A STUDY OF LEADERSHIP BEHAVIOR AS PERCEIVED AND

EXPECTED BY DEANS, HEADS OF DEPARTMENTS, AND

FACULTY MEMBERS IN THREE SELECTED

INSTITUTIONS OF HIGHER LEARNING

IN SAUDI ARABIA

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

INTRODUCTION

The educational policy in Saudi Arabia, through the Min-
istry of Higher Education, is making a tremendous effort to
establish universities in different parts of the kingdom. It
has attained great achievements in terms of establishing and
developing higher-educational institutions within a relative-
ly short period of time, especially during the last two
decades. In 1970, there was only one state university in
Riyadh--which was comprised of seven colleges, one national
university in Jeddah, the College of Petroleum and Mineral
Resources in Dharan, Islamic University, and two colleges in
the holy city of Makkah.

The year 1970 was the beginning of three national deve-
lopment plans enacted by the Saudi government. From the be-
ginning of the Second Plan (1975-1980) to the middle of the
Third Plan (1980-1985), various elements of the higher educa-
tional system have been developed, and the academic programs
have been guided by the kingdom's overall need for manpower
in such critical fields as engineering, science, medicine,
commerce, education, and administration. The number of uni-
versities has been increased from one state university to
seven state universities, and from just a few colleges to
more than twenty junior colleges in different locations

(Third Development Plan, 1980), as seen in Appendix A.

In recent years, every effort has been made to staff the colleges and departments efficiently at all levels with due consideration to the need to increase the proportional weight of Saudi staff, both through recruitment policies and by increasing the number of students per faculty member. According to the Third Plan (1980-1985), the supply of qualified Saudis for faculty positions was to be increased by means of active overseas study programs already begun under the Second Development Plan.

In recent years, two significant things have come to the forefront of higher education in Saudi Arabia. One was the establishment of the Ministry of Higher Education in 1975 (Nyrop, Benderly, Carter, Elgin, and Kirchner, 1977). The second was the increasing number of universities and colleges, which in turn has increased the number of students. When King Saud University opened in 1958, it had fewer than fifty students. Today, Saudi Arabia has seven universities with an overall enrollment of more than 60,000 students. An additional 15,000 students are studying in the United States, Europe, Africa, and Asia (El Mallakah and El Mallakah, 1982).

The problem of Saudi Arabia, some experts say, is the lack of planning. This is not true. The real problem is too much planning of one kind, not enough of another, and too few people who know the difference. There is too much project planning, with much of it being unused; there is also too much national planning. The real challenge for educational

leaders in various positions is to recognize the differences
between the two types of planning and to ensure that national
goals that are planned will drive the project planning and
not be driven by it (Crane, 1978).

Saudi Arabia has been dependent upon foreign manpower
for a long time. The government has realized that the
domestic development of human resources is essential and
inevitable. To achieve this purpose, the higher-learning
institutions have been expanded in all geographic locations.
This thesis is based primarily upon the perceptions and ex-
pectations of deans, department heads, and faculty members in
three universities in the western part of Saudi Arabia,
namely King Abdul Aziz University, Umm Al-Qura University,
and Islamic University. King Khalid stated in the Third
Development Plan (1980):

> The implementation of this new Third Plan consti-
> tutes a vast joint responsibility, which will only
> materialize when every official in the Kingdom
> perceives his responsibilities, carries out his
> functions sincerely and cooperates with others so
> as the lofty edifice we are erecting shall tower
> up, Allah willing (p. i).

It is a well-known fact that Saudi Arabia is undergoing
a unique expansion in national development, and higher educa-
tion takes a high priority in this movement. The Ministry of
Planning indicated that an adequate supply of manpower is es-
sential " . . . to accomplish most of the economic develop-
ment goals of the Kingdom . . . better education, health,
housing, community communications and transport, and more pro-
ductive employment opportunities for the society" (Ministry

of Planning, Second Development Plan, 1975, p. 76).

Saudi Arabia, with its huge revenue from oil production, does not have the limiting problem of lack of capital that many developing countries have. To utilize effectively those hugh revenues, the country needs good leadership in all the ministries and public sector agencies in general, and in educational institutions in particular.

In Saudi Arabia, the leadership behavior in higher educational institutions has not been well defined and determined. There has been controversy among higher educational specialists regarding the present status and image of leadership behavior. Disciplinary diversity and multinational staffing is supplied from more than a dozen nations, and expatriate personnel comprise approximately seventy-five percent of the total professional staff. In such conditions, deans and department heads must reflect the high degree of potential efforts in order to deal with issues and actions and implementing responses when such responses are deemed necessary.

The lack of information regarding the leadership behavior in the three selected institutions as perceived by the three major groups (deans, department heads, and faculty members) is the major concern. Each of these groups has expectations and perceptions of leadership behavior of the other two groups. The concern is to determine the degree of similarities and differences of such perceptions or expectations.

Statement of the Problem

The purpose of the study is to determine the perceptions of deans, department heads, and faculty members regarding the leadership behavior in three selected institutions in Saudi Arabia. The three selected institutions were King Abdul Aziz University, Umm Al-Qura University, and the Islamic University at Madina Monawarah.

The dimensions of leadership behavior used in this study were those identified by Halpin (1966) as initiating structure and consideration. Initiating structure has been associated with leadership behavior toward achieving organizational goals, and consideration has been identified with leadership for maintaining the organizational spirit.

This research will deal with the following questions concerning the leadership behavior of deans, department heads, and faculty members in the three Saudi Arabian institutions:

(1) How do department heads and faculty members perceive/expect the leadership behavior of deans?

(2) How do the college deans perceive/expect the leadership behavior of the department heads and faculty members?

(3) How do deans and faculty members perceive/expect the leadership behavior of department heads?

(4) How do department heads perceive/expect the leadership behavior of college deans and faculty members?

(5) How do deans and department heads perceive/expect the leadership behavior of faculty members?

(6) How do faculty members perceive/expect the leadership behavior of college deans and department heads?

(7) How do the variables of sex, nationality, native language, experience level, and institutional type influence faculty members' perceptions/expectations of the leadership of college deans and department heads?

Hypotheses

The following null hypotheses were formulated and tested:

HO1: There is no significant difference between the perceptions of faculty members and deans regarding the two dimensions of leadership behavior of department heads.

HO2: There is no significant difference between the expectations of faculty members and deans regarding the two dimensions of leadership behavior of department heads.

HO3: There is no significant difference between the perceptions of faculty members and department heads regarding the two dimensions of leadership behavior of deans.

HO4: There is no significant difference between the expectations of faculty members and department heads regarding the two dimensions of leadership behavior of deans.

HO5: There is no significant difference between the perceptions of deans and department heads regarding the two dimensions of leadership behavior of faculty members.

HO6: There is no significant difference between the

expectations of deans and department heads regarding the two dimensions of leadership behavior of faculty members.

HO7:   There is no significant difference between the leadership behavior (both dimensions) of department heads and deans as perceived by faculty members.

HO8:   There is no significant difference between the leadership behaviors (both dimensions) of department heads and deans as expected by faculty members.

HO9:   There is no significant difference between the leadership behaviors (both dimensions) of faculty members and deans as perceived by department heads.

HO10:   There is no significant difference between the leadership behaviors (both dimensions) of faculty members and deans as expected by department heads.

HO11:   There is no significant difference between the leadership behaviors (both dimensions) of faculty members and department heads as perceived by deans.

HO12:   There is no significant difference between the leadership behaviors (both dimensions) of faculty members and department heads as expected by deans.

HO13:   There is no significant difference between the perceptions of Saudi and non-Saudi faculty members regarding the two dimensions of leadership behavior of deans.

HO14:   There is no significant difference between the expectations of Saudi and non-Saudi faculty members regarding the two dimensions of leadership behavior of deans.

HO15:   There is no significant difference between the

perceptions of Saudi and non-Saudi faculty members regarding the two dimensions of leadership behavior of department heads.

HO16: There is no significant difference between the expectations of Saudi and non-Saudi faculty members regarding the two dimensions of leadership behavior of department heads.

HO17: There is no significant difference between the perceptions of faculty members with varying experience regarding the two dimensions of leadership of deans.

HO18: There is no significant difference between the expectations of faculty members with varying experience regarding the two dimensions of leadership of deans.

HO19: There is no significant difference between the perceptions of faculty members with varying experience regarding the two dimensions of leadership behavior of department heads.

HO20: There is no significant difference between the expectations of faculty members with varying experience regarding the two dimensions of leadership behavior of department heads.

HO21: There is no significant difference between the perceptions of female and male faculty members regarding the two dimensions of leadership behavior of deans.

HO22: There is no significant difference between the expectations of female and male faculty members regarding the two dimensions of leadership behavior of deans.

HO23:   There is no significant difference between the perceptions of female and male faculty members regarding the two dimensions of leadership behavior of department heads.

HO24:   There is no significant difference between the expectations of female and male faculty members regarding the two dimensions of leadership of department heads.

HO25:   There is no significant difference between the perceptions of faculty members from three different institutions regarding the two dimensions of leadership behavior of deans.

HO26:   There is no significant difference between the expectations of faculty members from three different institutions regarding the two dimensions of leadership behavior of deans.

HO27:   There is no significant difference between the perceptions of faculty members from three different institutions regarding the two dimensions of leadership behavior of department heads.

HO28:   There is no significant difference between the expectations of faculty members from three different institutions regarding the two dimensions of leadership behavior of department heads.

HO29:   There is no significant difference between the perceptions of Arabic and non-Arabic speaking faculty members regarding the two dimensions of leadership behavior of deans.

HO30:   There is no significant difference between the expectations of Arabic and non-Arabic speaking faculty mem-

bers regarding two dimensions of leadership behavior of deans.

HO31: There is no significant difference between the perceptions of Arabic and non-Arabic speaking faculty members regarding two dimensions of leadership behavior of department heads.

HO32: There is no significant difference between the expectations of Arabic and non-Arabic speaking faculty members regarding two dimensions of leadership behaviors of department heads.

Definition of Terms

Saudi Arabia: A kingdom which encompasses about four-fifths of the Arabian Peninsula. Its population as of the census of 1974 was just over seven million. The kingdom's geographical area is just over a million square miles, one third the size of the United States. Saudi Arabia has a population density of six persons per square mile, a figure roughly comparable to the population density of the United States in 1790 (Lipsky, 1959). The geographic location of Saudi Arabia is important, for it is strategically located between Africa and Asia, lies close to the Suez Canal, and has frontiers on both the Red Sea and the Arabian Gulf.

Makkah: A city which is the holiest place to all Muslims. It has over 350,000 residents, and during the pilgrimage season, it has two million pilgrims. Makkah is the city in which the Umm Al-Qura University is located.

Jeddah: A seaport on the Red Sea with a population of over 300,000, and is the kingdom's leading commercial center. Jeddah is the city in which King Abdul Aziz University is located.

Madina: A city which is the second holiest place to all Muslims and the first capital in Islamic history. It had a population of 198,000 as of 1974, and the Islamic University is located there.

Leadership: The process of influencing the activities of an organized group toward goal setting and goal achievement (Stodgill, 1950).

Leadership Behavior: The behavior of the leader which is associated with support, interaction facilitation, goal emphasis, and work facilitation (Bowers and Seechure, 1966).

Initiating Structure: Emphasizing behavior involving the institution's operation through the assignment of individuals to tasks. Stated another way, initiating structure is primarily related to accomplishment of tasks and generally involves organizational and technical skills.

Consideration: Delineates behavior indicative of friendship, mutual trust, respect, and a warm relationship between the leader and the members of his or her staff (Halpin, 1966).

Perception: An immediate or intuitive cognition of judgment (Heimler, 1967). In this study, deans, department heads, and faculty members describe the leadership behavior of themselves and of each other.

<u>Dean</u>: An administrative officer of a given college who is elected by College Council and approved by the President.

<u>Department Head</u>: One who carries out administrative responsibilities within a particular academic department in a college or university, who is elected by the appropriate faculty (department council), and who is approved by the dean.

<u>Faculty Members</u>: Faculty members pertains to those Saudis and non-Saudis who are currently providing teaching, research, and service functions in the selected universities.

<u>Administrators</u>: Administrators are those persons who are in positions of responsibility such as deans and department heads.

Scope of the Study

This study will be limited to:

1. Deans of colleges who are currently in that position at the three selected universities.

2. The department heads who direct the academic departments in their respective college in the three selected universities.

3. The faculty members who are engaged in instruction, research, and service for the academic units in the three selected universities.

Assumptions of the Study

1. It is assumed that responses to the questionnaire will reflect the actual perceptions of the respondents and

their leadership behavior.

2. It is assumed that responses to the questionnaire will reflect the ideal expectations of the respondents and their leadership behavior.

3. It is assumed that some of the respondents may not have a full mastery of the English language, and thus a translation of the Leader Behavior Descriptive Questionnaire into Arabic will be enclosed in the package as support material.

Significance of the Study

The combination of good management, administration, and leadership is essential to the effective utilization of human and capital resources and, in turn, to the vitality of institutions as a whole. Every institution of higher education strives for maximum productivity, which is a function of both effectiveness and efficiency.

The administration of the educational organization has a direct impact on the effectiveness of the output, and the leadership style of the administrators and other personnel determines, at least in part, the efficiency of the system. As indicated earlier, a major problem in Saudi Arabia is the lack of substantial information concerning the leadership style of academic personnel. This research is the first effort to secure such information.

It is hoped that this study will generate a useful data base with multidimensional significance. First, the data might pinpoint the areas of congruence and conflict between

the leadership behavior of different groups as perceived by themselves and by others. Such findings then could be used for developmental planning and programs in the three selected institutions. Second, in addition to the population under study, the information may be of value to other colleges and universities in Saudi Artabia as well persons interested in the study of higher education in the neighboring countries. Third, since all colleges and universities in the Saudi system operate under the direct control of the Ministry of Higher Education, the findings might be of use to the decision making and planning process at the national level. Finally, this study has the potential of making contributions to the literature on the nature of leadership in Saudi Arabia, which has at least two implications: establishing a data base for those interested in educational systems of the Middle East in general, and Saudis in particular; and establishing a data base for future studies in this important field.

CHAPTER II

REVIEW OF LITERATURE

Introduction

Leadership is a universal human phenomenon and is essential to the successful functioning of any organization. As Kamm (1982) stated, educational leadership has been and will be manifested in several ways. Also, different styles of leadership have been utilized. The topic of leadership has been reflected upon extensively in the literature in books, articles and other documents; however, this chapter is devoted to the review of literature which was most relevant to the purpose of this research. It has been deemed appropriate to present this review in the following sections: the system of higher education in Saudi Arabia; a general overview of leadership; leadership styles; leadership behavior studies concerning deans, department heads and faculty members.

The System of Higher Education
in Saudi Arabia

Higher education in Saudi Arabia is a function of the government and is planned, funded, and overseen by a central ministry of higher education. According to Thomas (1978):

15

The modern Saudi Arabian educational system is based upon the United States' educational system with many modifications taken from the British, French, German, Italian, and Egyptian systems at the univesity level. Pattern and procedures from these educational programs have been combined and superimposed upon the age old program dictated by the custom and laws of Islam (pp. 2-3).

The organizational chart and functional relationship for the Saudis systems of higher education is depicted in the report by the Ministry of Higher Education (1983, p. 19), and its English translation is shown in Figure 1. Also, Backer (1982, p. 39) depicted the organization of a Saudi university which is seen in Figure 2.

A Saudi university is divided into various colleges-- for example, physical education, the sciences, medical school; humanities. The role of deans and department heads is quite different among various institutions; for example, junior colleges vs. major research universities, and among institutions in dif-ferent countries. Since this study was related to the Saudi system of universities, it is important to present a brief discussion concerning the status and role of deans and department heads in the Saudi system.

The dean has the highest academic and administrative authority in the college. He is elected by the faculty council of the college and approved by the president for three years and may be renewed for a second term. His major functions are academic, financial, and operations of the college. He must submit an annual report to the president. It is critical to note that the dean's work is challenging,

Organizational chart contents:

- Sup. Comm. for EMP Missions
- The Minister of Higher Educ.
- Sup. Univer-sities Council
- Council Trustees
- Experts & Consultants
- Minister Office
- King Aziz Res. Center
- King Abdul Aziz Univ.
- Iman_Moh. Ben Saud Univ.
- King Saud Univ.
- King Faisal Univ.
- Univ. of Pet. & Min.
- Deputy Minister
- Deputy Minister of Admin. & Finan. Affairs
- Deputy Minister of Accademic Affairs
- Deputy Office
- Deputy Office
- Gen. Dept. for Dev. of Higher Ed.
- Dept. of Missions & Inter'l Univ. Rel.
- Eng. Dept.
- General Dir. of Adm.
- Organ. & Mgmt. Unit
- Dept. of Plan. & Budget
- Dept. of Univ. Equal.
- National Res. Center
- Dept. of Ext. Relations
- Information Cen. & Library
- Dept. of Coor. w/ Educ. Agency
- Res. Deve. & Translation Dept.
- Planning & Follow up Dept.
- Saudi Mission Office Dept.
- Intern'l Univ. Rel. Dept.
- Missions Dept.
- Projects Dept.
- Services & Main. Dept.
- Employees Affairs Dept.
- Finance Dept.
- Gov'tal Relation Dept.
- Communication Center

(Source: Higher Education in Saudi Arabia, 1983, p. 19. Note: The Chart does not show Islamic University and Umm Al-Qura University.)

Figure 1. Organizational Administration Chart for Ministry of Higher Education
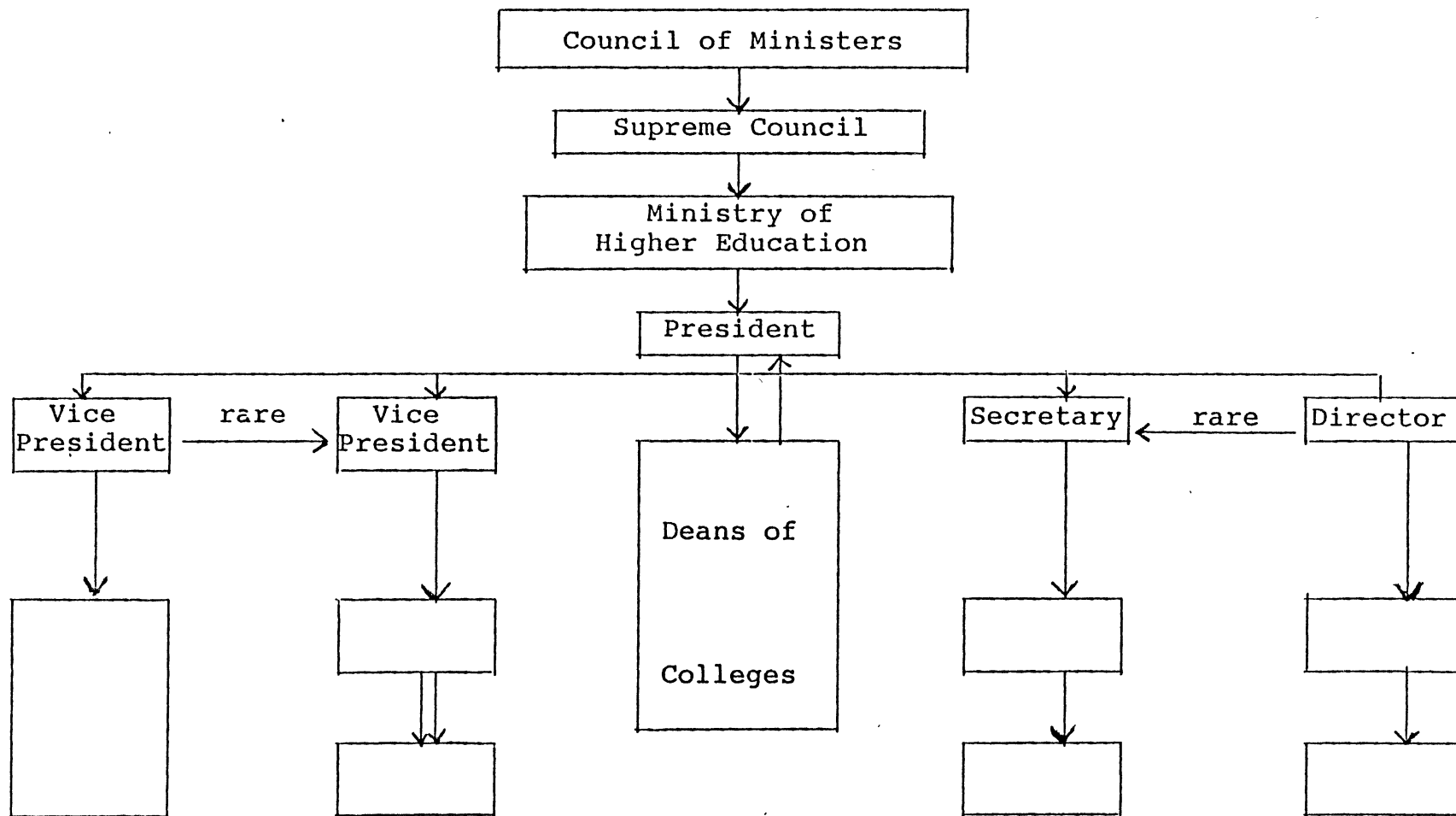
Figure 2. The flow of information and communication in the system of King Abdul Aziz University, p. 39

The boxes and flow in the figure read:

Council of Ministers

Supreme Council

Ministry of
Higher Education

President

Vice President —rare→ Vice President   Deans of   Secretary ←rare— Director

Colleges

and he may rise to the position of deanship despite his lack of administrative, teaching, and/or research experience. The main reason for electing such a person to this important position may be the lack of an adequate number of well-prepared and competent Saudi administrators.

The situation regarding department heads in the Saudi system is quite similar. Department heads have the highest academic and administrative authority in their departments. The department head is elected by his department colleagues and reports directly to the dean. He is elected for two years with the opportunity for re-election to a second term.

There have been very few studies concerning the Saudi system of higher education in general and leadership in particular. Thomas (1968) conducted a study of the educational system of Saudi Arabia in order to develop a guide to the academic placement of students from the Kingdom in the United States' educational institutions. Backer (1982) studied the organizational structure of King Abdul Aziz University. He analyzed the existing system and recommended a model for recognizing the structure.

Since this study was conducted in three universities, it is appropriate to review each briefly, presenting some essential information.

King Abdul Aziz University

King Abdul Aziz University was founded in 1967 in the city of Jeddah. According to the Ministry of Information

(1974), it started its programs in such fields as econcomics and administration, arts and humanities, Islamic studies, education, sciences, and medicine. This university also grants a Master's of Arts Degree in Islamic Studies. The university made significant progress in only a few years. Backer (1982) noted that "In 1980, it had 11 colleges and institutues located in the cities of Jeddah, Makkah and Madina" (p. 2). Based upon recent information, the university employes about 2,000 employees and has an enrollment of 14,403 students (King Abdul Aziz University, 1983). Also, as Backer (1982) indicated, "Today the Makkah campus no longer belongs to KAAU because the government has established a new university, Umm Al-Qura University" (p. 2).

Umm Al-Qura University

Located in Makkah, Umm Al-Qura University became independent from King Abdul Aziz University in 1981, but it still follows policies that are similar to those at KAAU pending new policy enactments. The original colleges established in the university were the College of Islamic Statutes and Islamic Studies, the College of Education, and the Arabic Institute for non-Arabic speaking students. The Ministry of Higher Education has given the university president the authority to establish new colleges if deemed necessary. Based on the recent observation by this researcher, a few of these projects are underway. For example, the following colleges have been established during the past few years: College of

Social Sciences, College of Art and Sciences, and College of
Islamic Architecture.

Islamic University

This university was founded in 1961 in Medina. As sta-
ted in the Third Development Plan (1980-85), "The University
is principally an international university, and according to
its charter, 85 percent of its enrollment should be non-Sau-
dis." By the end of the Third Development Plan the enroll-
ment at Islamic University is projected at 4,000 students
(p. 324). The major areas of study are the Islamic Insti-
tute, Foundations of Religion, and Arabic Language and Lit-
erature (Ministry of Planning, 1980-85). This university is,
in fact, one of the two universities in Saudi Arabia devoted
to instruction and research in topics related to religion
(Third Development Plan, 1980). Due to such special features
of the Islamic University, students from 88 countries are
attending this institution with a ratio of 86.1 percent non-
Saudis and 13.9 percent Saudis (Islamic University, 1984, p.
8).

