

A DESCRIPTIVE STUDY OF SELECTED FACULTY MEMBERS' PERCEPTIONS  
OF LEADER BEHAVIOR IN TWO TYPES  
OF VIRGINIA INSTITUTIONS OF HIGHER EDUCATION

by

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## Chapter 1

### INTRODUCTION

In military administration the relationship between the officer and the enlisted man is called commander and subordinate. In higher education administration the relationship between the administrator and the faculty member is called superordinate-subordinate in those institutions of higher education that follow the military and corporate bureaucratic models. In such institutions where this occurs, according to Corson (1975), a member of the discipline is selected by the dean, academic vice-president, or president to preside over a department. However, there are other institutions of higher education that do not follow the military and corporate bureaucratic models. Where this does occur the department head is elected by staff members. The selection may be based upon factors other than one's demonstrated capacity for administrative leadership. In other words, the chairpersons in those institutions have a collegial relationship with their faculty members rather than the superordinate-subordinate ladder type relationship.

According to Thompson (1971) the formal definition of status levels creates barriers to the upward flow of certain kinds of information. The establishment of lines of authority channels communication vertically and blocks lateral communication among departments. As a result, subordinates tend to receive the full impact of change in policies and plans before they have acquired the information needed to prepare for and con-

form to the changes.

Perhaps one of the most important barriers that superordinates are not aware of is the dismissing of creative activity pursued by the subordinate. Sometimes the superordinate interjects ideas into a situation that limits the creativeness of the subordinate who is pursuing a solution to a particular problem.

Several investigators in their studies of social system support the postulate that the administrator's behavior is influenced by the expectations of others--individuals or powerful groups. Getzels (1968) in his discussion of "How Administrators Behave" implied that when an individual moves into an administrative position, the persons with whom he has contact have certain expectations with regard to the way he will behave, i.e., what he should not do and what he should do. Getzels discusses two points that should be understood in the aspect of the administrator's work:

1. The expectations held for the administrator are based on the position held.
2. When a person moves into an administrative position an individual brings to it particular role expectations with regard to his behavior as an administrator. Often his personal role expectations of how an individual should behave as an administrator are not the same as the expectations other people have for an administrator. Because these expectations are different, serious problems may arise.

When a staff member in a university, for example, perceives an administrator behaving according to the way the subordinate feels that the administrator should act, congruence exists between the staff mem-

ber's expectations and perceptions. Several studies reveal a positive relationship between congruence and staff satisfaction. Getzels (1968) contends that staff members who perceive the administrator behaving in ways contrary to the manner in which they feel the administrator should behave exhibit dissatisfaction with their work, feel uncertain about the university's program, and develop feelings of insecurity.

According to Hawn and Frymier (1970) behavior is a function of how things seem to be. One of the dilemmas of the educative process is that facts are important, but only to the extent to which they are so perceived by the people involved. How things really are is never as important as how things seem to be--people act according to the facts as they understand them. It is more than self-evident that people behave according to the way things seem to them. It is a demonstrated fact.

#### PURPOSE OF STUDY

The purpose of this study was to gather information to aid in better understanding the nature of the superordinate-subordinate relationship based upon the type of leader behavior exhibited by education and business administrators.

Looking at leader behavior in a broad perspective, several studies have been conducted which dealt with leadership behavior in numerous social systems, but there was a general lack of information and research findings specifically in the area of higher education leader behavior.

The apparent fluctuation in educational administration and decline in the effort of researchers and writers in the field to develop administrative principles and practices based upon research findings in

human relations, coupled with the aggressive behavior of teachers for greater voice in policy determination, suggested that an investigation was needed to determine if there was any difference between the perception of the superordinate-subordinate relationship in the instructional components of education and the instructional components of business in institutions of higher education.

Due to the difference in the organizational structure of two year and four year institutions of higher education, the researcher referred to the departments as instructional components because the community colleges had social science departments rather than education departments. The instructional components of education in the community colleges consisted of social science departments which were substituted for education, because the social science departments taught courses in education. The instructional component of business in the two year and four year institutions of higher education consisted of the business departments. The instructional components of education and business were chosen to obtain a heterogeneous faculty perception of leader behavior of those current department chairmen.

For the findings of this study to be useful and prescriptive for developing leadership strategies for a heterogeneous faculty, the study should distinguish the degree to which different faculty members' perceptions of personal need fulfillment influence their perception of their department chairmen leader behavior. For example, it would be important to know that Consideration, Initiating Structure, Representation, Demand Reconciliation, Tolerance of Uncertainty, Tolerance of Freedom, Production Emphasis, Integration, and Superior Orientation are

the most important contributions to personal need fulfillment of heterogeneous faculty, regardless of which instructional component they are members. Such knowledge would definitely affect the leadership strategies of higher education administrators.

#### STATEMENT OF THE PROBLEM

The problem studied was that of determining the nature of the superordinate-subordinate relationship as perceived by the subordinate in relation to the subordinate's perception of leader behavior in the instructional components of education and the instructional components of business in two types of Virginia Institutions of Higher Education.

#### THE SIGNIFICANCE OF THE STUDY

The present study is of importance when considering the leader behavior of selected higher education administrators in educational and business administration in terms of organizational efficiency and effectiveness. According to Barnard (1966), the mark of organizational effectiveness is indicated by congruence between actual behavior of administrators and role expectations.

#### OBJECTIVES OF THE STUDY

A. To determine whether there was any difference in the leadership dimension of "Representation" between the leader behavior of department heads in the Instructional Component of Education and the Instructional Component of Business in two types of Virginia Institutions of Higher Education.

B. To determine whether there was any difference in the leadership

dimension of "Demand Reconciliation" between the leader behavior of department heads in the Instructional Component of Education and the Instructional Component of Business in two types of Virginia Institutions of Higher Education.

C. To determine whether there was any difference in the leadership dimension of "Tolerance of Uncertainty" between the leader behavior of department heads in the Instructional Component of Education and the Instructional Component of Business in two types of Virginia Institutions of Higher Education.

D. To determine whether there was any difference in the leadership dimension of "Persuasion" between the leader behavior of department heads in the Instructional Component of Education and the Instructional Component of Business in two types of Virginia Institutions of Higher Education.

E. To determine whether there was any difference in the leadership dimension of "Initiation of Structure" between the leader behavior of department heads in the Instructional Component of Education and the Instructional Component of Business in two types of Virginia Institutions of Higher Education.

F. To determine whether there was any difference in the leadership dimension of "Tolerance of Freedom" between the leader behavior of department heads in the Instructional Component of Education and the Instructional Component of Business in two types of Virginia Institutions of Higher Education.

G. To determine whether there was any difference in the leadership dimension of "Role Assumption" between the leader behavior of department

heads in the Instructional Component of Education and the Instructional Component of Business in two types of Virginia Institutions of Higher Education.

H. To determine whether there was any difference in the leadership dimension of "Consideration" between the leader behavior of department heads in the Instructional Component of Education and the Instructional Component of Business in two types of Virginia Institutions of Higher Education.

I. To determine whether there was any difference in the leadership dimension of "Production Emphasis" between the leader behavior of department heads in the Instructional Component of Education and the Instructional Component of Business in two types of Virginia Institutions of Higher Education.

J. To determine whether there was any difference in the leadership dimension of "Predictive Accuracy" between the leader behavior of department heads in the Instructional Component of Education and the Instructional Component of Business in two types of Virginia Institutions of Higher Education.

K. To determine whether there was any difference in the leadership dimension of "Integration" between the leader behavior of department heads in the Instructional Component of Education and the Instructional Component of Business in two types of Virginia Institutions of Higher Education.

L. To determine whether there was any difference in the leadership dimension of "Superior Orientation" between the leader behavior of department heads in the Instructional Component of Education and the Instructional Component of Business in two types of Virginia Institutions of Higher Education.

tional Component of Business in two types of Virginia Institutions of Higher Education.

M. To determine whether there was any difference in faculty members' perceptions of the difference between lower-level need deficiencies and higher-level need deficiencies between the Instructional Component of Education and the Instructional Component of Business in two types of Virginia Institutions of Higher Education.

#### HYPOTHESES

This study tested the following null hypotheses:

Ho<sub>1</sub> There was no difference in the leadership dimension of "Representation" between the leader behavior of department heads in the Instructional Component of Education and the Instructional Component of Business in two types of Virginia Institutions of Higher Education.

Ho<sub>2</sub> There was no difference in the leadership dimension of "Demand Reconciliation" between the leader behavior of department heads in the Instructional Component of Education and the Instructional Component of Business in two types of Virginia Institutions of Higher Education.

Ho<sub>3</sub> There was no difference in the leadership dimension of "Tolerance of Uncertainty" between the leader behavior of department heads in the Instructional Component of Education and the Instructional Component of Business in two types of Virginia Institutions of Higher Education.

Ho<sub>4</sub> There was no difference in the leadership dimension of "Persuasion" between the leader behavior of department heads in the Instructional Component of Education and the Instructional Component of Business in two types of Virginia Institutions of Higher Education.

Ho<sub>5</sub> There was no difference in the leadership dimension of "Initiation of Structure" between the leader behavior of department heads in the Instructional Component of Education and the Instructional Component of Business in two types of Virginia Institutions of Higher Education.

Ho<sub>6</sub> There was no difference in the leadership dimension of "Tolerance of Freedom" between the leader behavior of department heads in the Instructional Component of Education and the Instructional Component of Business in two types of Virginia Institutions of Higher Education.

Ho<sub>7</sub> There was no difference in the leadership dimension of "Role Assumption" between the leader behavior of department heads in the Instructional Component of Education and the Instructional Component of Business in two types of Virginia Institutions of Higher Education.

Ho<sub>8</sub> There was no difference in the leadership dimension of "Consideration" between the leader behavior of department heads in the Instructional Component of Education and the Instructional Component of Business in two types of Virginia Institutions of Higher Education.

Ho<sub>9</sub> There was no difference in the leadership dimension of "Production Emphasis" between the leader behavior of department heads in the Instructional Component of Education and the Instructional Component of Business in two types of Virginia Institutions of Higher Education.

Ho<sub>10</sub> There was no difference in the leadership dimension of "Predictive Accuracy" between the leader behavior of department heads in the Instructional Component of Education and the Instructional Component of Business in two types of Virginia Institutions of Higher Education.

Ho<sub>11</sub> There was no difference in the leadership dimension of "Inte-

gration" between the leader behavior of department heads in the Instructional Component of Education and the Instructional Component of Business in two types of Virginia Institutions of Higher Education.

Ho<sub>12</sub> There was no difference in the leadership dimension of "Superior Orientation" between the leader behavior of department heads in the Instructional Component of Education and the Instructional Component of Business in two types of Virginia Institutions of Higher Education.

Ho<sub>13</sub> There was no difference in faculty members' perceptions of the difference between lower-level need deficiencies and higher-level need deficiencies between the Instructional Component of Education and the Instructional Component of Business in two types of Virginia Institutions of Higher Education.

#### LIMITATIONS OF THE STUDY

The study was confined to department chairmen in two, two year and two, four year institutions of higher education in the state of Virginia. Since the institutions are all located in the state of Virginia and the sample relatively small according to some standards, findings from this study cannot be generalized to other situations and institutions outside the state of Virginia.

The two year and four year institutions of higher education were limited to the military and corporate bureaucratic models.

\* The type of data used in this study should not be accepted as absolute, for it is limited to perceptions of subordinates that may not be a true indicator of the leader's real behavior.

## DEFINITION OF TERMS

For the purpose of this study the following terms were defined:

A. Superordinate--The department head in the Instructional Component of Education and the Instructional Component of Business.

B. Subordinate--The faculty members who work under the leadership of the department head in the Instructional Component of Education and the Instructional Component of Business.

C. Status Levels--The position held by each of the faculty members and the department heads in the Instructional Component of Education and the Instructional Component of Business.

D. Role Expectations--Normative obligations and responsibilities of the superordinates and the subordinates in the accomplishment of their task.

E. Vertical Communication--Establishment of lines of communication between the superordinate and the subordinate.

F. Horizontal Communication--Communication among and between subordinates and superordinates.

G. Functional Claims--A relationship between two or more persons who depend on one another for the attainment of certain mutual goals within the organization.

H. Superordinate-Subordinate Relationship--A special case in horizontal and vertical communication where the members of the dyad make functional claims on one another. This reciprocity is reinforced by the fact that both members of the dyad in education and business are professionals, and are experts in their respective fields.

I. Collegial Relationship--A balance of power and authority be-

tween several colleagues, regardless of position held within the organization.

J. Need Disposition--Maslow's lower-level and higher-level needs.

1. lower-level needs
  - (a) security
  - (b) social
2. higher-level needs
  - (a) autonomy (modified by Lyman Porter)
  - (b) esteem
  - (c) self-actualization

K. Effectiveness--According to Barnard (1966) effectiveness is when goals are set by an organization and the organization is able to achieve the goals it has set forth (organization oriented).

L. Efficiency--According to Barnard (1966) efficiency, as applied to organization, is the maintenance of an equilibrium or balance of organizational activities through the satisfaction of the needs of individuals sufficient to induce activities (person-oriented).

M. I. C.--Instructional components of education and business.

N. Type --Two and four year institutions of higher education.

O. College (Type)--Colleges A and B within two year institutions and Colleges A and B within four year institutions.

#### ORGANIZATION OF STUDY

The previous discussion was designed to provide a framework for an inquiry into the leader behavior of the higher education administrator in the instructional component of education and the instructional component of business in two types of Virginia Institutions of Higher Education, and to determine the importance of acquiring a better comprehension of their leader behavior.

The review of related literature in Chapter 2 covers two approaches to the study of leadership. In addition, a review of related studies supporting the approach pertinent to the present investigation is presented. The studies were conducted with respect to their contribution to the comprehension of various relationships between certain situational variables and leader behavior and the probable consequences of such relationships.

In Chapter 3 a complete discussion of the research design and methodology of this investigation is presented. This discussion includes the population and sample followed by the design of the study. In addition, a brief listing of procedures of the study, and a history of the development of the instrument used in the study is presented. This chapter also includes definitions of subscales and reliability of subscales.

In Chapter 4 the analysis and interpretation of data is reported. The report includes tables and a brief explanation of the analyzed data.

The final chapter, Chapter 5, includes summary, findings, conclusions, and recommendations.

## Chapter 2

### RELATED LITERATURE

#### Introduction

There have been several studies concerning leadership. In fact, the studies of leadership have been so extensive that scholars in such related fields as anthropology, business management, educational administration, industrial relations, psychology, public administration and sociology have focused upon leadership and leader behavior. Many of the studies conducted have presented a number of diverse findings in the approaches to the study of leadership which have produced several significant changes in the study and practice of educational administration.

#### SITUATIONAL APPROACH

The situational approach to leadership was concerned with the situation in which the group or individuals found themselves in relation to time, space, and condition. This approach maintained that leadership was determined not so much by the characteristics of individuals as by the requirements of social situations.

According to Hemphill (1949) a successful leader is viewed as one who is able to make quick decisions in order to avoid giving subordinates the impression that he is insecure. The findings of Hemphill's study indicated that quickness in arriving at decisions is a critical factor of successful leadership in certain types of groups.

