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A STUDY OF ROLE EXPECTATIONS OF PRESIDENTS  
IN SEVENTH-DAY ADVENTIST COLLEGES

by

Chong Wha Kim

A DISSERTATION

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May, 1975

# **TITLE**

**A STUDY OF ROLE EXPECTATIONS OF PRESIDENTS**

**IN SEVENTH-DAY ADVENTIST COLLEGES**

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Chong Wha Kim

The University of Nebraska, Lincoln

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PREVIEW



## CHAPTER I

### INTRODUCTION

From primitive time, people have been playing their expected roles in organizations, in the home, in the community, and in society. But while each person plays his role as he perceives it, others have different role expectations from him, and consequently conflicts arise. This conflict is not a new condition to man. He has continually endeavored to reduce the conflict, while society has tried to determine and identify various roles with the hope that roles may be achieved without conflict.

In the education field conflicts are rampant and inevitable. In educational institutions faculty-administration relationships are often a source of conflict. Administrators sometimes think that faculty members are impossible and impractical. Salmen made the observation that the faculty sometimes ignores administrators as they seem unaware of the purpose of the institutions.<sup>1</sup> The president-board situations are another area of conflict. Some trustees expect that the president be the autonomous professional leader of the college, advising both board and faculty. Others see the president as chief spokesman for the board, and still others see the president

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<sup>1</sup>Stanley Salmen, Duties of Administrators in Higher Education (New York: The Macmillan Company, 1971), p. 17.

consulting board members as they perform the negotiating process.<sup>2</sup>

Differences in expectations for the administrative functions of the president seem not only the cause which arrests the development of higher education, but also the cause of the current unrest in higher education. The effects of conflict become more obvious as differences grow greater.

The success of education depends mainly upon a full atmosphere of cooperation which should pervade the institution.<sup>3</sup> Increased understanding of roles should facilitate improvement of administrative functions of the president. Efforts could be directed to reducing role conflicts by studying expectations of one or both groups.

Since the first Seventh-day Adventist college was founded at Battle Creek, Michigan in 1874, Seventh-day Adventist higher education has been developed not only in the United States, but also outside of the United States as well.<sup>4</sup> Seventh-day Adventists operate seventy-five colleges throughout the world, including eight colleges and two universities in the United States.<sup>5</sup> A large amount of money, time

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<sup>2</sup>John W. Gianopulos, "The College Administrator and Collective Negotiations," Junior College Journal, XLI (August-September, 1970), pp. 26-29.

<sup>3</sup>Salmen, p. 177.

<sup>4</sup>Don F. Neufeld (ed.), "Schools, SDA," Seventh-day Adventist Encyclopedia (Washington, D. C.: Review and Herald Publishing Association, 1966), X, p. 1154.

<sup>5</sup>Seventh-day Adventist Yearbook 1973-74 (Washington, D. C.: Review and Herald Publishing Association, 1974), p. 4.

and effort is spent for this world-wide educational work each year.

Korean Union College is operated by the Seventh-day Adventist Church in Seoul, Korea. The writer, having been president of this college for three and one-half years, is particularly interested in the role of the college president. As a graduate student at the University of Nebraska, it was possible to observe school administration in Lincoln, Nebraska. From available literature the writer became aware of conflicts resulting from what is expected of a college president. Because of experience in college administration, the writer became interested in the study of expectant roles and conflicts in administrative functions of college presidents.

What are the expectant roles and conflicts in administrative functions of presidents in Seventh-day Adventist colleges in the United States? This and various other issues involved in the administrative functions of college presidents led the writer to undertake this present study.

#### STATEMENT OF THE PROBLEM

For many years, Seventh-day Adventist colleges have been administrated by a number of college presidents. The presidents have played various roles in administrative functions as the chief administrator. Are these functions in harmony with what they are expected to do? What do college boards and faculties expect of college presidents?

From observations and inquiries made by the writer it appeared

that no systematic research has been conducted regarding the expected role and conflicts in administrative functions of the presidents in Seventh-day Adventists colleges in the United States.

The purpose of this study is to ascertain what the expected role of the college president is, and to decide whether or not the expectations are conflicting with the functions of the Seventh-day Adventist college presidents in performing their administrative roles as perceived by the presidents themselves.

In considering the main problem of this study the writer investigated the following sub-problems:

1. What roles do board members expect the president to fulfill in the administration of Seventh-day Adventist colleges? Is there conflict between this expected role and the perceived role of the college president?
2. What roles do faculty members expect the president to fulfill in the administration of the college? Is there conflict between the faculty members' expectations and the perceived role of the college president?
3. Is there a conflict between the expected role of the college president as perceived by board members and the role as perceived by faculty members?

#### HYPOTHESES

The following hypotheses were tested:

1. There is no significant difference between the view of

the presidents and board members in their role expectations for college presidents in administrative functions.