The Department of Planning and Management also reveals
another unique feature of the Islamic University. This
institution educates students at all levels, elementary,
intermediate school, secondary school, and higher education,
with 75.9 percent of the students attending higher education
programs. (p. 8)

General Overview of Leadership

The leadership phenomenon is becoming a common concern for the vitality of today's social systems, and it is considered as an important element affecting organizational performance. As Kellerman (1984) noted:

> ...leadership as manifested in all aspects of the human condition--has been inadequately explored. The evidence suggests, however, that his neglect is starting to give way. Perhaps it is a sense of peril, fragility of uncertainty that impels us; whatever the cause, leadership is increasingly recognized as a subject that demands the most careful attention (p. 240).

In this effect, Tichy and Ulrich (cited in Kimberly and Quinn, 1984) noted that:

> To revitalize organizations, leadership needs to help organizations develop a new vision of what they can be, then mobilize the organization to change toward the new vision (p. 240).

For the educational setting, Hadley and Andrews (1978) maintained that:

> The kind and quality of leadership provided in educational administration is particularly important in the democratic society in which we live, because education is so basic to the satisfactory functioning of that society and superior leadership is essential for the development of an adequate program of education (p. 61).

However, Ivancevich, Szilagyi, and Wallace (1977) claimed that no universally accepted theoretical framework of leadership has developed. In order to ease some of the confusion and misunderstanding of the concept of leadership, it seems esential to spell out some of the key definitions of leader and leadership as seen in the literature.

Leadership is the relationship between two or more
people in which one attempts to influence the other
toward the accomplishment of some goal or goals
(Ivancevich, Szilagyi, and Wallace, 1977, p. 273).

Leadership is the institution of action that
results in a consistent pattern of group interac-
tion directed toward the solution of mutual
problems (Hemphill, 1954, p. 98).

Leadership is the exercise of authority and the
making of decisions (Dubin, 1968, p. 385).

Leadership is the process of influencing group ac-
tivities toward goal setting and goal achievement
(Stodgill, 1950, p. 4).

The leader is one who succeeds in getting others to
follow him (Cowley, 1928, pp. 144-157).

Looking at the above definitions, Hadley and Andrews

(1978) made a useful observation:

Two important threads run through all of these de-
finitions. The first is that leadership is a re-
lationship between people in which influence and
power are unevenly distributed on a legitimate
basis. ' . . . the second important thread is that
there can be no leaders in isolation' (p. 10).

Yuki (1981) argued that while most definitions of lea-

dership reflect the assumption that it involves an influence

process, they "differ in many respects including important

differences in who exerts influence, the purpose of influ-

ence attempts, and the manner in which influence is exerted"

p. 3).

It is, then, appropriate to suggest that leadership is

"an act that changes the relationship between elements at a

certain time and place" (Hunt, Sekara, and Schriesheim, 1982,

p. 67).

These definitions and observations all support the view

expressed by Chemers (Kellerman, 1984) that "leadership is a social phenomenon" (p. 91). For that matter, then, it is essential to understand the evolution of the leadership concept in the context of social beliefs. Chemers (Kellerman, 1984) looked at this evolution and stated:

> The scientific study of leadership can be roughly divided into three periods: the trait period, from around 1910 to World War II, the behavior period, from the onset of World War II to the late 1960s, and the contingency period, from the late 1960s to the present (p. 93).

Ivancevich, Szilaygi, and Wallace (1977, pp. 274-291) discussed four groups of leadership theories as: trait theories (physical characteristics, and social characteristics); behavioral theories (task-orientation and employee-orientation); situational theories (managerial characteristics, subordinate characteristics, group structure and nature of the task, and organizational factors); contingency model, and path-goal theory. Luthans (1977, pp. 439-447) focused on similar theories of leadership.

Yet, Bass (1981, pp. 26-37) provided a more detailed discussion of such theories as great-man theories; trait theories; environmental theories; personal-situational theories; psychoanalytic theories; interactive-expectation theories; humanistic theories; exchange theories; behavioral theories, and perceptual and cognitive theories.

The literature further provides insights into the usefulness of these leadership theories in connection to leadership effectiveness. Hoy and Miskel (1982, p. 222) poin-

ted out that while the early searches for personality traits
to distinguish leaders from followers were unsuccessful, some
relationships have been established in recent studies. The
authors noted such traits as intelligence, dominance, self-
confidence, energy or activity, and task-relevant know-
ledge. However, they concluded that:

> It appears, then, that the study of leadership
> traits should not be neglected, but that the trait
> approach by itself can not explain leadership
> phenomena. Situational factors must also be con-
> sidered (p. 222).

Napier and Gershenfeld (1981, p. 239) claimed that the
personality traits are still poorly conceived and unreliably
measured and that, upon the refinement of our methods of
measuring such traits, we will be able to encourage the
development leadership effectiveness.

Herbert (1976) argued that:

> A major reason for the overall lack of fruitful-
> ness of the trait approach is that the behavior of
> the leader is what distinguishes him from the
> follower, rather than what he looks or acts like
> (p. 368).

The shift in the school of thought from trait theories
to behavioral theories opened the way for new research
studies, with new focus. As noted by Chemers:

> Here the emphasis was to move away from the focus
> on the internal states of leaders (what is, their
> values or personalities, as well as any precon-
> ceived leadership styles) to the more basic ques-
> tions of what it is that leaders actually do (Kel-
> lerman, 1984, pp. 94-95).

Herbert (1976, p. 368) also maintained that the
behavioral school of thought emphasizes what the leader does

to fulfill his role. This view relates the leader more directly to the followers. From this perspective, Herbert (1976) suggested "a process of goal attainment, follower satisfaction, and group support - actions and activities performed by and for the leader" (p. 369).

The most noticed and comprehensive study of leader behavior was initiated at the Ohio State University in the 1940s, which led to the development and use of the Leader Behavior Description Questionnaire (LBDQ). This instrument measures two major dimensions of leader behavior: initiating structure and consideration. Several other studies have confirmed the existence of these two dimensions of leader behavior. For instance, Kahn and Katz (1953) referred to these dimensions as employee oriented versus production oriented.

In general, Mezoff (1978) noted that "identifying behaviors, as opposed to personality traits, has revealed consistent and significant findings among various researchers" p. 3). On the other hand, there have been some problems associated with the behavior theory. Chemers (Kellerman, 1984) explained that:

> During both the trait and behavior eras, researchers were seeking to identify the "best" style of leadership. They had not yet recognized that the single style of leadership is universally best across all situations and environments (p. 95)

Korman (1966, pp. 349-363) also found that a specific set of leader behaviors differed in effectiveness in different situations.

The focus of today's school of thought is on the leader-

ship effectiveness as it is related to the underlying situation. It is referred to as the contingency approach. Originally developed by Fiedler (1964) it centered on a personality measure called the esteem for the least-preferred co-worker (LPC), which he found to be related to group performance. As noted by Hoy and Miskel (1982):

> According to this approach, it is necessary to specify the conditions or situational variables, that moderate the relationship between leader traits and performance criteria. The evidence indicates that under one set of circumstances, one type of leader is effective; under another set of circumstances, however, a different type of leader is needed (p. 223).

Reviewing 25 years of research on the meaning of LPC scores, Rice (1978, pp. 1122-1237) concluded that low LPC leaders value task success, whereas high LPC leaders value interpersonal success.

There have been other contingency models of leadership theories such as the Vroom and Yetton's Normative Decision Theory (1973) reflected in the leadership styles and leadership behavior studies is presented in the following sections.

Leadership Styles

The terminology of "style" is roughly equivalent to the leader's behavior (Luthans, 1977). Fiedler and Chemers (1974) noted that a style is "a relatively enduring set of behaviors which is characteristics of the individual regardless of the situation" (p. 40). The evolution and/or changes in leadership theories, as discussed earlier, has

created diverse modes of leadership; that is, leadership theories have direct implications for what style(s) leaders use in human resource development in their organizations. To examine the direction of leadership studies, it is deemed necessary to provide a brief overview of leadership styles that have appeared in the literature.

Leaders may vary in how they deal with their subordinates. Several concepts have been used to describe how they vary. These involve either: (1) work-related or (2) person-related behavior. Some variations stem from such notions as autocracy vs. democracy.

One of the first and well known studies of leadership style was conducted by Lewin and Lippit (1938) and was further expanded by Lewin, Lippit, and White (1939). They focused on the effects of three different styles of leadership, democratic, autocratic, and laissez faire, on group member behavior.

Herbert (1976) defined the terms as follows:

-The autocratic leader makes all decisions that relate to the group and is the major source of influence in the group's activities.

-The democractic leader shares his influence with the group, and makes decisions only after full discussion and participation by members, whose feelings and reactions are given full weight.

-The laissez-faire leader is not really a leader at all, but he is a figurehead who exerts no influence and makes no contribution to group goal attainment (p. 379).

Blake and Mouton (1964) focused on two basic dimensions--concern for production and concern for people. Then, they

developed a 9 X 9 grid of leadership styles:

    (1)   The 9,1 Style - task-oriented leadership;

    (2)   The 1,9 Style - relation-oriented leadership;

    (3)   The 1,1 Style - impoverished leadership;

    (4)   The 9,9 Style - integrated leadership; and,

    (5)   The 5,5 Style - balanced leadership.

A detailed discussion of these styles was found in Hoy and Miskel (1982).

Reddin (1970) developed a three dimensional model of leadership style by focusing on the leader, group, and the situation. Luthans (1977) grouped the three dimensional styles into:

> Effective Styles--executive, developer, benevolent autocrat, and bureaucrat.
>
> Ineffective Sytles--compromiser, missionary, auto-crat, and deserter (p. 452).

A situational theory of leadership, Goal-Path Theory, developed by House and Mitchell (1974), included two dimensions: Initiating Structure and Consideration; however, the theorey's final revision included four dimensions as:

> 1. Instrumental behavior
> 2. Supportive behavior
> 3. Participative behavior
> 4. Achievement-oriented behavior (p. 84).

A major situational theory of leadership was developed by Fiedler (1967) titled a Contingency Model of Leadership Effectiveness. Based on this model, effectiveness of leaders results from a relationship between leadership style and situational favorability. He identified three dimensions:

1. The Leader-Member Relationship, which is the most critical variable in determining the situation's favorableness

2. The Degree of Task Structure, which is the second most important variable

3. The Leader's Position of Power, which is the third most important variable (pp. 143-144).

Finally, according to the situational leadership developed by Hersey and Blanchard (1982), there is no single best method of influencing the behavior of subordinates. Rather, it is argued that the task-relevant maturity level of individuals or groups will determine which leadership styles are most likely to achieve the highest results.

Hersey, Angelini, and Carakushensky (1982) identify the four styles of leadership which are based on this situational leadership in the following manner:

1. Telling (S1) is for low maturity (M1): People who are both unable and unwilling to perform a specific task need clear direction and close supervision . . . Style one requires the leader to define roles and to tell people what, where, when, and how to perform tasks--high task/low relationship style.

2. Selling (S2) is for low to moderte maturity (M2): People who are willing but unable to take responsibility for a specific task or function. . . Most of the direction is provided by the leader, who now uses two-way communication to explain decisions and gain follower support--high task/high relationship style;

3. Participating (S3) is for moderate to high maturity (M3): People who have the ability to perform the specific task but lack confidence and enthusiasm . . . the leader and follower share decision making, with the primary role of the leader shifting to facilitating and communicating--high relationship/low task style;

4. Delegating (S4) is for high maturity (M4):
   People who are both able and willing to perform
   the specific task . . . the followers are self-
   motivated and are capable of self-direction--
   low task/low relationship style (pp. 218-219).

Initially, Hersey, Blanchard, and Natemeyer (1979) had

concluded that there "appears to be a direct relationship be-

tween the kind of power base and the leadership style that

will be effective in influencing others at various maturity

levels" (p. 423). Figure 3 depicts the relationship between

those leadership styles and the followers' maturity level.

Several research efforts have focused on these leader-

ship styles to determine those which are most effective in

given organizational settings. The majority of contemporary

writers and researchers agree that people-oriented, consider-

ation, and democratic styles lead to greater effectiveness,

employee satisfaction, etc.

Bass (1981) overviewed a wide range of leadership styles

including democratic versus autocratic leadership; participa-

tive versus directive leadership; relation-oriented versus

task-oriented leadership; consideration versus intiating

structure, and laissez-faire leadership versus motivation to

manage.

As a strong advocate of people-oriented leadership, Kamm

(1980) maintained that:

Too often, it would appear, however, that we give
more attention to the 'non-people' dimensions of an
institution, than we do to people . . . Sometimes
we utilize technology in the name of 'efficiency,'
without full regard for the impact of such on those
served (p. 45)
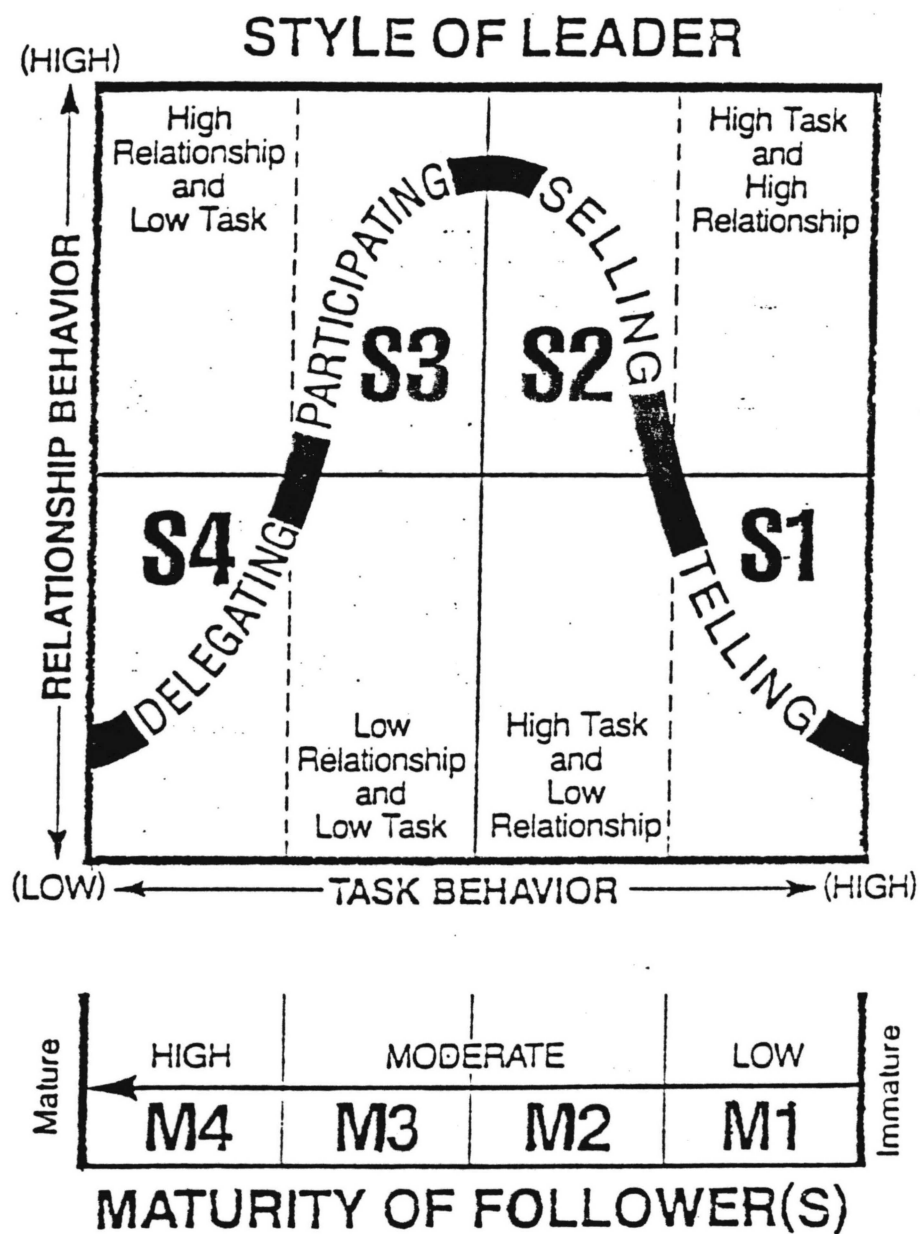
STYLE OF LEADER

Source: Hersey, Angelini, and Carakushansky,
1982, p. 218.

Figure 3. Style of Leader

He goes on to say that:

Surely our efforts and our leadership as educators
must always be of a postive and responsible kind
which recognizes the centrality and great worth of
people, and which 'open doors' to opportunity and
the development of each person to his or her full
potential (p. 74).

Napier and Gerenshenfeld (1981) also suggested that
"there is a 'best' style of leadership and that successful
leaders are those who can adapt their leader behavior to meet
the needs of their followers and the particular situation (p.
269).

The following section is used to review a number of
studies pertaining to the leadership behavior style of deans,
department heads, and faculty members in higher education
institutions.

Leadership Behavior Studies

Effective leadership is a vital ingredient for the vita-
lity and success of any system. As indicated by Yuki (1981),
although questions about leadership have long been a subject
of speculation, "it was not until the twentieth century that
scientific research on leadership was began" (p. 1). The
observation made by Ivancevich, Szilaygi, and Wallace (1977)
on the meaning of "effective leadership" may clarify the
variety of paths taken by researchers concerning leadership:

Effective leadership is a function of the charac-
teristics of the leader, the style of leadership,
the characteristics of the subordinates, and the
situation surrounding the leadership environment
(p. 274).

Given the same rationale, most researchers and practitioners would agree that leader behavior is an important variable related to organizational effectiveness (Greene, 1975). Yet, the importance attributed to leader behavior may stem from the presumed effect of the leader's behavior on this subordinates' performance and satisfaction (Likert, 1961).

The complexity and importance of this concept has led to several studies of leadership in various organizations. Specifically, the two major dimensions of leader behavior--initiating structure and consideration--have been the foundation for most of these studies. Possible directions of causality between leader behavior (consideration and initiating structure) and subordinate performance and satisfaction were investigated by Greene (1975) by administering a version of the LBDQ to 103 first-line managers and 206 immediate subordinates from three organizations--an insurance company, a manufacturing firm, and a marketing division of a chemical firm. His findings indicated that consideration was related to subordinate satisfaction. Also, subordinate performance exhibited both leader consideration and structure in a given condition. The results particularly indicated how a leader might affect subordinate performances positively by emphasizing both dimensions of leadership behavior, consideration and initiating structure.

Another researcher, Schriescheim (1980), examined the group cohesiveness as a moderator of dyadic leader-subor-

dinate relations. A total of 308 managerial and clerical employees in 43 work groups in a public utility took part in this study, and the data were subjected to moderated regression and subgroup moderator analysis. The major findings of the study were:

> Group cohesiveness negatively moderated the relationship between leader initiating structure and subordinate role clarity, satisfaction, and self-rated performance and postively moderated the relationship between leader consideration and the same dependent variables. In the low-cohesiveness subgroup, leader initiating structure was positively related to all three criterion variables, whereas in the high-cohesiveness subgroup, leader consideration was related to all three variables (p. 183).

In a laboratory experiment involving 144 management students from a large southwestern university, McElroy and Downey (1983) explored the effect of the performance attributions on leader behavior descriptions. The analysis of variance demonstrated an attribution effect in that the presence of performance cues directly affected descriptions of leader initiating structure and consideration. But, subject involvement directly affected only subject ratings of consideration. Finally, it was revealed that performance data were more salient cues for uninvolved observers than for involved participants.

It appears, from the literature, that the leadership studies in the educational settings are as common and important as in business and industry. In fact, Hadley and Andrews (1978) claimed that there are several characteristics of business/industrial leaders which appear to be relevant to

the education and development of administrators in higher
education.

The leadership behavior/style in educational settings
has attracted considerable attention of researchers. Since
academic administrators and faculty members at different
levels and ranks may possess varying leadership behaviors,
several comparative studies have been undertaken on such
groups.

Cyphert and Ingersoll (1974) attempted to identify
elements of the leadership strategies of academic administra-
tors by focusing on the role of the deanship. Subjects in
this study were identified by virtue of being incumbent deans
in specific university colleges or schools classified as
"high status," "upwardly mobile," or "low status" in the
fields of arts and sciences, business, education, engineer-
ing, law, medicine, and nursing. A total of 101 colleges or
schools were selected, and 75 participated. The findings
revealed that:

> (a) quality faculty, (b) innovative instruction,
> (c) the basic research function, (d) student
> affairs, including strong admission policies and
> placement services, (e) financial support . . . ,
> and (f) attention to modifying governance and
> administrative structure are all ingredients that
> administrators identify as crucial in high status
> schools; conversely, deans of low status schools do
> not rate these factors as significant characteris-
> tics of their operation (p. 359).

In a study of 189 faculty members, 27 presidents, and 27
deans in a community college setting, Cox (1974) found sig-
nificant differences between the perceptions of faculty mem-

bers and presidents as well as between the perceptions of presidents and deans concerning the real and ideal descriptions relative to the initiating structure and consideration dimension of leader behavior.

Several research efforts have dealt with the role and leadership behavior of department heads. Knox and his associates (1977) maintained that:

> Leadership means dealing with people. In order to build rapport and a good working relationship with department members, the head must try to understand their perceptions. With understanding comes a realization of the type of approach which will work best in supervising and motivating the staff (p. 6).

Johnson (1976) studied the relationship between administrators' roles and degree of success. This study involved 41 department chairpersons and 282 faculty members of physical education departments at colleges and universities in the United States. The researcher concluded that:

> (1) congruity of role perceptions between the administrator and faculty will lead to improved faculty perception of the administrator's success at carrrying out specific roles;
>
> (2) the more administrators feel that they are leaders, capable of assuming authority, the less successful they will be in the opinion of their faculty; and,
>
> (3) the administrator who is cheerful and who possesses an even disposition will be viewed as more successful by the faculty than administrators who do not possess such characteristics (pp. 7-8).

The research conducted by Hoyt and Spangler (1978) involved 103 department heads and 1,333 faculty members at four large universities located in the plains, midwest, east,

and south. In this study, the faculty members judged the administrative effectiveness of their department heads. They also described the department heads' behavior. The results led to an extraction of four "administrative styles"-- democratic practice, structuring, interpersonal sensitivity, and vigor. The researchers noted a highly significant relationship between the ratings of administrative effect- iveness and behavioral descriptions. Similarly, the four measures of "administrative style" were significantly related to performance. Specifically, structuring and interpersonal sensitivity were the best predictors of performance, activi- ties related to "Building Department's Reputation" were best predicted by vigor and democratic practice, and "Planning and Development" effectiveness was predicted best by vigor, structuring and democratic practice.

The study conducted by Toulyati (1981) focused on the expectations and perceptions of deans, chairmen, faculty members, and students of leadership behavior of academic department chairman at 18 institutions in three states-- Arkansas, Kansas, and Oklahoma. A total of 39 deans, 51 chairmen, 174 faculty members, and 166 students participated in this research. The researcher reported several findings and drew the following conclusions:

> . . . that the academic department chairman is
> placed in a position where he encounters con-
> flicting expectations in his relationship with
> group members . . . The academic department
> chairman is placed in a position where he en-
> counters conflicting expectations in his rela-
> tionship with faculty regarding the consideration

dimension and with students regarding both consi-

deration and initiating structure dimensions. . .
the academic chairman was placed in a position
where he encountered conflicting expectations in
his relationship with the dean regarding the
consideration dimension and with the students
regarding the initiating structure dimension (pp.
88-90).

Often a department head's leadership effectiveness is

judged by the virtues of how he/she deals with various

operations concerning personnel, curriculum, etc. Yet such

leadership effectiveness may be hampered by the influence of

interest groups, internally and/or externally. Whitson and

Hubert (1982) examined the influence of interest groups as

perceived by department chairpersons in large public univer-

sities. A sample of 320 department chairpersons in 58 public

universities participated in Whitson and Hubert's study. The

findings of this study confirmed the influence on university

and departmental functioning, particularly for those interest

groups and individuals within the university itself. This

may not only be critical to the operation of the department,

but also to the effective functioning of the institution.