Hemphill (1949) maintained that another critical factor in leader behavior, associated with the nature of the group, is the problem of

whether a leader who uses his position to subordinate his group members is more or less successful than one who does not. There are indications that members of groups, whose leaders subordinate them by the authority invested in their positions, find membership unpleasant and describe their groups as lacking unity of action.

### Deciding How to Lead

According to Tannenbaum and Schmidt (1958) there are certain factors or forces that a leader should consider in deciding how to lead.

These factors are as follows:

#### Forces in the Manager

1. His value system. How strongly does he feel that individuals have a share in making decisions which affect them?
2. His confidence in his subordinates. In viewing his particular group of subordinates, the manager is likely to consider their knowledge and competence with respect to the problem.
3. His own leadership inclinations. Some managers seem to function more comfortably and naturally as highly directive leaders. Other managers seem to operate more comfortably in a team role, where they are sharing many of their functions with their subordinates.
4. His feeling of security in an uncertain situation. Some managers have a greater need than others for predictability and stability in their environment. This "tolerance of uncertainty" is being viewed by psychologists as a key variable in a person's manner of dealing with problems.

#### Forces in the Subordinate

Before deciding how to lead a certain group, the leader will want to consider a number of factors affecting the subordinates' behavior.

The leader can permit more freedom of the subordinates if the following conditions exist:

1. If the subordinates have a readiness to assume responsibility for decision making.
2. If the subordinates have a high tolerance for uncertainty. (Some employees prefer to have clear-cut directives given to them; others prefer a wider range of freedom.)
3. If the subordinates have high needs for independence.
4. If the subordinates have the necessary knowledge and experience to deal with the problem.
5. If the subordinates have learned to expect to share in decision making. (Persons who have come to expect strong leadership and are suddenly confronted with the request to share more fully in decision making are upset by this new experience.) On the other hand, persons who have enjoyed a considerable amount of freedom resent the boss who begins to make all the decisions himself.

#### Forces in the Situation

In addition to the forces that exist in the leader himself and in his subordinates, certain characteristics of the situation will affect the leader's behavior. Among the critical environmental factors that surround the leader are those which come from the organization, the work group, the nature of the problem, and the pressure of time.

Maier and Hoffman (1965) contended that conflict will produce a positive or negative effect, depending upon the subordinate's attitude. If the superordinate perceives conflict in relation to "problem subordinates," the quality of the decisions reached in the discussion groups will be inferior to the decision reached under circumstances in which the leader perceived conflict as the source for ideas and innovation. The acceptance and support of decisions by group members depends upon several factors: The superordinate-subordinate relationship, its influence on the decision, and the quality of the decision itself.

The superordinate usually sets the basis for relationships within

the group, and therefore can affect outcomes. According to Hemphill (1961) the leader initiates structure. But more than just structure in a realistic sense, the leader affects the process which occurs within the structure. In involving discussion groups, Burke (1966) found that the leader's failure to provide goal orientation within the group led to antagonism, tension, and absenteeism.

#### BEHAVIORAL APPROACH

The behavioral approach is different from the situational approach to leadership in two ways: first, the behavioral approach is concerned with observed behavior rather than a capacity for leadership which may be inferred from this behavior; second, the approach does not postulate that the leader behavior exhibited by a leader in one group situation will be the same type leader behavior exhibited in another situation.

Fleishman and Harris (1962) investigated the relationship between leader behavior of industrial supervisors and group members' behavior. They focused on two leadership patterns as follows:

1. Consideration. Behavior indicating mutual trust, respect, and a certain warmth and rapport between the supervisor and his group. This does not mean that this dimension reflects a superficial "pat-on-the-back," "first name calling" kind of human relations behavior. This dimension seemed to emphasize a deeper concern for group members' needs and included such behavior as allowing subordinates more participation in decision making and encouraging more two-way communication.

2. Structure. Behavior in which the supervisor organizes and defines group activities and his relations to the group. The supervisor defines the role he expects each member to assume, assigns tasks, plans ahead, establishes ways of getting things done and pushes for production. This dimension seems to emphasize overt attempts to achieve organizational goals.

The second part of the Fleishman and Harris study utilized measures of these patterns to evaluate changes in foreman leadership attitudes and behavior resulting from a management training program. The amount of change was evaluated three times, once while the foremen were still in training, again after they had returned to the plant environment, and later in a "refresher" training course. The results showed that while still in the training period there was an increase in consideration and an unexpected decrease in structure attitudes. Fleishman and Harris also found that leadership attitudes became more dissimilar rather than similar, despite the fact that all foremen had received the same training. When behavior and attitudes were evaluated back in the plant, the effects of the training disappeared. Most crucial was the "leadership climate" supplied by the behavior to the foreman's own boss. The attitude and behavior of the foreman's boss was related to the foreman's own consideration and structure behavior than was the fact that he had or had not received the leadership training.

The third part of Fleishman and Harris's study was called the "Criterion Phase," in which the relationships between consideration and structure and indications of foreman proficiency were examined. One finding was that production supervisors rated high in "proficiency" by plant management had leadership patterns high in structure and low in consideration. On the other hand, this same pattern of high structure and low consideration was found to be related to high turnover, union grievances, worker absences, accidents, and low worker satisfaction.

### Leader Behavior Associated With the Administrative Reputation of College Departments

It has been observed that only one study has been found in higher education using the Leader Behavior Description Questionnaire (LBDQ). This study was conducted by John K. Hemphill in 1955.

Hemphill (1955) investigated the members of eighteen departments in a liberal arts college who described their department heads and indicated on the LBDQ-Ideal how they believed a department head should behave. They also ranked the five departments in the college that had the general reputation on the campus of being best led and the five departments that were least well led. In making these rankings, the respondents excluded their own department. The correlations between the reputation scores and the LBDQ-Real scores were .36 for consideration and .48 for significance at the .05 level. When discrepancy scores measuring the absolute difference between the Real and Ideal scores on each of the leader behavior dimensions were correlated with the reputation scores, the obtained coefficients  $-.52$  and  $-.55$  were both statistically significant. The greater the departure of the actual behavior of the department head (on either leader behavior dimension) from the norm of how ideal behavior on this dimension was conceived by the members of the department, the poorer was the administrative reputation of the department.

### Ohio State Leadership Studies

In 1945, the Bureau of Business Research at Ohio State University undertook the construction of an instrument to describe leadership behavior. A list of nine dimensions of leadership behavior was made up

by a team of researchers at Ohio State University from various disciplines. Descriptive statements were then written and assigned to one or another of the nine dimensions, and after further refinement 150 of these were selected as representing these nine dimensions and were incorporated into the Leader Behavior Description Questionnaire.

Hemphill and Coons (1957) attempted to simplify the Leadership Behavior Description Questionnaire by intercorrelating and factor analyzing group mean scores for eleven dimensions composed of educational groups.

Halpin and Winer (1957) made an analysis using data collected from air force crews, revising the original measuring instrument to adapt it to the respondent group. Only 130 items were used, with appropriate rewording, and the number of dimensions were reduced to eight. Treatment of the data indicated that five of the eight dimensions were sufficient for describing the entire roster. The computed correlation of the 130 items with these five dimensions was regarded as a matrix of factor loadings. The items were then factor analyzed and the results rotated, producing four factors. After critically looking at the four factors, Halpin and Winer discovered that the third and fourth factors had little or no common variance so they deleted them. This left factors one and two which were classified as "Consideration" and "Initiating Structure." These factors are known as the "Ohio State" dimensions of leadership.

In conjunction with the Ohio State studies was a similar program of research at the University of Michigan Survey Research Center. Katz, MacColy, and Morse (1950) maintained that this program developed two

concepts called "employee orientation" and "production orientation." The former dimension was emphasized by general supervision and the latter dimension emphasized close specific supervision.

#### Leadership Behavior Description Questionnaire Form XII

It was difficult for many administrative theorists to believe that two factors (Initiating Structure and Consideration) were sufficient to account for all observable variance in leader behavior. There was no theory available for many years to suggest any additional factors. Stogdill (1963) and his associates created a new theory of group achievement and role differentiation in their survey of numerous research data that supported their theory and suggested that many variables are present in the differentiation of roles in social groups. The probable factors postulated by their theory are as follows: reconciliation of conflicting demands, tolerance of uncertainty, predictive accuracy, persuasiveness, integration of the group, freedom of action and tolerance of members. New factors that were possible were suggested by empirical research as the following: role assumption, representation of group interests, orientation toward superiors and production emphasis.

Jacobs (1965) reported using the new scale in an attempt to measure the degree of curricular innovations in selected Michigan public junior high schools as associated with administrative leadership. Jacobs categorized the schools according to the number of innovations. The scores (of five ratings of teachers) were averaged for each of the twelve dimensions from each school. The high innovative principals' ratings were much higher than the low innovative principals' ratings on

the following dimensions: (1) Consideration, (2) Initiating Structure, (3) Representation, (4) Predictive Accuracy, (5) Persuasion, and (6) Integration. In Jacob's study there were no significant relationships between the amount of curricular innovations in the schools and the factors of size and wealth.

The studies in leadership seemed to indicate that the frequency of leader behavior is important to the degree that it is positively associated with staff satisfaction and the confidence of staff members in the administrator.

#### PERCEPTION OF NEED FULFILLMENT

Porter (1962) conducted a study using a modified Maslow-type classification of needs in investigating perceived deficiencies in fulfillment and perceived importance of various needs. The needs were studied in five categories: security, social, autonomy, self-actualization, and esteem needs. In conducting this study Porter used a questionnaire in obtaining data based on the Maslow-type need hierarchy system. His respondents were drawn from the lowest levels of management in three different organizations, and the data analysis was concentrated on differences in perception between people in first-level supervisory jobs versus those in lower-middle management jobs. The results of this study indicated that level of position was related to the amount of perceived deficiencies in need fulfillment, with the lower-level people in management positions indicating larger deficiencies than higher-level people in supervisory positions. Among the five need classifications, the needs that were regarded as the least satisfied were autonomy and self-actualization needs.

In Porter's study (1967), seven-hundred and three commissioned officers and five-hundred and ninety-four noncommissioned personnel, serving in an overseas air force command, completed a questionnaire measuring need fulfillment and satisfaction. Porter reported that three levels of the commissioned officers were compared to previous results for analogous levels of civilian managers. The findings revealed that the military officers were less fulfilled and less satisfied than the civilian managers. Porter found that the fulfillment and satisfaction increased in relation to military rank in the same way as for civilian managers. When commissioned officers were compared with noncommissioned officers, higher noncommissioned officers reported more fulfillment but less satisfaction than lower-ranking commissioned officers.

#### SUMMARY OF RELATED LITERATURE

Theorists could not reconcile their thinking with the notion that the two dimensions (Initiation of Structure and Consideration) were sufficient to account for all observable variance in leader behavior. A new theory evolved which indicated that numerous variables operate in the differentiation of roles in social groups. These factors revealed the following variables: tolerance of member freedom, integration of the group, tolerance of uncertainty, reconciliation of conflicting demands, predictive accuracy, and persuasion. New factors presented by the research are: role assumption, orientation toward superiors, representation of group interest, and production emphasis.

The dimension of Initiation of Structure may be thought of as patterns of organization, channels of communication, and a way of "get-

ting the job done." The Consideration dimension may be thought of as the human relations aspect of leader behavior. It reflects friendship, mutual trust, respect, and warmth in the relationship between the members of the group and the leader.

Studies seem to indicate that the type of leader behavior exhibited by the administrator is unimportant, though the frequency of leader behavior is important to the degree that it is positively associated with staff satisfaction and the confidence the staff members have in the administrator.

A great deal of research has been directed toward leader behavior in industry, public school systems, armed forces, and law enforcement agencies, but very little research has been directed toward the analysis of leader behavior in institutions of higher education in relation to need fulfillment.

## Chapter 3

### RESEARCH DESIGN AND METHODOLOGY

In this chapter a detailed description was given of the method and procedure, the selection of respondents, the sample, data collection, the needs perception questionnaire and the Leader Behavior Description Questionnaire--Form XII.

This phase of the study had two objectives: (1) to secure a description of the leader behavior of the department heads in the instructional components of education and business from members of the faculty, and (2) to determine the perception of need fulfillment from faculty members in the Instructional Component of Education and the Instructional Component of Business in two types of Virginia Institutions of Higher Education.

### METHOD AND PROCEDURE FOR THE STUDY

The method employed was primarily the descriptive survey. The data was obtained from persons in the sample through: (1) Leader Behavior Description Questionnaire--Form XII, and (2) a needs perception questionnaire. The latter questionnaire was a revision of Lyman Porter's need perception questionnaire. The needs perception questionnaire grew out of Porter's (1961) study of the hierarchical structure of management as a factor influencing job perception.

The procedure for the study included the following:

1. Administrative permission was obtained from the deans and the department heads from the Instructional Component of Education and

the Instructional Component of Business at Lynchburg College, Norfolk State College, Virginia Western Community College, and New River Community College.

2. The perception of need fulfillment questionnaire was mailed to department heads and researchers of other universities to establish its validity.

3. A sample of five respondents was drawn from the instructional component of education. A sample of five respondents was drawn from the instructional component of business.

4. The Leader Behavior Description Questionnaire--Form XII was administered to respondents: five faculty members in the instructional component of education and five faculty members in the instructional component of business. The investigator went to each of the colleges to administer the instrument, with the exception of one college where the instrument was administered by a contact person.

#### SAMPLE

In the Instructional Component of Education there was a total of thirty-seven faculty members that were accessible. A random sample of five faculty members was drawn from each of the instructional components by use of the lottery technique. In the instructional component of business there was a total of thirty-seven faculty members that were accessible. A random sample of five faculty members was drawn from each of the instructional components by use of the lottery technique. No sample was taken of the department heads.

## SELECTION OF RESPONDENTS

Evidence from earlier experience with Leader Behavior Questionnaires indicated that average scores computed, on the basis of from five to seven descriptions, supplied accurate results that could be used as indices on leader behavior. The researcher found seven or less staff descriptions appropriate for the study. In no instance were there more than five staff members who described the department heads.

The use of the lottery technique, which is a method of random sampling, was employed to select respondents from the department chairmen's staff. In all cases a roster of the Instructional Component of Education was obtained from the office of the department chairmen in the Instructional Component of Education. A roster of the Instructional Component of Business was obtained from the office of the department chairmen in the Instructional Component of Business.

## RESEARCH DESIGN AND STATISTICAL METHODOLOGY

The research design for testing the difference in leader behavior of the department chairmen in the Instructional Component of Education and the Instructional Component of Business on the thirteen hypotheses was a nested factorial analysis of variance. All statistical computations were done on an IBM 370 Computer using the Statistical Analysis System (SAS) Package. Mean scores and standard deviations were presented as additional data.

## ✓ DESCRIPTION OF THE INSTRUMENT

According to Stogdill's (1963) Manual for the Leader Behavior Description Questionnaire--Form XII (Appendix A), the questionnaire was

developed for use in obtaining descriptions of a supervisor by the group members whom he supervises. It can be used to describe the behavior of the leaders in any type of group or organization, provided the followers have had an opportunity to observe the leader in action as a leader of their group.