2. There is no significant difference between the view of the presidents and the faculty members in their role expectations for the college presidents in administrative functions.

3. There is no significant difference between the view of the college board members and the faculty members in their role expectations for the college presidents in administrative functions.

#### ASSUMPTIONS

Basic assumptions underlying this study are:

1. The college presidents understand their expected role in administration and are playing an important part in achieving their educational objective in the Seventh-day Adventist colleges.

2. This study can be applied to college administration in Korea. The Seventh-day Adventist educational system is centralized, thus the expectant role in administrative functions of the college presidents of Adventist colleges in the United States seem to be similar to those in Korea.

3. There are no role conflicts in the administrative functions of college presidents. If the study shows the contrary and conflict exists, these may be reduced if not resolved.

4. This study will provide information that can serve as a basis for increased efficiency of administrative functions of the college presidents in the Seventh-day Adventist colleges.

## JUSTIFICATION FOR THE STUDY

The college president holds a position of great responsibility in the institution.<sup>6</sup> "The president's educational influence certainly was not limited to his own class work. The institution's standards were largely a reflection of his determination to uphold them."<sup>7</sup> Therefore, the matter of success or failure of the educational program in Seventh-day Adventist colleges depends on how the president, board members, and faculty members play their respective roles in education.

In order to play the role of president, the president must get all possible cooperation from the board, faculty members, and church members. Any neglect or indifference on the part of the president in performing his administrative role will seriously affect every aspect of administration at the college. Therefore, this type of study is frequently used by many administrators to minimize the role conflict in administration of the institution.

Differences in expectations for the performance of the president might be expected to have adverse effects on him and even, perhaps, on the institution. The effects should become more pronounced as differences grow greater.

If the effective functioning of the system is related to the behavior of its members, and if their behavior is in turn related to expectations for the system, increased understanding of specific roles should facilitate improvement of institutional practice. Efforts could be

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<sup>6</sup> A. J. Brumbaugh, Problems in College Administration (Nashville, Tennessee: The Board of Education of the Methodist Church, 1956), p. 11.

<sup>7</sup> Ralph Prator, The College President (New York: The Center for Applied Research in Education, Inc., 1966), p. 8.

directed to reducing role conflict by changing expectations of one or both groups, by better defining and more carefully monitoring the decision-making process in areas of conflict, and by predicting and preparing for critical differences.<sup>8</sup>

Whether the president or the board and faculty members want to eliminate the cause of the role conflict in college administration depends on whether or not they realize the existence of such conflicts. They are wish to achieve the educational objective, thus harmony and cooperation are needed. Therefore, "There is a great need for investigation of roles of the president."<sup>9</sup> This study attempts to obtain evidence on the role in administrative functions and minimize the role conflict in the Seventh-day Adventist college.

#### DEFINITION OF THE TERMS USED

Role. The expected behavior, the idealized rights and obligations of college presidents in the Seventh-day Adventist college.

Conflict. A condition of opposition or disagreement occurring in college administration.

Administrative function. Special action by which the president obtains the educational objectives of the Seventh-day Adventist college.

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<sup>8</sup> John H. Upton, "Role Conflict and Faculty Confidence in Leadership," Junior College Journal, XLI (February, 1971), pp. 28-31.

<sup>9</sup> Keith W. Prichard, Thomas H. Buxton and Ellen Sintex, "The Problems of College and University Presidents," School and Society, C (February, 1972), p. 104.

Seventh-day Adventist college. Colleges organized and operated by the Seventh-day Adventist church.

President. The chief administrative officer of a college, entrusted with the direction and administration of college policies.

Board of Trustees. A group of persons responsible for the direction of the educational affairs of Seventh-day Adventist colleges, composed of workers or laymen who are elected annually.<sup>10</sup>

Faculty. Any teachers with the rank of vice-president, professor, associate professor, assistant professor, or instructor in the Seventh-day Adventist colleges in the United States.

Expectation. An evaluative standard applied to an incumbent of a position.

#### LIMITATION OF THE STUDY

The Seventh-day Adventist church operates many colleges around the world. There are eight colleges and two universities in the United States. Subjects used in this study included all eight college presidents, all two hundred and twelve members of the board of trustees, and three hundred forty-four faculty members which represented fifty percent of all faculty members. These faculty members were selected using a systematic sampling method by the writer in the eight colleges in the United States.

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<sup>10</sup>Carter V. Good (ed.), Dictionary of Education (3rd ed.; New York: McGraw-Hill Book Company, Inc., 1973), p. 66.



The administrative functions included in this study were limited to: administration, board relations, faculty relations, finance, physical facilities, student personnel services, public and alumni relations and spiritual functions.