Bennett (1983) observed that:

Department chairpersons are in the trenches of
higher education. It is they who had the charge
daily on the fields of instruction and research.
Unless their maneuvers on the field are successful,
battles won elsewhere in the institution will not
matter much (p. 52).

Thus, he foresaw the future roles of the chairperson as

entrepreneur, creative custodian of standards, and as politi-

cian (pp. 52-56).

Several other studies have examined the leadership behavior and the dimensions of leader behavior of faculty members in higher education institutions. Concerning the leadership behavior of faculty members, some researchers believe that teachers are leaders or that leadership style is identical to what has been called teaching style (Swanson, 1974), and that teacher behavior is identical to leader behavior (Gibb, 1955). McBeath and Andrews (1960) indicated that teaching effectiveness in the classroom is related to leadership qualities. For example, Swanson (1974) maintained that teachers differ widely in their individual approaches to the learning process, that "these individual differences reflect differences in leadership style, and that each style can, in turn, be related to productivity and improvement (p. 41).

The senior level faculty in 28 public institutions of higher education in four states participated in Brown's study (1973). The findings of this study revealed that there was a strong relationship between the professor's satisfaction with the interaction with his superior and the leadership of that superior; there was a stronger dislike of authoritarian than there was a liking for democratic styles; while the professors prefered a subordinate-centered leadership, they did not necessarily favor the most extreme of the transactional style; professors stated a preference for participative decision-making as opposed to the more authoritarian styles.

Mezoff (1978) claimed that there have been several

parallels between the development of general leadership
theories and theories of teacher leader behavior. He noted
that personality characteristics of leaders and teachers were
equally inconclusive. Reviewing several researches, he
observed that some dimensions of effective teaching did not
correspond to leadership consideration and structure beha-
viors. Among those investigated have been the teacher's
ability to motivate students, the teacher's professional in-
volvement, punctuality and neatness, the analytic/synthetic
approach, and the area of assignments and evaluation. The
author further indicated that some aspects of leadership were
unique and were usually not found in teaching, such as the
interdependence of subordinates, the factor of group cohe-
siveness, emergent leadership, and clearly explicit group
goals.

Viewing the college classroom as a leadership situation
at San Antonio College, Jabs (1982) applied the initiating
structure to one group of students (66) and consideration to
another group of students (77). He concluded:

> Initiating Structure or teacher centered instruc-
> tion is more effective than Consideration leader-
> ship or personalized instruction in the acquisition
> of factual knowledge or data learning, but Consi-
> deration Leadership is superior to Initiating
> Structure in the stimulation of personal deve-
> lopment in the student . . . (p 201).

In validating the Fiedler's contingency model of lea-
dership, Hardy (1982) attempted to determine whether task-
oriented and human relation-oriented classroom teachers
exhibit different classroom behavior. In his study, fourteen

full-time graduate faculty members from the School of Educa-

tion of a large eastern university were observed in teaching

situations by three trained observers. The researcher

reached several unconclusive findings and mixed results.

However, he made different observations. For example:

> Since the low LPC [Least Prefered Co-worker]
> teacher is not as adept at improving leader-member-
> relations, these relations might not be as strong
> as in the high LPC teacher's classroom (p. 16).

CHAPTER III

METHODOLOGY

Introduction

This chapter will be used to present the specific
elements of the research design which were used in order to
accomplish the purposes of this study. The selection of an
appropriate research design is a vital step in conducting any
research effort since, as Jaccard (1983) noted, "the results
of statistical analysis must be interpreted in the context of
the research design used to generate data." (p. 159)
Kerlinger (1964, pp. 280-300) also referred to the research
design as a plan, structure and strategy of ivestigation for
gathering and analyzing data in certain ways. The components
of the methodology in this research consisted of description
of population and sample, instrumentation, data collection
procedure, and statistical procedure.

Description of Population/Sample

The population for this study consisted of all deans,
department heads, and faculty members in the following three
universities in Saudi Arabia:

1. King Abdul Aziz University

2.   Umm Al-Qura University

3.   Islamic University at Medina Monawarah

The sample consisted of all the deans, 40 percent of the department heads, and 10 percent of the faculty members in the three institutions. The list of all deans, department heads, and faculty members was obtained from the three stated universities, and Gay's (1981, pp. 87-100) method of random selection was applied for selecting the appropriate sample. For example, he noted that:

> The purpose of sampling is to gain information about a population...if a sample is well selected, research results based on it will be generalizable to the population...Random sampling is the best single way to obtain a representitive sample...for descriptive research, a sample of 10% of the population is considered minimum [acceptable number]. (pp. 85, 88, 98)

Table I illustrates the distribution of the population and sample in this research effort.

Instrumentation

The Leader Behavior Descriptive Questionnaire (LBDQ) was used to collect data concerning the leadership behavior of deans, department heads, and faculty members in the three institutions described in the preceding section. The instrument was originally developed by Halpin (1956) to measure the two dimensions of leadership behavior, initiating structure and consideration, of public school superintendents.

As indicated by Halpin (1956, p. 1), the Leader Behavior Description Questionnaire, with some modifications in wording

TABLE I

DISTRIBUTION OF POPULATION AND SAMPLE

Institutions	Population			Sample		
	Deans	Heads	Faculty	Deans	Heads	Faculty
King Abdul Aziz	9	54	920	9	22	92
Umm Al-Qura	5	32	487	5	13	49
Islamic	5	23	250	5	9	25
Total	19	109	1657	19	44	166

and instructions, can be used in two forms:

1. LBDQ-REAL -- describes how the respondent perceives the leader's behavior.

2. LBDQ-IDEAL -- describes how the respondent expects the leader to behave.

Therefore, the questionnaire served a two-fold purpose in this study: to describe the behavior of a leader on a perceived (real) as well as on an expected (ideal) basis. For example, all selected faculty members were provided a copy of the LBDQ-Ideal to indicate their expectations of department heads' leadership behavior. This same group was also provided a copy of the LBDQ-REAL to indicate their perceptions of department heads' leadership behavior. Likewise, each faculty member had to respond to two other sets of questionnaires, Ideal and Real, concerning the leadership behavior of deans. Of course a similar pattern was used in distributing the instrument among the heads and deans.

The instrument contains 30 Likert-type items; 15 items to measure Initiating Structure, and 15 items to measure Consideration dimensions. Each item is scored on a scale of 4 to 0, with assigning a score of 4 to Always, 3 to Often, 2 to Occasionally, 1 to Seldom, and 0 to Never. Also, in the process of scoring the items, six (those identified by a star in the following list) were scored negatively.

The items corresponding to each dimension and in their original forms are as follows:

Initiating Structure

1. Making attitudes clear to the group

2. Trying out new ideas with the group

3. Ruling with an iron hand*

4. Criticizing poor work

5. Speaking in a manner not to be questioned

6. Assigning group members to particular tasks

7. Working without a plan*

8. Maintaining definite standards of performance

9. Emphasizing the meeting of deadlines

10. Encouraging the use of uniform procedures

11. Making sure that one's part in the organization is understood by group members

12. Asking that group members follow standard rules and regulations

13. Letting group members know what is expected of them

14. Seeing to it that group members are working up to capacity

15. Seeing to it that the work of group members is coordinated

Consideration

1. Doing personal favors for group members

2. Doing little things to make it pleasant to be a member of the group

3. Being easy to understand

*These items are scored negatively.

4. Finding time to listen to group members

5. Keeping to oneself*

6. Looking out for the personal welfare of individual group members

7. Refusing to explain one's actions*

8. Acting without consulting the group*

9. Slowly accepting new ideas*

10. Treating all group members as one's equal

11. Being willing to make changes

12. Being friendly and approachable

13. Making group members feel at ease when talking with them

14. Putting suggestions by the group members into operation

15. Getting group approval on important matters before going ahead

*These items are scored negatively.

Using a split-half coefficient, Halpin (1956, pp. 8-9) presented the following estimates of reliability for the LBDQ:

LBDQ-Real: Initiating Structure, .83; Consideration, .92.

LBDQ-Ideal: Initiating Structure, .69; Consideration, .66.

As for the validity of the instrument, Dipboye (1978, pp. 1174-1178) pointed out that the items were straight-forward and seem to match commonsense descriptions of leader

behavior in a variety of settings.

In using this instrument, permission was sought from the MacMillan Publishing Company, Inc. and slight rewording and modifications were made for purposes of this study. Copies of the modified forms of the questionnaire are provided in Appendix E.

As seen in the modified forms of the instrument, a number of questions regarding the demographic data of the respondents were added to the end of the questionnaire, since some of the hypothesis relate to such data.

Data Collection Procedure

The process of data collection during this research effort involved several steps and activities.

1. On January 16, 1984, a formal request for using the LBDQ was made to the MacMillan Publishing Co., Inc. (See Appendix B.) The permission was awarded to the researcher on January 24, 1984 (see Appendix C.)

2. To fit the purposes of this study, appropriate modifications were made to the items of the questionnaire (see Appendix E). The approval of the members of the doctoral committee were obtained regarding such modifications.

3. Since the subjects were located in a non-English speaking country, the researcher had predicted that some of the subjects might have had difficulty in filling out the questionnaires. Therefore, a translation of the question-

naire items into the Arabic language was made.

4. Since the sample included subjects from three groups, faculty, department heads, and deans, three versions of the questionnaire were made which could be easily identified by color as well as by a code. Furthermore, the first page of each questionnaire clearly explained the procedure and its type, Ideal and Real. The color and code identifications proved very useful for tracing purposes.

5. A package was made for each subject containing both the English and Arabic forms.

6. The researcher sent a letter to the Saudi Education Mission in the United States for getting permission to travel to Saudi Arabia for the purpose of collecting data (see Appendix F.) The Mission responded positively (Appendix G) and asked the three universities to cooperate with the researcher (Appendix H.) King Abdul Aziz and Umm Al-Qura Universities sent letters to all academic deans asking them to facilitate the researcher's data collection process (Appendix I.) The Administration in the Islamic University sought the cooperation of their deans through telephone contacts.

7. The questionnaire packages were carried personally to Saudi Arabia during the summer of 1984 and personally distributed among the subjects in the three universities. Based on a pre-arrangement with the subject, the researcher gathered the completed questionnaires three weeks after the date of distribution.

Using the process described, the number and percent of

usable responses which were obtained included 106 (64%) from faculty, 36 (92%) from heads, and 14 (74%) from deans (see Table II).

<center>Statistical Procedures</center>

The data were collected and treated according to the purpose, hypotheses, and requirements of the study. Due to the nature of the data, the One-Way Analysis of Variance (ANOVA) was utilized to determine if any significant difference existed between (among) groups' perceptions/expectations on the two dimensions of a leader's behavior, initiating structure and consideration.

<center>TABLE II

NUMBERS AND PERCENTAGE OF USABLE RESPONSES</center>

Group	Population	Sample	Usable Responses	Percentage
Deans	19	19	14	74
Department Heads	44	44	36	82
Faculty Members	1657	166	106	64

The application of the ANOVA for this research is

justified by the literature. Gay (1981) noted that:

> Simple, or one-way, analysis of variance (ANOVA) is
> used to determine whether there is a significant
> difference between two or more means at a selected
> probability level. In a study involving three
> groups, for example, the ANOVA is the appropriate
> analysis technique. (p. 32)

Furthermore, the assumptions stated concerning the
appropriateness of ANOVA by Hicks (1982, p. 351) and Bartz
(1976, 290) held for this study, including types of scores
(interval or ratio), normal distributing of population and
sample, etc.

Yet, the F ratio resulting from ANOVA only revealed
whether there was a significant difference somewhere or not.
In order to find out where such differences (if any) existed,
the Scheffe Multiple Range Test was recommended in the liter-
ature (Gay, 1981, p. 337) and was utilized in the data
analysis.

The data were punched on cards, using the SPSSX computer
package and were analyzed at the 0.05 significant level.
Finally, the data resulting from questionnaire items as well
as demographic data were tabulated and presented with appro-
priate interpretations.

CHAPTER IV

ANALYSIS AND PRESENTATION OF DATA

The purpose of this chapter was to analyze and present data gathered from the Leader Behavior Description Questionnaire (LBDQ) in terms of both subjects' demographic information and research hypotheses.

The analysis of data was based on a total of 156 (68%) usable returned questionnaires. The numbers and percent of responses from the three groups, deans, heads, and faculty members, are shown in Table II.

The 156 responses indicated that 30 (19%) of the respondents were female while 126 (81%) were male. The distribution of female and male subjects in each group can be observed in Table III.

The ages reported by respondents ranged from 25 to 67. The age groups for the 14 deans, 36 department heads, and 106 faculty members are shown in Table IV.

The demographic data on the subjects revealed that 13 (93%) of deans; 17 (47%) of department heads; and 20 (19%) of faculty members were Saudis. The rest of the subjects were non-Saudis. The distribution of subjects by their nationality are provided in Table V.

TABLE III

DISTRIBUTION OF SUBJECTS BY SEX

Sex	Deans		Heads		Faculty		Total	
	No.	%	No.	%	No.	%	No.	%
Female	0	0	4	11	26	25	30	19
Male	14	100	32	89	80	75	126	81
Total	14	100	36	100	106	100	156	100

TABLE IV

DISTRIBUTION OF SUBJECTS BY AGE

Age	Deans		Heads		Faculty		Total	
	No.	%	No.	%	No.	%	No.	%
0-25 years	0	0	0	0	1	1	1	0
26-35 years	5	38	9	25	23	22	37	24
36-45 years	8	57	13	36	51	48	72	46
46-55 years	1	7	10	28	26	24	37	24
56+ years	0	0	4	11	5	5	9	6
Total	14	100	36	100	106	100	156	100

As for the subjects' native language, the data gathered suggested that 14 (100%) of deans; 31 (86%) of department heads; and 88 (83%) of faculty members were Arabic speaking and the remaining subjects were non-Arabic speaking. Thus, for the three groups as a whole, 133 (85%) were Arabic

speaking and 23 (15%) were non-Arabic speaking. Table VI
illustrates the number and percent of Arabic and non-Arabic
speaking subjects from each group.

TABLE V

DISTRIBUTION OF SUBJECTS BY NATIONALITY

Nationality	Deans		Heads		Faculty		Total	
	No.	%	No.	%	No.	%	No.	%
Saudi	13	93	17	47	20	19	50	32
Non-Saudi	1	7	19	53	86	81	106	68
Total	14	100	36	100	106	100	156	100

Concerning the academic experience, data indicated that
of the 156 subjects in the three groups 5 (3%) had 0-1 years
of experience; 6 (4%) had 1-2 years of experience; 34 (22%)
had 2-5 years of experience; 34 (22%) had 5-10 years of exper-
ience; and 77 (49%) had 10-above years of experience. The
detailed distribution of subjects regarding experience level
are shown in Table VII.

Of the 156 respondents, a total number of 85 (54%)
subjects were from the King Abdul Aziz University; 44 (28%)
from Umm Al-Qura University; and 27 (18%) from Islamic
University. The distribution of subjects from the three

institutions can be seen in Table VIII.

TABLE VI

DISTRIBUTION OF SUBJECTS BY NATIVE LANGUAGE

Language	Deans		Heads		Faculty		Total	
	No.	%	No.	%	No.	%	No.	%
Arabic	14	100	31	86	88	83	133	85
Non-Arabic	0	0	5	14	18	17	23	15
Total	14	100	36	100	106	100	156	100

TABLE VII

DISTRIBUTION OF SUBJECTS BY ACADEMIC EXPERIENCE

Experience	Deans		Heads		Faculty		Total	
	No.	%	No.	%	No.	%	No.	%
0-1 years	0	0	2	5	3	3	5	3
1-2 years	2	14.5	0	0	4	4	6	4
2-5 years	4	28.5	10	28	20	19	34	22
5-10 years	4	28.5	5	14	25	23	34	22
10+ years	4	28.5	19	53	54	51	77	49
Total	14	100	36	100	106	100	156	100

TABLE VIII

DISTRIBUTION OF SUBJECTS BY INSTITUTIONS

Institution	Deans		Heads		Faculty		Total	
	No.	%	No.	%	No.	%	No.	%
King Abdul Aziz	6	43	19	53	60	57	85	54
Umm Al-Qura	4	28.5	10	28	30	28	44	28
Islamic	4	28.5	7	19	16	15	27	18
Total	14	100	36	100	106	100	156	100

Testing the Hypotheses

The single classification of Analysis of Variance
(ANOVA) was used to test the hypotheses of this study at the
0.05 level of significance. For the hypotheses where more
than two groups were to be compared, an additional test was
performed. For the values significant at the 0.05 level in
any of these hypotheses, Scheffe, a multiple range test, was
utilized to locate the exact position of such a difference.

> HO1: There is no significant difference between
> the perceptions of faculty members and deans
> regarding the two dimensions of leadership be-
> havior of department heads.

This hypothesis tested simultaneously the perceptions of
faculty members and deans in the three institutions regarding
the two dimensions of the Ideal Leader Behavior Question-
naire, Initiating Structure and Consideration. As for the
initiating structure dimension, the F value of 7.94 for the

two groups (N = 14 and 106) with 1,118 degrees of freedom was significant at the 0.05 level. Thus, the null hypothesis concerning the initiating structure was rejected. Furthermore, the mean scores for the two groups on this dimension ranged from 18.00 to 55.00, compared to a 39.58 total average value. Concerning the consideration dimension, the F value of 5.55 was also significant at the 0.05 level. Thus, the null hypothesis on this dimension was rejected too. The mean scores for the two groups on the consideration dimension ranged from 15.00 to 59.00, compared to a 40.91 average value. Since hypothesis one dealt only with two groups, no Scheffe multiple range test was needed. The F ratio and mean scores for the two dimensions are shown in Tables IX and X.

TABLE IX

ANALYSIS OF VARIANCE FOR THE PERCEPTIONS OF FACULTY
MEMBERS AND DEANS CONCERNING TWO DIMENSIONS
OF LEADERSHIP BEHAVIOR OF HEADS

Source	d.f.	SS	MS	F	P
Initiating Structure					
Between groups	1	700.13	700.13	7.94	.05
Within groups	118	10407.19	88.20		
Total	119	11107.32			
Consideration					
Between groups	1	710.20	710.20	5.55	.05
Within groups	118	15089.79	127.88		
Total	119	15799.99			

TABLE X

MEAN SCORES FOR FACULTY AND DEANS PERCEPTIONS
CONCERNING DEPARTMENT HEADS

Group	Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Initiating Structure						
1 (Deans)	14	32.93	9.79	2.62	18.00	50.00
3 (Faculty)	106	40.45	9.34	.91	18.00	55.00
Total	120	39.58	9.66	.88	18.00	55.00
Consideration						
1 (Deans)	14	34.21	10.71	2.86	20.00	54.00
3 (Faculty)	106	41.79	11.38	1.11	15.00	59.00
Total	120	40.91	11.52	1.05	15.00	59.00

HO2:   There is no significant difference between
the expectations of faculty members and deans
regarding the two dimensions of leadership beha-
vior of department heads.

With the F value of .23 for the two groups (N = 14 and

106) and with 1,118 degrees of freedom, this hypothesis

was not rejected for the initiating structure dimension of

leadership behavior of department heads. For this dimension,

the mean scores for the two groups ranged from 18.00 to

56.00, compared with the 43.46 average value. As for the

consideration dimension, the F value of .75 was also not

significant at the 0.05 level. In this case, the mean values

for the two groups ranged from 15.00 to 56.00, compared to

the total average of 45.71. For comparing the scores between

these two groups, no Scheffe test was needed. The results of

the analysis of variance and group mean scores for initiating

structure and consideration dimensions of the Real LBDQ con-

cerning the department heads are shown in Tables XI and XII.

HO3:   There is no significant difference between
the perceptions of faculty members and department
heads regarding the two dimensions of leadership
behavior of deans.

With 1,140 degrees of freedom for the two groups (N = 36

and 106), the obtained F value for the initiating structure

dimension of the Ideal LBDQ was 1.51 which was not signifi-

cant at the 0.05 level. The mean values for the two groups

as compared with the total average of 42.23 ranged from 27.00

to 56.00. Regarding the consideration dimension of the Ideal

LBDQ, the obtained F value of .22 was also insignificant at

the 0.05 level. In this case, the mean scores ranged from

19.00 to 56.00, compared to the total average of 41.66.

Thus, for both dimensions of the leadership behavior of the

dean, initiating structure and consideration, this hypothe-

sis was not rejected. Also, no Scheffe multiple range test

was needed for either case. The F ratios and mean scores

for these two dimensions are shown in Tables XIII and XIV.

TABLE XI

ANALYSIS OF VARIANCE FOR THE EXPECTATIONS OF FACULTY
MEMBERS AND DEANS CONCERNING TWO DIMENSIONS
OF LEADERSHIP BEHAVIOR OF HEADS

Source	d.f.	SS	MS	F	P
Initiating Structure					
Between groups	1	9.06	9.06	.23	NS
Within groups	118	4566.73	38.70		
Total	119	4575.79			
Consideration					
Between groups	1	43.09	43.09	.75	NS
Within groups	118	6737.70	57.10		
Total	119	6780.79			

HO4: There is no significant difference between
the expectations of faculty members and department
heads regarding the two dimensions of leadership
behavior of deans.

For this null hypothesis with two groups (N = 36 and

106) and 1,140 degrees of freedom, the F values of .01 and

TABLE XII

MEAN SCORES FOR FACULTY AND DEANS EXPECTATIONS
CONCERNING DEPARTMENT HEADS

Group	Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Initiating Structure						
1 (Deans)	14	44.21	5.56	1.49	32.00	50.00
3 (Faculty)	106	43.36	6.30	.61	18.00	56.00
Total	120	43.46	6.20	.57	18.00	56.00
Consideration						
1 (Deans)	14	47.36	3.67	.98	43.00	55.00
3 (Faculty)	106	45.49	7.91	.77	15.00	56.00
Total	120	45.71	7.55	.69	15.00	56.00

TABLE XIII

ANALYSIS OF VARIANCE FOR THE PERCEPTIONS OF FACULTY
MEMBERS AND HEADS CONCERNING TWO DIMENSIONS
OF LEADERSHIP BEHAVIOR OF DEANS

Source	d.f.	SS	MS	F	P
Initiating Structure					
Between groups	1	65.29	65.29	1.51	NS
Within groups	140	6065.50	43.33		
Total	141	6130.79			
Consideration					
Between groups	1	15.52	15.52	.22	NS
Within groups	140	9940.57	71.00		
Total	141	9956.09			

TABLE XIV

MEAN SCORES FOR FACULTY AND HEADS PERCEPTIONS
CONCERNING DEANS

Group	Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Initiating Structure						
2 (Heads)	36	43.39	7.06	1.18	27.00	56.00
3 (Faculty)	106	41.83	6.42	.62	27.00	55.00
Total	142	42.23	6.59	.55	27.00	56.00
Consideration						
2 (Heads)	36	42.22	7.05	1.18	24.00	53.00
3 (Faculty)	106	41.46	8.84	.86	19.00	56.00
Total	142	41.65	8.40	.71	19.00	56.00

2.94 were obtained for the initiating structure and con-
sideration dimensions respectively. Since both of these F
values are insignificant at the 0.05 level, the hypothesis
was not rejected concerning either dimension. Also, the mean
scores for the initiating structure dimension for the two
groups ranged from 28.00 to 57.00, compared to the total
average of 44.48. For the consideration dimension, the mean
cores ranged from 19.00 to 56.00 as compared to the total
average of 43.63. Tables XV and XVI show the data from the
analysis of variance and mean scores for the two dimensions
of leader behavior of deans as revealed from the Real LBDQ.