The LBDQ--XII is a Likert-Type instrument with one hundred leadership acts responded to by observers on a five point scale. The observer is instructed to rate his <sup>Supervisor</sup> ~~department~~ <sup>leader</sup> head as to how well he performs these one hundred leadership acts: "He (always, often, occasionally, seldom, never), as described by the item." Eighty items are scored A-5, B-4, C-3, D-2, E-1. Twenty items, numbers 6, 12, 16, 26, 36, 42, 46, 53, 56, 57, 61, 62, 65, 66, 68, 71, 87, 91, 92, and 97 are scored in the reverse direction as follows: A-1, B-2, C-3, D-4, E-5.

The scores for the one hundred items of the instrument are divided into twelve subscales consisting of five to ten items.

#### Reliability of the Subscales

The reliability of the subscales was determined by a modified Kuder-Richardson formula. The modification consists in the fact that each item was correlated with the remainder of the items in its subscale rather than with the subscale score including the item. This procedure yields a conservative estimate of subscale reliability (Appendix B).

#### Definition of the Subscales

Each subscale is composed of either five or ten items. A subscale is defined by its component items; although some items may ap-

pear to be similar, they express differences that are important in describing leader behavior. Brief definitions of the subscales are listed below:

1. Representation--speaks and acts as the representative of the group. (5 items)
2. Demand Reconciliation--reconciles conflicting demands and reduces disorder to system. (5 items)
3. Tolerance of Uncertainty--is able to tolerate uncertainty and postponement without anxiety and upset. (10 items)
4. Persuasiveness--uses persuasion and argument effectively; exhibits strong convictions. (10 items)
5. Initiation of Structure--clearly defines own role, and lets followers know what is expected. (10 items)
6. Tolerance of Freedom--allows followers scope for initiative, decision, and action. (10 items)
7. Role Assumption--actively exercises the leadership role rather than surrendering leadership to others. (10 items)
8. Consideration--regards the comfort, well being, status, and contributions of followers. (10 items)
9. Production Emphasis--applied pressure for productive output. (10 items)
10. Predictive Accuracy--exhibits foresight and ability to predict outcomes accurately. (5 items)
11. Integration--maintains a closely knit organization; resolves intermember conflicts. (5 items)
12. Superior Orientation--maintains cordial relations with superiors; has influence with them; is striving for higher status. (10 items)

The sum of the item for each subscale is indicated by the score for that particular dimension. The assignment of items to different subscales is located in the record sheet (Appendix A).

## NEEDS PERCEPTION QUESTIONNAIRE

The needs perception questionnaire was originally constructed by Lyman W. Porter (1962) of the University of California, Berkeley. He saw a need for this type of questionnaire when he utilized a modified Maslow-type classification of needs in investigating perceived deficiencies in fulfillment and perceived importance of numerous needs. The relevant part of this questionnaire contained 13 items classified into a Maslow-type need hierarchy system. The printed instructions for this part of the questionnaire stated:

On the following pages will be listed several characteristics or qualities connected with your management position. For each such characteristic you will be asked to give three ratings:

- a. How much of the characteristics is there now connected with your management position?
- b. How much of the characteristics do you think should be connected with your management position?
- c. How important is this position characteristics to you?

For each of the 13 items, the respondents were instructed to answer the above three questions by circling a number on a rating scale extending from 1 to 7, where "low numbers represent low or minimum amounts," and "high numbers represent high or maximum amounts." A typical item appeared as follows on the questionnaire:

The opportunity for independent thought and action in my management position:

- a. How much is there now?  
(min) 1 2 3 4 5 6 7 (max)
- b. How much should there be?  
(min) 1 2 3 4 5 6 7 (max)
- c. How important is this to me?  
(min) 1 2 3 4 5 6 7 (max)

In Porter's results section, only parts a and b answers were used to assess the degree of need deficiency. He indicated that part c

on importance would be reported in a future paper.

In Porter's results section, only parts a and b answers were used to assess the degree of need deficiency. He indicated that part c on importance would be reported in a future paper. Porter did follow-up this study (1963) using part c of the need perception questionnaire to measure the importance of each type of need to the respondent. The researcher was only interested in perceptions of need deficiencies of the respondents and not the importance of each type of need to the respondents, therefore only parts a and b were used.

The writer revised Porter's need perception questionnaire to meet the needs of the present study. Instead of using thirteen items, the writer only used eight items which seemed appropriate for the present study. For each characteristic the writer used two ratings, instead of the three ratings used by Porter.

For validation purposes the revised instrument was submitted to a panel of experts for approval (Appendix C). The experts included researchers, business administrators, and educational administrators of seven colleges.

According to Porter (1962) the method of measuring perceived need satisfaction is an indirect measure derived from two direct answers by the respondent for each item. Porter contends that this method has two advantages:

- (a) The subject is not asked directly concerning his satisfaction. Therefore, any tendency for a simple "response set" to determine his expression of satisfaction is probably reduced somewhat. It is more difficult, although by no means impossible, for the respondent to manipulate his satisfaction measure to conform to what he actually feels to be the real situation.

(b) Secondly, this method of measuring need fulfillment is a more conservative measure than would be a single question concerning simple obtained satisfaction.

The researcher used a four-point scale rather than the original seven-point scale proposed by Porter in his study. The researcher used the four-point scale because it was a forced-choice method according to Kerlinger (1973) that enabled respondents to choose among alternatives that on the surface appear about equally favorable (or unfavorable). One useful form of the four-point scale consists of two pairs of items, one pair high in preference value, the other pair low in preference value, one member of each pair being a discriminator (or valid), and the other member being irrelevant (or not valid). A respondent is directed to choose the item of the four-point scale that is most preferred or least preferred.

The basic idea behind the use of the forced choice method is that discrimination and preference values of items are determined, and items that are almost equal in both are paired. Therefore, response set and "item desirability" are controlled. ("Item desirability" means that one item may be chosen over another because it expresses a recognized desirable idea.) The respondents cannot tell which are the valid items and which are the invalid items; nor can the respondents pick items on the basis of preference value. Therefore, "the tendencies for respondents to evaluate themselves or others too high or too low is counteracted, and validity is presumably increased."

## Chapter 4

### ANALYSIS AND INTERPRETATION OF DATA

In presenting the analysis and interpretation of this study of forty selected respondents in the instructional components of education and business, the investigator had two objectives: first to provide a description of the results of the leader behavior of the department heads in the instructional components of education and business as viewed by their staff members, and second to provide an analysis of the difference between the department heads in the instructional component of education and the instructional component of business.

The information from the Leader Behavior Description Questionnaire Form XII and the Need Perception Questionnaire was recorded and analyzed to provide the data for the study. All statistical computations were done on an IBM 370 Computer using the Statistical Analysis System (SAS) package. Mean scores and standard deviations were presented as additional data. The research design utilized in this study was the nested factorial analysis of variance.

#### Instructional Component of Education vs. Instructional Component of Business

The data in Table I are the means and standard deviations of faculty members' perception of the leader behavior of department heads in the instructional components of education and business on the twelve leadership dimensions from the Leader Behavior Description Questionnaire Form XII (LBDQ-XII). From an examination of the mean scores it appeared that the faculty members' overall mean rating of the leader behavior of the

TABLE I

MEANS AND STANDARD DEVIATIONS ON THE TWELVE LEADERSHIP DIMENSIONS  
 BETWEEN THE INSTRUCTIONAL COMPONENTS IN TWO AND FOUR YEAR INSTITUTIONS OF HIGHER EDUCATION

Dimensions	Instructional Components					
	Education			Business		
	$\frac{2}{\bar{X}}$ Yr. SD	$\frac{4}{\bar{X}}$ Yr. SD	Total $\bar{X}$ SD	$\frac{2}{\bar{X}}$ Yr. SD	$\frac{4}{\bar{X}}$ Yr. SD	Total $\bar{X}$ SD
1. Representation	18.30 2.63	21.20 3.33	19.75 3.27	20.90 3.18	20.20 2.44	20.55 2.78
2. Demand Reconciliation	17.50 3.44	14.50 1.84	16.00 3.09	16.50 4.88	17.60 4.06	17.05 4.41
3. Tolerance of Uncertainty	36.10 8.30	33.50 4.35	34.80 6.58	34.90 5.67	34.40 4.14	34.65 4.48
4. Persuasion	36.60 7.18	41.50 4.50	39.05 6.35	42.30 7.54	37.20 5.71	39.75 7.02
5. Initiating Structure	36.70 3.19	42.30 4.72	39.50 4.86	42.70 6.38	39.60 6.19	41.15 6.32
6. Tolerance of Freedom	43.40 4.55	41.50 5.17	52.45 4.84	43.80 3.40	41.70 5.70	42.75 4.90
7. Role Assumption	34.30 8.17	29.40 6.22	31.85 7.50	31.70 10.75	35.10 7.89	33.40 9.33
8. Consideration	40.50 6.35	36.90 3.57	38.70 5.34	39.60 6.50	39.50 4.79	39.55 5.56
9. Production Emphasis	29.50 5.25	35.30 4.95	32.40 5.79	32.80 5.37	33.00 6.07	32.90 5.58
10. Predictive Accuracy	16.90 2.88	20.80 2.35	18.85 3.25	20.90 3.07	19.00 1.89	19.95 2.67
11. Integration	18.80 3.26	21.10 4.04	19.95 3.76	22.60 4.01	20.40 3.03	21.50 3.63
12. Superior Orientation	30.90 7.64	39.50 6.52	35.20 8.20	40.30 7.89	36.40 5.27	38.35 6.83

department head in the instructional component of business was consistently higher than the faculty members' overall mean rating of the leader behavior of the department head in the instructional component of education on all leadership dimensions, except tolerance of uncertainty and tolerance of freedom.

The data in Table II indicated that the department heads in College A received higher mean ratings by their faculty than the department heads in College B on all twelve leadership dimensions in the two year institutions of higher education.

In Table III the data indicated that the department head in the instructional component of education in College A in the two year institution of higher education received higher mean ratings by his faculty than the department head in the instructional component of business on the leadership dimensions of Demand Reconciliation, Tolerance of Uncertainty, Role Assumption, Consideration, and Production Emphasis. However, the department head in the instructional component of business in College A received higher mean ratings by the faculty than the department head in the instructional component of education on the leadership dimensions of Representation, Persuasion, Initiating Structure, Tolerance of Freedom, Predictive Accuracy, Integration, and Superior Orientation. The data in Table III also indicated that the department head in the instructional component of education in College B in the two year institution of higher education received higher mean ratings by the faculty than the department head in the instructional component of business on the leadership dimensions of Demand Reconciliation, Tolerance of Uncertainty, and Tolerance of Freedom. The mean ratings on leadership dimensions of Role

TABLE II

MEANS AND STANDARD DEVIATIONS ON THE TWELVE LEADERSHIP DIMENSIONS  
 BETWEEN COLLEGE A AND COLLEGE B IN THE TWO YEAR  
 INSTITUTIONS OF HIGHER EDUCATION

Dimensions	College A		College B	
	$\bar{X}$	SD	$\bar{X}$	SD
1. Representation	20.4	2.84	18.8	3.36
2. Demand Reconciliation	18.2	4.02	15.8	4.10
3. Tolerance of Uncertainty	37.8	5.59	33.2	7.66
4. Persuasion	41.5	7.12	37.4	8.15
5. Initiating Structure	40.7	5.56	38.7	6.14
6. Tolerance of Freedom	45.3	3.89	41.9	3.87
7. Role Assumption	35.6	9.37	30.4	9.12
8. Consideration	43.4	5.32	36.7	5.46
9. Production Emphasis	31.7	5.77	30.6	5.34
10. Predictive Accuracy	20.1	3.28	17.7	3.56
11. Integration	21.6	3.44	19.8	4.59
12. Superior Orientation	38.9	6.24	32.3	10.32

TABLE III

MEANS AND STANDARD DEVIATIONS ON THE TWELVE LEADERSHIP DIMENSIONS  
 BETWEEN EACH COLLEGE AND INSTRUCTIONAL COMPONENT  
 IN THE TWO YEAR INSTITUTIONS OF HIGHER EDUCATION

Dimensions*	College A				College B			
	SS		BU		SS		BU	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
1. Representation	18.8	2.77	22.0	2.00	17.8	2.68	19.8	3.96
2. Demand Reconciliation	18.6	2.88	17.8	5.26	16.4	3.91	15.2	4.66
3. Tolerance of Uncertainty	38.4	4.83	37.2	6.80	33.8	10.9	32.6	3.58
4. Persuasion	38.2	8.20	44.8	4.44	35.0	6.52	39.8	9.62
5. Initiating Structure	37.2	4.0	44.2	4.82	36.2	2.58	41.2	7.92
6. Tolerance of Freedom	44.2	5.17	46.4	2.07	42.6	4.28	41.2	3.77
7. Role Assumption	38.6	4.62	32.6	12.4	30.0	9.08	30.8	10.21
8. Consideration	44.4	4.92	42.4	6.07	36.6	5.32	36.8	6.22
9. Production Emphasis	32.4	6.10	31.0	6.04	26.6	1.94	34.6	4.51
10. Predictive Accuracy	17.6	2.07	22.6	2.07	16.2	3.63	19.2	3.11
11. Integration	18.6	1.82	24.6	.89	19.0	4.53	20.6	5.02
12. Superior Orientation	34.8	1.79	43.0	6.52	27.0	9.49	37.6	8.91

\*  $\bar{X}$  = Mean

SD = Standard Deviation

SS = Instructional Component of Education (Social Science)

BU = Instructional Component of Business

Assumption and Consideration in the instructional component of education and business are highly comparable in College B. The department head in the instructional component of business in College B received higher mean ratings by his faculty than the department head in the instructional component of education on the leadership dimensions of Representation, Persuasion, Initiating Structure, Production Emphasis, Predictive Accuracy, Integration, and Superior Orientation.

The data in Table IV indicated that the department heads in College A received higher mean ratings by their faculty than the department heads in College B on the leadership dimensions of Demand Reconciliation, Role Assumption, and Superior Orientation in the four year institutions of higher education. The mean ratings of department heads in College A and College B are highly comparable on the leadership dimensions of Representation and Tolerance of Freedom. However, department heads in College B received higher mean ratings by their faculty than the department heads in College A on the leadership dimensions of Tolerance of Uncertainty, Persuasion, Initiating Structure, Consideration, Production Emphasis, Predictive Accuracy, and Integration.