In order to find out the expectant roles and conflicts in administrative functions of the president, it was considered best to include subjects who are involved in administrative functions themselves, hence, faculty members, board members, and presidents were used.

#### ORGANIZATION OF THE STUDY

The study is organized into five divisions as follows:

Chapter I presents the introduction, the statement of the problem, the hypotheses, assumptions, justification for the study, definition of the terms used, limitation of the study, and organization of the study.

Chapter II deals with the review of literature related to the study.

Chapter III describes the sources of data and method of procedure.

Chapter IV deals with presentation, analysis and interpretation of the data gathered.

Chapter V is a summary of findings, conclusions and recommendations.

## CHAPTER II

### REVIEW OF THE LITERATURE AND RELATED STUDIES

In recent years, a considerable amount of literature in the area of the role of the administrator has developed. Most of the studies in this area have been done on the role of the elementary and secondary school principals. Very few studies have been made concerning the role of college presidents.

For purposes of this study, selected investigations were reviewed. The review of literature is presented in four divisions: (1) role studies, (2) junior colleges, (3) colleges and universities, and (4) related studies in Seventh-day Adventist schools.

#### I. ROLE STUDIES

##### Role

The concept of role is not new. Linton was one of the early developers of the concept of role. He stated that role indicates the sum total of cultural patterns associated with a particular status.<sup>1</sup> It consists of ". . . attitudes, values and behavior attributed to the society to any and all persons occupying this status."<sup>2</sup> Role is the dynamic aspect of status. As such, it appears to be a more normative

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<sup>1</sup>Ralph Linton, The Cultural Background of Personality (New York: D. Appleton-Century Company, 1945), p. 77.

<sup>2</sup>Ibid., p. 77.

cultural pattern or category rather than actual behavior. Parsons mentioned that role is a functional aspect of a person's participation in a social system. A role is ". . . what the actor does in his relations with others seen in the context of its functional significance for a social system."<sup>3</sup> In this aspect, each actor is oriented to other actors, and is playing or acting a role. Lenski<sup>4</sup> stated that role refers to a position which can be held by an individual, and to which distinguishing behavioral expectations and requirements are attached.

#### Role Expectation

Linton<sup>5</sup> stated that role expectation consists of the legitimate expectations of persons holding a particular status with respect to the behavior toward them of persons of other statuses within the same system. Parsons<sup>6</sup> defined role expectation as having two aspects. One is the expectations which concern and in part set standards for the behavior of the actor, who takes himself as the point of reference. The other is a set of expectations relative to the probable reactions

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<sup>3</sup>Talcott Parsons, The Social System (Glencoe, Illinois: The Free Press, 1951), p. 25.

<sup>4</sup>Gerhard Lenski, Human Societies: A Macrolevel Introduction to Sociology (New York: McGraw-Hill Book Company, 1970), p. 39.

<sup>5</sup>Linton, p. 77.

<sup>6</sup>Parsons, p. 38.

of others toward any person playing the same role. Gross<sup>7</sup> defined role expectations as a set of evaluative standards applied to an incumbent or a particular position. Owens<sup>8</sup> stated that role expectation means the expectation that one person has of the role behavior of another person.

### Role Conflict

Parsons<sup>9</sup> defined role conflict as the exposure of the actor to conflicting sets of legitimized role expectations, to such an extent that complete fulfillment of both is realistically impossible. Kahn<sup>10</sup> stated role conflict is defined as the simultaneous occurrence of two sets of pressures, and that compliance with one would make for a more difficult compliance with the other. Kahn<sup>11</sup> identified four types of role conflict: intrasender conflict--different prescriptions and prescriptions from a single member of the role sets; intersender conflict--opposite pressures from one or more other senders; inter-role conflict--pressures stemming from membership in other groups;

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<sup>7</sup>Neal Gross, Ward S. Mason, and Alexander W. McEachern, Explorations in Role Analysis: Studies of the School Superintendent Role (New York: John Wiley and Sons, Inc., 1966), p. 58.

<sup>8</sup>Robert G. Owens, Organizational Behavior in School (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1970), p. 72.

<sup>9</sup>Parsons, p. 280.

<sup>10</sup>Robert L. Kahn and others, Organizational Stress, Studies in Role Conflict and Ambiguity (New York: John Wiley and Sons, Inc, 1964), p. 19.

<sup>11</sup>*Ibid.*, pp. 19-20.

and person-role conflict--disharmony between demand of the role set and personal moral values, needs and aspirations.

## II. RELATED STUDIES ON THE JUNIOR COLLEGE PRESIDENTS

Gillie<sup>12</sup> stated the role of a college president has become one of the most laborious and complex leadership roles in American society. The president must function in four administrative areas: business affairs, institutional development, student affairs, and academic affairs.

