LEADERSHIP BEHAVIOR OF NURSING EDUCATION ADMINISTRATORS IN TWO-YEAR AND FOUR-YEAR COLLEGES AS PERCEIVED BY SELF AND OTHERS

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PREFACE

This study was concerned with the perceived leadership behavior of nursing education administrators in two-year and four-year colleges as reported by 313 nursing education administrators and their superordinates, faculty, and students at 53 National League for Nursing accredited associate and baccalaureate degree nursing education programs in the United States. The primary objective was to determine whether there were significant relationships among the leadership behaviors of nursing education administrators as perceived by themselves and others. A secondary objective was to describe the biographical and professional backgrounds of these nursing education administrators.

I wish to express sincere appreciation to my doctoral committee: to Dr. Robert Kamm, chairman of the committee, for his consultation, advice, and continual encouragement, and especially for his warmth and interest in people; to Dr. John Gardiner, thesis adviser, for his scholarship, advice, patience, telephone calls, and for his much-needed belief in my personal and professional development; to Dr. Jo Campbell for her assistance in developing the design for data analysis, and for her warmth, friendship, and understanding of the "compulsive doctoral student" which contributed toward decreasing the anxiety surrounding this endeavor; and to Dr. Thomas Karman for his continual challenges to me to rise to my potential.

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CHAPTER I

INTRODUCTION

The need for effective leaders in business enterprises and in institutions of higher education is a plea made by many authors, as identified in the educational literature. Terry (1960) and Drucker (1954), in their writings, stated the need for effective managers in business organizations. Saville (1975), Bailey (1980), and Cyert (1980) cited changes that are occurring in social circumstances and expectations that are confronting higher education administrators. These changes require management and leadership competencies that differ from those used in the past, as higher education institutions are moving from a period of growth into a period of stability or probable decline.

The area of mid-management is a relatively new innovation in higher education institutions and is considered to be a position fraught with ambiguity in terms of role definition (Dill, 1980). There is a dearth of published research regarding the leadership behavior and characteristics of the nursing education administrator as a mid-manager in institutions of higher education. Nursing education is a comparatively new area of study and is described as a "quasi profession," which may account for little research in this discipline. Therefore, this study will focus on the leadership behavior of the

nursing education administrator, as a mid-manager, in institutions of higher education.

The Problem

The major purpose of this study was to determine whether there were significant relationships among the leadership behaviors of nursing education administrators as perceived by themselves and others in specifically designated accredited baccalaureate and associate degree nursing programs in the United States. A secondary purpose of this study was to obtain descriptive characteristics of the nursing education administrators using a demographic data sheet as a means of better understanding and describing the group. Responses were sought to the following research questions:

1. Is there a difference between dominant leadership style of nursing education administrators in two-year colleges and nursing education administrators in four-year colleges as perceived by the administrators themselves?

2. Is there a relationship between nursing education administrators' self-perceptions of leadership behavior and central administrators' perceptions of the nursing education administrators' leadership behavior in two-year colleges?

3. Is there a relationship between nursing education administrators' self-perceptions of leadership behavior and central administrators' perceptions of the nursing education administrators' leadership behavior in four-year colleges?

4. Is there a relationship between nursing education administrators' self-perceptions of leadership behavior and the faculty's

perceptions of the nursing education administrators' leadership behavior in two-year colleges?

5. Is there a relationship between nursing education administrators' self-perceptions of leadership behavior and the faculty's perceptions of nursing education administrators' leadership behavior in four-year colleges?

6. Is there a relationship between nursing education administrators' self-perceptions of leadership behavior and students' perception of nursing education administrators' leadership behavior in two-year colleges?

7. Is there a relationship between nursing education administrators' self-perceptions of leadership behavior and students' perception of the nursing education administrators' leadership behavior in four-year colleges?

8. Is there a difference between dominant leadership style of nursing education administrators in two-year colleges and nursing education administrators in four-year colleges as perceived by the central administrators?

9. Is there a difference between dominant leadership style of nursing education administrators in two-year colleges and nursing education administrators in four-year colleges as perceived by the faculty?

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12. Is there a difference between dominant leadership style of nursing education administrators in private two-year colleges and nursing education administrators in public two-year colleges as perceived by the central administrators?

13. Is there a difference between dominant leadership style of nursing education administrators in private two-year colleges and nursing education administrators in public two-year colleges as perceived by the faculty?

14. Is there a difference between dominant leadership style of nursing education administrators in private two-year colleges and nursing education administrators in public two-year colleges as perceived by the students?

15. Is there a difference between dominant leadership style of nursing education administrators in private four-year colleges and nursing education administrators in public four-year colleges as perceived by the nursing education administrators themselves?