The data in Table V indicated that the department head in the instructional component of education in College A in the four year institution of higher education received higher mean ratings by the faculty than the department head in the instructional component of business on the leadership dimensions of Representation, Persuasion, Initiating Structure, Production Emphasis, Predictive Accuracy, and Superior Orientation. The department head in the instructional component of business received higher mean ratings by the faculty than the department head in the in-

TABLE IV

MEANS AND STANDARD DEVIATIONS ON THE TWELVE LEADERSHIP DIMENSIONS  
 BETWEEN COLLEGE A AND COLLEGE B IN THE FOUR YEAR  
 INSTITUTIONS OF HIGHER EDUCATION

Dimensions	College A		College B	
	$\bar{X}$	SD	$\bar{X}$	SD
1. Representation	20.9	2.18	20.5	3.57
2. Demand Reconciliation	16.2	3.55	15.9	3.54
3. Tolerance of Uncertainty	33.5	3.98	34.4	4.50
4. Persuasion	37.1	5.92	41.6	4.12
5. Initiating Structure	39.5	6.17	42.4	4.67
6. Tolerance of Freedom	41.6	5.60	41.6	5.27
7. Role Assumption	32.7	7.04	31.8	8.28
8. Consideration	37.3	5.21	39.1	3.25
9. Production Emphasis	32.6	6.33	35.7	4.35
10. Predictive Accuracy	19.2	2.10	20.6	2.32
11. Integration	19.5	3.37	22.0	3.30
12. Superior Orientation	39.5	5.40	36.4	6.42

TABLE V

✓ MEANS AND STANDARD DEVIATIONS ON THE TWELVE LEADERSHIP DIMENSIONS  
BETWEEN EACH COLLEGE AND INSTRUCTIONAL COMPONENT  
IN THE FOUR YEAR INSTITUTIONS OF HIGHER EDUCATION

Dimensions*	College A				College B			
	ED		BU		ED		BU	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
1. Representation	22.0	1.22	19.8	2.49	20.4	4.67	20.6	2.61
2. Demand Reconciliation	14.2	1.09	18.2	4.15	14.8	2.49	17.0	4.36
3. Tolerance of Uncertainty	32.4	2.51	34.6	5.13	34.6	5.77	34.2	3.49
4. Persuasion	40.4	4.04	33.8	5.93	42.6	5.13	40.6	3.04
5. Initiating Structure	42.6	4.72	36.4	6.27	42.0	5.24	42.8	4.60
6. Tolerance of Freedom	39.2	5.90	44.0	4.64	43.8	3.49	39.4	6.19
7. Role Assumption	28.6	1.67	36.8	8.17	30.2	9.09	33.4	8.08
8. Consideration	34.4	2.30	40.2	5.89	39.4	2.79	38.8	2.96
9. Production Emphasis	36.4	5.94	28.8	4.32	34.2	4.09	37.2	4.49
10. Predictive Accuracy	20.0	2.23	18.4	1.82	21.6	2.41	19.6	1.95
11. Integration	19.0	4.06	20.0	2.92	23.2	3.03	20.8	3.42
12. Superior Orientation	41.2	6.53	37.8	3.96	37.8	6.76	35.0	6.48

\*  $\bar{X}$  = Mean

SD = Standard Deviation

ED = Instructional Component of Education

BU = Instructional Component of Business

structional component of education on the leadership dimensions of Demand Reconciliation, Tolerance of Uncertainty, Tolerance of Freedom, Role Assumption, Consideration, and Integration. The data in Table V also indicated that the department head in the instructional component of education in College B received higher mean ratings by the faculty than the department head in the instructional component of business on the leadership dimensions of Persuasion, Tolerance of Freedom, Consideration, Predictive Accuracy, Integration, and Superior Orientation. The mean ratings on the leadership dimensions of Tolerance of Uncertainty and Initiating Structure in the instructional component of education and business are highly comparable in College B of the four year institution of higher education. The department head in the instructional component of business received higher mean ratings by the faculty than the department head in the instructional component of education on the leadership dimensions of Demand Reconciliation, Role Assumption, and Production Emphasis.

In order to test whether the differences observed between the means of the twelve leadership dimensions were significant, a nested factorial analysis of variance was used. Results of the analyses on each of the null hypotheses are discussed and presented in this section:

$H_{01}$  The null hypothesis that there was no difference in the leadership dimension of "Representation" between the leader behavior of department heads in the Instructional Component of Education and the Instructional Component of Business in two year and four year Institutions of Higher Education was not rejected (Table VI).

The analysis of variance (Table VI) indicated there was no signi-

TABLE VI

NESTED FACTORIAL ANALYSIS OF VARIANCE  
ON THE LEADERSHIP DIMENSION OF "REPRESENTATION"

Source*	df	SS	MS	F	P
Type	1	12.10	12.10	1.37	.251
College (Type)	2	13.60	6.80	.77	.523
I. C.*	1	6.40	6.40	.72	.402
Type x I. C.	1	32.40	32.40	3.66	.064
I. C. x College (Type)	2	9.00	4.50	.51	.612
Error	32	283.60	8.86		
Total	39				

\*I. C. = Instructional Components

Type = Two year and four year Institutions of Higher Education

College (Type) = Colleges A and B within two year institutions

Colleges A and B within four year institutions

ficant difference between type of institution, colleges within type of institution, or instructional component of education and business.

There was a trend toward significance in interaction effect between the two year and four year institutions of higher education and the instructional components,  $F(1, 32) = 3.66, p > .05$ . There was no significant interaction effect between colleges within type of institution and instructional components.

The results of the analysis of variance used to test hypothesis one appeared to indicate that faculty members in the instructional components of education and business across two and four year institutions perceive their department heads as the spokesman and representative of the group.

$H_{02}$  The null hypothesis that there was no difference in the leadership dimension of "Demand Reconciliation" between the leader behavior of department heads in the Instructional Component of Education and the Instructional Component of Business in two year and four year Institutions of Higher Education was not rejected (Table VII).

The analysis of variance in (Table VII) indicated there was no significant difference between type of institution, colleges within type of institution, or instructional component of education and business. There was no significant interaction effect between the two year and four year institutions of higher education and the instructional components, nor was there a significant interaction effect between colleges within type of institution and instructional components.

The results of the analysis of variance used to test hypothesis two appeared to indicate that faculty members in the instructional com-

TABLE VII

NESTED FACTORIAL ANALYSIS OF VARIANCE  
ON THE LEADERSHIP DIMENSION OF "DEMAND RECONCILIATION"

Source	df	SS	MS	F	P
Type	1	9.03	9.03	.62	.437
College (Type)	2	29.25	14.63	1.00	.380
I. C.	1	11.03	11.03	.76	.391
Type x I. C.	1	42.03	42.03	2.88	.099
I. C. x College (Type)	2	4.25	2.13	.15	.865
Error	32	466.40	14.56		
Total	39				

ponents of education and business across two and four year institutions perceive their department heads as being capable of reconciling conflicting demands and reducing disorder to the system.

Ho<sub>3</sub> The null hypothesis that there was no difference in the leadership dimension of "Tolerance of Uncertainty" between the leader behavior of department heads in the Instructional Component of Education and the Instructional Component of Business in two and four year Institutions of Higher Education was not rejected (Table VIII).

The analysis of variance in (Table VIII) indicated there was no significant difference between type of institution, colleges within type of institutions, or instructional component of education and business. There was no significant interaction effect between type of institution and instructional components, nor was there a significant interaction effect between colleges within type of institution and instructional components.

The results of the analysis of variance used to test hypothesis three appear to indicate that faculty members in the instructional components of education and business across two and four year institutions perceive their department heads as being able to tolerate uncertainty and postponement without anxiety and upset.

Ho<sub>4</sub> The null hypothesis that there was no difference in the leadership dimension of "Persuasion" between the leader behavior of department heads in the Instructional Component of Education and the Instructional Component of Business in two year and four year Institutions of Higher Education was not rejected (Table IX).

The analysis of variance in (Table IX) indicated there was no

TABLE VIII

NESTED FACTORIAL ANALYSIS OF VARIANCE  
ON THE LEADERSHIP DIMENSION OF "TOLERANCE OF UNCERTAINTY"

Source	df	SS	MS	F	P
Type	1	24.03	24.03	.69	.412
College (Type)	2	109.85	54.93	1.56	.221
I. C.	1	.23	.23	.01	.936
Type x I. C.	1	11.03	11.03	.32	.578
I. C. x College (Type)	2	8.45	4.23	.12	.886
Error	32	1114.40	34.83		
Total	39				

TABLE IX

NESTED FACTORIAL ANALYSIS OF VARIANCE  
ON THE LEADERSHIP DIMENSION OF "PERSUASION"

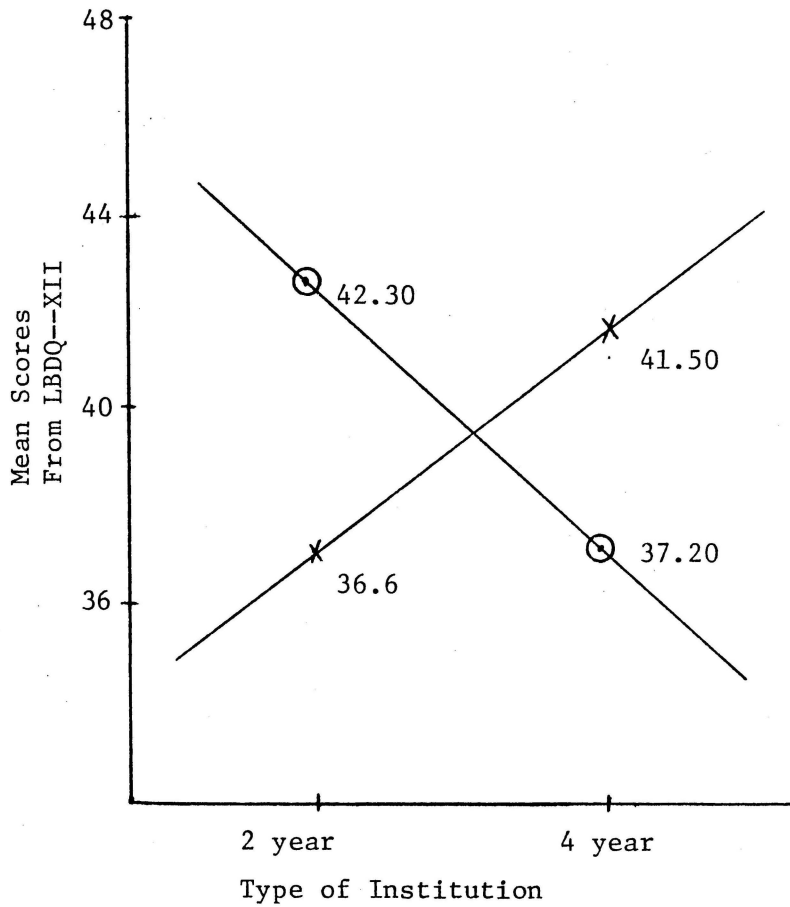
Source	df	SS	MS	F	P
Type	1	.10	.10	.00	.960
College (Type)	2	185.30	92.65	2.40	.105
I. C.	1	4.90	4.90	.13	.724
Type x I. C.	1	250.00	250.00	6.47	.016*
I. C. x College (Type)	2	30.50	15.25	.39	.683
Error	32	1236.80	38.65		
Total	39				

\*F is significant at .05

significant difference between type of institution, colleges within type of institution, or instructional components of education and business. However, there was a significant interaction effect between the two year and four year institutions of higher education and the instructional components in relation to group means,  $F(1, 32) = 6.47, p < .05$ . There was no significant interaction effect between colleges within type of institution and instructional components.

The results of the analysis of variance used to test hypothesis four appeared to indicate that faculty members in the instructional components of education and business across two and four year institutions perceive their department heads as being able to use persuasion and argument effectively. However, when observing the two and four year institutions separately, there was a significant interaction effect, which indicated that the faculty members differed in their perception of the department heads in the instructional components of education and business. The significant interaction effect as shown (Figure 1) between the two year and four year institutions of higher education and the instructional component of education and business, indicated that in the two year institutions, the mean ratings were higher in the instructional component of business. However, in the four year institutions, the mean ratings were higher in the instructional component of education.

$H_{05}$  The null hypothesis that there was no difference in the leadership dimension of "Initiation of Structure" between the leader behavior of department heads in the Instructional Component of Education and the Instructional Component of Business in two year and four year Institutions of Higher Education was not rejected (Table X).



Leadership Dimension of "Persuasion"

X = Instructional Component of Education

O = Instructional Component of Business

Figure 1

Interaction Effect Between Two Year and Four Year Institutions  
and Instructional Components on the Leadership  
Dimension of "Persuasion"

TABLE X

NESTED FACTORIAL ANALYSIS OF VARIANCE  
ON THE LEADERSHIP DIMENSION OF "INITIATING STRUCTURE"

Source	df	SS	MS	F	P
Type	1	15.63	15.63	.57	.455
College (Type)	2	62.05	31.03	1.14	.335
I. C.	1	27.23	27.23	1.00	.323
Type x I. C.	1	189.23	189.23	6.92	.013*
I. C. x College (Type)	2	66.25	33.13	1.21	.311
Error	32	874.40	27.33		
Total	39				

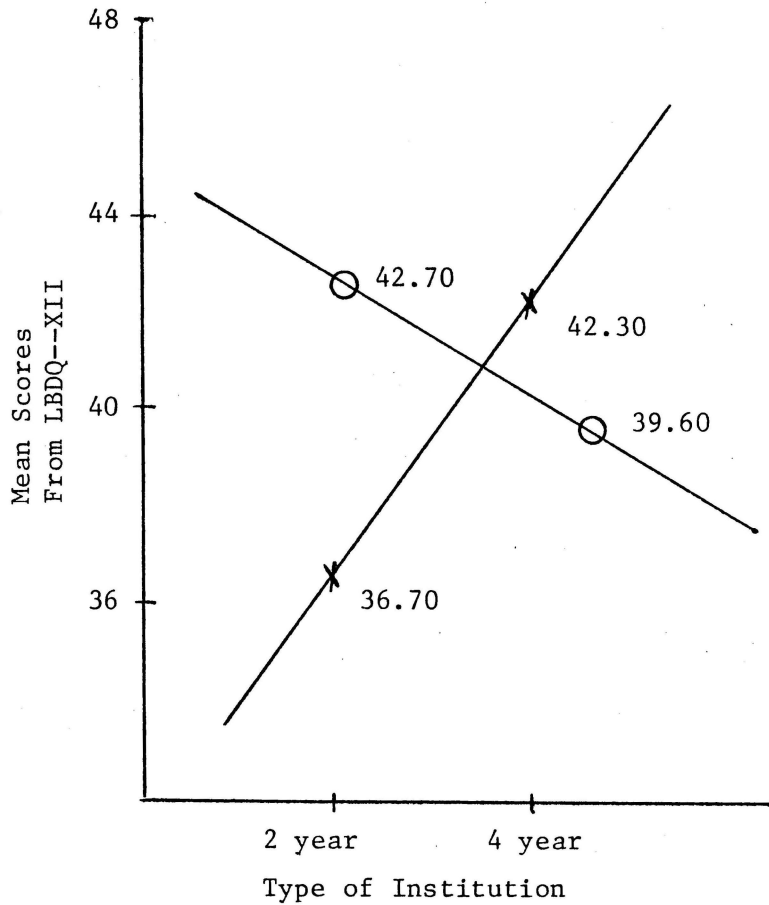
\*F is significant at .05

The analysis of variance in (Table X) indicated there was no significant difference between type of institution, colleges within type of institution, or instructional component of education and business. However, there was a significant interaction effect between the two year and four year institutions of higher education and the instructional components in relation to group means,  $F(1, 32) = 6.92, p < .05$ . There was no significant interaction effect between colleges within type of institution and instructional components.