TABLE XV

ANALYSIS OF VARIANCE FOR THE EXPECTATIONS OF FACULTY
MEMBERS AND HEADS CONCERNING TWO DIMENSIONS OF
LEADERSHIP BEHAVIOR OF DEANS

Source	d.f.	SS	MS	F	P
Initiating Structure					
Between groups	1	.19	.19	.01	NS
Within groups	140	4395.25	31.39		
Total	141	4395.44			
Consideration					
Between groups	1	141.03	141.03	2.94	NS
Within groups	140	6712.18	47.94		
Total	141	6853.21			

TABLE XVI

MEAN SCORES FOR FACULTY AND HEADS EXPECTATIONS
CONCERNING DEANS

Group	Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Initiating Structure						
2 (Heads)	36	44.42	6.52	1.09	28.00	56.00
3 (Faculty)	106	44.50	5.20	.51	30.00	57.00
Total	142	44.48	5.58	.47	28.00	57.00
Consideration						
2 (Heads)	36	41.92	6.13	1.02	29.00	54.00
3 (Faculty)	106	44.21	7.17	.70	19.00	56.00
Total	142	43.63	6.97	.59	19.00	56.00

> HO5: There is no significant difference between
> the perceptions of deans and department heads re-
> garding the two dimensions of leadership behavior
> of faculty members.

This null hypothesis was rejected for the initiating struc-

ture dimension, since the F value of 5.04 with 1,48 degrees

of freedom of for the two groups (N = 14 and 36) was signi-

ficant at the .05 level, meaning that there is a significant

difference between the perceptions of deans and department

heads regarding the initiating structure dimension of leader-

ship behavior of faculty members. However, since this hypo-

thesis dealt with only two groups, Scheffe multiple range

test was not needed. The range of mean scores for this di-

mension was between 20.00 to 56.00, compared to the total

average of 40.52. On the other hand, the F value of .09 for

the consideration dimension was not significant at the 0.05

level. In this case, the mean scores for the two groups

ranged from 28.00 to 53.00, compared to the 41.30 total ave-

rage value. These results for the Ideal LBDQ are shown in

Tables XVII and XVIII.

> HO6: There is no significant difference between
> the expectations of deans and department heads re-
> garding the two dimensions of leadership behavior
> of faculty members.

At the 0.05 level, the F value of .04 for the two groups

(N = 14 and 36) with 1,48 degrees of freedom was not signi-

ficant in the case of the initiating structure of this Real

LBDQ. The mean scores for these two groups ranged from 28.00

to 56.00, compared to the total average of 43.66. Due to the

insignificant F value, this null hypothesis was not rejected,

indicating that the mean differences between groups were not significant. Concerning the consideration dimension of this hypothesis, the F value of .55 was not significant at the 0.05 level either. The mean scores ranged, however, from 20.00 to 60.00, compared to the grand average of 43.24 for the two groups. Therefore, the hypothesis for the consideration dimension also was not rejected. The F values and mean scores for this hypothesis are shown in Tables XIX and XX.

TABLE XVII

ANALYSIS OF VARIANCE FOR THE PERCEPTIONS OF DEANS AND
HEADS CONCERNING TWO DIMENSIONS OF LEADERSHIP
BEHAVIOR OF FACULTY MEMBERS

Source	d.f.	SS	MS	F	P
Initiating Structure					
Between groups	1	240.92	240.92	5.04	.05
Within groups	48	2295.56	47.82		
Total	49	2536.48			
Consideration					
Between groups	1	3.81	3.81	.09	NS
Within groups	48	2052.69	42.76		
Total	49	2056.50			

HO7: There is no significant difference between the leadership behavior (both dimensions) of department heads and deans as perceived by faculty members.

TABLE XVIII

MEAN SCORES FOR DEANS AND HEADS PERCEPTIONS CONCERNING FACULTY MEMBERS

Group	Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Initiating Structure						
1 (Deans)	14	37.00	7.70	2.08	20.00	47.00
2 (Heads)	36	41.89	6.57	1.09	28.00	56.00
Total	50	40.52	7.19	1.02	20.00	56.00
Consideration						
1 (Deans)	14	40.86	7.11	1.90	31.00	50.00
2 (Heads)	36	41.47	6.31	1.05	28.00	53.00
Total	50	41.30	6.48	.92	28.00	53.00

TABLE XIX

ANALYSIS OF VARIANCE FOR THE EXPECTATIONS OF DEANS AND
HEADS CONCERNING TWO DIMENSIONS OF LEADERSHIP
BEHAVIOR OF FACULTY MEMBERS

Source	d.f.	SS	MS	F	P
Initiating Structure					
Between groups	1	1.78	1.78	.04	NS
Within groups	48	2417.44	50.36		
Total	49	2419.22			
Consideration					
Between groups	1	34.47	34.47	.55	NS
Within groups	48	3034.65	63.22		
Total	49	3069.12			

TABLE XX

MEAN SCORES FOR DEAN AND HEADS EXPECTATIONS
CONCERNING FACULTY MEMBERS

Group	Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Initiating Structure						
1 (Deans)	14	43.36	8.06	2.16	28.00	50.00
2 (Heads)	36	43.78	6.70	1.12	28.00	56.00
Total	50	43.66	7.03	.99	28.00	56.00
Consideration						
1 (Deans)	14	44.57	7.87	2.10	31.00	55.00
2 (Heads)	36	42.72	7.98	1.33	20.00	60.00
Total	50	43.24	7.91	1.12	20.00	60.00

As for the initiating structure dimension, the F value of .92 for the two groups (N = 106 and 106) with 1,210 degrees of freedom was not significant at the 0.05 level. Thus, the null hypothesis concerning this dimension was not rejected. Furthermore, the mean scores for the two groups on this dimension ranged from 18.00 to 55.00, compared to a 41.17 total average value. In relation to the consideration dimension, this hypothesis was also not rejected, since the F value of .00 was not significant at the 0.05 level. The mean scores on this dimension ranged from 15.00 to 59.00, compared to a grand average of 41.50. Tables XXI and XXII illustrate the data obtained from the Ideal LBDQ for this hypothesis.

TABLE XXI

ANALYSIS OF VARIANCE FOR THE PERCEPTIONS OF FACULTY
MEMBERS CONCERNING TWO DIMENSIONS OF LEADERSHIP
BEHAVIOR OF DEANS AND HEADS

Source	d.f.	SS	MS	F	P
Initiating Structure					
Between groups	1	60.23	60.23	.92	NS
Within groups	210	13766.31	65.55		
Total	211	13826.54			
Consideration					
Between groups	1	.47	.47	.00	NS
Within groups	210	21636.51	103.03		
Total	211	21636.98			

TABLE XXII

MEAN SCORES FOR FACULTY PERCEPTIONS
CONCERNING DEANS AND HEADS

Group	Faculty Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Initiating Structure						
1 (Deans)	106	41.71	6.34	.62	27.00	55.00
2 (Heads)	106	40.64	9.53	.93	18.00	55.00
Total	212	41.17	8.10	.56	18.00	55.00
Consideration						
1 (Deans)	106	41.56	8.90	.86	19.00	56.00
2 (Heads)	106	41.46	11.27	1.09	15.00	59.00
Total	212	41.51	10.13	.70	15.00	59.00

HO8: There is no significant difference between the leadership behaviors (both dimensions of department heads and deans as expected by faculty members.

The analysis of variance for this hypothesis resulted in the F value of .88 for the initiating structure dimension of the Real LBDQ for two groups (N = 106 and 106) with 1,210 degrees of freedom. This insignificant F value at the 0.05 level suggested that the faculty members' expected LBDQ mean scores for heads' initiating structure dimension were not significantly different from their expected LBDQ mean scores for deans' initiating structure dimension. In this case, the expected mean scores for the two groups ranged from 18.00 to 57.00, compared to the total average of 44.46. Concerning the consideration dimension of this hypothesis, the F value of .64 was also insignificant at the 0.05 level. Thus, for both dimensions, initiating structure and consideration, this hypothesis was not rejected. The mean scores for the second dimension ranged from 15.00 to 56.00, compared to a total average of 44.14. These results are provided in Tables XXIII and XXIV.

HO9: There is no significant difference between the leadership behaviors (both dimensions) of faculty members and deans as perceived by department heads.

At 0.05 level, the F value of .73 for the initiating structure dimension of two groups (N = 36 and 36) with 1,170 degrees of freedom was not significant. Derived from the Ideal LBDQ, this F value suggested that there was not a significant difference between the initiating structure

dimensions of deans and faculty members as perceived by the heads. The mean scores for the two groups ranged from 27.00 to 56.00, compared to 42.57 average value. For the consideration dimension, the obtained F value of .23 was also insignificant at the 0.05 level. The mean scores on this dimension for the two groups ranged from 24.00 to 53.00, provided a 41.85 average value. Therefore, for both dimensions, this null hypothesis was not rejected. Tables XXV and XXVI display both the result of the analysis of variance and related mean scores for both dimensions.

TABLE XXIII

ANALYSIS OF VARIANCE FOR THE EXPECTATIONS OF FACULTY
MEMBERS CONCERNING TWO DIMENSIONS OF LEADERSHIP
BEHAVIOR OF DEANS AND HEADS

Source	d.f.	SS	MS	F	P
Initiating Structure					
Between groups	1	29.44	29.44	.88	NS
Within groups	210	7027.18	33.46		
Total	211	7056.62			
Consideration					
Between groups	1	36.53	36.53	.64	NS
Within groups	210	11949.23	56.90		
Total	211	11985.75			

TABLE XXIV

MEAN SCORES FOR FACULTY EXPECTATIONS
CONCERNING DEANS AND HEADS

Group	Faculty Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Initiating Structure						
1 (Deans)	106	48.83	5.25	.51	30.00	57.00
2 (Heads)	106	44.08	6.27	.61	18.00	56.00
Total	212	44.46	5.78	.40	18.00	57.00
Consideration						
1 (Deans)	106	44.73	7.10	.70	19.00	56.00
2 (Heads)	106	45.56	7.96	.77	15.00	56.00
Total	212	45.14	7.54	.52	15.00	56.00

TABLE XXV

ANALYSIS OF VARIANCE FOR THE PERCEPTIONS OF DEPARTMENT
HEADS CONCERNING TWO DIMENSIONS OF LEADERSHIP
BEHAVIOR OF FACULTY MEMBERS AND DEANS

Source	d.f.	SS	MS	F	P
Initiating Structure					
Between groups	1	33.35	33.35	.73	NS
Within groups	70	3220.31	46.00		
Total	71	3253.66			
Consideration					
Between groups	1	10.13	10.13	.23	NS
Within groups	70	3135.19	44.79		
Total	71	3145.32			

HO10: There is no significant difference between
the leadership behaviors (both dimensions) of fac-
ulty members and deans as expected by department
heads.

The data from the Real LBDQ concerning the initiating
structure dimension of deans and faculty members revealed an
F value of .05 for the two groups (n = 36 and 36) with 1,70
degrees of freedom. This F value was not significant at the
0.05 level. For this dimension, the mean scores for the two
groups ranged from 28.00 to 56.00 as compared to a 43.96
average value. Likewise, the F value of .19 concerning the
consideration dimension of faculty and deans leadership was
not significant. For this case, the mean scores ranged from
20.00 to 60.00, given a 42.36 grand average value. These
results are presented in Tables XXVII and XXVIII.

TABLE XXVI

MEAN SCORES FOR DEPARTMENT HEADS PERCEPTIONS CONCERNING FACULTY MEMBERS AND DEANS

Group	Heads Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Initiating Structure						
1 (Deans)	36	43.25	6.99	1.17	27.00	56.00
3 (Faculty)	36	41.89	6.57	1.09	28.00	56.00
Total	72	42.57	6.77	.80	27.00	56.00
Consideration						
1 (Deans)	36	42.22	7.05	1.18	24.00	53.00
3 (Faculty)	36	41.47	6.31	1.05	28.00	53.00
Total	72	41.85	6.66	.78	24.00	53.00

TABLE XXVII

ANALYSIS OF VARIANCE FOR THE EXPECTATIONS OF DEPARTMENT
HEADS CONCERNING TWO DIMENSIONS OF LEADERSHIP
BEHAVIOR OF FACULTY MEMBERS AND DEANS

Source	d.f.	SS	MS	F	P
Initiating Structure					
Between groups	1	2.35	2.35	.05	NS
Within groups	70	3046.53	43.52		
Total	71	3048.88			
Consideration					
Between groups	1	9.39	9.39	.19	NS
Within groups	70	3523.22	50.33		
Total	71	3532.61			

HO11: there is no significant difference between
the leadership behaviors (both dimensions) of fac-
ulty members and department heads as perceived by
deans.

Concerning the initiating structure, the F value of 1.49 for

the two groups (N = 14 and 14) with 1,26 degrees of freedom

was not significant at the 0.05 level. Not rejecting this

null hypothesis for this dimension means that there was no

significant difference between the initiating structure di-

mension of faculty members and heads as perceived by the

deans. The mean scores in this regard ranged from 18.00 to

50.00, compared to the 34.97 total average value. The ob-

tained F vaue of 3.74 for the consideration dimension in this

hypothesis was also insignificant at the 0.05 level. Com-

pared to the total average for the two groups, the mean

TABLE XXVIII

MEAN SCORES FOR DEPARTMENT HEADS EXPECTATIONS CONCERNING
FACULTY MEMBERS AND DEANS

Group	Heads Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Initiating Structure						
1 (Deans)	36	44.13	6.49	1.08	28.00	56.00
3 (Faculty)	36	43.78	6.70	1.12	28.00	56.00
Total	72	43.99	6.55	.77	28.00	56.00
Consideration						
1 (Deans)	36	42.00	6.08	1.01	29.00	54.00
3 (Faculty)	36	42.72	7.98	1.33	20.00	60.00
Total	72	42.36	7.05	.83	20.00	60.00

scores ranged from 20.00 to 54.00. Therefore, the data from the Ideal LBDQ regarding the faculty and heads' leadership behavior resulted in not rejecting this hypothesis. For the details of these results refer to Tables XXIX and XXX.

TABLE XXIX

ANALYSIS OF VARIANCE FOR THE PERCEPTIONS OF DEANS CONCERNING
TWO DIMENSIONS OF LEADERSHIP BEHAVIOR OF
FACULTY MEMBERS AND HEADS

Source	d.f.	SS	MS	F	P
Initiating Structure					
Between groups	1	116.04	116.04	1.49	NS
Within groups	26	2030.93	78.11		
Total	27	2146.96			
Consideration					
Between groups	1	308.89	308.89	3.74	NS
Within groups	26	2150.07	82.70		
Total	27	2458.96			

HO12: There is no significant difference between
the leadership behaviors (both dimensions) of fac-
ulty members and department heads as expected by
deans.

With the F value of .11 for the two groups (N = 14 and 14) with 1,26 degrees of freedom, this hypothesis was not rejected for the initiating structure dimension of leader- ship behavior of department heads and faculty members.

TABLE XXX

MEAN SCORES FOR DEANS PERCEPTIONS CONCERNING
FACULTY MEMBERS AND HEADS

Group	Deans Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Initiating Structure						
2 (Heads)	14	32.93	9.79	2.62	18.00	50.00
3 (Faculty)	14	37.00	7.78	2.08	20.00	47.00
Total	28	34.96	8.92	1.69	18.00	50.00
Consideration						
2 (Heads)	14	34.21	10.71	2.86	20.00	54.00
3 (Faculty)	14	40.86	7.11	1.90	31.00	50.00
Total	28	37.54	9.54	1.80	20.00	54.00

This non-significant F value at the 0.05 level resulted from

the Real LBDQ and reflected mean scores ranging from 28.00 to

50.00, compared to 43.79 total average value. As for the

consideration dimension, the F value of 1.44 was also nonsig-

nificant at the 0.05 level. In this case, the mean scores

for the two groups ranged from 31.00 to 55.00, compared to

the total average of 45.96. Thus, as expected by deans,

the leadership behaviors of heads (both dimensions) did

not significantly differ from those of the faculty members.

The results of the analysis of variance for this hypothesis

are shown in Tables XXXI and XXXII.

TABLE XXXI

ANALYSIS OF VARIANCE FOR THE EXPECTATIONS OF DEANS
CONCERNING TWO DIMENSIONS OF LEADERSHIP BEHAVIOR
OF FACULTY MEMBERS AND HEADS

Source	d.f.	SS	MS	F	P
Initiating Structure					
Between groups	1	5.14	5.14	.11	NS
Within groups	26	1247.57	47.98		
Total	27	1252.71			
Consideration					
Between groups	1	54.32	54.32	1.44	NS
Within groups	26	980.64	37.72		
Total	27	1034.96			

TABLE XXXII

MEAN SCORES FOR DEANS EXPECTATIONS CONCERNING
FACULTY MEMBERS AND HEADS

Group	Deans Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Initiating Structure						
2 (Heads)	14	44.21	5.56	1.49	32.00	50.00
3 (Faculty)	14	43.36	8.06	2.16	28.00	50.00
Total	28	43.79	6.81	1.29	28.00	50.00
Consideration						
2 (Heads)	14	47.36	3.67	.98	43.00	55.00
3 (Faculty)	14	44.57	7.87	2.10	31.00	55.00
Total	28	45.96	6.19	1.17	31.00	55.00

HO13:   There is no significant difference between
the perceptions of Saudi and non-Saudi faculty
members regarding the two dimensions of leadership
behavior of deans.

With 1,104 degrees of freedom for the two groups (N = 20

and 86), the obtained F value for the initiating structure

dimension of the Ideal LBDQ was 4.10, which was significant

at the 0.05 level. The mean scores for the two groups as

compared with the total average of 41.83 ranged from 27.00 to

55.00. As for the consideration dimension of this hypoth-

esis, the obtained F value of 12.92 was also significant at

the 0.05 level. For this dimension, the mean scores ranged

from 19.00 to 56.00, given a total average value of 41.46.

So in both cases, the null hypothesis was rejected, indicat-

ing that there exist significant differences in the percep-

tions of Saudi and non-Saudi faculty members with regard to

the deans' leadership behavior for both dimensions. These

results are shown in Tables XXXIII and XXXIV.

HO14:   There is no significant difference between
the expectations of Saudi and non-Saudi faculty
members regarding the two dimensions of leadership
behavior of deans.

This null hypothesis was not rejected for the initiating

structure dimension of deans' leadership behavior as expected

by the Saudi and non-Saudi faculty members, since the F value

of .50 for the two groups (N = 20 and 86) with 1,104 degrees

of freedom was not significant at the 0.05 level. For this F

value, the mean scores ranged from 30.00 to 57.00, provided a

grand mean value of 44.50. In addition, the obtained F value

of 3.33 for the consideration dimension was not significant

TABLE XXXIII

ANALYSIS OF VARIANCE FOR THE PERCEPTIONS OF SAUDI AND
NON-SAUDI FACULTY MEMBERS CONCERNING TWO DIMENSIONS
OF LEADERSHIP BEHAVIOR OF DEANS

Source	d.f.	SS	MS	F	P
Initiating Structure					
Between groups	1	164.11	164.11	4.10	.05
Within groups	104	4158.83	39.99		
Total	105	4322.94			
Consideration					
Between groups	1	905.96	905.96	12.92	.05
Within groups	104	7294.39	70.14		
Total	105	8200.35			

TABLE XXXIV

MEAN SCORES FOR SAUDI AND NON-SAUDI FACULTY
MEMBERS PERCEPTIONS CONCERNING DEANS

Group	Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Initiating Structure						
1 (Saudi)	20	39.25	5.75	1.29	31.00	49.00
2 (Non-Saudi)	86	42.43	6.43	.70	27.00	55.00
Total	106	41.83	6.42	.62	27.00	55.00
Consideration						
1 (Saudi)	20	35.40	10.59	2.37	19.00	52.00
2 (Non-Saudi)	86	42.87	7.79	.84	21.00	56.00
Total	106	41.46	8.84	.86	19.00	56.00

at the 0.05 level. The mean scores for the consideration dimension ranged from 19.00 to 56.00, compared to a 44.21 total mean value. Therefore, there was not a significant difference between the expectations of Saudi and non-Saudi faculty members concerning the initiating structure and consideration dimensions of the deans' leadership behavior. These results for the Real LBDQ are shown in Tables XXXV and XXXVI.

TABLE XXXV

ANALYSIS OF VARIANCE FOR THE EXPECTATIONS OF SAUDI AND
NON-SAUDI FACULTY MEMBERS CONCERNING TWO DIMENSIONS
OF LEADERSHIP BEHAVIOR OF DEANS

Source	d.f.	SS	MS	F	P
Initiating Structure					
Between groups	1	13.87	13.87	.50	NS
Within groups	104	2894.63	27.83		
Total	105	2908.50			
Consideration					
Between groups	1	167.61	167.61	3.33	NS
Within groups	104	5227.82	50.26		
Total	105	5395.43			

HO:15: There is no significant difference between
the perceptions of Saudi and non-Saudi faculty mem-
bers regarding the two dimensions of leadership be-
havior of department heads.

TABLE XXXVI

MEAN SCORES FOR SAUDI AND NON-SAUDI FACULTY
MEMBERS EXPECTATIONS CONCERNING DEANS

Group	Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Initiating Structure						
1 (Saudi)	20	43.75	6.42	1.44	30.00	52.00
2 (Non-Saudi)	86	44.67	4.98	.54	30.00	57.00
Total	106	44.50	5.26	.51	30.00	57.00
Consideration						
1 (Saudi)	20	41.60	10.22	2.28	19.00	52.00
2 (Non-Saudi)	86	44.81	6.18	.67	31.00	56.00
Total	106	44.21	7.17	.70	19.00	56.00

The analysis of variance on the Ideal LBDQ data for the
initiating structure dimension of this hypothesis produced an
F value of 11.17 for two groups (N = 20 and 86) with 1,104
degrees freedom of (1,104). This F ratio was significant at
the 0.05 level compared to the total average value of 40.45
for both groups, the mean scores ranged from 18.00 to 55.00.
Likewise, the obtained F value of 16.51 for the consideration
dimension was significant at the 0.05 level. The mean scores
for the two groups on this dimension ranged from 15.00 to
59.00, given a total average value of 41.79. Therefore, this
hypothesis was rejected on both dimensions of leadership be-
havior of department heads. The F values and mean scores for
this hypothesis are presented in Tables XXXVII and XXXVIII.

TABLE XXXVII

ANALYSIS OF VARIANCE FOR THE PERCEPTIONS OF SAUDI AND
NON-SAUDI FACULTY MEMBERS CONCERNING TWO DIMENSIONS
OF LEADERSHIP BEHAVIOR OF DEPARTMENT HEADS

Source	d.f.	SS	MS	F	P
Initiating Structure					
Between groups	1	888.28	888.28	11.17	.05
Within groups	104	8273.98	79.56		
Total	105	9162.26			
Consideration					
Between groups	1	1862.61	1862.61	16.51	.05
Within groups	104	11734.82	112.83		
Total	105	13597.43			

TABLE XXXVIII

MEAN SCORES FOR SAUDI AND NON-SAUDI FACULTY MEMBERS
PERCEPTIONS CONCERNING DEPARTMENT HEADS

Group	Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Initiating Structure						
1 (Saudi)	20	34.45	10.00	2.24	19.00	49.00
2 (Non-Saudi)	86	41.85	8.66	.93	18.00	55.00
Total	106	40.45	9.34	.91	18.00	55.00
Consideration						
1 (Saudi)	20	33.10	15.00	3.35	15.00	59.00
2 (Non-Saudi)	86	43.81	9.37	1.01	15.00	56.00
Total	106	41.79	11.38	1.11	15.00	59.00

HO16:   There is no significant difference between
the expectations of Saudi and non-Saudi faculty
members regarding the two dimensions of leadership
behavior of department heads.

The Real LBDQ data related to the initiating structure
dimension of heads' leadership behavior as expected by two
groups of Saudi and non-Saudi faculty (N= 20 and 86) with
1,104 degrees of freedom analysis produced an F value of 1.06
which was not significant at the 0.05 level. Such an F ratio
stemmed from mean scores ranging from 18.00 to 56.00, in com-
parison with the total mean value of 43.36. Concerning the
consideration dimension of the heads' leadership, the obtain-
ed F value of .88 was also not significant at the .05 level.
For this case, the mean scores ranged from 15.00 to 56.00,
compared to a 45.49 total average value. Thus, this null
hypothesis was not rejected in connection with either dimen-
sion. Tables XXXIX and XL shows these results.

HO17:   There is no significant difference between
the perceptions of faculty members with varying
experience regarding the two dimensions of lea-
dership behavior of deans.