Priest mentioned that the president should perform the following roles:

1. Acts as executive officer of the board, charged with implementing its policies and regulations;
2. Makes recommendations to the board for the appointment of all administrative and faculty personnel;
3. Is responsible for a continual review of college personnel needs and recommends additions and changes in personnel, works with deans in recruitment and selection of new faculty members;
4. Prepares and submits an annual budget to the board and makes recommendations to the board for budget changes;
5. Makes recommendations to the board for additions and revisions in curriculum, community services, and other programs;
6. Reviews the educational program on a continuing basis

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<sup>12</sup>Angelo C. Gillie, "The Role of the Community College President," from the course "The Technical Community College," Rutgers Graduate School of Education, Rutgers State University, New Brunswick, N. J., September 26, 1967 (ERIC, ED., 017.245).

and recommends changes which will improve the quality and scope of services offered by the district;

7. In cooperation with the board and staff, represents the district to the community by interpreting the college to public, to parents, to the press, and to various community organizations;
8. Lends influence toward the development of local, state, and national policies concerning education;
9. Is responsible for the formulation of all reports required by local, state, and federal agencies;
10. Serves as secretary to the board of trustees;
11. Provides the board of trustees with a flow of information regarding the district and its needs;
12. Performs such other duties as the board of trustees may assign.<sup>13</sup>

Birnbaum stated that a community college president may have a role definition significantly different than of the university president:

For example, the community college president is more likely to anticipate, and be receptive to, pressures from the community for institutional changes; he is more likely to consider faculty members as teachers rather than president. These differences are functional as long as these individuals are located in their own institutions or in those with similar role expectations.<sup>14</sup>

Monroe<sup>15</sup> wrote that the president's role is to manage the

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<sup>13</sup> Bill J. Priest, "Presidency, Higher Education: Community and Junior Colleges," The Encyclopedia of Education (New York: The Macmillan Company and the Free Press, 1970), Vol. 7, pp. 207-221.

<sup>14</sup> Robert Birnbaum, "Presidential Succession: An Interinstitutional Analysis," Educational Record, LII (Spring, 1971), p. 142.

<sup>15</sup> Charles R. Monroe, Profile of the Community College (San Francisco: Jossey-Bass, Inc., Publishers, 1972), p. 315.

budget, keep the peace among both students and faculty, maintain the quality of the physical plant, prepare agendas for board meetings, explain the items on the agenda to the board, and to depend upon public criticism from the ruling elements in the community.

Richardson<sup>16</sup> described the role of community college presidents as balancing the budget, raising funds, partaking in the establishment of institutional goals, recruiting and maintaining a high quality faculty, and working with faculty to create an environment that encourages learning.

In 1962, William George Shannon<sup>17</sup> attempted to analyze the role of the public community college president. He used 240 (76.9 percent) responses out of 312 questionnaires mailed to presidents. His major finding was that the presidents' role is to serve as educational leader, both in the community and on the campus. The president should feel a responsibility in community affairs, devising policy, in areas of curriculum development, faculty and supervision, instruction and student personnel work. It was found that presidents spent most of their time with staffing, public relations, finance and students, and the most neglected areas were alumni, legislation and professional activities.

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<sup>16</sup>Richard C. Richardson, Jr., Clyde E. Blocker, and Louis W. Bender, Governance for the Two-year College (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1972), p. 127.

<sup>17</sup>William George Shannon, "The Community College President: A Study of the Role of President of the Public Community Junior College" (unpublished Doctoral dissertation, Columbia University, 1962), cited in University Microfilms Inc., Dissertation Abstracts, XXIII (January, 1963), p. 2400.

In 1968, Harlan Charles Stamm conducted an investigation to determine the role of selected public community junior college presidents. His study was based on a rating scale for administrative effectiveness involving forty presidents, eighteen by personal interview, and an Expectation-Actual Performance Questionnaire involving sixty-three participants: seventeen of the eighteen presidents interviewed, twelve chairmen of their boards of trustees, seventeen senate presidents or faculty, and seventeen administrative deans. The following were among his major findings:

On the basis of the Expectation-Actual Performance Questionnaire, there appeared to be a close relationship between what the boards of trustees and their presidents regarded as actual incongruency between their respective expectations of the presidential role, resulting directly from interpersonal distances created by organizational structure. This was further substantiated by the personal interview.

The administrative deans' expectations of the presidential role were almost identical. Their interpretations appeared to be more consensual than defining, probably because of very close administrative relationships.

The expectations of the faculty or senate presidents coincided with those of their presidents; however, there was a significant difference in what the college and faculty group presidents regarded as "actual." It was clear that faculty groups were less impressed with the degree to which their presidents lived up to their expectations than with the presidents' actual behavior.

The study supports the prediction that the three reference groups as an aggregate will not differ significantly from the president in their expectation of his role.

The presidents showed inconsistency in expected and actual behavior in that 85 per cent of their responses