The results of the analysis of variance used to test hypothesis five appeared to indicate that faculty members in the instructional components of education and business across two and four year institutions perceive their department heads as being capable of clearly defining his own role, and lets followers know what is expected. When observing the two and four year institutions separately, there was a significant interaction effect which indicated that the faculty members differed in their perception of the department heads in the instructional components of education and business.

The significant interaction effect as shown (Figure 2) between the two year and four year institutions of higher education and the instructional component of education and business, indicated that in the two year institutions, the mean ratings were higher in the instructional component of business. In the four year institutions, the mean ratings were higher in the instructional component of education.

$H_{06}$  The null hypothesis that there was no difference in the leadership dimension of "Tolerance of Freedom" between the leader behavior of department heads in the Instructional Component of Education and the In-



Leadership Dimension of "Initiating Structure"

X = Instructional Component of Education

O = Instructional Component of Business

Figure 2

Interaction Effect Between Two Year and Four Year Institutions  
and Instructional Components on the Leadership  
Dimension of "Initiating Structure"

structional Component of Business in two year and four year institutions of Higher Education was not rejected (Table XI).

The analysis of variance (Table XI) indicated there was no significant difference between type of institutions, colleges within type of institution, or instructional component of education and business. There was no significant interaction effect between the two year and four year institutions of higher education and the instructional components. There was a trend toward a significant interaction effect between colleges within type of institution and instructional components,  $F(2, 32) = 2.87$ ,  $p > .05$ .

The results of the analysis of variance used to test hypothesis six appeared to indicate that faculty members in the instructional components of education and business across two and four year institutions perceive their department heads as allowing followers scope for initiative, decision, and action.

$H_{07}$  The null hypothesis that there was no difference in the leadership dimension of "Role Assumption" between the leader behavior of department heads in the Instructional Component of Education and the Instructional Component of Business in two year and four year institutions of Higher Education was not rejected (Table XII).

The analysis of variance (Table XII) indicated there was no significant difference between type of institutions, colleges within type of institution, or instructional component of education and business. There was no significant interaction effect between the two year and four year institutions of higher education and the instructional components, nor was there a significant interaction effect between colleges within type

TABLE XI

NESTED FACTORIAL ANALYSIS OF VARIANCE  
ON THE LEADERSHIP DIMENSION OF "TOLERANCE OF FREEDOM"

Source	df	SS	MS	F	P
Type	1	40.00	40.00	1.88	.180
College (Type)	2	57.80	28.90	1.36	.271
I. C.	1	0.90	0.90	0.04	.838
Type x I. C.	1	0.10	0.10	0.00	.946
I. C. x College (Type)	2	122.00	61.00	2.87	.070
Error	32	680.80	21.28		
Total	39				

TABLE XII

NESTED FACTORIAL ANALYSIS OF VARIANCE  
ON THE LEADERSHIP DIMENSION OF "ROLE ASSUMPTION"

Source	DF	SS	MS	F	P
Type	1	5.63	5.63	0.08	.782
College (Type)	2	139.25	69.63	0.96	.605
I. C.	1	24.03	24.03	0.33	.569
Type x I. C.	1	172.23	172.23	2.38	.133
I. C. x College (Type)	2	89.05	44.53	0.61	.552
Error	32	2317.20	72.41		
Total	39				

of institution and instructional components.

The results of the analysis of variance used to test hypothesis seven appeared to indicate that faculty members in the instructional components of education and business across two and four year institutions perceive their department heads as actively exercising the leadership role rather than surrendering leadership to others.

$H_{08}$  The null hypothesis that there was no difference in the leadership dimension of "Consideration" between the leader behavior of department heads in the Instructional Component of Education and the Instructional Component of Business in two year and four year institutions of Higher Education was not rejected (Table XIII).

The analysis of variance (Table XIII) indicated there was no significant difference between type of institutions. There was a significant difference between colleges within type of institutions,  $F(2, 32) = 5.02, p < .05$ . There was no significant difference between the instructional component of education and business. Nor was there a significant interaction effect between the two year and four year institutions of higher education and the instructional components. There was no significant interaction effect between colleges within type of institution and instructional components.

The results of the analysis of variance used to test hypothesis eight appeared to indicate that faculty members in the instructional components of education and business across two and four year institutions perceive their department heads as regarding the comfort, well being, status, and contributions of followers. However, the analysis of variance revealed a significant difference between the faculty members'

TABLE XIII

NESTED FACTORIAL ANALYSIS OF VARIANCE  
ON THE LEADERSHIP DIMENSION OF "CONSIDERATION"

Source	df	SS	MS	F	P
Type	1	34.23	34.23	1.43	.241
College (Type)	2	240.65	120.03	5.02	.013*
I. C.	1	7.23	7.23	0.30	.587
Type x I. C.	1	30.63	30.63	1.28	.267
I. C. x College (Type)	2	57.25	28.63	1.20	.316
Error	32	766.40	23.95		
Total	39				

\*F is significant at .05

perception of department heads in Colleges A and B in two year institutions, and Colleges A and B in four year institutions on the leadership dimension of Consideration. For descriptive data, refer to (Tables II and IV) on pages 36 and 39.

$H_{09}$  The null hypothesis that there was no difference in the leadership dimension of "Production Emphasis" between the leader behavior of department heads in the Instructional Component of Education and the Instructional Component of Business in two and four year institutions of Higher Education was not rejected (Table XIV).

The analysis of variance (Table XIV) indicated that there was a trend toward a significant difference between type of institutions,  $F(1, 32) = 3.81, p > .05$ . There was no significant difference between colleges within type of institutions, nor was there a significant difference between the instructional component of education and business. There was a trend toward a significant interaction effect between the two year and four year institutions of higher education and the instructional components,  $F(1, 32) = 3.32, p > .05$ . However, there was a significant interaction effect between colleges within type of institution and instructional components,  $F(2, 32) = 5.32, p < .05$ .

The results of the analysis of variance used to test hypothesis nine appeared to indicate that faculty members in the instructional components of education and business across two and four year institutions perceive their department heads as applying pressure for productive output.

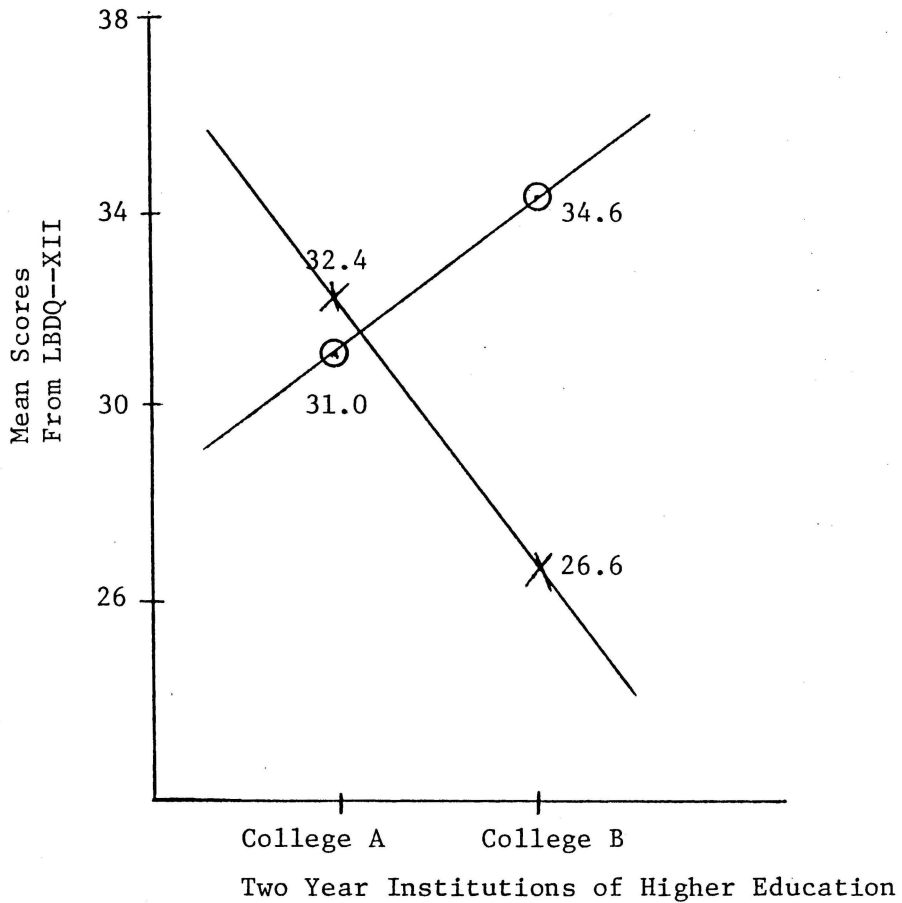
The significant interaction effect as shown (Figure 3) between colleges within two year institutions and instructional components, in-

TABLE XIV

NESTED FACTORIAL ANALYSIS OF VARIANCE  
ON THE LEADERSHIP DIMENSION OF "PRODUCTION EMPHASIS"

Source	DF	SS	MS	F	P
Type	1	90.00	90.00	3.81	.060
College (Type)	2	54.10	29.05	1.15	.331
I. C.	1	2.50	2.50	.11	.747
Type x I. C.	1	78.40	78.40	3.32	.078
I. C. x College (Type)	2	250.90	125.45	5.32	.010*
Error	32	755.20	23.60		
Total	39				

\*F is significant at .05



Leadership Dimension of "Production Emphasis"

X = Instructional Component of Education

O = Instructional Component of Business

Figure 3

Interaction Effect Between Colleges Within Type of Institution  
and Instructional Components on the Leadership Dimension  
of "Production Emphasis"

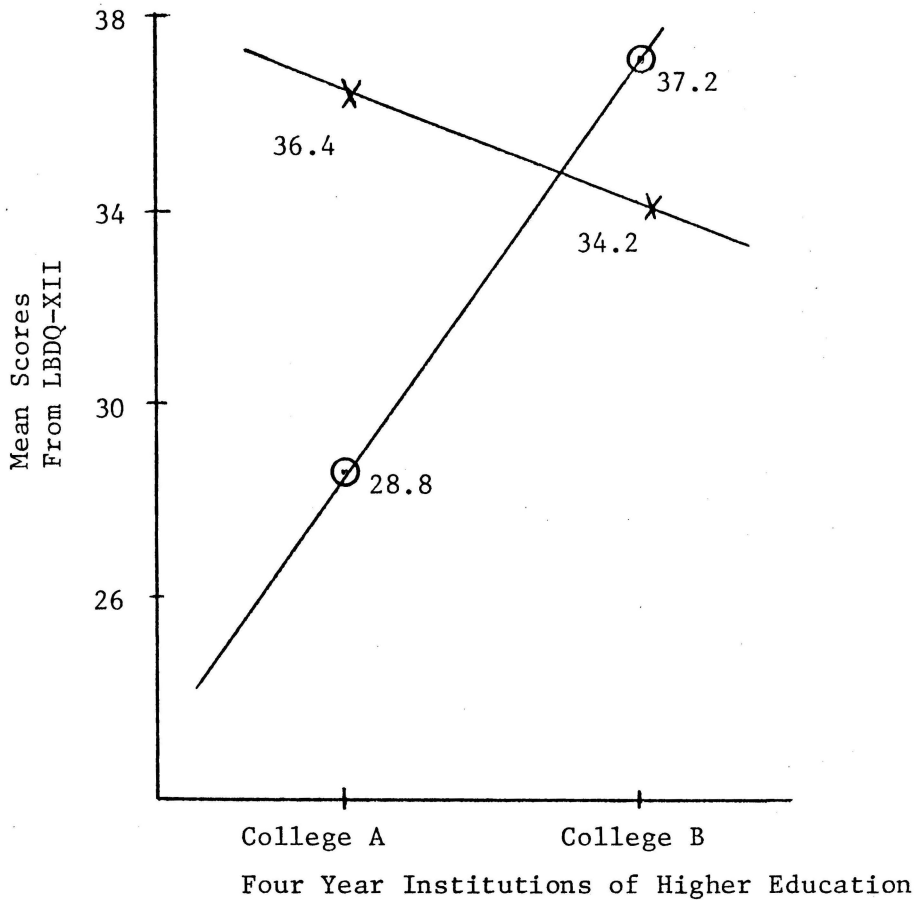
indicated that in College A, the mean ratings were higher in the instructional component of education. However, in College B, the mean ratings were higher in the Instructional Component of Business.

The significant interaction effect as shown (Figure 4) between colleges within four year institutions and instructional components, indicated that in College A, the mean ratings were higher in the instructional component of education. In College B, the mean ratings were higher in the instructional component of business.

$H_{010}$  The null hypothesis that there was no difference in the leadership dimension of "Predictive Accuracy" between the leader behavior of department heads in the Instructional Component of Education and the Instructional Component of Business in two year and four year institutions of Higher Education was not rejected (Table XV).

The analysis of variance (Table XV) indicated there was no significant difference between type of institution. There was a trend toward a significant difference between colleges within type of institution,  $F(2, 32) = 3.13, p > .05$ . There was no significant difference between the instructional component of education and business. However, there was a significant interaction effect between two and four year institutions of higher education and the instructional components,  $F(1, 32) = 13.62, p < .05$ . There was no significant interaction effect between colleges within type of institution and instructional components.