At the 0.05 level, the obtained F value of 3.19 for the
five groups of faculty with varying experience level (N = 3,
4, 20, 25 and 54) with 4,101 degrees freedom was significant.
Thus, the null hypothesis for the initiating structure of
deans was rejected. Yet, the Scheffe multiple range test
indicated that no two groups were significantly different at
the 0.05 level. Compared to the grand average value of 41.83
for the five groups, the mean scores ranged from 24.00 to
55.00. On the other hand, the F value of 1.56 related to the

consideration dimension of deans' leadership behavior was not significant at the 0.05 level. This result was confirmed by the Scheffe multiple range test. For this dimension, the mean scores ranged from 19.00 to 56.00, given a total average value of 41.46. Thus, this hypothesis was not rejected as far as the consideration dimension was concerned. This result obtained from the Ideal LBDQ suggested that although there was a significant difference between the perceptions of faculty with different experience about the deans' initiating structure, their perceptions did not differ significantly when the deans' consideration behavior was concerned. Tables XLI and XLII shows these results.

TABLE XXXIX

ANALYSIS OF VARIANCE FOR THE EXPECTATIONS OF SAUDI AND
NON-SAUDI FACULTY MEMBERS CONCERNING TWO DIMENSIONS
OF LEADERSHIP BEHAVIOR OF DEPARTMENT HEADS

Source	d.f.	SS	MS	F	P
Initiating Structure					
Between groups	1	42.41	42.21	1.06	NS
Within groups	104	4122.17	39.64		
Total	105	4164.38			
Consideration					
Between groups	1	54.77	54.77	.88	NS
Within groups	104	6507.72	62.57		
Total	105	6562.49			

TABLE XL

MEAN SCORES FOR SAUDI AND NON-SAUDI FACULTY MEMBERS
CONCERNING TWO DIMENSIONS OF LEADERSHIP
BEHAVIOR OF DEPARTMENT HEADS

Group	Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Initiating Structure						
1 (Saudi)	20	42.05	6.77	1.51	30.00	52.00
2 (Non-Saudi)	86	43.66	6.18	.67	18.00	56.00
Total	106	43.36	6.30	.61	18.00	56.00
Consideration						
1 (Saudi)	20	44.00	9.35	2.09	19.00	54.00
2 (Non-Saudi)	86	45.84	7.55	.81	15.00	56.00
Total	106	45.49	7.91	.77	15.00	56.00

TABLE XLI

ANALYSIS OF VARIANCE FOR THE PERCEPTIONS OF FACULTY
MEMBERS WITH VARYING EXPERIENCE CONCERNING TWO
DIMENSIONS OF LEADERSHIP BEHAVIOR OF DEANS

Source	d.f.	SS	MS	F	P
Initiating Structure					
Between groups	4	484.96	121.24	3.19	.05
Within groups	101	3837.99	38.00		
Total	105	4322.94			
Consideration					
Between groups	4	478.24	119.56	1.56	NS
Within groups	101	7722.10	76.46		
Total	105	8200.34			

TABLE XLII

MEAN SCORES FOR PERCEPTIONS OF FACULTY MEMBERS WITH
VARYING EXPERIENCE CONCERNING DEANS

Group	Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Initiating Structure						
1 (0 - 1 years)	3	36.67	12.50	7.21	28.00	51.00
2 (1 - 2 years)	4	34.75	4.34	2.17	31.00	39.00
3 (2 - 5 years)	20	39.70	6.41	1.43	28.00	52.00
4 (5 - 10 years)	25	42.20	6.79	1.36	27.00	52.00
5 (10 - above years)	54	43.26	5.46	.74	31.00	55.00
Total	106	41.83	6.41	.62	27.00	55.00
Consideration						
1 (0 - 1 years)	3	33.67	2.08	1.20	32.00	55.00
2 (1 - 2 years)	4	33.50	9.71	4.86	28.00	48.00
3 (2 - 5 years)	20	41.85	6.36	1.42	32.00	55.00
4 (5 - 10 years)	25	41.52	9.01	1.80	21.00	56.00
5 (10 - above years)	54	42.31	9.43	1.28	19.00	55.00
Total	106	41.46	8.84	.86	19.00	56.00

HO18: There is no significant difference between
the expectations of faculty members with varying
experience regarding the two dimensions of leader-
ship of deans.

This null hypothesis was rejected for the initiating

structure dimension of the deans' leadership behavior, since

the F value of 5.85 for the five groups of faculty members (N

= 3, 4, 20, 25 and 54) with 4,101 degrees of freedom was sig-

nificant at the 0.05 level. Further, the results of the

Scheffe multiple range test suggested that the Real LBDQ mean

scores of 35.00 for groups 2 (faculty members with 1 - 2

years experience) was significantly different at the 0.05

level from the mean scores of 45.16 for group 4 (faculty mem-

bers with 5 - 10 years experience) and 45.70 for group 5

(faculty members with 10 - above years experience). For this

dimension, the mean scores ranged from 30.00 to 57.00, com-

pared to the total average of 44.50. For the consideration

dimension of the deans' leadership, the obtained F value of

5.43 was also significant at the 0.05 level, leading to the

rejection of the null hypothesis on this dimension. The

Scheffe test indicated that mean scores of 32.50 for group 2

differed significantly from 45.56 and 45.65 for groups 4 and

5 respectively. For this case, the mean scores ranged from

19.00 to 56.00 in comparison to a 44.21 grand average value.

These results are seen in Tables XLIII and XLIV.

HO19: There is no significant difference between
the perceptions of faculty members with varying
experience regarding the two dimensions of leader-
ship behavior of department heads.

At the 0.05 level, the obtained F value of .61 for five

faculty groups (N = 3, 4, 20, 25 and 54) with 4,101 degrees of freedom was not significant at the 0.05 level. The mean scores on this dimension ranged from 18.00 to 55.00, provided a 40.45 total average value. Similarly, the obtained F value of 1.33 for the consideration dimension was also not significant at the 0.-05 level. Compared to the total average value of 41.79, the mean scores for the five groups ranged from 15.00 to 59.00. Thus, based on the data from the Ideal LBDQ concerning both dimensions of the heads' leadership, this null hypothesis was not rejected. Since both F values were insignificant, no multiple range test was needed. Tables XLV and XLVI display these results.

TABLE XLIII

ANALYSIS OF VARIANCE FOR THE EXPECTATIONS OF FACULTY
MEMBERS WITH VARYING EXPERIENCE CONCERNING TWO
DIMENSIONS OF LEADERSHIP BEHAVIOR OF DEANS

Source	d.f.	SS	MS	F	P
Initiating Structure					
Between groups	4	547.01	136.75	5.85	.05
Within groups	101	2361.49	23.38		
Total	105	2908.50			
Consideration					
Between groups	4	955.00	238.75	5.43	.05
Within groups	101	4440.42	43.96		
Total	105	5395.43			

TABLE XLIV

MEAN SCORES FOR EXPECTATIONS OF FACULTY MEMBERS WITH
VARYING EXPERIENCE CONCERNING DEANS

Group	Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Initiating Structure						
1 (0 - 1 years)	3	44.67	6.35	3.67	41.00	52.00
2 (1 - 2 years)	4	35.00	6.00	3.00	30.00	42.00
3 (2 - 5 years)	20	42.30	4.81	1.08	34.00	53.00
4 (5 - 10 years)	25	45.16	4.90	.98	37.00	56.00
5 (10 - above years)	54	45.70	4.67	.64	30.00	57.00
Total	106	44.50	5.26	.51	30.00	57.00
Consideration						
1 (0 - 1 years)	3	37.00	1.73	1.00	35.00	38.00
2 (1 - 2 years)	4	32.50	15.67	7.84	19.00	48.00
3 (2 - 5 years)	20	42.05	7.69	1.72	22.00	55.00
4 (5 - 10 years)	25	45.56	6.66	1.33	33.00	56.00
5 (10 - above years)	54	45.65	5.33	.73	34.00	56.00
Total	106	44.21	7.17	.70	19.00	56.00

TABLE XLV

ANALYSIS OF VARIANCE FOR THE PERCEPTIONS OF FACULTY MEMBERS
WITH VARYING EXPERIENCE CONCERNING TWO DIMENSIONS
OF LEADERSHIP BEHAVIOR OF DEPARTMENT HEADS

Source	d.f.	SS	MS	F	P
Initiating Structure					
Between groups	4	214.78	53.70	.61	NS
Within groups	101	8947.48	89.59		
Total	105	9162.26			
Consideration					
Between groups	4	679.87	169.97	1.33	NS
Within groups	101	12917.56	127.90		
Total	105	13597.43			

TABLE XLVI

MEAN SCORES FOR PERCEPTIONS OF FACULTY MEMBERS WITH VARYING
EXPERIENCE CONCERNING DEPARTMENT HEADS

Group	Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Initiating Structure						
1 (0 - 1 years)	3	33.00	13.00	7.51	20.00	46.00
2 (1 - 2 years)	4	39.50	9.81	4.91	31.00	48.00
3 (2 - 5 years)	20	39.55	9.20	2.06	20.00	52.00
4 (5 - 10 years)	25	41.32	10.31	2.06	19.00	52.00
5 (10 - above years)	54	40.87	8.86	1.21	18.00	55.00
Total	106	40.45	9.34	.91	18.00	55.00
Consideration						
1 (0 - 1 years)	3	28.67	15.82	9.13	15.00	46.00
2 (1 - 2 years)	4	38.50	12.12	6.06	28.00	49.00
3 (2 - 5 years)	20	43.40	11.37	2.54	15.00	59.00
4 (5 - 10 years)	25	43.36	11.27	2.25	15.00	56.00
5 (10 - above years)	54	41.44	11.05	1.50	17.00	56.00
Total	106	41.79	11.38	1.11	15.00	59.00

HO20: There is no significant difference between the expectations of faculty members with varying experience regarding the two dimensions of leadership behavior of department heads.

For the initiating structure dimension of the heads' leadership, the null hypothesis was rejected since the F value of 6.27 for the five faculty groups (N = 3, 4, 20, 25 and 54) with 4,101 degrees freedom was significant at the 0.05 level. The Scheffe multiple range test also suggested that mean scores of 30.50 for group 2 (faculty with 1 - 2 years experience) was significantly different at the 0.05 level from mean score of 41.70 for group 3, 43.96 for group 4, 44.44 for group 5, and 47.00 for group 1. The mean scores for the whole sample ranged from 18.00 to 56.00, relative to a 43.36 total average value. Likewise the data from the Real LBDQ resulted in an F value of 12.69 which was significant at the 0.05 level, leading to the rejection of this hypothesis on the consideration dimension as well. For this case, the mean scores ranged from 15.00 to 56.00, compared to the total average value of 45.49. Also, the Scheffe test revealed that mean scores of 23.75 for group 2 was signifi-cantly different from mean scores of 43.00 for group 1, 45.18 for group 5, 47.50 for group 3, and 48.32 for group 4. The F values and mean scores related to this hypothesis are shown in Tables XLVII and XLVIII.

HO21: There is no significant difference between the perceptions of male and female faculty members regarding the two dimensions of leadership behavior of deans.

TABLE XLVII

ANALYSIS OF VARIANCE FOR THE EXPECTATIONS OF FACULTY MEMBERS
WITH VARYING EXPERIENCE CONCERNING TWO DIMENSIONS OF
LEADERSHIP BEHAVIOR OF DEPARTMENT HEADS

Source	d.f.	SS	MS	F	P
Initiating Structure					
Between groups	4	828.88	207.22	6.27	.05
Within groups	101	3335.49	33.02		
Total	105	4164.38			
Consideration					
Between groups	4	2195.15	548.79	12.69	.05
Within groups	101	4367.34	43.24		
Total	105	6562.49			

Regarding the initiating structure dimension of the
deans' leadership behavior, the obtained F value of .09 for
two groups (N = 26 and 80) with 1,104 degrees of freedom was
not significant at the 0.05 level. Compared to a grand ave-
age value of 41.83, the mean scores ranged from 27.00 to
55.00. Also, the F value of 2.07 concerning the considera-
tion dimension was not significant at the 0.05 level. In
this case, the mean scores ranged from 19.00 to 56.00, in
comparison with the total average value of 41.46. Therefore,
the data from the Ideal LBDQ suggested that there was no
significant difference between the perceptions of male and
female faculty members with respect to both dimensions of the
deans' leadership behavior, initiating structure and consi-

TABLE XLVIII

MEAN SCORES FOR EXPECTATIONS OF FACULTY MEMBERS WITH VARYING
EXPERIENCE CONCERNING DEPARTMENT HEADS

Group	Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Initiating Structure						
1 (0 - 1 years)	3	47.00	3.46	2.00	43.00	49.00
2 (1 - 2 years)	4	30.50	9.00	4.50	20.00	42.00
3 (2 - 5 years)	20	41.70	4.24	.95	36.00	49.00
4 (5 - 10 years)	25	43.96	5.73	1.15	37.00	56.00
5 (10 - above years)	54	44.44	6.04	.82	18.00	55.00
Total	106	43.36	6.30	.61	18.00	56.00
Consideration						
1 (0 - 1 years)	3	43.00	2.65	1.53	41.00	46.00
2 (1 - 2 years)	4	23.75	12.31	6.16	15.00	42.00
3 (2 - 5 years)	20	47.50	5.45	1.22	35.00	56.00
4 (5 - 10 years)	25	48.32	4.09	.82	41.00	56.00
5 (10 - above years)	54	45.19	7.44	1.01	20.00	56.00
Total	106	45.49	7.91	.77	15.00	56.00

deration. The details of these results are provided in

Tables XLIX and L.

TABLE XLIX

ANALYSIS OF VARIANCE FOR THE PERCEPTIONS OF FEMALE AND
MALE FACULTY MEMBERS CONCERNING TWO DIMENSIONS OF
LEADERSHIP BEHAVIOR OF DEANS

Source	d.f.	SS	MS	F	P
Initiating Structure					
Between groups	1	3.61	3.61	.09	NS
Within groups	104	4319.33	41.53		
Total	105	4322.94			
Consideration					
Between groups	1	159.71	159.71	2.07	NS
Within groups	104	8040.64	77.31		
Total	105	8200.35			

HO22: There is no significant difference between
the expectations of female and male faculty members
regarding the two dimensions of leadership behavior
of deans.

This null hypothesis was not rejected for the initiat-

ing structure dimension of the deans' leadership behavior as

expected by the female and male faculty members, since the

obtained F value of .00 for the two groups (N = 26 and 80)

with 1,104 degrees freedom was not significant at the 0.05

level. Likewise, the F value of .01 for the consideration

TABLE L

MEAN SCORES FOR PERCEPTIONS OF FEMALE AND MALE
FACULTY MEMBERS CONCERNING DEANS

Group	Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Initiating Structure						
1 (Female)	26	42.15	6.29	1.19	28.00	52.00
2 (Male)	80	41.73	6.55	.73	27.00	55.00
Total	106	41.83	6.42	.62	27.00	55.00
Consideration						
1 (Female)	26	43.62	4.48	.88	34.00	52.00
2 (Male)	80	40.76	9.77	1.09	19.00	56.00
Total	106	41.46	8.84	.86	19.00	56.00

dimension was not significant at the 0.05 level, indicating that the null hypothesis was also not rejected for this dimension. Compared to the total mean values of 44.50 and 44.20, the mean values for the two dimensions and for all subjects ranged from 30.00 to 57.00 and 19.00 to 56.00 respectively. Therefore, based on the Real LBDQ data on both initiating structure and consideration dimensions of the deans' leadership, the mean scores for expectations of female faculty did not significantly differ from those of the male faculty. Tables LI and LII display the F values and mean scores for this hypothesis.

TABLE LI

ANALYSIS OF VARIANCE FOR THE EXPECTATIONS OF FEMALE AND
MALE FACULTY MEMBERS CONCERNING TWO DIMENSIONS OF
LEADERSHIP OF DEANS

Source	d.f.	SS	MS	F	P
Initiating Structure					
Between groups	1	.00	.00	.00	NS
Within groups	104	2908.00	27.97		
Total	105	2908.00			
Consideration					
Between groups	1	.66	.66	.01	NS
Within groups	104	5394.77	51.87		
Total	105	5395.43			

TABLE LII

MEAN SCORES FOR EXPECTATIONS OF FEMALE AND MALE
FACULTY MEMBERS CONCERNING DEANS

Group	Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Initiating Structure						
1 (Female)	26	44.50	4.05	.79	37.00	53.00
2 (Male)	80	44.50	5.62	.63	30.00	57.00
Total	106	44.50	5.26	.51	30.00	57.00
Consideration						
1 (Female)	26	44.35	4.61	.90	33.00	52.00
2 (Male)	80	44.16	7.85	.88	19.00	56.00
Total	106	44.21	7.17	.70	19.00	56.00

HO23: There is no significant difference between
the perceptions of female and male faculty members
regarding two dimensions of ledership behavior of
department heads.

For the initiating structure dimension of the heads' lea-

dership, the obtained F value of .00 for the two groups, fe-

male and male (N = 26 and 80) with 1,104 degrees of freedom

was not significant at the 0.05 level. The mean scores for

the two groups ranged from 18.00 to 55.00, compared to a

40.26 total average value. As for the consideration dimen-

sion, the F value of 1.16 was not significant at the 0.05

level either. The range of mean scores in this case was from

15.00 to 59.00, with a total average value of 41.61. Thus,

for both dimensions, this null hypothesis was not rejected,

meaning that there was not a significant difference between

the perceptions of male and female faculty members concerning

the heads' leadership. The results of the Ideal LBDQ for

this hypothesis are shown in Tables LIII and LIV.

HO24: There is no significant difference between
the expectations of female and male faculty members
regarding the two dimensions of leadership of de-
partment heads.

For the initiating structure dimension of the heads'

behavior, there was no significant difference between the two

groups' perceptions, since the F value of .11 for female and

male groups (N = 26 and 80) with 1,104 degrees of freedom

was not significant at the 0.05 level. Compared to the total

average of 43.36, the mean scores ranged from 18.00 to 56.00.

Also, the F value of .32 for the consideration dimension was

not significant at the 0.05 level. Yet the mean scores on

TABLE LIII

ANALYSIS OF VARIANCE FOR THE PERCEPTIONS OF FEMALE AND MALE
FACULTY MEMBERS CONCERNING TWO DIMENSIONS OF
LEADERSHIP BEHAVIOR OF DEPARTMENT HEADS

Source	d.f.	SS	MS	F	P
Initiating Structure					
Between groups	1	.00	.00	.00	NS
Within groups	104	9576.60	92.08		
Total	105	9576.60			
Consideration					
Between groups	1	153.84	153.84	1.16	NS
Within groups	104.	13793.30	132.63		
Total	105	13947.14			

TABLE LIV

MEAN SCORES FOR PERCEPTIONS OF FEMALE AND MALE
FACULTY MEMBERS CONCERNING DEPARTMENT HEADS

Group	Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Initiating Structure						
1 (Female)	26	40.27	9.50	1.86	19.00	52.00
2 (Male)	80	40.26	9.63	1.08	18.00	55.00
Total	106	40.26	9.55	.93	18.00	55.00
Consideration						
1 (Female)	26	39.50	10.23	2.01	15.00	52.00
2 (Male)	80	42.30	11.89	1.33	15.00	59.00
Total	106	41.61	11.53	1.11	15.00	59.00

this dimension ranged from 15.00 to 56.00, provided a total average of 45.49. Therefore, the Real LBDQ data obtained from male and female faculty members on heads' leadership led to the result of not rejecting this null hypothesis, as shown in Tables LV and LVI.

> HO25: There is no significant difference between the perceptions of faculty members from three different institutions regarding the two dimensions of leadership behavior of deans.

The F value of 1.00 concerning the initiating structure dimension of the deans as perceived by the three groups of faculty members (N = 60, 30 and 16) with 2,103 degrees of freedom was not significant at the 0.05 level. Compared to the total average value of 41.83, the mean scores ranged from 27.00 to 55.00. Regarding the consideration dimension, the obtained F value of 2.06 was also not significant at the 0.05 level. In this case, the mean scores for the 106 subjects ranged from 19.00 to 36.00, compared to the grand average of 41.46. The Scheffe multiple range test also confirmed the nonsignificant F value and mean scores for both dimensions. Thus, the faculty members' perceptions in the three institutions, King Abdul Aziz University, Umm Al-Qura University, and Islamic University at Medina concerning the deans' leadership behavior were not significantly different from each other. These results are shown in Tables LVII and LVIII.

> HO26: There is no significant difference between the expectations of faculty members from three different institutions regarding the two dimensions of leadership behavior of deans.

TABLE LV

ANALYSIS OF VARIANCE FOR THE EXPECTATIONS OF FEMALE AND
MALE FACULTY MEMBERS CONCERNING TWO DIMENSIONS OF
LEADERSHIP BEHAVIOR OF DEPARTMENT HEADS

Source	d.f.	SS	MS	F	P
Initiating Structure					
Between groups	1	4.43	4.43	.11	NS
Within groups	104	4149.50	40.00		
Total	105	4163.93			
Consideration					
Between groups	1	19.89	19.89	.32	NS
Within groups	104	6542.60	62.91		
Total	105	6562.49			

TABLE LVI

MEAN SCORES FOR EXPECTATIONS OF FEMALE AND MALE
FACULTY MEMBERS CONCERNING DEPARTMENT HEADS

Group	Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Initiating Structure						
1 (Female)	26	43.00	3.15	.62	38.00	49.00
2 (Male)	80	43.48	7.04	.79	18.00	56.00
Total	106	43.36	6.30	.61	18.00	56.00
Consideration						
1 (Female)	26	44.73	4.49	.88	35.00	53.00
2 (Male)	80	45.74	8.74	.98	15.00	56.00
Total	106	45.49	7.91	.77	15.00	56.00

TABLE LVII

ANALYSIS OF VARIANCE FOR THE PERCEPTIONS OF FACULTY MEMBERS
FROM THREE DIFFERENT INSTITUTIONS CONCERNING TWO
DIMENSIONS OF LEADERSHIP BEHAVIOR OF DEANS

Source	d.f.	SS	MS	F	P
Initiating Structure					
Between groups	2	82.33	41.16	1.00	NS
Within groups	103	4240.62	41.17		
Total	105	4322.95			
Consideration					
Between groups	2	316.01	158.01	2.06	NS
Within groups	103	7884.34	76.55		
Total	105	8200.35			

TABLE LVIII

MEAN SCORES FOR PERCEPTIONS OF FACULTY MEMBERS FROM THREE
DIFFERENT INSTITUTIONS CONCERNING DEANS

Group	Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Initiating Structure						
1 (King Abdul Aziz)	60	41.10	6.31	.82	27.00	51.00
2 (Umm Al-Qura)	30	42.47	6.45	1.18	31.00	52.00
3 (Islamic)	16	43.38	6.75	1.69	31.00	55.00
Total	106	41.83	6.42	.62	27.00	55.00
Consideration						
1 (King Abdul Aziz)	60	41.93	6.85	.88	21.00	55.00
2 (Umm Al-Qura)	30	42.67	8.92	1.63	27.00	56.00
3 (Islamic)	16	37.44	13.67	3.42	19.00	55.00
Total	106	41.46	8.84	.86	19.00	56.00

The Real LBDQ data reflecting faculty members' expectations about the deans' leadership produced an F value of 4.55 for initiating structure dimension which was significant at the 0.05 level. For the faculty in the three institutions (N = 60, 30 and 16) with 2,103 degrees of freedom, the mean scores ranged from 30.00 to 57.00, with an average score of 44.50. The Scheffe multiple range test further suggested that the mean scores of 43.53 for group 2 (faculty members in Umm Al-Qura University) and 44.05 for group 1 (faculty members in King Abdul Aziz University) were significantly different from the mean scores of 48.00 for group 3 (faculty members in Islamic University at Medina Monawarah). As for the consideration dimension, the obtained F value of 3.93 was also significant at the 0.05 level. The Scheffe test suggested that mean score of 42.77 for group 1 was significantly different from 48.06 for group 3. Therefore, this null hypothesis was rejected regarding the initiating structure and consideration dimensions of the deans' leadership. These results are shown in Tables LIX and LX.

> HO27: There is no significant difference between the perceptions of faculty members from three different institutions regarding the two dimensions of leadership behavior of department heads.