16. Is there a difference between dominant leadership style of nursing education administrators in private four-year colleges and nursing education administrators in public four-year colleges as perceived by the central administrators?

17. Is there a difference between dominant leadership style of nursing education administrators in private four-year colleges and

nursing education administrators in public four-year colleges as perceived by the faculty?

18. Is there a difference between dominant leadership style of nursing education administrators in private four-year colleges and nursing education administrators in public four-year colleges as perceived by the students?

The population to which the results of this study are generalized comprised two groups of nursing education administrators of two-year and four-year nursing programs accredited by the National League for Nursing (NLN):

1. Deans of the college of nursing, or chairpersons/heads of departments of nursing in four-year colleges.

2. Division chairpersons of the nursing division in two-year colleges.

A total of 313 subjects comprised the sample for this study, and included the following: vice-presidents or deans of instruction; college deans, department heads, or division chairpersons of nursing education programs; faculty members; and students from a random selection of 53 NLN accredited two-year and four-year nursing education programs.

Three instruments were utilized in this study: "The Leader Effectiveness and Adaptability Description" for self (LEAD-Self), "The Leader Effectiveness and Adaptability Description" for others (LEAD-Other), and a demographic questionnaire prepared by the researcher. The LEAD-Self instrument measures the leader's self-perceptions of leadership behavior. The LEAD-Other instrument measures others' perceptions of a leader's leadership behavior. The instruments were originally developed by Hersey and Blanchard (1982) as training instruments, but since

their inception, have been used in more than 100 research studies (Hersey, 1982). Due to the wide geographical spread and the size of the sample, the data were collected via a mail survey approach.

Background and Significance

The growth and effectiveness of an organization are partly dependent upon the ability of the managers who are responsible for the day-to-day operation of the enterprises. Terry (1960) reported data which showed that half of the new businesses being formed each year go out of business within two years because of poor management. Effective managers, according to Drucker (1954) are the basic and scarcest resource of any business enterprise. The need for effective management is not limited to business organizations. Institutions of higher education employ many administrators who function in managerial roles such as presidents, deans, department heads, and chairpersons. As managers they are concerned with getting things done with and through people, and, at one time or another, each must carry out all the duties characteristic of managers (Koontz and O'Donnell, 1968). "Management competencies, whether naturally endowed, or learned, or both, within the higher education system are vitally important to the effectiveness of the institution" (Saville, 1975, p. 2).

A comparatively new field of study in higher education is that of nursing education, which is generally stereotyped as a female discipline (Andruskiw, 1981). There have been few research studies regarding the leadership behvavior of the nursing education administrator. Marriner (1980) stated that leadership is a quality often lacking in practicing nurses due to inherent role conflicts

within the autocratic setting of hospitals. "Nursing seems to attract people who rank low in self-esteem and initiative, and higher on submissiveness and need for structure than people in other occupations" (Marriner, 1980, p. 111). Corcoran (1981) studied nurse managers in the Army Nurse Corps, and concluded that many nurses lacked decision-making skills and the motivation to manage. Chan-Yit (1980) tested differences in self-perceived leadership styles of graduate nurses. The most dominant leadership profile identified by her sample was one of high consideration and low structure. Thrane (1980) concluded that nurse leaders and nurse followers were not clear about the roles each was fulfilling. According to Johnson (1981), consideration and role assumption were two aspects of leader behavior which were significantly related to satisfaction with supervision. When nurses had leaders who demonstrated role security and human relations oriented behavior toward them, then the nurses were satisfied with the supervision aspects of their jobs.

The problem of educating future nursing leaders should become more acute in the difficult times ahead. In an editorial of the American Journal of Nursing, Schorr (1981) published excerpts from a letter written by Schlotfeldt, who asked if nursing leaders were an endangered species. Schlotfeldt cited the current economic crunch in private institutions of higher education which has resulted in the closing of nursing schools in some of the nation's most prestigious institutions. She noted the closing of schools at Stanford, Cornell, and the University of Chicago. The most recent school under the threat of extinction is the school of nursing at Duke University.

These schools and others like them are responsible for educating nursing leaders and for promoting the research that contributes to the establishment of a theoretical base upon which nursing as an emerging profession is being built.

The persons immediately responsible and accountable for the nursing education program are the nursing education administrators. If it can be assumed that some of these conclusions regarding nurses as leaders are valid, then it would appear that current nursing education administrators, who were once practicing nurses, may be lacking in leadership effectiveness.