The results of the analysis of variance used to test hypothesis ten appeared to indicate that faculty members in the instructional components of education and business across two and four year institutions perceive their department heads as exhibiting foresight and ability to



Leadership Dimension of "Production Emphasis"

X = Instructional Component of Education

O = Instructional Component of Business

Figure 4

Interaction Effect Between Colleges Within Type of Institution  
and Instructional Components on the Leadership  
Dimension of "Production Emphasis"

TABLE XV

NESTED FACTORIAL ANALYSIS OF VARIANCE  
ON THE LEADERSHIP DIMENSION OF "PREDICTIVE ACCURACY"

Source	DF	SS	MS	F	P
Type	1	10.00	10.00	1.62	.212
College (Type)	2	38.60	19.30	3.13	.060
I. C.	1	12.10	12.10	1.20	.171
Type x I. C.	1	84.10	84.10	13.62	.001*
I. C. x College (Type)	2	5.20	2.60	0.42	.665
Error	32	197.60	6.18		
Total	39				

\*F is significant at .05

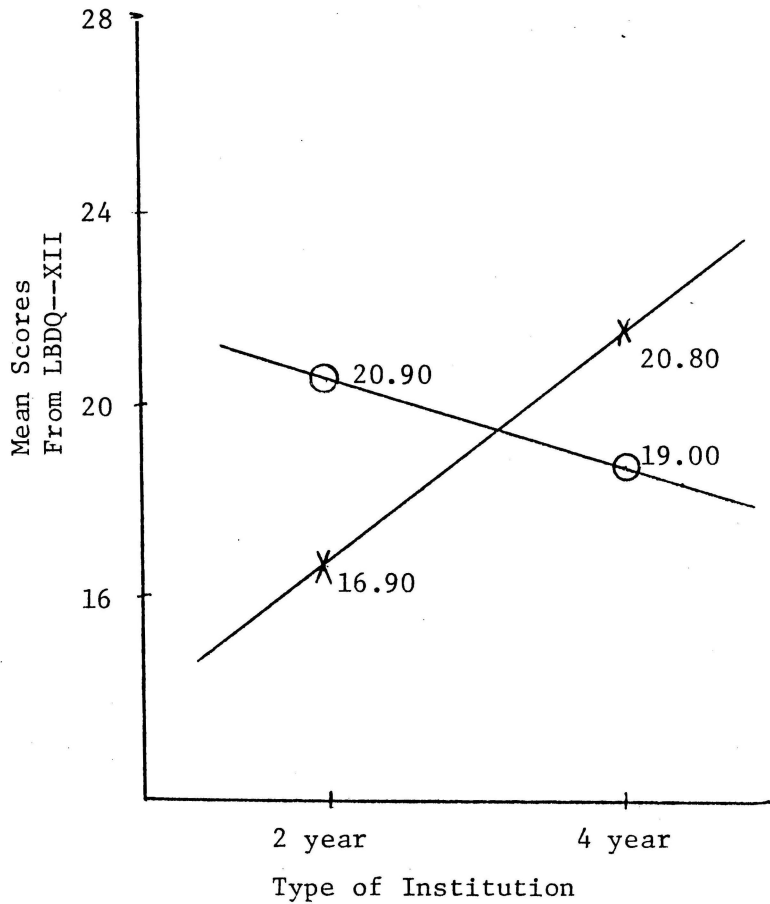
predict outcomes accurately. When observing the two and four year institutions separately, there was a significant interaction effect which indicated that the faculty members differed in their perception of the department heads in the instructional components of education and business.

The significant interaction effect as shown (Figure 5) between two and four year institutions of higher education and the instructional components of education and business, indicated that in the two year institutions, the mean ratings were higher in the instructional component of business. In the four year institutions, the mean ratings were higher in the instructional component of education.

Ho<sub>11</sub> The null hypothesis that there was no difference in the leadership dimension of "Integration" between the leader behavior of department heads in the Instructional Component of Education and the Instructional Component of Business in two year and four year institutions of Higher Education was not rejected (Table XVI).

The analysis of variance in (Table XVI) indicated there was no significant difference between type of institutions, colleges within type of institutions, or instructional component of education and business. There was a significant interaction effect between two and four year institutions of higher education and the instructional components,  $F(1, 32) = 4.23, p < .05$ . There was no significant interaction effect between colleges within type of institution and instructional components.

The results of the analysis of variance used to test hypothesis eleven appeared to indicate that faculty members in the instructional components of education and business across two and four year institu-



Leadership Dimension of "Predictive Accuracy"

X = Instructional Component of Education

O = Instructional Component of Business

Figure 5

Interaction Effect Between Two and Four Year Institutions  
and the Instructional Components on the Leadership  
Dimension of "Predictive Accuracy"

TABLE XVI

NESTED FACTORIAL ANALYSIS OF VARIANCE  
ON THE LEADERSHIP DIMENSION OF "INTEGRATION"

Source	DF	SS	MS	F	P
Type	1	0.03	0.03	0.00	.964
College (Type)	2	47.45	23.73	1.98	.153
I. C.	1	24.03	24.03	2.01	.166
Type x I. C.	1	50.63	50.63	4.23	.048*
I. C. x College (Type)	2	38.65	19.33	1.61	.214
Error	32	383.20	11.98		
Total	39				

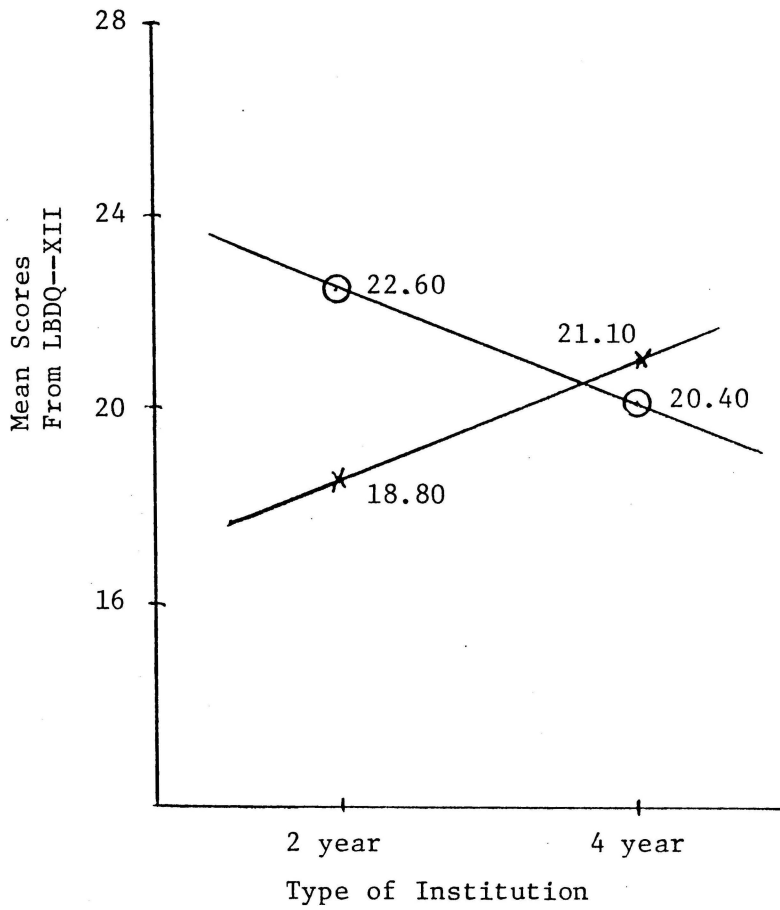
\*F is significant at .05

tions perceive their department heads as being capable of maintaining a closely knit organization and resolving intermember conflict. When observing the two and four year institutions separately, there was a significant interaction effect which indicated that faculty members differed in their perception of the department heads in the instructional components of education and business.

The significant interaction effect as shown (Figure 6) between two and four year institutions of higher education and the instructional component of education and business, indicated that in the two year institutions, the mean ratings were higher in the instructional component of business. In the four year institutions, the mean ratings were higher in the instructional component of education.

$H_{012}$  The null hypothesis that there was no difference in the leadership dimension of "Superior Orientation" between the leader behavior of department heads in the Instructional Component of Education and the Instructional Component of Business in two year and four year institutions of Higher Education was not rejected (Table XVII).

The analysis of variance in (Table XVII) indicated there was no significant difference between type of institutions. There was a trend toward a significant difference between colleges within type of institutions,  $F(2, 32) = 2.94$ ,  $p > .05$ . There was no significant difference between the instructional component of education and business. However, there was a significant interaction effect between two and four year institutions of higher education and the instructional components,  $F(1, 32) = 8.65$ ,  $p < .05$ . There was no significant interaction effect between colleges within type of institution and instructional components.



Leadership Dimension of "Integration"

X = Instructional Component of Education

O = Instructional Component of Business

Figure 6

Interaction Effect Between Two and Four Year Institutions  
and the Instructional Components on the Leadership  
Dimension of "Integration"

TABLE XVII

NESTED FACTORIAL ANALYSIS OF VARIANCE  
ON THE LEADERSHIP DIMENSION OF "SUPERIOR ORIENTATION"

Source	DF	SS	MS	F	P
Type	1	55.23	55.23	1.22	.280
College (Type)	2	265.85	132.92	2.94	.066
I. C.	1	99.23	99.23	2.20	.148
Type x I. C.	1	390.63	390.63	8.65	.006*
I. C. x College (Type)	2	7.65	3.83	0.08	.918
Error	32	1444.14	45.14		
Total	39				

\*F is significant at .05

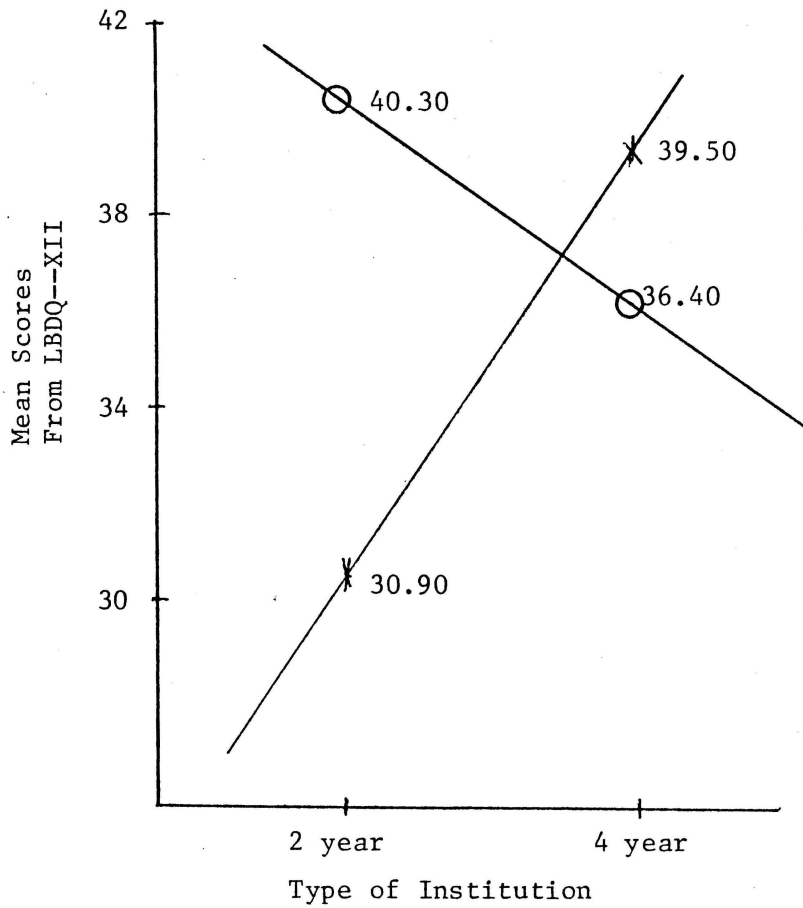
The results of the analysis of variance used to test hypothesis twelve appeared to indicate that faculty members in the instructional components of education and business across two and four year institutions perceive their department heads as maintaining cordial relations with superiors. When observing the two and four year institutions separately, there was a significant interaction effect which indicated that faculty members differed in their perception of the department heads in the instructional components of education and business.

The significant interaction effect as shown (Figure 7) between two and four year institutions of higher education and the instructional component of education and business, indicated that in the two year institutions, the mean ratings were higher in the instructional component of business. In the four year institutions, the mean ratings were higher in the instructional component of education.

In order to test whether a significant difference between lower-level need deficiencies and higher-level need deficiencies existed, a nested factorial analysis of variance was used to test hypothesis thirteen.

$H_{013}$  The null hypothesis that there was no difference in faculty members' perceptions of the difference between lower-level need deficiencies and higher-level need deficiencies between the Instructional Component of Education and the Instructional Component of Business in two year and four year institutions of Higher Education was not rejected (Table XVIII).

The analysis of variance in (Table XVIII) indicated there was no significant difference between type of institutions, colleges within



Leadership Dimension of "Superior Orientation"

X = Instructional Component of Education

O = Instructional Component of Business

Figure 7

Interaction Effect Between Two and Four Year Institutions  
and the Instructional Components on the Leadership  
Dimension of "Superior Orientation"

TABLE XVIII

NESTED FACTORIAL ANALYSIS OF VARIANCE  
ON THE DIFFERENCE BETWEEN NEED DEFICIENCIES

Source	df	SS	MS	F	P
Type	1	.469	.469	2.17	.151
College (Type)	2	.231	.116	0.53	.597
I. C.	1	.178	.178	0.82	.372
Type x I. C.	1	.251	.251	1.16	.290
I. C. x College (Type)	2	.101	.051	0.23	.796
Error	32	6.931	.217		
Total	39				

type of institutions, or instructional components of education and business. There was no significant interaction effect between two and four year institutions of higher education and instructional components. Nor was there a significant interaction effect between colleges within type of institutions and instructional components.

The results of the analysis of variance used to test hypothesis thirteen appeared to indicate that faculty members' perceptions in the instructional components of education and business across two and four year institutions on lower-level need deficiencies and higher-level need deficiencies were similar.

## Chapter 5

### SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

#### SUMMARY

##### Statement of Problem

The problem of this study was to determine the nature of the super-ordinate-subordinate relationship as perceived by the subordinate in relation to the subordinate's perception of leaders' behavior in the instructional component of education and the instructional component of business in two types of Virginia Institutions of Higher Education.

The data in the study consisted of the Leader Behavior Description Questionnaire Form XII (LBDQ--XII) descriptions of the behavior of the department heads in the instructional component of education and business as viewed by forty selected staff members.

Twelve variables of leadership were measured regarding the leader behavior of four department heads in two, two year institutions of higher education and four department heads in two, four year institutions of higher education and one variable was measured regarding faculty members' perceptions of need deficiencies.

##### Hypotheses

This study tested the following null hypotheses:

Ho<sub>1</sub> There was no difference in the leadership dimension of "Representation" between the leader behavior of department heads in the Instructional Component of Education and the Instructional Component of Business in two types of Virginia Institutions of Higher Education.

Ho<sub>2</sub> There was no difference in the leadership dimension of "Demand Reconciliation" between the leader behavior of department heads in the Instructional Component of Education and the Instructional Component of Business in two types of Virginia Institutions of Higher Education.

Ho<sub>3</sub> There was no difference in the leadership dimension of "Tolerance of Uncertainty" between the leader behavior of department heads in the Instructional Component of Education and the Instructional Component of Business in two types of Virginia Institutions of Higher Education.

Ho<sub>4</sub> There was no difference in the leadership dimension of "Persuasion" between the leader behavior of department heads in the Instructional Component of Education and the Instructional Component of Business in two types of Virginia Institutions of Higher Education.

Ho<sub>5</sub> There was no difference in the leadership dimension of "Initiation of Structure" between the leader behavior of department heads in the Instructional Component of Education and the Instructional Component of Business in two types of Virginia Institutions of Higher Education.

Ho<sub>6</sub> There was no difference in the leadership dimension of "Tolerance of Freedom" between the leader behavior of department heads in the Instructional Component of Education and the Instructional Component of Business in two types of Virginia Institutions of Higher Education.

Ho<sub>7</sub> There was no difference in the leadership dimension of "Role Assumption" between the leader behavior of department heads in the Instructional Component of Education and the Instructional Component of Business in two types of Virginia Institutions of Higher Education.

Ho<sub>8</sub> There was no difference in the leadership dimension of "Con-

sideration" between the leader behavior of department heads in the Instructional Component of Education and the Instructional Component of Business in two types of Virginia Institutions of Higher Education.