At the 0.05 level, the F value of .63 for the three faculty groups (N = 60, 30 and 16) from three institutions, with 2,103 degrees of freedom was not significant. The Scheffe test also confirmed this finding. The mean scores for the initiating structure dimension ranged from 18.00 to

TABLE LIX

ANALYSIS OF VARIANCE FOR THE EXPECTATIONS OF FACULTY MEMBERS
FROM THREE DIFFERENT INSTITUTIONS CONCERNING TWO
DIMENSIONS OF LEADERSHIP BEHAVIOR OF DEANS

Source	d.f.	SS	MS	F	P
Initiating Structure					
Between groups	2	236.18	118.09	4.55	.05
Within groups	103	2672.32	25.94		
Total	105	2908.50			
Consideration					
Between groups	2	382.80	191.39	3.93	.05
Within groups	103	5012.14	48.67		
Total	105	5395.93			

TABLE LX

MEAN SCORES FOR EXPECTATIONS OF FACULTY MEMBERS FROM THREE
DIFFERENT INSTITUTIONS CONCERNING DEANS

Group	Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Initiating Structure						
1 (King Abdul Aziz)	60	44.05	4.69	.61	30.00	57.00
2 (Umm Al-Qura)	30	43.53	6.30	1.15	30.00	53.00
3 (Islamic)	16	48.00	3.88	.97	39.00	55.00
Total	106	44.50	5.26	.51	30.00	57.00
Consideration						
1 (King Abdul Aziz)	60	42.77	6.02	.78	22.00	55.00
2 (Umm Al-Qura)	30	45.03	9.39	1.72	19.00	56.00
3 (Islamic)	16	48.06	4.60	1.15	38.00	55.00
Total	106	44.21	7.17	.70	19.00	56.00

55.00, given a total average of 40.45. For the consideration dimension, the obtained F value of 3.44 was significant at the 0.05 level. Yet these mean score differences were not confirmed by the Scheffe test. For this dimension, the mean scores ranged from 15.00 to 59.00, compared to a 41.79 total average value. Thus, using the Ideal LBDQ data for faculty members perception of the heads' leadership, this null hypothesis was not rejected for the initiating structure dimension, but it was rejected for the consideration dimension. Tables LXI and LXII display the mean scores and F values for this dimension.

TABLE LXI

ANALYSIS OF VARIANCE FOR THE PERCEPTIONS OF FACULTY MEMBERS
FROM THREE DIFFERENT INSTITUTIONS CONCERNING TWO DIMENSIONS
OF LEADERSHIP BEHAVIOR OF DEPARTMENT HEADS

Source	d.f.	SS	MS	F	P
Initiating Structure					
Between groups	2	116.21	55.11	.63	NS
Within groups	103	4052.05	87.88		
Total	105	4162.26			
Consideration					
Between groups	2	852.67	426.33	3.45	.05
Within groups	103	12744.77	123.74		
Total	105	13597.43			

TABLE LXII

MEAN SCORES FOR PERCEPTIONS OF FACULTY MEMBERS FROM THREE DIFFERENT INSTITUTIONS CONCERNING DEPARTMENT HEADS

Group	Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Initiating Structure						
1 (King Abdul Aziz)	60	39.75	9.71	1.25	19.00	52.00
2 (Umm Al-Qura)	30	42.07	7.13	1.30	28.00	52.00
3 (Islamic)	16	40.06	11.58	2.89	18.00	55.00
Total	106	40.45	9.34	.91	18.00	55.00
Consideration						
1 (King Abdul Aziz)	60	40.35	11.77	1.52	15.00	59.00
2 (Umm Al-Qura)	30	46.23	7.74	1.41	28.00	56.00
3 (Islamic)	16	38.88	13.74	3.44	17.00	53.00
Total	106	41.79	11.38	1.11	15.00	59.00

HO28: There is no significant difference between
the expectations of faculty members from three
different institutions regarding the two dimensions
of leadership behavior of department heads.

For the initiating structure dimension of the heads'
leadership, the null hypothesis was not rejected since the F
value of .49 for the faculty members in the three institu-
tions (N = 60, 30 and 16) with 2,103 degrees of freedom was
not significant at the 0.05 level. The Scheffe test also
revealed similar results. Comparing to a total mean value of
43.36, the mean scores for the three groups ranged from 18.00
to 56.00. Likewise, the F value of .90 concerning the consi-
deration dimension was not significant at the 0.05 level. In
this case, the mean scores ranged from 15.00 to 56.00, com-
pared to a grand average value of 45.49. The Scheffe's
results also did not show any significant difference between
the mean scores of any two groups. The results for this
hypothesis as obtained from the Real LBDQ about the heads'
leadership behavior are seen in Tables LXIII and LXIV.

HO29: There is no significant difference between
the perceptions of Arabic and non-Arabic speaking
faculty members regarding the two dimensions of
leadership behavior of deans.

This null hypothesis was not rejected in the case of
both leadership dimensions of the deans, initiating structure
and consideration. For the first dimension, the F value of
.64 for the two groups of faculty members (N = 88 and 18)
with 1,104 degrees of freedom was not significant at the 0.05
level. Likewise, the obtained F value of .29 for the consi-
deration dimension was not significant at the 0.05 level.

TABLE LXIII

ANALYSIS OF VARIANCE FOR THE EXPECTATIONS OF FACULTY MEMBERS
FROM THREE DIFFERENT INSTITUTIONS CONCERNING TWO DIMENSIONS
OF LEADERSHIP BEHAVIOR OF DEPARTMENT HEADS

Source	d.f.	SS	MS	F	P
Initiating Structure					
Between groups	2	38.97	19.49	.49	NS
Within groups	103	4125.40	40.05		
Total	105	4164.38			
Consideration					
Between groups	2	113.10	56.55	.90	NS
Within groups	103	6449.39	62.62		
Total	105	6562.49			

TABLE LXIV

MEAN SCORES FOR EXPECTATIONS OF FACULTY MEMBERS FROM THREE
DIFFERENT INSTITUTIONS CONCERNING DEPARTMENT HEADS

Group	Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Initiating Structure						
1 (King Abdul Aziz)	60	43.30	5.36	.69	20.00	56.00
2 (Umm Al-Qura)	30	42.77	6.38	1.16	30.00	52.00
3 (Islamic)	16	44.69	9.13	2.28	18.00	55.00
Total	106	43.36	6.30	.61	18.00	56.00
Consideration						
1 (King Abdul Aziz)	60	45.82	7.02	.91	15.00	56.00
2 (Umm Al-Qura)	30	46.13	9.42	1.72	19.00	56.00
3 (Islamic)	16	43.06	8.05	2.01	20.00	55.00
Total	106	45.49	7.91	.77	15.00	56.00

The mean scores related to the initiating structure dimension ranged from 27.00 to 55.00, compared to the total average value of 41.83. On the other hand, the mean scores for the initiating structure dimension ranged from 19.00 to 56.00, compared to 41.46 total average value. The results for the Ideal LBDQ for both dimensions are shown in Tables LXVI and LXVII.

TABLE LXV

ANALYSIS OF VARIANCE FOR PERCEPTIONS OF ARABIC AND NON-ARABIC SPEAKING FACULTY MEMBERS CONCERNING TWO DIMENSIONS OF LEADERSHIP BEHAVIOR OF DEANS

Source	d.f.	SS	MS	F	P
Initiating Structure					
Between groups	1	26.62	26.62	.64	NS
Within groups	104	4296.33	41.31		
Total	105	4322.95			
Consideration					
Between groups	1	22.46	22.46	.29	NS
Within groups	104	8177.89	78.63		
Total	105	8200.35			

HO30: There is no significant difference between the expectations of Arabic and non-Arabic speaking faculty members regarding two dimensions of leadership behavior of deans.

The analysis of the Real LBDQ data related to the ini-

TABLE LXVI

MEAN SCORES FOR PERCEPTIONS OF ARABIC AND NON-ARABIC
SPEAKING FACULTY MEMBERS CONCERNING DEANS

Group	Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Initiating Structure						
1 (Arabic)	88	42.06	6.06	.64	28.00	55.00
2 (non-Arabic)	18	40.72	8.16	1.92	27.00	51.00
Total	106	41.83	6.42	.62	27.00	55.00
Consideration						
1 (Arabic)	88	41.67	9.17	.98	19.00	56.00
2 (non-Arabic)	18	40.44	7.15	1.68	30.00	51.00
Total	106	41.46	8.84	.86	19.00	56.00

tiating structure dimension of deans' leadership behavior as expected by two groups of Arabic and non-Arabic speaking faculty members (N = 88 and 18) with 1,104 degrees of freedom resulted in an F value of .06, which was not significant at the 0.05 level. The mean scores for this dimension ranged from 30.00 to 57.00, provided a total average value of 44.50. The F value obtained for the consideration dimension was 1.23, which was also not significant at the 0.05 level. The mean scores for this dimension ranged from 19.00 to 56.00, compared to the total average value of 44.21. So, this null hypothesis was not rejected concerning both dimensions of the deans' leadership behavior. The F values and mean scores for this hypothesis are shown in Tables LXVII and LXIII.

TABLE LXVII

ANALYSIS OF VARIANCE FOR EXPECTATIONS OF ARABIC AND
NON-ARABIC SPEAKING FACULTY MEMBERS CONCERNING TWO
DIMENSIONS OF LEADERSHIP BEHAVIOR OF DEANS

Source	d.f.	SS	MS	F	P
Initiating Structure					
Between groups	1	1.67	1.67	.06	NS
Within groups	104	2906.83	27.95		
Total	105	2908.50			
Consideration					
Between groups	1	63.22	63.22	1.23	NS
Within groups	104	5332.22	51.27		
Total	105	5295.44			

TABLE LXVIII

MEAN SCORES FOR EXPECTATIONS OF ARABIC AND NON-ARABIC
SPEAKING FACULTY MEMBERS CONCERNING DEANS

Group	Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Initiating Structure						
1 (Arabic)	88	44.44	5.13	.55	30.00	56.00
2 (non-Arabic)	18	44.78	6.03	1.42	30.00	57.00
Total	106	44.50	5.26	.51	30.00	57.00
Consideration						
1 (Arabic)	88	44.56	7.36	.78	19.00	56.00
2 (non-Arabic)	18	42.50	6.03	1.42	33.00	53.00
Total	106	44.21	7.16	.70	19.00	56.00

HO31: There is no significant difference between the perceptions of Arabic and non-Arabic speaking faculty members regarding two dimensions of leadership behavior of department heads.

The obtained F value concerning the initiating structure of heads for the two groups of faculty members (N = 88 and 18) with 1,104 degrees of freedom was .01, which was not significant at the 0.05 level. Compared to the total average value of 40.45, the mean scores for this dimension ranged from 18.00 to 55.00. As for the consideration dimension, the F value of .09 was also not significant at the 0.05 level. The mean scores for consideration dimension ranged from 15.00 to 59.00, given a total average value of 41.79. Therefore, based on data from the Ideal LBDQ concerning heads, this hypothesis was not rejected regarding either dimension. These results are seen in Tables LXVIX and LXX.

HO32: There is no significant difference between the expectations of Arabic and non-Arabic speaking faculty members regarding two dimensions of leadership behaviors of department heads.

At the 0.05 level, the F value of 4.83 for the two groups of faculty members (N = 88 and 18) with 1,104 degrees of freedom concerning the the heads' initiating structure was significant. On the other hand, the F value of .16 regarding the consideration dimension was not significant at the 0.05 level. The Real LBDQ for the heads provided mean scores for initiating structure ranging from 18.00 to 56.00, compared to a 43.36 total average value. For the consideration dimension, the mean scores ranged from 15.00 to 56.00 provided a total average value of 45.49. Therefore, the hypothesis was

rejected regarding the initiating structure dimension but was not rejected regarding the consideration dimension. The results for this hypothesis are seen in Tables LXXI and LXXII.

TABLE LXVIX

ANALYSIS OF VARIANCE FOR PERCEPTIONS OF ARABIC AND NON-ARABIC
SPEAKING FACULTY MEMBERS CONCERNING TWO DIMENSIONS OF
LEADERSHIP BEHAVIOR OF DEPARTMENT HEADS

Source	d.f.	SS	MS	F	P
Initiating Structure					
Between Structure	1	.66	.66	.01	NS
Within Structure	104	9161.60	88.09		
Total	105	9162.26			
Consideration					
Between Structure	1	11.77	11.77	.09	NS
Within Structure	104	13585.60	130.63		
Total	105	13597.43			

TABLE LXX

MEAN SCORES FOR PERCEPTIONS OF ARABIC AND NON-ARABIC
SPEAKING FACULTY MEMBERS CONCERNING
DEPARTMENT HEADS

Group	Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Initiating Structure						
1 (Arabic)	88	40.49	9.08	.97	18.00	55.00
2 (non-Arabic)	18	40.28	10.83	2.55	20.00	52.00
Total	106	40.45	9.34	.91	18.00	55.00
Consideration						
1 (Arabic)	88	41.94	11.46	1.22	15.00	59.00
2 (non-Arabic)	18	41.06	11.26	2.65	18.00	56.00
Total	106	41.79	11.38	1.11	15.00	59.00

TABLE LXXI

ANALYSIS OF VARIANCE FOR EXPECTATIONS OF ARABIC AND
NON-ARABIC SPEAKING FACULTY MEMBERS CONCERNING
TWO DIMENSIONS OF LEADERSHIP BEHAVIOR
OF DEPARTMENT HEADS

Source	d.f.	SS	MS	F	P
Initiating Structure					
Between groups	1	184.78	184.78	4.83	.05
Within groups	104	3979.60	38.27		
Total	105	4164.38			
Consideration					
Between groups	1	9.81	9.91	.16	NS
Within groups	104	6552.58	63.01		
Total	105	6562.49			

TABLE LXXII

MEAN SCORES FOR EXPECTATIONS OF ARABIC AND NON-ARABIC SPEAKING FACULTY MEMBERS CONCERNING DEPARTMENT HEADS

Group	Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Initiating Structure						
1 (Arabic)	88	42.76	6.54	.70	18.00	56.00
2 (non-Arabic)	18	46.28	3.88	.91	40.00	52.00
Total	106	43.36	6.30	.61	18.00	56.00
Consideration						
1 (Arabic)	88	45.35	8.41	.90	15.00	56.00
2 (non-Arabic)	18	46.17	4.83	1.14	41.00	56.00
Total	106	45.49	7.91	.77	15.00	56.00

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The system of higher education in Saudi Arabia has been experiencing multi-dimensional improvements in recent years. Such progress, in turn, has brought with it several challenges and problems especially in terms of expert personnel and strong leaders for the system.

The purpose of this study was to examine the leadership behaviors of deans, department heads, and faculty members in three Saudi universities, King Abdul-Aziz, Umm Al-Qura, and Islamic, in terms of perceptions and expections of each group regarding the other two groups. Several variables such as age, sex, nationality, native language, experience level, type of institution, and group classification was used to develop 32 hypotheses which were tested. Another considera-ation was the inclusion of two dimensions of leadership beha-vior, initiating structure and consideration.

The population for this study consisted of all deans, department heads, and faculty members in the three selected institutions. The sample representing this population included all the deans, 40 percent of the department heads,

and 10 percent of the faculty members in those institutions.

Random sampling methods were used to select the desired sample, and the Leader Behavior Descriptive Questionnaire (LBDQ) was administered to the selected sample. Two versions of the instrument, Ideal LBDQ and Real LBDQ, were used to obtain data concerning the expectations as well as perceptions of each subject. The instruments were personally delivered to and gathered from the subjects by the researcher.

Due to the nature of this study, the One-Way Analysis of Variance (ANOVA) was utilized to determine if any significant differences existed between (among) groups' perceptions/expectations on the two dimensions of a leader's behavior, initiating structure and consideration.

Of the 229 subjects asked to participate, 14 deans (74%), 36 heads (82%), and 106 faculty members (64%) returned usable responses. Thus, the data analysis was based on a total of 156 (68%) usable responses.

Of the 156 respondents, 30 (19%) were female and 126 (81%) were male. The ages reported for these subjects ranged from 25 to 67. The data also suggested that 13 (93%) of deans, 17 (47%) of heads, and 20 (19%) of the faculty members were Saudis. Furthermore, 14 (100%) of deans, 31 (86%) of heads, and 88 (83%) of faculty were Arabic speakers.

The data regarding academic experience indicated that of the 156 subjects 5 (3%) had 0-1 years of experience, 6 (4%) had 1-2 years of experience, 34 (22%) had 2-5 years of experience, 34 (22%) had 5-10 years of experience, and 77

(49%) had 10-above years of experience.

Finally, the demographic information suggested that 85 (54%) of subjects were from the King Abdul Aziz, 44 (28%) from Umm Al-Qura, and 27 (18%) from Islamic University.

Concerning the 32 research hypotheses, the following findings were obtained:

1. The perceptions of faculty members differed significantly from the perceptions of deans with regard to both dimensions, initiating structure and consideration, of the department heads' leadership behavior.

2. The expectations of faculty members did not differ significantly from deans' expectations with regard to either dimensions of the department heads' leadership behavior, initiating structure and consideration.

3. The perceptions of faculty members did not differ significantly from department heads' perceptions with regard to either dimensions of the deans' leadership behavior, initiating structure and consideration.

4. The expectations of faculty members did not differ signficantly from the department heads' expectations with regard to either dimension of the deans' leadership behavior, initiating structure and consideration.

5. While the perceptions of deans and department heads differed significantly with regard to the initiating structure of the faculty members' leadership behavior, no significant difference was found in their perceptions concerning the consideration dimension of the faculty members' leader-

ship behavior.

6. The expectations of deans did not differ significantly from the department heads' expectations with regard to either dimensions of the faculty members' leadership behavior, initiating structure and consideration.

7. The perceptions of faculty members with regard to both dimensions, initiating structure and consideration, of the deans' leadership behavior did not differ significantly from the faculty members' perception concerning the department heads' leadership behavior.

8. The expectations of faculty members with regard to both dimensions, initiating structure and consideration, of the deans' leadership behavior did not differ significantly from thefaculty members' expectations concerning the department heads' leadership behavior.

9. The perceptions of department heads with regard to both dimensions, initiating structure and consideration, of the deans' leadership behavior did not differ significantly from the heads' perceptions of concerning the faculty members' leadership behavior.

10. The expectations of department heads with regard to both dimensions, initiating structure and consideration, of the deans' leadership behavior did not differ significantly from the heads' expectations concerning the faculty members' leadership behavior.

11. The perceptions of deans with regard to both dimensions, initiating structure and consideration, of the

department heads' leadership behavior did not differ significantly from the deans' perceptions concerning the faculty members' leadership behavior.

12. The expectations of deans with regard to both dimensions, initiating structure and consideration, of the department heads' leadership behavior did not differ significantly from the deans' expectations concerning the faculty members' leadership behavior.

13. The perceptions of Saudi faculty members differed significantly from the non-Saudi faculty members' perception with regard to both dimensions of the leadership behavior of deans, initiating structure and consideration.

14. The expectations of Saudi faculty members did not differ significantly from the non-Saudi faculty members' expectations with regard to either dimension of the deans' leadership behavior, initiating structure and consideration.

15. The perceptions of Saudi faculty members differed significantly from the non-Saudi faculty members' perceptions with regard to both dimensions of the department heads' leadership behavior, initiating structure and consideration.

16. The expectations of Saudi faculty members did not differ significantly from the non-Saudi faculty members' expectations with regard to both dimensions of the department heads' leadership behavior, initiating structure and consideration.

17. While there was a significant difference between the perceptions of faculty members with varying experience levels

with regard to the initiating structure dimension of the deans' leadership behavior, no significant difference was found in their perceptions concerning the consideration dimension of the deans' leadership behavior.

18. The expectations of faculty members were significantly different across varying experience levels with regard to both dimensions of the leadership behavior of deans, initiating structure and consideration.

19. The perceptions of faculty members were not significantly different across varying experience levels with regard to either dimension of the leadership behavior of department heads, initiating structure and consideration.

20. The expectations of faculty members were significantly different across varying experience levels with regard to both dimensions of the leadership behavior of department heads, initiating structure and consideration.

21. The perceptions of female faculty members did not differ significantly from the males' perceptions with regard to either dimension of the deans' leadership behavior, initiating structure and consideration.

22. The expectations of female faculty members did not differ significantly from the males' expectations with regard to either dimension of the deans' leadership behavior, initiating structure and consideration.

23. The perceptions of female faculty members did not differ significantly from the males' perceptions with regard to either dimension of the department heads' leadership beha-

vior, initiating structure and consideration.

24. The expectations of female faculty members did not differ significantly from the males' expectations with regard to either dimension of the department heads' leadership behavior, initiating structure and consideration.

25. The perceptions of faculty members were not significantly different across the three types of institutions with regard to either dimension of the leadership behavior of deans, initiating structure and consideration.

26. The expectations of faculty members differed significantly across the three types of institutions with regard to both dimensions of the leadership behavior of deans, initiating structure and consideration.

27. While there was not a significant difference between the perceptions of faculty members across the three types of institutions with regard to the initiating structure of the department heads' leadership behavior, a significant difference was found in their perceptions concerning the consideration dimension of the heads' leadership behavior.

28. The expectations of faculty members did not differ significantly across the three types of institutions with regard to either dimension of the leadership behavior of department heads, initiating structure and consideration.

29. The perceptions of Arabic speaking faculty members did not differ significantly from the non-Arabic speaking faculty members' perceptions with regard to either dimension of the deans' leadership behavior, initiating structure and

consideration.

30.   The expectations of Arabic speaking faculty members did not differ significantly from the non-Arabic speaking faculty members' expectations with regard to either dimension of the deans' leadership behavior, initiating structure and consideration.

31.   The perceptions of Arabic speaking faculty members did not differ significantly from the non-Arabic speaking faculty members' perceptions with regard to either dimension of the department heads' leadership behavior, initiating structure and consideration.

32.   While there was a significant difference between the expectations of Arabic speaking and non-Arabic speaking faculty members with regard to the initiating structure dimension of the department heads' leadership behavior, no significant difference was found in their expectations concerning the consideration dimension of the heads' leadership behavior.

Conclusions

In relation to the purpose, the research questions, and the 32 hypotheses set forth in Chapter I, this study revealed several findings. Those findings were presented in detail in Chapter IV and were summarized in the first section of Chapter V. The aim of this section is to draw appropriate conclusions from those findings and discuss the implications of such findings. However, it is not intended to generalize the

findings and conclusions beyond the research population, although the implications may prove useful for other groups not covered in this study. Meanwhile, this research, from the outset, focused on two dimensions of leadership behavior, initiating structure (organizational ability) and consideration (ability to relate to others), of each of the three groups: deans, department heads, and faculty members. Thus, the conclusions intend to reflect those two dimensions.

1. The test of hypothesis one revealed significant difference between the perceptions of faculty members and deans concerning both dimension of the heads' leadership behavior. Further examination of Table X indicated that mean expectation scores of faculty members on both dimensions were higher than the deans' mean scores. Since the head is selected by the faculty members rather than by the dean, these findings suggest some degree of loyalty on the part of head toward faculty as being effective in both dimensions of his leadership behavor. On the other hand, while hypothesis two revealed no significant difference between the expectations of faculty members and deans concerning the heads' leadership behavior, data in Table XII suggested that faculty members were more satisfied with the head's performance than with the dean's performance.

2. The analysis of data in hypothesis five offered significant differences between the perceptions of heads and deans concerning the initiating structure dimension of faculty members and no significant difference concerning the

consideration dimension. These results suggest that both
heads and deans see faculty members as displaying friendship,
mutual trust, and warmth in their relationship with others.
On the other hand, based on the information in Table XVIII,
deans, perhaps, do not see enough organizational ability on
the part of the faculty as does the head.

3. The data related to hypothesis 13 indicated signi-
ficant differences between the perceptions of Saudi and non-
Saudi faculty members regarding both dimensions of the
leadership behavior of the deans. Yet, from the data in
Table XXXI, it can be noted that the non-Saudi faculty
members' mean scores on both the consideration and initiating
structure dimensions are higher than the Saudis' mean scores.
Several factors may be responsible for these perception dif-
ferences. First, the level of expertise of the non-Saudis
may produce more communication between the deans and those
faculty members, both task related and socializing. Second,
the non-Saudis superior performance causes satisfaction for
the deans. This satisfaction may, in turn, produce feelings
of consideration and structure toward the non-Saudi faculty
members. Similar conclusions may be drawn regarding the
findings of hypothesis 15, which revealed significant
differences between the Saudi and non-Saudi faculty members'
perceptions regarding the heads' leadership behavior.

