
                   community toward setting goals for solving
                   community poblems, etc.
[ ]   [ ]   d.   - Counselor -: i.e., I am called upon to do
                   individual and group counseling to help them
                   make a favorable adjustment to well-being of
                   both the school and the community - I
                   make referrals to specialized individuals and
                   organizations for appropriate action.
             e.   - Other Roles -: (Please list below)

_____

_____

_____

_____

_____

_____

_____

Part III
- Community Education Director Functions By Role -

A. - The Enabler -. As an enabler I perform the following functions:

Yes No
[ ] [ ] 1. Present to community and groups information about community education, and interpret its philosophy and principles to the community.
[ ] [ ] 2. Serve as communication liaison officer between the school, the community and other agencies.
[ ] [ ] 3. Build meaningful relationships with all people regardless of their cultural, racial and socioeconomic background.
[ ] [ ] 4. Release press statements that promote the school and community education.
[ ] [ ] 5. Work with community-wide organizations on projects that are geared toward improvement of community life.
[ ] [ ] 6. Motivate people to explore the alternatives available to reach creative solutions to community problems.
[ ] [ ] 7. Create an awareness of needs and activate a process to satisfy them.
          8. Other Functions (Please list below).

_____

_____

_____

_____

_____

_____

B. - The Administrator -. As an administrator I perform the following functions:

Yes No
[ ] [ ] 1. Interpret and administer school board policies.
[ ] [ ] 2. Maintain a desirable trust level among agencies, organizations, and community groups.
[ ] [ ] 3. Help eliminate duplication of services and programming.
[ ] [ ] 4. Develop community leadership and involvement by working with advisory councils.
[ ] [ ] 5. Budget for community education program and keep appropriate records.
[ ] [ ] 6. Recruit suitably qualified staff for the program.
[ ] [ ] 7. Supervise and promote activities needed by the community.

[ ]   [ ]   8.   Evaluate the program and courses offered.
[ ]   [ ]   9.   Schedule courses and provide enrollment
                  procedures that avoid confusion.
            10.   Other (Please list below)

_____

_____

_____

_____

_____

_____

C. - Teacher -. As a teacher I perform the following functions:
Yes   No
[ ]   [ ]   1.   Create a noninhibitive learning environments
                 for participating individuals.
[ ]   [ ]   2.   Instruct others through workshops and
                 orientations to understand community
                 education.
[ ]   [ ]   3.   Explain community education concepts
                 to teachers and other members of the
                 community.
[ ]   [ ]   4.   Carry out research to further interests of
                 the community and the teaching profession.
[ ]   [ ]   5.   Seek innovative ideas and ways needed to
                 satisfy needs of the community.
[ ]   [ ]   6.   Attend community educators' meetings,
                 workshops and other functions.
            7.   Other (Please list below)

_____

_____

_____

_____

D. - Counselor -. As a counselor I perform the following functions:

Yes No

[ ] [ ] 1. Counsel others with problems so that I may refer them to an appropriate agency.

[ ] [ ] 2. Act as resource person for members of the community and other agencies.

[ ] [ ] 3. Deal with dysfunctional attitudes individuals or groups may have.

        4. Other (Please list below)

_____

_____

_____

_____

Part IV

- Perceived and Real Barriers in Community Education -

As a community education director I meet or have met and
dealt with the following barriers: (Please check: F = frequently,
O = occasionally, R = rarely, N = never)

		F	O	R	N
1.	a missing sense of community	[_]	[_]	[_]	[_]
2.	a fear of potential loss of turf by agency	[_]	[_]	[_]	[_]
3.	a fear of potential loss of power by agency	[_]	[_]	[_]	[_]
4.	a fear of potential loss of identity by agency	[_]	[_]	[_]	[_]
5.	a frustrating bureaucratic response	[_]	[_]	[_]	[_]
6.	a failure to mobilize human and physical resources	[_]	[_]	[_]	[_]
7.	Staff's unwillingness and inability to change	[_]	[_]	[_]	[_]
8.	legal issues	[_]	[_]	[_]	[_]
9.	school boundaries that interfere with effective management	[_]	[_]	[_]	[_]
10.	Funding to maintain the program	[_]	[_]	[_]	[_]
11.	Other (Please list below).	[_]	[_]	[_]	[_]

_____ [_][_][_][_]

_____ [_][_][_][_]

_____ [_][_][_][_]

_____ [_][_][_][_]

_____ [_][_][_][_]

_____ [_][_][_][_]

APPENDIX B

RESEARCH INSTRUMENT COVER LETTER

firstname middle-initial lastname
first-address
second-address
city, Oklahoma zip

Dear firstname,

You, as community education director in your district, play
a crucial role in leadership and community education growth in
Oklahoma. You are aware, no doubt, that community education is
growing rapidly as evidenced by the ever increasing number of new
programs school districts have implemented and the increasing
number of planning-grant applications filed with the State
Education Department in the past few months. Because you are
actively contributing to the growth of community education, you
are strongly urged to share your invaluable experiences and
wisdom pertinent to this area. Please respond to the enclosed
questionnaire on leadership roles, functions and problems.

The information gathered shall be used to meet the
requirements for a doctoral degree and will further be used in
leadership enrichment programs and training of future community
education leaders. The questionnaire takes a few minutes to
complete. You are specially asked to make comments and add to
the list on the space provided or on the blank piece of paper
attached to the back of the questionnaire.

Also enclosed is a stamped self-addressed envelope for you
to return the completed questionnaire.

We apreciate your cooperation in this endeavor. Thank you
for your time and participation.

Fanuel James Chinouyazve
Researcher

Deke Johnson
Director

VITA 2

Fanuel James Chinouyazve

Candidate for the Degree of

Doctor of Education

Thesis: LEADERSHIP ROLES, FUNCTIONS AND BARRIERS
          PERCEIVED BY OKLAHOMA'S COMMUNITY
          EDUCATION DIRECTORS

Major Field: Higher Education Administration

Biographical:
    Personal Data: Born in Shurugwi, Zimbabwe, August 14, 1944,
        the first son of Zvishongwi and Liza Maria Chinouyazve.
        Married Alice Kwangwari,August 20, 1973, with whom I
        have three children – a girl and two boys.

    Education: Graduated from Fletcher High School, Gwelo,
        Zimbabwe, in December 1965; received a Bachelor of Arts
        Degree in Social Work from the School of Social Work,
        Rhodesia, in July 1969; received a Master of Science
        Degree in Applied Psychology from Southwestern Oklahoma
        State University in July 1982; completed requirements
        for the Doctor of Education at Oklahoma State University
        in May 1989.

    Professional Experience: Research Technical Assistant, Sociology
        Department, University College of Rhodesia, September
        1969 to January 1971; Teaching mathematics, St peters
        Kubatana Secondary School, Harare February 1971 to January
        1975; psychiatric/medical social worker, Salisbury group
        of hospitals, February 1975 to December 1980; psychology
        intern, Western State Hospital, Ft Supply, Oklahoma,
        January 1982 tO August 1982; counselor, Youth Crisis Center,
        Oklahoma City, January 1984 to May 1984; Mental Health Tech,
        Express Health Services and Bethany Pavilion, Oklahoma
        City, March 1986 to – ; Intern in Community Education,
        Oklahoma State University, January 1986 to March 1987;
        presented a paper at the National Conference of the
        Community Education Association in November 1988.