Ho<sub>9</sub> There was no difference in the leadership dimension of "Production Emphasis" between the leader behavior of department heads in the Instructional Component of Education and the Instructional Component of Business in two types of Virginia Institutions of Higher Education.

Ho<sub>10</sub> There was no difference in the leadership dimension of "Predictive Accuracy" between the leader behavior of department heads in the Instructional Component of Education and the Instructional Component of Business in two types of Virginia Institutions of Higher Education.

Ho<sub>11</sub> There was no difference in the leadership dimension of "Integration" between the leader behavior of department heads in the Instructional Component of Education and the Instructional Component of Business in two types of Virginia Institutions of Higher Education.

Ho<sub>12</sub> There was no difference in the leadership dimension of "Superior Orientation" between the leader behavior of department heads in the Instructional Component of Education and the Instructional Component of Business in two types of Virginia Institutions of Higher Education.

Ho<sub>13</sub> There was no difference in faculty members' perceptions of the difference between lower-level need deficiencies and higher-level need deficiencies between the Instructional Component of Education and the Instructional Component of Business in two types of Virginia Institutions of Higher Education.

## FINDINGS

The findings of the study were as follows:

1. Faculty members in the instructional components of education and business across two and four year institutions perceived their department heads as the spokesman and representative of the group.

2. Faculty members in the instructional components of education and business across two and four year institutions perceived their department heads as being capable of reconciling conflicting demands and reducing disorder to the system.

3. Faculty members in the instructional components of education and business across two and four year institutions perceived their department heads as being able to tolerate uncertainty and postponement without anxiety and upset.

4. Faculty members in the instructional components of education and business across two and four year institutions perceived their department heads as being able to use persuasion and argument effectively. However, when observing the two and four year institutions separately, a significant interaction effect was found which indicated that faculty members differed in their perception of the department heads in the instructional components of education and business on the leadership dimension of Persuasion.

5. Faculty members in the instructional components of education and business across two and four year institutions perceived their department heads as being capable of clearly defining his own role, and letting followers know what is expected. When observing the two and four year institutions separately, a significant interaction effect was

found, which indicated that faculty members differed in their perception of the department heads in the instructional components of education and business on the leadership dimension of Initiating Structure.

6. Faculty members in the instructional components of education and business across two and four year institutions perceived their department heads as allowing followers scope for initiative, decision, and action.

7. Faculty members in the instructional components of education and business across two and four year institutions perceived their department heads as actively exercising the leadership role rather than surrendering leadership to others.

8. Faculty members in the instructional components of education and business across two and four year institutions perceived their department heads as regarding the comfort, well being, status, and contributions of followers. A significant difference was found between the faculty members' perception of department heads in Colleges A and B in two year institutions, and Colleges A and B in four year institutions on the leadership dimension of Consideration.

9. Faculty members in the instructional components of education and business across two and four year institutions perceived their department heads as applying pressure for productive output.

10. Faculty members in the instructional component of education and business across two and four year institutions perceived their department heads as exhibiting foresight and ability to predict outcomes accurately. When observing the two and four year institutions separately, a significant interaction effect was found, which indicated that faculty

members differed in their perception of the department heads in the instructional components of education and business on the leadership dimension of Predictive Accuracy.

11. Faculty members in the instructional components of education and business across two and four year institutions perceived their department heads as being capable of maintaining a closely knit organization and resolving intermember conflict. When observing two and four year institutions separately, a significant interaction effect was found, which indicated that faculty members differed in their perception of the department heads in the instructional components of education and business on the leadership dimension of Integration.

12. Faculty members in the instructional components of education and business across two and four year institutions perceived their department heads as maintaining cordial relations with superiors. When observing two and four year institutions separately, a significant interaction effect was found, which indicated that faculty members differed in their perception of the department heads in the instructional components of education and business on the leadership dimension of Superior Orientation.

13. Faculty members' perceptions in the instructional components of education and business across two and four year institutions on lower-level need deficiencies and higher-level need deficiencies were similar.

#### CONCLUSIONS

The following conclusions are made as a result of the findings of this study:

1. In the two and four year institutions of higher education, the leader behavior of the department heads in the instructional components of education and business as perceived by their faculty were congruent on all twelve leadership dimensions as indicated by the analysis of variance used to test each hypothesis.

2. In the two and four year institutions of higher education, there were no differences in the faculty members' need deficiencies. This was probably due to the small sample in each college within the type of institution.

3. When the two and four year institutions were observed separately, they showed a significant interaction effect between the instructional components of education and business on the leadership dimensions of Persuasion, Initiating Structure, Predictive Accuracy, Integration, and Superior Orientation. This significant interaction effect probably indicates a difference in leadership styles, faculty expectations, and organizational structure.

4. In two and four year institutions of higher education, the incongruence of perceptions by faculty members on the leadership dimension of Consideration was probably due to a difference in faculty expectations and organizational structure.

5. The significant interaction effect between colleges within type of institutions and the instructional components of education and business on the leadership dimension of Production Emphasis was probably due to a difference in organizational structure.

6. The limitations of the study should be kept in mind as having a direct influence on the results.

## RECOMMENDATIONS

The following recommendations are made as a result of this study:

1. The investigator found that differences in organizational structure, and a small sample size contributed negatively to the results. Therefore it is recommended that another study be conducted on the leader behavior of department heads in all two year or four year institutions of higher education in the state of Virginia that have the same type of organizational structure and are comparable in size.

2. It is recommended that when the need perception instrument is used, a large sample of twenty or more should be included in each unit in order to reduce the instability of mean scores and increase the validity of the results.

3. It is recommended that continued employment of the Leader Behavior Description Questionnaire Form XII (LBDQ--XII) be used to survey the leader behavior of department heads in institutions of higher education and make available the results to the department heads for study and use in modifying their leader behavior.

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## APPENDICES

APPENDIX A

COPY OF LBDQ--XII, ANSWER SHEET AND RECORD SHEET

## LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE--FORM XII

Originated by staff members of  
The Ohio State Leadership Studies  
and revised by the  
Bureau of Business Research

## Purpose of the Questionnaire

On the following pages is a list of items that may be used to describe the behavior of your supervisor. Each item describes a specific kind of behavior, but does not ask you to judge whether the behavior is desirable or undesirable. Although some items may appear similar, they express differences that are important in the description of leadership. Each item should be considered as a separate description. This is not a test of ability or consistency in making answers. Its only purpose is to make it possible for you to describe, as accurately as you can, the behavior of your supervisor.

- \* Note: The term, "group," as employed in the following items, refers to a department, division, or other unit of organization that is supervised by the person being described.
- \* The term, "members," refers to all the people in the unit of organization that is supervised by the person being described.

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## DIRECTIONS:

- a. READ each item carefully.
- b. THINK about how frequently the leader engages in the behavior described by the item.
- c. DECIDE whether he (A) always, (B) often, (C) occasionally, (D) seldom, or (E) never acts as described by the item.
- d. DRAW A CIRCLE around one of the five letters (A B C D E) following the item to show the answer you have selected.

A = Always

B = Often

C = Occasionally

D = Seldom

E = Never

- e. MARK your answers as shown in the examples below.

Example: He often acts as described . . . . . A (B) C D E

Example: He never acts as described . . . . . A B C D (E)

Example: He occasionally acts as described . . . . . A B (C) D E

1. He acts as the spokesman of the group . . . . . A B C D E

2. He waits patiently for the results of a decision . . . . . A B C D E

3. He makes pep talks to stimulate the group . . . . . A B C D E

4. He lets group members know what is expected of them . . . . . A B C D E

5. He allows the members complete freedom in their work . . . . . A B C D E

6. He is hesitant about taking initiative in the group . . . . . A B C D E

7. He is friendly and approachable . . . . . A B C D E

A = Always

B = Often

C = Occasionally

D = Seldom

E = Never

8. He encourages overtime work . . . . . A B C D E
9. He makes accurate decisions . . . . . A B C D E
10. He gets along well with the people above him . . . . . A B C D E
11. He publicizes the activities of the group . . . . . A B C D E
12. He becomes anxious when he cannot find out what  
is coming next. . . . . A B C D E
13. His arguments are convincing . . . . . A B C D E
14. He encourages use of uniform procedures . . . . . A B C D E
15. He permits the members to use their own judge-  
ment in solving problems . . . . . A B C D E
16. He fails to take necessary action . . . . . A B C D E
17. He does little things to make it pleasant to be  
a member of the group . . . . . A B C D E
18. He stresses being ahead of competing groups . . . . . A B C D E
19. He keeps the group working together as a team . . . . . A B C D E
20. He keeps the group in good standing with higher  
authority . . . . . A B C D E
21. He speaks as the representative of the group . . . . . A B C D E
22. He accepts defeat in stride . . . . . A B C D E
23. He argues persuasively for his point of view . . . . . A B C D E
24. He tries out his ideas in the group . . . . . A B C D E
25. He encourages initiative in the group members . . . . . A B C D E

A = Always

B = Often

C = Occasionally

D = Seldom

E = Never

26. He lets other persons take away his leadership in the group . . . . . A B C D E
27. He puts suggestions made by the group into operation . . . . . A B C D E
28. He needles members for greater effort . . . . . A B C D E
29. He seems able to predict what is coming next . . . . . A B C D E
30. He is working hard for a promotion . . . . . A B C D E
31. He speaks for the group when visitors are present . . . . . A B C D E
32. He accepts delays without becoming upset . . . . . A B C D E
33. He is a very persuasive talker . . . . . A B C D E
34. He makes his attitudes clear to the group . . . . . A B C D E
35. He lets the members do their work the way they think best . . . . . A B C D E
36. He lets some members take advantage of him . . . . . A B C D E
37. He treats all group members as his equals . . . . . A B C D E
38. He keeps the work moving at a rapid pace . . . . . A B C D E
39. He settles conflicts when they occur in the group . . . . . A B C D E
40. His superiors act favorably on most of his suggestions . . . . . A B C D E
41. He represents the group at outside meetings . . . . . A B C D E
42. He becomes anxious when waiting for new developments . . . . . A B C D E

A = Always

B = Often

C = Occasionally

D = Seldom

E = Never

43. He is very skillful in an argument . . . . . A B C D E
44. He decides what shall be done and how it shall  
be done . . . . . A B C D E
45. He assigns a task, then lets the members handle  
it . . . . . A B C D E
46. He is the leader of the group in name only . . . . . A B C D E
47. He gives advance notice of changes . . . . . A B C D E
48. He pushes for increased production . . . . . A B C D E
49. Things usually turn out as he predicts . . . . . A B C D E
50. He enjoys the privileges of his position . . . . . A B C D E
51. He handles complex problems efficiently . . . . . A B C D E
52. He is able to tolerate postponement and uncer-  
tainty . . . . . A B C D E
53. He is not a very convincing talker . . . . . A B C D E
54. He assigns group members to particular tasks . . . . . A B C D E
55. He turns the members loose on a job, and lets  
them go to it . . . . . A B C D E
56. He backs down when he ought to stand firm . . . . . A B C D E
57. He keeps to himself . . . . . A B C D E
58. He asks the members to work harder . . . . . A B C D E
59. He is accurate in predicting the trend of events . . . . . A B C D E
60. He gets his superiors to act for the welfare of  
the group members . . . . . A B C D E

A = Always

B = Often

C = Occasionally

D = Seldom

E = Never

- |     |   |   |   |   |   |   |
|-----|---|---|---|---|---|---|
| 61. | He gets swamped by details . . . . .  | A | B | C | D | E |
| 62. | He can wait just so long, then blows up . . . .                                       | A | B | C | D | E |
| 63. | He speaks from a strong inner conviction . . . .                                      | A | B | C | D | E |
| 64. | He makes sure that his part in the group is understood by the group members . . . . . | A | B | C | D | E |
| 65. | He is reluctant to allow the members any freedom of action . . . . .                  | A | B | C | D | E |
| 66. | He lets some members have authority that he should keep . . . . .                     | A | B | C | D | E |
| 67. | He looks out for the personal welfare of group members . . . . .                      | A | B | C | D | E |
| 68. | He permits the members to take it easy in their work . . . . .                        | A | B | C | D | E |
| 69. | He sees to it that the work of the group is coordinated . . . . .                     | A | B | C | D | E |
| 70. | His word carries weight with his superiors . . .                                      | A | B | C | D | E |
| 71. | He gets things all tangled up . . . . .   | A | B | C | D | E |
| 72. | He remains calm when uncertain about coming events . . . . .                          | A | B | C | D | E |
| 73. | He is an inspiring talker . . . . .   | A | B | C | D | E |
| 74. | He schedules the work to be done . . . . .  | A | B | C | D | E |
| 75. | He allows the group a high degree of initiative                                       | A | B | C | D | E |
| 76. | He takes full charge when emergencies arise . .                                       | A | B | C | D | E |
| 77. | He is willing to make changes . . . . .   | A | B | C | D | E |

A = Always

B = Often

C = Occasionally

D = Seldom

E = Never

78. He drives hard when there is a job to be done . . . A B C D E
79. He helps group members settle their differences . A B C D E
80. He gets what he asks for from his superiors . . . A B C D E
81. He can reduce a madhouse to system and order . . A B C D E
82. He is able to delay action until the proper time  
occurs . . . . . A B C D E
83. He persuades others that his ideas are to their  
advantage . . . . . A B C D E
84. He maintains definite standards of performance . A B C D E
85. He trusts the members to exercise good judgement A B C D E
86. He overcomes attempts made to challenge his lead-  
ership . . . . . A B C D E
87. He refuses to explain his actions . . . . . A B C D E
88. He urges the group to beat its previous record . A B C D E
89. He anticipates problems and plans for them . . . A B C D E
90. He is working his way to the top . . . . . A B C D E
91. He gets confused when too many demands are made  
of him . . . . . A B C D E
92. He worries about the outcome of any new procedure A B C D E
93. He can inspire enthusiasm for a project . . . . . A B C D E
94. He asks that group members follow standard rules  
and regulations . . . . . A B C D E

A = Always

B = Often

C = Occasionally

D = Seldom

E = Never

- 95. He permits the group to set its own pace . . . . A B C D E
- 96. He is easily recognized as the leader of the  
group . . . . . A B C D E
- 97. He acts without consulting the group . . . . . A B C D E
- 98. He keeps the group working up to capacity . . . A B C D E
- 99. He maintains a closely knit group . . . . . A B C D E
- 100. He maintains cordial relations with superiors . A B C D E

## SCORING KEY

## LBDQ FORM XII

\*Starred items are scored 1 2 3 4 5

All other items are scored 5 4 3 2 1

1.	21.	41.	*61.	81.
2.	22.	*42.	*62.	82.
3.	23.	43.	63.	83.
4.	24.	44.	64.	84.
5.	25.	45.	*65.	85.
* 6.	*26.	*46.	*66.	86.
7.	27.	47.	67.	*87.
8.	28.	48.	*68.	88.
9.	29.	49.	69.	89.
10.	30.	50.	70.	90.
11.	31.	51.	*71.	*91.
*12.	32.	52.	72.	*92.
13.	33.	*53.	73.	93.
14.	34.	54.	74.	94.
15.	35.	55.	75.	95.
*16.	*36.	*56.	76.	96.
17.	37.	*57.	77.	*97.
18.	38.	58.	78.	98.
19.	39.	59.	79.	99.
20.	40.	60.	80.	100.