4. The test of hypothesis 17 revealed significant
differences between the perceptions of faculty members with
varying experience levels concerning the initiating sructure

of the deans' leadership behavior. Also, an examination of
Table XLII indicated that the higher the experience level of
the faculty, the more they perceived the deans to be task-
oriented. A possible explanation for these results might be
the fact that most deans are young and have limited exper-
ience in teaching, research, and administration. This con-
dition forces the deans to display greater task orientation
for improving their images.

5. As revealed from the test of hypotheses 18 and 20,
significant differences were found between the expectations
of faculty members with varying experience levels con-
cerning both dimensions of the deans' and heads' leadership
behaviors. On the other hand, the perceptions of those fac-
ulty members were found to be non-significant regarding
deans' and heads' leadership behavior as indicated in
hypothesis 17 and 19. These findings produced evidences of
discrepancies of perceptions and expectations which, in turn,
suggested some degree of role conflict for the deans and the
heads. One major cause for different expectations imposed on
the deans and heads might be the influence of non-Saudi fac-
ulty members because of their unique and different background
orientations.

6. Although no significant differences were found be-
tween the perceptions of faculty members from the three
universities concerning the two dimension of the leadership
behavior of deans (hypothesis 25), the analysis revealed
significant differences in their expectations concerning both

dimensions of the deans' leadership behavior (hypothesis 26).
These findings which show the discrepancy between the per-
ceptions and expectations cause role conflict for the deans.
Examining the data in Table LX, it is observed that the
expected mean scores of faculty members on both dimensions is
higher in the Islamic University than in the other ·two
institutions. The explanation of this phenomenon might rest
with the Islamic nature of that institution which encourages
competence and friendship behaviors. This situation suggests
that the deans can lead faculty more effectively and satis-
factorily if they improve their behaviors on both dimensions.

7. The test of hypothesis 27 showed significant dif-
ferences between the perceptions of faculty members from the
three institutions concerning the consideration dimension of
department heads. Since the mean scores of the faculty in
the Islamic University were lower than those for the other
two institutions, it can be, again, concluded that the Isla-
mic principles encourage trust and friendship and that evi-
dently the faculty members in that institution are not
satisfied with the heads' present level of consideration. On
the other hand, the very high mean scores for faculty members
in the Umm Al-Qura University might be due to the fact that
this is a fairly new institution, utilizing less traditional
bureau-cratic models and more modern participative relations
between heads and faculty members, causing the faculty
members to be more satisfied with the heads' consideration
dimension.

8. The analysis of data concerning the hypothesis 32 suggested significant differences between the perceptions of Arabic and non-Arabic speaking faculty members regarding the initiating structure dimension of the heads' leadership behavior. The mean score of non-Arabic faculty was higher than that for Arabic speaking faculty (Table LXXII). It may be concluded that non-Arabic speaking faculty were from nations with more improved educational systems and were used to effective teaching, research, and administration. Thus, they expected their heads to be more active on their tasks than they were.

Recommendations

The universities in Saudi Arabia must be staffed by competent administrators if these institutions are to realize their "great expectations." This observation does not suggest that the majority of college administrators are either unqualified or incompetent. On the contrary, the recent growth and development of higher learning institutions give evidence that excellent leadership talent indeed exists in these institutions.

If the future needs for administrators is to be adequately met in terms of both numbers and qualifications, various approaches must be pursued.

1. Young men and women with leadership potential must be encouraged to prepare themselves by experience and study for major college administrative roles. The best single

resource for the identification of administrative talent is the present staff of academic colleges. However, the demand is so great that no potential source should be overlooked. This process of recruitment will require the combined efforts of college deans, faculty members, the university council, and Supreme Council of the Ministry of Higher Education. Establishing leadership programs which all seven universities should participate in is deemed necessary and one of our highest priorities in the future.

2. A varied, effective, and meaningful educational program must be presented. The emphasis on quality will not only produce a greater proportion of doctoral degree holders among college administrators and faculty members, but it will also incor-porate both theoretical and practical educational experiences directly relevent to special problems and practices of colleges and universities in general.

3. Equally essential are in-service programs to assist and upgrade administrators already practicing in the fields. To clear this point, it is unrealistic to assume that adequately qualified new personnel can be secured for the tens of positions in the next decade. For many of those who hold positions, effective in-service training will mean the difference between success and failure, and the administrators (deans and heads) will be surrounded by good people who make the work environment more productive.

4. The effective higher education leader must be an actualized individual, one who appreciates himself, respects

others and recognizes the unique worth and potential efforts of human beings. He must be a teacher, a listener, a consultant, a communicator, a change agent, an evaluator, a decision maker, and scholar. Such skills are not ones that generally come in a year or so without in-depth study and training. Indeed, most of the administrators (deans and heads) in the three universities lack experience and are the product of the procedure which allows deans and heads to stay in their office is based on time (2 and 6 years, respectively) rather than on their success in job performance. The researcher strongly recommends that a person occupying an administrative position should be able to stay in that job as long as his/hers performance benefits the organization and the people in that organization.

5. The Ministry of Higher Education, as a coordinating and controlling agent to all higher educational institutions in Saudi Arabia, should establish a University Council for Educational Administration (UCEA) as an independent sector. The purpose of establishing UCEA will be to form a consortium of comprehensive Saudi universities dedicated to promoting scholarship and excellence in the field of educational administration. This requires outstanding scholars who would like to accept the challenge of leading UCEA.

Also the recommendations for future research may include:

1. A similar research should be conducted at other institutions throughout Saudi Arabia.

2.   A replication of the present study using different leadership instruments may help in further validation of the findings.

3.   A replication of this study employing students and non-academic staff may prove useful in the study of leadership of administrators and faculty.

4.   A replication of this study incorporating other variables such as educational level, etc. may offer additional insights into the findings.

5.   A similar study focusing on the leadership behavior of the presidents in the Saudis' system of higher education may offer new directions for the management of such institutions.

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APPENDIXES

APPENDIX A

HISTORICAL EVOLUTION OF HIGHER

EDUCATION INSTITUTIONS IN

SAUDI ARABIA

HIGHER-EDUCATION INSTITUTIONS' EVOLUTIONAL

HISTORY IN SAUDI ARABIA

Institution	Date of Establishment	Location
The College of Islamic Statutes & Islamic Studies	1949	Makkah
King Saud Univ.	1957	Riyadh
Islamic Univ.	1961	Medinah
College of Education	1962	Makkah
King Abdul Aziz Univ.*	1971	Jeddah
The Univ. of Petroleum & Mineral Resource*	1974	Dahran
Imam Mohammed Ben Saud Univ.	1974	Riyadh
King Faisal Univ.	1977	Ahsa
Umm Al-Qura Univ.	1981	Makkah

*King Abdul Aziz University was a national university in 1967.

*The University of Petroleum & Mineral Resource was a college of Petroleum & Mineral Resource in 1963.

APPENDIX B

LETTER SENT TO MACMILLAN PUBLISHING CO., INC

FOR OBTAINING PERMISSION TO USE THE

LEADER BEHAVIOR DESCRIPTION

QUESTIONNAIRE

January 16, 1984

MacMillan Publishing Co., Inc.
866 Third Avenue
New York, NY 10022

Gentlemen:

I am conducting a study of the leadership behavior of
college personnel at selected universities in Saudi Arabia.
I found the Leadership Behavior Description Questionnaire
(LBDQ), which was used by Andrew W. Halpin in his study in
1956, most appropriate for my research.

Since I intend to utilize the LBDQ in a setting with
Arabic as the official national language, I would be
appreciative if you would grant me the permission to
translate and use the instrument in an Arabic setting. Of
course, the English version of the LBDQ will be also mailed
to the participants for clarification.

Thanking you in advance for your consideration, I am

Sincerely yours,

Saud Al Knawy
P. O. Box 2465
Stillwater, OK 74076

Endorsed by:

Dr. Thomas Karman
Professor and Head
Dept. of Higher Education
Oklahoma State University
Stillwater, Oklahoma

APPENDIX C

PERMISSION FOR USE OF THE LEADERSHIP BEHAVIOR

DESCRIPTION QUESTIONNAIRE GRANTED BY

MACMILLAN PUBLISHING CO., INC.

MACMILLAN PUBLISHING CO., INC.
866 Third Avenue, New York, N. Y. 10022

January 24, 1984

Mr. Saud Al Knawy
P.O. Box 2465
Stillwater, OK   74076

Dear Mr. Knawy:

You have our permission to use, in the English and Arabic languages, the "Leadership Behavior Description Questionnaire" by Andrew W. Halpin from THEORY AND RESEARCH IN ADMINISTRATION, subject to the following limitations:

Permission is granted for usage of the material in the manner and for the purpose as specified in your letter of January 16, and in all copies to meet degree requirements, including University Micro-films edition. New permission is required if the research study is later accepted for commercial publication;

Permission is granted for a fee of $35.00. This fee is payable upon signing this letter of agreement;

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If you are in agreement, kindly sign and return one copy of this letter with your remittance; the second copy is for your records.

Thank you and best wishes.

Sincerely yours,

(Mrs.) Agnes Fisher
Permissions Manager

AGREED TO AND ACCEPTED:

———————————————————
SAUD AL KNAWY

APPENDIX D

COVER PAGES OF THE INSTRUMENTS SUPPLIED TO DEANS,

HEADS, AND FACULTY MEMBERS, BOTH

ENGLISH AND ARABIC VERSIONS

FORM 1(a)

LBDQ-IDEAL

LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE

The following questionnaire contains items that may be used to describe the <u>expected</u> behavior of the dean of your college. Please follow the direction below for responding to the items.

Please read each item carefully and consider how frequently the dean <u>should</u> engage in the behavior described by that item: "always", "often", "occasionally", "seldom", or "never". Circle the one which most closely corresponds to your answer.

    A = Always
    B = Often
    C = Occasionally
    D = Seldom
    E = Never

Please answer every item and erase completely the answers you have changed.

Thank you for your cooperation and interest in this very important study.

FORM 1(b)

LBDQ-REAL

LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE

The following questionnaire contains items that may be
used to describe the perceived behavior of the dean of your
college. Please follow the direction below for responding to
the the items.

Please read each item carefully and consider how fre-
quently the dean actually engages in the behavior described
by that item: "always", "often", "occasionally", "seldom",
or "never". Circle the one which most closely corresponds to
your answer.

    A = Always
    B = Often
    C = Occasionally
    D = Seldom
    E = Never

Please answer every item and erase completely the an-
swers you have changed.

Thank you for your cooperation and interest in this very
important study.

FORM 1(c)

LBDQ-IDEAL

LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE

The following questionnaire contains items that may be used to describe the <u>expected</u> behavior of the head of your department. Please follow the direction below for responding to the items.

Please read each item carefully and consider how frequently the department head <u>should</u> engage in the behavior described by that item: "always", "often", "occasionally", "seldom", or "never". Circle the one which most closely corresponds to your answer.

A = Always
B = Often
C = Occasionally
D = Seldom
E = Never

Please answer every item and erase completely the answers you have changed.

Thank you for your cooperation and interest in this very important study.

FORM 1(d)

LBDQ-REAL

LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE

The following questionnaire contains items that may be used to describe the <u>perceived</u> behavior of the head of your department. Please follow the direction below for responding to the items.

Please read each item carefully and consider how frequently the department head <u>actually</u> engages in the behavior described by that item: "always", "often", "occasionally", "seldom", or "never". Circle the one which most closely corresponds to your answer.

    A = Always
    B = Often
    C = Occasionally
    D = Seldom
    E = Never

Please answer every item and erase completely the answers you have changed.

Thank you for your cooperation and interest in this very important study.

FORM 2(a)

LBDQ-IDEAL

LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE

The following questionnaire contains items that may be used to describe the <u>expected</u> behavior of the dean of your college. Please follow the direction below for responding to the items.

Please read each item carefully and consider how frequently the dean <u>should</u> engage in the behavior described by that item: "always", "often", "occasionally", "seldom", or "never". Circle the one which most closely corresponds to your answer.

A = Always
B = Often
C = Occasionally
D = Seldom
E = Never

Please answer every item and erase completely the answers you have changed.

Thank you for your cooperation and interest in this very important study.

FORM 2(b)

LBDQ-REAL

LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE

The following questionnaire contains items that may be used to describe the <u>perceived</u> behavior of the dean of your college. Please follow the direction below for responding to the items.

Please read each item carefully and consider how frequently the dean <u>actually</u> engages in the behavior described by that item: "always", "often", "occasionally", "seldom", or "never". Circle the one which most closely corresponds to your answer.

    A = Always
    B = Often
    C = Occasionally
    D = Seldom
    E = Never

Please answer every item and erase completely the answers you have changed.

Thank you for your cooperation and interest in this important study.

FORM 2(c)

LBDQ-IDEAL

LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE

The following questionnaire contains items that may be used to describe the <u>expected</u> behavior of your faculty members as a team. Please follow the direction below for responding to the items.

Please read each item carefully and consider how frequently the members of your faculty <u>should</u> engage in the behavior described by that item: "always", "often", "occasionally", "seldom", or "never". Circle the one which most closely corresponds to your answer.

    A = Always
    B = Often
    C = Occasionally
    D = Seldom
    E = Never

Please answer every item and erase completely the answers you have changed.

Thank you for your cooperation and interest in this important study.

FORM 2(d)

LBDQ-REAL

LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE

The following questionnaire contains items that may be used to describe the <u>perceived</u> behavior of your faculty members as a team. Please follow the direction below for responding to the items.

Please read each item carefully and consider how frequently the members of your faculty <u>acutally</u> engage in the behavior described by that item: "always", "often", "occasionally", "seldom", or "never". Circle the one which most closely corresponds to your answer.

    A = Always
    B = Often
    C = Occasionally
    D = Seldom
    E = Never

Please answer every item and erase completely the answers you have changed.

Thank you for your cooperation and interest in this very important study.

FORM 3(a)

LBDQ-IDEAL

LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE

The following questionnaire contains items that may be used to describe the <u>expected</u> behavior of your department heads as a team. Please follow the direction below for corresponding to the items.

Please read each item carefully and consider how frequently the department heads <u>should</u> engage in the behavior described by that item: "always", "often", "occasionally", "seldom", or "never". Circle the one which most closely corresponds to your answer.

    A = Always
    B = Often
    C = Occasionally
    D = Seldom
    E = Never

Please answer every item and erase completely the answers you have changed.

Thank you for your cooperation and interest in this very important study.

FORM 3(b)

LBDQ-REAL

LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE

The following questionnaire containes items that may be used to describe the <u>perceived</u> behavior of your department heads as a team. Please follow the direction below for responding to the items.

Please read each item carefully and consider how frequently the department heads <u>actually</u> engage in the behavior described by that item: "always", "often", "occasionally", "seldom", or "never". Circle the one which most closely corresponds to your answer.

    A = Always
    B = Often
    C = Occasionally
    D = Seldom
    E = Never

Please answer every item and erase completely the answers you have changed.

Thank you for your cooperation and interest in this very important study.

FORM 3(c)

LBDQ-IDEAL

LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE

The following questionnaire contains items that may be used to describe the <u>expected</u> behavior of your faculty members as a team. Please follow the direction below for responding to the items.

Please read carefully and consider how frequently the members of your faculty <u>should</u> engage in the behavior described by that item: "always", "often", "occasionally", "seldom", or "never". Circle the one which most closely corresponds to your answer.

    A = Always
    B = Often
    C = Occasionally
    D = Seldom
    E = Never

Please read every item and erase completely the answers you have changed.

Thank you for your cooperation and interest in this very important study.

FORM 3(d)

LBDQ-REAL

LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE

The following questionnaire contains items that may be used to describe the <u>perceived</u> behavior of your faculty members as a team. Please follow the direction below for responding to the items.

Please read each item carefully and consider how frequently the members of your faculty <u>actually</u> engage in the behavior described by that item: "always", "often", "occasionally", "seldom", or "never". Circle the one which most closely corresponds to your answer.

    A = Always
    B = Often
    C = Occasionally
    D = Seldom
    E = Never

Please answer every item and erase completely the answers you have changed.

Thank you for your cooperation and interest in this very important study.

نموذج (أ) عضو هيئة التدريس

تصرفات القائد المثالية

إستقصاء وصفي لتصرفات القائد

الإستقصاء التالي يحتوي علي فقرات يمكن أن تساعد في وصف تصرفات رئيس القسم

فضلاً إتبع الإرشادات التالية عند إجابتك لهذه الفقرات .

الرجاء قراءة كل فقرة بعناية، وأعتبر إلي أي درجة يجب علي رئيس القسم النموذجي

أن يتصرف حيال مجموعته بناءاً علي الآتي:

أ– دائماً

ب– غالباً

ج– أحياناً

د– نادراً

هـ– أبداً لا

مع ملاحظة وضع دائرة علي الفقرة التي تراها مناسبة لإجابتك .

شكراً لك علي تعاونك المثمر إزاء هذه الدراسة

(تصور القيادة المثالية التي تتوقعها)

نموذج ((ب) عضو هيئة التدريس

تصرفات القائد الحقيقية

إستقصاء وصفي لتصرفات القائد

الإستقصاء التالي يحتوي علي فقرات يمكن أن تساعد في وصف تصرفات رئيس القسم

فضلاً إتبع الإرشادات التالية عند إجابتك لهذه الفقرات .

الرجاء قراءة كل فقرة بعناية، وأعتبر إلي أي درجة يتصرف رئيس القسم علي ضوء الفقرات التالية :

أ- دائماً

ب- غالباً

ج- أحياناً

د- نادراً

هـ- أبداً لا

مع ملاحظة   وضع دائرة علي الفقرة التي تراها مناسبة لإجابتك .

شكراً لك علي تعاونك المثمر إزاء هذه الدراسة

(إعطي الصورة الواقعية دون تخمين)

نموذج . ا (. ج) عضو هيئة التدريس

تصرفات القائد المثالية

إستقصاء وصفي لتصرفات القائد

الإستقصاء التالي يحتوي علي فقرات يمكن أن تساعد في وصف تصرفات عميد كليتك

فضلاً إتبع الإرشادات التالية عند إجابتك لهذه الفقرات .

الرجاء قراءة كل فقرة بعناية، وأعتبر إلي أي درجة يجب علي العميد النموذجي
أن يتصرف حيال مجموعته بناءً علي الآتي:

أ- دائماً

ب- غالباً

ج- أحياناً

د- نادراً

هـ- أبداً لا

مع ملاحظة وضع دائرة علي الفقرة التي تراها مناسبة لإجابتك .

شكراً لك علي تعاونك المثمر إزاء هذه الدراسة

(تصور القيادة المثالية التي تتوقعها)

نموذج   ((ا..) عضو هيئة التدريس

تصرفات القائد الحقيقية

إستقصاء وصفي لتصرفات القائد

الإستقصاء التالي يحتوي علي فقرات يمكن أن تساعد في وصف تصرفات عميد كليتك المنظورة

فضلاً إتبع الإرشادات التالية عند إجابتك لهذه الفقرات .

الرجاء قراءة كل فقرة بعناية، وأعتبر إلي أي درجة يتصرف العميد علي ضوء الفقرات التالية:

أ– دائماً

ب– غالباً

ج– أحياناً

د– نادراً

هـ– أبداً لا

مع ملاحظة   وضع دائرة علي الفقرة التي تراها   مناسبة لإجابتك .

شكراً لك علي تعاونك المثمر إزاء هذه الدراسة

(إعطي الصورة الواقعية دون تخمين)

نموذج ٢ (أ) رئيس القسم

تصرفات القائد المثالية

إستقصاء وصفي لتصرفات القائد

الإستقصاء التالي يحتوي علي فقرات يمكن أن تساعد في وصف تصرفات عميد كليتك

فضلاً إتبع الإرشادات التالية عند إجابتك لهذه الفقرات .

الرجاء قراءة كل فقرة بعناية، وأعتبر إلي أي درجة يجب علي العميد النموذجي

أن يتصرف حيال مجموعته بناءً علي الآتي:

أ- دائماً

ب- غالباً

جـ- أحياناً

د- نادراً

هـ- أبداً لا

مع ملاحظة وضع دائرة علي الفقرة التي تراها مناسبة لإجابتك .

شكراً لك علي تعاونك المثمر إزاء هذه الدراسة

(تصور القيادة المثالية التي تتوقعها)

نموذج ٢ (ب) رئيس القسم

تصرفات القائد الحقيقية

إستقصاء وصفي لتصرفات القائد

الإستقصاء التالي يحتوي علي فقرات يمكن أن تساعد في وصف تصرفات عميد كليتك المنظورة

فضلاً إتبع الإرشادات التالية عند إجابتك لهذه الفقرات .

الرجاء قراءة كل فقرة بعناية، وأعتبر إلي أي درجة يتصرف العميد علي ضوء الفقرات التالية:

أ- دائماً

ب- غالباً

ج- أحياناً

د- نادراً

هـ- أبداً لا

مع ملاحظة   وضع دائرة علي الفقرة التي تراها   مناسبة لإجابتك .

شكراً لك علي تعاونك المثمر إزاء هذه الدراسة

(إعطي الصورة الواقعية دون تخمين)

نموذج (ج) ٢

تصويت اللجنة الفرعية

تصويت اللجنة الفرعية

الفحص، فإذا تبين من تفحص الوثائق أن هناك شيئا في غاية الأهمية، فإن اللجنة الفرعية تقوم بفحصه عن كثب.

الإجراءات الواجب اتخاذها في اللجنة الفرعية عند استلام الوثائق، وذلك بقصد تحديد أي إجراء من هذه الإجراءات ينبغي عليها أن تتخذه حيال أي وثيقة من الوثائق:

أ - دائماً
ب - غالباً
ج - أحياناً
د - نادراً
هـ - أبداً لا

مع ملاحظة أن درجة التصويت على الإجراء المختار سوف تتفاوت ما بين الدرجات، إذا ما دعت الحاجة إلى ذلك.

(تذكر الأمثلة التالية على سبيل التنبيه)

نموذج ٢ (د) رئيس القسم

تصرفات القائد الحقيقية

إستقصاء وصفي لتصرفات القائد

الإستقصاء التالي يحتوي علي فقرات يمكن أن تساعد في وصف تصرفات أعضاء هيئة التدريس

فضلاً إتبع الإرشادات التالية عند إجابتك لهذه الفقرات .

الرجاء قراءة كل فقرة بعناية، وأعتبر إلي أي درجة يتصرف عضو هيئة التدريس (واقعياً علي ضوء الفقرات التالية:

أ- دائماً

ب- غالباً

ج- أحياناً

د- نادراً

هـ- أبداً لا

مع ملاحظة   وضع دائرة علي الفقرة التي تراها مناسبة لإجابتك .

شكراً لك علي تعاونك المثمر إزاء هذه الدراسة

(إعطي الصورة الواقعية كما هي)

نموذج ٣ (أ) العميـــد

تصرفات القائد المثالية

إستقصاء وصفي لتصرفات القائد

الإستقصاء التالي يحتوي علي فقرات يمكن أن تساعد في وصف تصرفات رئيس القسم

فضلاً إتبع الإرشادات التالية عند إجابتك لهذه الفقرات .

الرجاء قراءة كل فقرة بعناية، وأعتبر إلي أي درجة يجب علي رئيس القسم النموذجي

أن يتصرف حيال مجموعته بناءاً علي الآتي:

أ- دائماً

ب- غالباً

ج- أحياناً

د- نادراً

هـ- أبداً لا

مع ملاحظة وضع دائرة علي الفقرة التي تراها مناسبة لإجابتك .

شكراً لك علي تعاونك المثمر إزاء هذه الدراسة

(تصور القيادة المثالية التي تتوقعها)

نموذج ٣ (ب) العميد

تصرفات القائد الحقيقية

إستقصاء وصفي لتصرفات القائد

الإستقصاء التالي يحتوي علي فقرات يمكن أن تساعد في وصف تصرفات رئيس القسم

فضلاً إتبع الإرشادات التالية عند إجابتك لهذه الفقرات .