LBDQ FORM XII--RECORD SHEET

											<u>Totals</u>
1. Representation	1__	11__	21__	31__	41__						( )
2. Reconciliation						51__	61__	71__	81__	91__	( )
3. Tol. Uncertainty	2__	12__	22__	32__	42__	52__	62__	72__	82__	92__	( )
4. Persuasion	3__	13__	23__	33__	43__	53__	63__	73__	83__	93__	( )
5. Structure	4__	14__	24__	34__	44__	54__	64__	74__	84__	94__	( )
6. Tol. Freedom	5__	15__	25__	35__	45__	55__	65__	75__	85__	95__	( )
7. Role Assumption	6__	16__	26__	36__	46__	56__	66__	76__	86__	96__	( )
8. Consideration	7__	17__	27__	37__	47__	57__	67__	77__	87__	97__	( )
9. Production Emph.	8__	18__	28__	38__	48__	58__	68__	78__	88__	98__	( )
10. Predictive Acc.	9__		29__		49__	59__			89__		( )
11. Integration		19__		39__			69__	79__		99__	( )
12. Superior Orient.	10__	20__	30__	40__	50__	60__	70__	80__	90__	100__	( )

APPENDIX B

RELIABILITY COEFFICIENTS

(MODIFIED KUDER-RICHARDSON)

RELIABILITY COEFFICIENTS  
(Modified Kuder-Richardson)

	Army Division	Highway Patrol	Aircraft Executives	Ministers	Community Leaders	Corporation Presidents	Labor Presidents	College Presidents	Senators
1. Representation	.82	.85	.74	.55	.59	.54	.70	.66	.80
2. Demand Reconciliation			.73	.77	.58	.59	.81		
3. Tolerance Uncertainty	.58	.66	.82	.84	.85	.79	.82	.80	.81
4. Persuasiveness	.84	.85	.84	.77	.79	.69	.80	.76	.83
5. Initiating Structure	.79	.75	.78	.70	.72	.77	.78	.80	.82
6. Tolerance of Freedom	.81	.79	.86	.75	.86	.84	.58	.73	.72
7. Role Assumption	.85	.84	.84	.75	.83	.57	.86	.75	.64
8. Consideration	.76	.87	.84	.85	.77	.78	.83	.76	.65
9. Production Emphasis	.70	.79	.79	.59	.79	.71	.65	.74	.85
10. Predictive Accuracy	.76	.82	.91	.83	.62	.84	.87		.38
11. Integration	.73	.79							
12. Superior Orientation	.64	.75	.81			.66		.60	

APPENDIX C

QUESTIONNAIRE ON NEEDS PERCEPTIONS,

PANEL OF EXPERTS, AND SUMMARY OF REPLIES FROM THE PANEL OF EXPERTS

PERCEPTION OF NEEDS  
(Directions for Instrument)  
INSTRUMENT

Directions:

Read the item for each of the numbered items listed. Indicate your responses to (a) and (b) for each item by drawing a circle around the numeral from 1 to 4 which best fits your estimate of the appropriate degree of importance in relation to each item. Remember that low numerals indicate least degrees of importance and high numbers indicate highest degrees of importance.

- 1 = Almost None  
2 = Not Enough But Some  
3 = Enough  
4 = Great

Before you begin, check the appropriate items below in relation to your position.

My title is:

Assistant Professor

Associate Professor

Full Professor

Instructor

My function is predominantly:

Administration

Supervision

Instruction

Personal Information:

Age

Male

Female

Years Experience

My tenure status is:

Tenured

Non-tenured

The College or Department in which  
I work:

Department of Social Science or  
Humanities

Department or School of Education

Department or School of Business

New River Community College

Norfolk State College

Lynchburg College

Virginia Western Community College

I. Security Needs:

1. The feeling of security in my current position.

(a) How much is there now?  
(min) 1 2 3 4 (max)

(b) How much should there be?  
(min) 1 2 3 4 (max)

II. Autonomy Needs:

1. The opportunity in my current position for participation in the setting of my goals.

(a) How much is there now?  
(min) 1 2 3 4 (max)

(b) How much should there be?  
(min) 1 2 3 4 (max)

2. The opportunity for independent thought and action in my current position.

(a) How much is there now?  
(min) 1 2 3 4 (max)

(b) How much should there be?  
(min) 1 2 3 4 (max)

III. Social Needs:

1. The opportunity in my current position to give help to others.

(a) How much is there now?  
(min) 1 2 3 4 (max)

(b) How much should there be?  
(min) 1 2 3 4 (max)

2. The opportunity to develop friends in my current position.

(a) How much is there now?  
(min) 1 2 3 4 (max)

(b) How much should there be?  
(min) 1 2 3 4 (max)

IV. Esteem Needs:

1. The feeling of self-esteem a person gets from being in my current position.
  - (a) How much is there now?  
(min) 1 2 3 4 (max)
  - (b) How much should there be?  
(min) 1 2 3 4 (max)
  
2. The prestige of my current position outside the department or division (the regard received from others outside my educational organization).
  - (a) How much is there now?  
(min) 1 2 3 4 (max)
  - (b) How much should there be?  
(min) 1 2 3 4 (max)
  
3. The prestige of my current position inside my department or division (the regard received from others in my educational organization).
  - (a) How much is there now?  
(min) 1 2 3 4 (max)
  - (b) How much should there be?  
(min) 1 2 3 4 (max)

## PANEL OF EXPERTS

1. Dr. Fred Bellott  
Bureau of Educational Research  
Memphis State University  
Memphis, Tennessee 38152
2. Dr. Norman Deeb  
Head, Foundations Department  
Western State University  
Bowling Green, Kentucky 42101
3. Dr. Wayne Worner  
Head, Administrative and Educational Services  
Virginia Polytechnic Institute and State University  
Blacksburg, Virginia 24061
4. Dr. Evans Harris  
Professor of Educational Administration  
Tuskegee Institute  
Tuskegee Institute, Alabama 36088
5. Dr. Mark Meadows  
Head, Counselor Education  
Auburn University  
Auburn, Alabama 36830
6. Dr. C. R. Milton  
Professor of Management  
University of South Carolina  
Columbia, South Carolina 29208
7. Dr. Donald Sharpes  
Associate Professor  
11440 Isaac Newton Square, North  
Reston, Virginia 22090



APPENDIX D

CORRESPONDENCE RELATED TO STUDY

THE OHIO STATE UNIVERSITY

April 5, 1976

Mr. Jimmy L. McCarty  
Graduate Student  
Division of Health, Physical Education & Recreation  
College of Education  
Virginia Polytechnic Institute & State University  
Blacksburg, Virginia 24061

Dear Mr. McCarty:

You have my permission to include excerpts of the Leader Behavior  
Description Questionnaire Form II in your doctoral dissertation.

Enclosed, two copies of our Statement of Policy.

Sincerely,

Ralph M. Stogdill  
Professor Emeritus

RMS/az

Enclosures - two

October 20, 1975

Dear

This is to request permission to conduct a study of the superordinate-subordinate relationship as perceived by the subordinate in relation to need fulfillment in the Instructional Component of Education and the Instructional Component of Business at your respective college.

Enclosed is a letter to the department chairmen giving detailed information about the role they will play in the study, the role their subordinates will play in the study, and the purpose of the study.

Also enclosed is detailed information explaining the strategy that will be used in the study and a confirmation form to be completed by department chairmen. Your cooperation is greatly appreciated.

Anonymity in reporting the results is assured.

Professionally yours,

Jimmy L. McCarty  
Graduate Student

gwk

Enclosures

October 20, 1975

Dear Sir:

Your college is one of a group of Virginia Institutions of Higher Education that has been selected to participate in a research study investigating the relationship between the leader behavior of department heads in relation to perception of need fulfillment in the Instructional Component of Education and the Instructional Component of Business in your respective institution. A secondary purpose of the study is concerned with obtaining dependable knowledge about the leadership behavior of department chairmen as it is perceived by their professional colleagues in the Instructional Component of Education and the Instructional Component of Business. Enclosed is a description of the project and what is required of those who participate.

You are asked to:

1. Furnish the researcher with a list of your staff members within the Instructional Component of Education by departments and within the Instructional Component of Business by departments. The list should include full-time teaching faculty, those with or without tenure who have worked directly under your supervision for a minimum of two years.
2. Encourage your staff members, who are selected, to fill out the questionnaire and return it to the researcher.

Although the questionnaire concerns your leader behavior as it is perceived by your work-group, the research is not concerned with the scores of a particular department chairman but with the scores for the entire sample of department heads as a whole in the Instructional Component of Education and the Instructional Component of Business.

Extensive precautions will be taken to protect the anonymity of you, your school, and the other participants. The scores by which the individual members of your staff describe your leader behavior will not be revealed. The findings will be reported in such way that it will be impossible for anyone to identify any individual department head or any individual institution of higher education. Please make this clear to all the members of your staff who participate in the study. Please emphasize that all data, and all references to you will be treated in absolute confidence.

3. It will take approximately twenty minutes to complete the Leader Behavior Description Questionnaire Form--XII. It will take only five minutes to complete the Need Perception Questionnaire.

When the study has been completed and the data have been analyzed, you will be given a complete report on the findings.

I appreciate your cooperation, and hope that you and the members of your staff will be able to participate in this study. Please fill out the enclosed form indicating your willingness to participate and return it, together with a list of those staff members who meet the previously mentioned limitations, to me, in the enclosed envelope.

Please, may I hear from you immediately as I must complete the gathering of the data before the present school term is completed. If you have any questions concerning the study, please phone me collect at any time.

Professionally yours,

Jimmy L. McCarty  
Graduate Student

gwk

Enclosures

Telephone Number: (703) 951-2314

CONFIRMATION FORM

Dear Mr. McCarty:

Check the appropriate blanks:

I am willing to participate in this research.

I will be unable to participate in this study.

Participating department heads will receive a summary of the findings of the research.

\_\_\_\_\_ College

\_\_\_\_\_ School

\_\_\_\_\_ Department

List of Staff Members

The following staff members have been with me for at least two years and are full time teaching faculty, tenured or non-tenured and are willing to participate in the study.

- |          |           |
|----------|-----------|
| 1. _____ | 8. _____  |
| 2. _____ | 9. _____  |
| 3. _____ | 10. _____ |
| 4. _____ | 11. _____ |
| 5. _____ | 12. _____ |
| 6. _____ | 13. _____ |
| 7. _____ | 14. _____ |

THE LEADER BEHAVIOR OF DEPARTMENT CHAIRMEN AS IT RELATES TO NEED FULFILLMENT IN THE INSTRUCTIONAL COMPONENT OF EDUCATION AND THE INSTRUCTIONAL COMPONENT OF BUSINESS AS VIEWED BY SELECTED STAFF MEMBERS IN TWO TYPES OF VIRGINIA INSTITUTIONS OF HIGHER EDUCATION.

The purpose of this study is to obtain dependable knowledge concerning the relationship between the perception of leader behavior and the perception of need fulfillment in the Instructional Component of Education and the Instructional Component of Business.

Knowledge gained from this study can be useful in several ways:

1. It can contribute to administrative and leadership theory by testing the presumed relationship between the perception of leader behavior and the perception of need fulfillment in the Instructional Component of Education and the Instructional Component of Business.
2. It can provide the respondent department chairmen with an excellent and badly needed method of determining how their professional colleagues view their behavior.
3. It can suggest to the department chairmen methods of improving his leadership skills.
4. It can suggest to the department chairmen effective methods to be used in determining his leadership style.

The instrument being used for this part of the study is the Leader Behavior Description Questionnaire as developed by the Personnel Research Board at the Ohio State University. The questionnaire is a reliable instrument that has been widely used in similar studies in other states. The LBDQ is in multiple choice format, containing one hundred items, each of which describes the behavior of the leader by marking for each item one of five adverbs: always, often, occasionally, sometimes, and never.

#### Strategy of the Study

Each respondent will be asked to fill out one LBDQ which should require about twenty minutes to complete. I will visit each college and administer the questionnaire.

Results of these questionnaires will be treated in strictest confidence.

1. No member of the organization will see any completed questionnaire other than the one he fills out himself.
2. Each instructional component will be assigned a code letter. The data will be analyzed entirely in terms of these code letters with

no reference to the names of the individual respondents.

3. Upon receipt of the seven or less staff member questionnaires, two will be discarded at random. The remaining five or less will be used to compute the department chairman's mean score. As a result, no one can be sure which five or less respondents' scores make up the average.
4. The results of the questionnaire will be reported in terms of group trends and relationships. The researcher is not concerned with the scores of a particular department chairman, but in the relationship among the scores for the sample as a whole.

*Frequency*

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A DESCRIPTIVE STUDY OF SELECTED FACULTY MEMBERS' PERCEPTIONS  
OF LEADER BEHAVIOR IN TWO TYPES  
OF VIRGINIA INSTITUTIONS OF HIGHER EDUCATION

by

Jimmy Louis McCarty

(ABSTRACT)

The problem to be studied was that of determining the nature of the superordinate-subordinate relationship as perceived by the subordinate in relation to the subordinate's perception of personal needs in the Instructional Component of Education and the Instructional Component of Business in two types of Virginia Institutions of Higher Education.

The data in the study consisted of the Leader Behavior Description Questionnaire Form XII (LBDQ--XII) descriptions of the behavior of the department heads in the instructional component of education and business as viewed by forty selected staff members.

Twelve variables of leadership were measured regarding the leader behavior of four department heads in two, two year institutions of higher education and four department heads in two, four year institutions of higher education and one variable was measured regarding faculty members' perceptions of need deficiencies.

The information from the Leader Behavior Description Questionnaire Form XII and the Needs Perception Questionnaire was recorded and analyzed to provide the data for the study. All statistical computations

were done on an IBM 370 Computer using the Statistical Analysis System (SAS) package. The research design utilized in this study was the nested factorial analysis of variance.

The following conclusions are made as a result of the findings in this study:

1. In the two and four year institutions of higher education, the leader behavior of the department heads in the instructional components of education and business as perceived by their faculty were similar on all twelve leadership dimensions as indicated by the analysis of variance used to test each hypothesis.

2. In the two and four year institutions of higher education, there were no differences in the faculty members' need deficiencies. This was probably due to the small sample in each college within the type of institution.

3. When the two and four year institutions were observed separately, they showed a significant interaction effect between the instructional components of education and business on the leadership dimensions of Persuasion, Initiating Structure, Predictive Accuracy, Integration, and Superior Orientation. This significant interaction effect probably indicates a difference in leadership styles, faculty expectations, and organizational structure.

4. In two and four year institutions of higher education, the incongruence of perceptions of faculty members on the leadership dimension of Consideration was probably due to a difference in faculty expectations and organizational structure.

5. The significant interaction effect between colleges within

type of institutions and the instructional components of education and business on the leadership dimension of Production Emphasis was probably due to a difference in organizational structure.

6. The limitations of the study should be kept in mind as having a direct influence on the results.