الرجاء قراءة كل فقرة بعناية، وأعتبر إلي أي درجة يتصرف رئيس القسم علي ضوء الفقرات التالية :

أ- دائماً

ب - غالباً

ج- أحياناً

د- نادراً

هـ- أبداً لا

مع ملاحظة   وضع دائرة علي الفقرة التي تراها مناسبة لإجابتك .

شكراً لك علي تعاونك المثمر إزاء هذه الدراسة

(إعطي الصورة الواقعية دون تخمين)

نموذج "٣" (ج) العميــــد

تصرفات القائد المثالية

إستقصاء وصفي لتصرفات القائد

الإستقصاء التالي يحتوي علي فقرات يمكن أن تساعد في وصف تصرفات أعضاء هيئة التدريس كفريق عمل

فضلاً إتبع الإرشادات التالية عند إجابتك لهذه الفقرات .

الرجاء قراءة كل فقرة بعناية، وأعتبر إلي أي درجة يجب علي عضو هيئة التدريس النموذجي أن يتصرف حيال مجموعته بناءاً علي الآتي:

أ- دائماً

ب- غالباً

ج- أحياناً

د- نادراً

هـ- أبداً لا

مع ملاحظة وضع دائرة علي الفقرة التي تراها مناسبة لإجابتك .

شكراً لك علي تعاونك المثمر إزاء هذه الدراسة

(تصور القيادة المثالية التي تتوقعها)

العميد   نموذج   ٣(د)

تصرفات القائد الحقيقية

إستقصاء وصفي لتصرفات القائد

الإستقصاء التالي يحتوي علي فقرات يمكن أن تساعد في وصف تصرفات رئيس القسم

فضلاً إتبع الإرشادات التالية عند إجابتك لهذه الفقرات .

الرجاء قراءة كل فقرة بعناية، وأعتبر إلي أي درجة يتصرف رئيس القسم علي ضوء

الفقرات التالية :

أ‌- دائماً

ب‌- غالباً

ج‌- أحياناً

د‌- نادراً

هـ‌- أبداً لا

مع ملاحظة   وضع دائرة علي الفقرة التي تراها   مناسبة لإجابتك .

شكراً لك علي تعاونك المثمر إزاء هذه الدراسة

(إعطي الصورة الواقعية دون تخمين)

APPENDIX E

THE LBDQ-IDEAL AND LBDQ-REAL AS WORDED FOR THIS
STUDY, BOTH ENGLISH AND ARABIC VERSIONS

THE LBDQ-IDEAL FORM

1. He/She makes his/her attitude clear   A   B   C   D   E
   to others.

2. He/She tries out his/her new ideas   A   B   C   D   E
   with others.

3. He/She rules with an iron hand.   A   B   C   D   E

4. He/She criticizes poor work.   A   B   C   D   E

5. He/She speaks in a manner not to be   A   B   C   D   E
   questioned.

6. He/She assigns staff members to par-   A   B   C   D   E
   ticular tasks.

7. He/She works without a plan.   A   B   C   D   E

8. He/She maintains definite stand-   A   B   C   D   E
   ards of performance.

9. He/She emphasizes the meeting of   A   B   C   D   E
   deadlines.

10. He/She encourages the use of uniform   A   B   C   D   E
    procedures.

11. He/She makes sure that his/her part   A   B   C   D   E
    in the organization is understood
    by all members.

12. He/She asks that others follow   A   B   C   D   E
    standard rules and regulations.

13. He/She lets others know what is   A   B   C   D   E
expected of them.

14. He/She sees to it that others are   A   B   C   D   E
working.

15. He/She sees to it that the work of   A   B   C   D   E
others is coordinated.

16. He/She does personal favors for   A   B   C   D   E
others.

17. He/She does little things to make it   A   B   C   D   E
pleasant to be a member of the staff.

18. He/She is easy to understand.   A   B   C   D   E

19. He/She finds time to listen to   A   B   C   D   E
others.

20. He/She keeps to himself/herself.   A   B   C   D   E

21. He/She looks out for the personal   A   B   C   D   E
welfare of others.

22. He/She refuses to explain his/her   A   B   C   D   E
actions.

23. He/She acts without consulting with   A   B   C   D   E
others.

24. He/She is slow to accept new ideas.   A   B   C   D   E

25. He/She treats all others as his/her   A   B   C   D   E
equals.

26. He/She is willing to make changes.   A   B   C   D   E

27. He/She is friendly and approachable.   A   B   C   D   E

28. He/She makes others feel at ease   A   B   C   D   E
when talking with them.

29. He/She puts suggestions made by   A   B   C   D   E

     others into operation.

30. He/She gets others' approval on   A   B   C   D   E

     important matters before going

     ahead.

DEMOGRAPHIC INFORMATION

31. Sex: ( ) Female   ( ) Male

32. Age: _____

33. Nationality: ( ) Saudi   ( ) Non-Saudi

34. Native Language: _____

35. Academic Experience:

              a)   0 - 1 years _____

              b)   1 - 2 years _____

              c)   2 - 5 years _____

              d)   5 - 10 years _____

              e)   10 - above _____

36. Current position:

              a)   Dean _____

              b)   Department Head _____

              c)   Faculty Member _____

THE LBDQ-REAL FORM

1. He/She makes his/her attitude clear   A   B   C   D   E
    to others.

2. He/She tries out his/her new ideas   A   B   C   D   E
    with others.

3. He/She rules with an iron hand.   A   B   C   D   E

4. He/She criticizes poor work.   A   B   C   D   E

5. He/She speaks in a manner not to be   A   B   C   D   E
    questioned.

6. He/She assigns staff members to par-   A   B   C   D   E
    ticular tasks.

7. He/She works without a plan.   A   B   C   D   E

8. He/She maintains definite stand-   A   B   C   D   E
    ards of performance.

9. He/She emphasizes the meeting of   A   B   C   D   E
    deadlines.

10. He/She encourages the use of uniform   A   B   C   D   E
    procedures.

11. He/She makes sure that his/her part   A   B   C   D   E
    in the organization is understood
    by all members.

12. He/She asks that others follow   A   B   C   D   E
    standard rules and regulations.

13. He/She lets others know what is expected of them.   A   B   C   D   E

14. He/She sees to it that others are working.   A   B   C   D   E

15. He/She sees to it that the work of others is coordinated.   A   B   C   D   E

16. He/She does personal favors for others.   A   B   C   D   E

17. He/She does little things to make it pleasant to be a member of the staff.   A   B   C   D   E

18. He/She is easy to understand.   A   B   C   D   E

19. He/She finds time to listen to others.   A   B   C   D   E

20. He/She keeps to himself/herself.   A   B   C   D   E

21. He/She looks out for the personal welfare of others.   A   B   C   D   E

22. He/She refuses to explain his/her actions.   A   B   C   D   E

23. He/She acts without consulting with others.   A   B   C   D   E

24. He/She is slow to accept new ideas.   A   B   C   D   E

25. He/She treats all others as his/her equals.   A   B   C   D   E

26. He/She is willing to make changes.   A   B   C   D   E

27. He/She is friendly and approachable.   A   B   C   D   E

28. He/She makes others feel at ease when talking with them.   A   B   C   D   E

29. He/She puts suggestions made by   A   B   C   D   E

    others into operation.

30. He/She gets others' approval on   A   B   C   D   E

    important matters before going

    ahead.

DEMOGRAPHIC INFORMATION

31. Sex: ( ) Female   ( ) Male

32. Age: _____

33. Nationality: ( ) Saudi   ( ) Non-Saudi

34. Native Language: _____

35. Academic Experience:

         a)   0 - 1 years _____

         b)   1 - 2 years _____

         c)   2 - 5 years _____

         d)   5 - 10 years _____

         e)   10 - above _____

36. Current position:

         a)   Dean _____

         b)   Department Head _____

         c)   Faculty Member _____

وصف تصرفات القائد المثالية

ا ب ج د ه ١- يجعل موقفه / موقفها واضح للجميع .

ا ب ج د ه ٢- يناقش افكار جديده مع الآخرين .

ا ب ج د ه ٣- يحكم بيد من حديد .

ا ب ج د ه ٤- ينتقد العمل الهزيل .

ا ب ج د ه ٥- يتحدث بطريقه غير قابله للنقاش .

ا ب ج د ه ٦- يسند واجبات محدده الى اعضاء المجموعه .

ا ب ج د ه ٧- يعمل / ينقد بدون خطه .

ا ب ج د ه ٨- يحافظ على مستويات واضحه للاذاء .

ا ب ج د ه ٩- يؤكد على انجاز العمل فى الوقت المحدد .

ا ب ج د ه ١٠- يشجع على استعمال اجراءات محدده .

ا ب ج د ه ١١- يتأكد من ان دوره فى المؤسسه الكليه مفهوما

من اعضاء المجموعه .

ا ب ج د ه ١٢- يطالب اعضاء المجموعه انظمه وقوانين معينه .

ا ب ج د ه ١٣- يجعل اعضاء المجموعه على علم بما يتوقعه منهم .

ا ب ج د ه ١٤- يتأكد من ان اعضاء المجموعه يعملون بأقصى

طاقاتهم .

ا ب ج د ه ١٥- يرى ان يكون العمل منسقا بين الاعضاء .

ا ب ج د ه ١٦- يسدى جمايل شخصيه لأعضاء المجموعه .

ا ب ج د ه ١٧- يفعل اشياء صغيره عابره يجعل العضويه بين

المجموعه ممتعه .

ا ب ج د ه ١٨- من السهوله فهمه .

ا ب ج د ه ١٩- يجد وقتا للاستماع الى اعضاء المجموعه .

ا ب ج د ه ٢٠- يكتم في نفسه (غامضا) .

ا ب ج د ه ٢١- يهتم بالمصلحه الشخصيه لكل فرد من افراد

المجموعه .

ا ب ج د ه ٢٢- يرفض ان يشرح تصرفاته .

٢٣- يتصرف بدون استشاره المجـموعـه .　　　ا　ب　ج　د　هـ

٢٤- بكـون بطيئا لتقبـل الافكـار الجديده .　　　ا　ب　ج　د　هـ

٢٥- يعامل جميع اعضاء المجموعه على السواء .　　　ا　ب　ج　د　هـ

٢٦- يتقبـل اجـراء تعديلات .　　　ا　ب　ج　د　هـ

٢٧- محبـوب وبسهل الوصـول اليـه .　　　ا　ب　ج　د　هـ

٢٨- يجعل الاعضاء يشعرون بارتياح عندما يتحـدث
اليهـم .　　　ا　ب　ج　د　هـ

٢٩- بضع اقتراحات المجموعه موضع التنفيذ .　　　ا　ب　ج　د　هـ

٣٠- يحصل على موافقه المجموعه فى الامور الهامه
قبـل ان يستمر قدمـا .　　　ا　ب　ج　د　هـ

―――――――――――――――

معلـومات شخصيـه

٣١- الجنـس : ذكـر ( ) ، انثى ( ) .

٣٢- العمـر : ( )

٣٣- الجنسيـه : سعـودى ( ) ، غير سعـودى ( ) .

٣٤- اللغـه الاطليـه : ( )

٣٥- الخبره فى مجـال التعليم :

ا - من ٠ الـى ١ سنـه

ب - من ١ الـى ٢ سنـه

ج - من ٢ الـى ٥ سنوات

د - من ٥ الـى ١٠ سنوات

هـ - من ١٠ الـى اكثـر

٣٦- الموقع الوظيفـى الحـالـى :

ا - عميـد ――――――――――

ب - رئيس قسم ――――――――――

ج - عضو هيئه تدريس ――――――――――

وصف تصرفات القائد الحقيقية

١- يجعل موقفه / موقفها واضح للجمع .   ا   ب   ج   د   هـ

٢- يناقش افكار جديده مع الآخرين .   ا   ب   ج   د   هـ

٣- يحكم ببند من جديد .   ا   ب   ج   د   هـ

٤- ينتقد العمل الهزيل   ا   ب   ج   د   هـ

٥- يتحدث بطريقه غير قابله للنقاش .   ا   ب   ج   د   هـ

٦- يسند واجبات محدده الى اعضاء المجموعه .   ا   ب   ج   د   هـ

٧- يعمل / ينقد بدون خطه .   ا   ب   ج   د   هـ

٨- يحافظ على مستويات واضحه للاداء   ا   ب   ج   د   هـ

٩- يؤكد على انجاز العمل فى الوقت المحدد.   ا   ب   ج   د   هـ

١٠- يشجع على استعمال اجراءات محدده .   ا   ب   ج   د   هـ

١١- يتأكد من ان دوره فى المؤسسه الكليه مفهوما   ا   ب   ج   د   هـ
من اعضاء المجموعه .

١٢- يطالب اعضاء المجموعه انظمه وقوانين معينه .   ا   ب   ج   د   هـ

١٣- يجعل اعضاء المجموعه على علم بما يتوقعه منهم .   ا   ب   ج   د   هـ

١٤- يتأكد من ان اعضاء المجموعه يعملون بأقصى   ا   ب   ج   د   هـ
طاقاتهم .

١٥- يرى ان يكون العمل منسقا بين الاعضاء .   ا   ب   ج   د   هـ

١٦- يسدى جمايل شخصيه لاعضاء المجموعه .   ا   ب   ج   د   هـ

١٧- يفعل اشياء صغيره عابره يجعل العضويه بين   ا   ب   ج   د   هـ
المجموعه ممتعه .

١٨- من السهوله فهمه .   ا   ب   ج   د   هـ

١٩- يجد وقتا للاستماع الى اعضاء المجموعه .   ا   ب   ج   د   هـ

٢٠- يكتم فى نفسه (غامضا) .   ا   ب   ج   د   هـ

٢١- يهتم بالمصلحه الشخصيه لكل فرد من افراد   ا   ب   ج   د   هـ
المجموعه .

٢٢- يرفض ان يشرح تصرفاته .   ا   ب   ج   د   هـ

٢٣- يتصرف بدون استشاره المجموعه .   ا   ب   ج   د   ه

٢٤- يكون بطيئا لتقبل الافكار الجديده .   ا   ب   ج   د   ه

٢٥- يعامل جميع اعضاء المجموعه على السواء .   ا   ب   ج   د   ه

٢٦- يتقبل اجراءتعدبلات .   ا   ب   ج   د   ه

٢٧- محبوب ويسهل الوصول اليه .   ا   ب   ج   د   ه

٢٨- يجعل الاعضاء يشعرون بارتياح عندما يتحدث اليهم .   ا   ب   ج   د   ه

٢٩- يضع اقتراحات المجموعه موضع التنفيذ .   ا   ب   ج   د   ه

٣٠- يحصل على موافقه المجموعه فى الامور الهامه قبل ان يستمر قدما .   ا   ب   ج   د   ه

معلومات شخصيه

٣١- الجنس : ذكر ( ) ، انثى ( ) .

٣٢- العمر : ( )

٣٣- الجنسيه : سعودى ( ) ، غير سعودى ( ) .

٣٤- اللغه الاصليه : ( )

٣٥- الخبره فى مجال التعليم :

ا - من . الى ١ سنه

ب - من ١ الى ٢ سنه

ج - من ٢ الى ٥ سنوات

د - من ٥ الى ١٠ سنوات

ه - من ١٠ الى اكثر

٣٦- الموقع الوظيفى الحالى :

ا - عميد _____

ب - رئيس قسم _____

ج - عضو هيئه تدريسى _____

APPENDIX F

LETTER SENT TO SAUDI EDUCATION MISSION FOR OBTAINING

PERMISSION TO TRAVEL TO SAUDI ARABIA

P. O. Box 2465
Stillwater, Ok 74076

Saudi Arabian Educational Mission
2425 West Loop South
Houston, TX 77027

Dear Mr. Al Harthi:

I am interested in conducting a study of the leadership behavior among the faculty and administration at selected institutions of higher education in Saudi Arabia. To accomplish this purpose, I will have to collect the data directly from the institutions.

I would be appreciative if you would grant me the permission to travel for the purpose of collecting data and taking the necessary procedures. Would you please inform me with further information regarding this situation.

In closing, I would like to express my deepest gratitude to you and the staff of the Saudi Arabian Educational Mission for your continuous support and enthusiasm.

Sincerely,

Saud Al Knawy

Endorsed by:

Dr. Thomas Karman
Professor and Head
Department of Higher Education
Oklahoma State University
Stillwater, OK 74078

APPENDIX G

PERMISSION GRANTED BY THE SAUDI

MISSION TO THE RESEARCHER

بسم الله الرحمن الرحيم

وزارة التعليم العالي

مكتب عربي للبعثات التعليمية

رقم: التاريخ: مرفقات:

.Mr. Saud M. Knawy #219817
Box 2465
Stillwater, OK. 74074

6/8/1404H
May 7, 1984

Dear Mr. Knawy:

We hope all is well with you and your family and that this academic
term was a successful one for you. We have recieved a letter from
the Ministry of Higher Education, #1127/4/3, dated 21/7/1404H concerning
your request for a research trip to the Kingdom.

We are very pleased to inform you the H.E. has approved for you to
travel to Saudi Arabia to do your research for your Doctorate Degree.
Please find enclosed a ticket application. Please fill it out and
return it so that we may issue your RT ticket.

When you return from the Kingdom, please provide a letter of verification
from where you are doing your research, stating you were doing what kind
of research, for how long, and under who's supervision, and where. This
must be sent to our office in order for the extra salary to be paid to you.
Also include a copy of your I-94 when you return from the Kingdom.

If you have any questions, please do not hesitate to contact our office.
We wish you much success for your research and hope you stay in the Kingdom
is prosperous.

Sincerely,

Mr. Sultan Thubethi
Academic Director of Higher Education/Employees

cc: Ministry of Higher Education
cc: Ministry of Education

APPENDIX H

LETTERS SENT BY THE SAUDI MISSION

TO THE THREE UNIVERSITIES

FOR THEIR COOPERATION

المستشار الاقتصادي لسمو محافظة المنطقة

الموضوع :
الرقم : ٥١٤٠٨/ب/ه/١٦
التاريخ : ٢١٤٨٥/٥/١٧

الأخ : م
ر ٨ /٢ /٥٥٠٠٨

المحترم

تحية طيبة وبعد ،

...

الشئون الأكاديميـــــة

تعليم عالي/ موظفيـن

<div dir="rtl">

الموضوع: تجميع معلومات للدكتوراه

الإسم   : سعود مساعد القناوي.

الرقم   : ٥٥٠٨/ ٣/ ٦ / ٢

التاريخ: ١٤٠٤/٨/١٦ه

الموافق : ١٩٨٤/٥/١٧م

</div>

سعادة مدير الشئون الإدارية بجامعة أم القري

الحترم

السلام عليكم   ورحمة الله وبركاته وبعد:

إن الطالب / سعود مساعد القناوي مبتعث إلي أمريكا للدراسة   من قبل وزارة المعارف وهو يعمل علي الحصول علي الدكتوراة في مجال التربية ،وبما أنه يود الحضور إلي الملكــــــة لإجراء بعض الدراسات المتعلقة بالبحث الذي يقوم به ،وستكون مؤستكم الموقـــــــرة إحدي الجهات التي سيجري بحثه من خلالها .

فإننا نرجو تسهيل   مهمته   وتزويده بخطاب يفيد   بالكيفيه   والمدة التي قضاها لديكم عاملا   علي إستقصاء المعلومات اللازمة.

نشكركم علي حسن تعاونكم ،ولسعادتكم وافر التحيات والإحترام........

الملحق التعليمي بأمريكــــــا

صبحي بن يحي الحارثـــــــي

صورة مع التحبة لسعادة الملحق.

صورة للقسم (تعليم عالي /موظفين)

صورة لملف الطالب.

صورة للصادر.

صورة للمرشد.

اللجنة الاستشارية

محافظ / مصرف ....

ــــــــــــــــــــــــ

الإشارة : لجنة متابعة شؤون الشركات

الرقم : ٢ / ٨ / ٢

الرقم : ٥٠٠٨ / ٢ / ٨

التاريخ : ٨١/٥/١٧ هـ

الموضوع :

تحية طيبة وبعد ،،،

...

APPENDIX I

LETTERS SENT BY THE ADMINISTRATION OF KING ABDUL AZIZ

AND UMM AL-QURA UNIVERSITIES TO THEIR

DEANS FOR THEIR COOPERATION

بسم الله الرحمن الرحيم

المملكة العربية السعودية
وزارة التعليم العالي

جامعة الملك عبد العزيز
King Abdulaziz University

ص.ب : ١٠٤٠ – جــدة
٦٨٧٩١٣٠/٦٨٧٩٠٣٣
٦٨٧٩٤٠٤/٦٨٧٩٢٠٢
برقيا : جامعة عبد العزيز
تلكس : ٤٠١١٤١ كاوني

Ref. ....

Date ....

Encl. ....

الرقــم ــــــ ٢٠٢/٦/١/٤٤٨٦
التاريخ ــــ ١١/٢/١٤٠٤ هـ م
المرفقات ــــــ

سعادة عميد كلية علوم البحار   الموقر

السلام عليكم ورحمة الله وبركاته ،

اشارة الى خطاب سعادة الملحق التعليمي بأمريكا رقم ٢/٦/٣/٥٥٠٨ وتاريخ
١٤٠٤/٨/١٦هـ المتضمن أن الاستاذ/ سعود مساعد القناوي ، المبتعث من وزارة
المعارف للتحضير لرسالة الدكتوراه في مجال التربية ، موجود حاليـــــا
بالمملكة في رحلة علمية لتجميع بعض المعلومات والبيانات من الجامعات فــى
المنطقة الغربية ، ويأمل سعادته في تجاوب المسئولين بجامعة الملك عبـــد
العزيز لتسهيل مهمته .

وعليه فانه يسرني أن أقدم الاستاذ/ القناوي لسعادتكم ، ولى وطيد الامـل
فى أن يجد من سعادتكم العون فيما يطلبه من معلومات ممكنة تساعده علـــــى
انجاز رسالته .

وتقبلوا خالص تحياتي ،،،

مدير عام الادارة العامة

حسن ابراهيم عتيق

٠٣٤
١٣٨

بسم الله الرحمن الرحيم

جامعة أم القري

الرقم: ١٩٠٥٢/٧/٤/٣٠

مكة المكرمة

التاريخ: ١٤٠٤/١٠/٩هـ

أصحاب السعادة عمداء الكليات والمعاهد بالجامعة   الموقر

السلام عليكم ورحمة الله وبركاته   وبعد:

إشارة لخطاب سعادة الملحق التعليمي بأمريكا   رقم ٢/٦/م٣/٥٥٠٩ في ١٤٠٤/٨/١٦هـ
بشأن طلب مساعدة الطالب /سعود مساعد القناوي المبتعث لأمريكا   للدراسة   من قبل وزارة
المعارف بغرض تجميع بعض المعلومات الضرورية لرسالة الدكتوراة في مجال التربية.

عليه نأمل تزويده بالمطلوب مع شكرنا لتعاونكم.

ولكم تحياتي ،،،،،،

مدير عام الإدارة

د. سعد حميد السبيعي

لمكتبنا مع الأساس

للإتصالات لتسديد القيد ٤/٢٠٥٤

للتوظيف مع صورة منالأساس

VITA 2

Saud M. M. Al-Knawy

Candidate for the Degree of

Doctor of Education

Thesis: THE STUDY OF LEADERSHIP BEHAVIOR AS PERCEIVED AND
EXPECTED BY DEANS, HEADS OF DEPARTMENTS, AND FAC-
ULTY MEMBERS IN THREE SELECTED INSTITUTIONS OF
HIGHER LEARNING IN SAUDI ARABIA

Major Field: Higher Education

Biographical:

Personal Data: Born in Zema, Saudi Arabia, November 17,
1948, the son of Mr. and Mrs. M. M. Al-Knawy.

Education: Graduated from High School, Makkah, Saudi
Arabia, in 1968; received Bachelor of Science
degree in Math and Physics from King Abdul Aziz
University in 1971; enrolled in special program at
the University of Oklahoma, 1975-76; received
Master of Education from the University of Oklahoma
in July, 1977; completed requirements for the
Doctor of Education degree at Oklahoma State
University in May, 1985.

Professional Experience: Teacher, Middle School,
Makkah, 1972-74; Teacher, Junior College, Makkah,
1977-79; Department Head of Curriculum and Rese-
arch, Junior College, 1980-82.