Torres (1981) described nursing education administrators collectively as being accountable, vulnerable, and oppressed. The nursing education administrator is accountable to faculty, students, and the health care consumer. The obligation of accountability leads to vulnerability. Two major sources of vulnerability are the economic and political environment of the university or college, and sex stereotyping of nursing deans where women are viewed as the means to an end of male "work." Nursing deans are oppressed, due to the lack of control and restraint placed upon them from both external and internal forces. The faculty may view the dean as oppressor when the dean increases social distance between herself and the faculty based on the assumption that this isolation will facilitate objectivity in professional matters. Torres concluded the study with a plea for research regarding faculty perceptions of the nursing dean's leadership behavior, and an identification of those behaviors which are perceived as enhancing the effectiveness of the group in achieving personal and professional development. This research is, in part, a response to Torres's plea.

One aspect of this study was to determine if there were significant differences in leadership behavior among nursing education administrators in two-year and four-year nursing education programs. Another aspect of this study was to determine if the two variables of self-perception and others' peceptions are correlated. According to Hersey and Blanchard (1982), leadership behavior is considered to be more effective if the leader's self-perception of leadership behavior and others' perceptions of the leader's behavior is positively correlated. This study goes a step beyond Torres's (1981) recommendation in that perceptions of others regarding the leadership behavior of the nursing education administrators include not only the faculty, but also the immediate superordinate, and students. In addition, nursing education administrators in two-year colleges, as well as those in four-year colleges, were included.

Definition of Terms

For the purpose of the study, the following definitions were used:

Nursing Education Administrators - Persons in administrative positions who are responsible for nursing education programs. The title affixed by the education institution may be chairperson, department head, or dean, depending upon the organizational structure of the higher education institution.

Leadership Behavior - As defined in this study, includes three aspects of leader behavior: style, style range, and style adaptability as measured by the LEAD-Self and LEAD-Other instruments (Hersey and Blanchard, 1982).

Perception - An immediate or intuitive cognition or judgment.

Self-Perception - What is known to the individual about his or her leadership style as measured by the LEAD-Self instrument.

Others' Perceptions - What is known to others about the leadership style of the administrator as measured by the LEAD-Other instrument.

Leadership Effectiveness - The extent to which an individual can vary leadership style appropriately according to the demands of a given situation as measured by the LEAD-Self and the LEAD-Other instruments.

Dominant Leadership Style - As defined in this study, may include either a primary style that encompasses one of the four possible configurations from high relationship orientation to low relationship orientation, and high task orientation to low task orientation, or it may represent a basic and supporting style as measured by the LEAD-Self and LEAD-Other instruments.

Faculty Member - An individual employed full time by the division, department, or college of nursing to carry out one or all of the functions of the nursing education program and which may include instruction, research, or public service.

Student - An individual currently enrolled and identified as a full-time student by the division, department, or college of nursing.

Central Administrator - That individual in the educational hierarchy to whom the nursing education administrator is immediately responsible, usually the dean or vice-president of instruction.

Two-Year Colleges - Public and private institutions which offer an associate degree nursing program.

Scope and Limitations

In an attempt to study the leadership behavior of the nursing education administrator as perceived by the central administrator, the nursing education administrator, faculty, and students, a sample was selected from National League for Nursing Accredited associate degree and baccalaureate degree nursing programs in the United States. The sample itself was identified as one limitation of the study. The leadership behavior of nursing education administrators in accredited and non-accredited diploma nursing programs was not compared; non-accredited associate degree and baccalaureate degree programs were not considered in this study. In addition to the omission of diploma and non-accredited programs, the study was also limited by the small sample size, which contributed to a large number of cells having low expected frequencies in the chi-square analyses, and under representation of participants in nursing programs located in private colleges. The study was further limited by the following assumptions:

1. Each respondent's knowledge of and experience with the nursing education administrator was sufficiently adequate to enable him or her to describe the leadership behavior of this middle manager.

2. Each respondent's perceptions of the leadership behavior of the nursing education administrator was related primarily to the requirements of the position that he or she occupied in the nursing education program.

Hypotheses

For the purpose of this study, the following null hypotheses were

tested:

1. There is no significant difference between the dominant leadership style exhibited by nursing education administrators in two-year colleges and the nursing education administrators in four-year colleges as perceived by the nursing education administrators themselves.

2. There is no significant correlation between nursing education administrators' self-perceptions of leadership behavior and central administrators' perceptions of the nursing education administrators' leadership behavior in two-year colleges.

3. There is no significant correlation between nursing education administrators' self-perceptions of leadership behavior and central administrators' perceptions of the nursing education administrators' leadership behavior in four-year colleges.

4. There is no significant correlation between nursing education administrators' self-perceptions of leadership behavior and the faculty's perceptions of the nursing education administrators' leadership behavior in two-year colleges.

5. There is no significant correlation between nursing education administrators' self-perceptions of leadership behavior and the faculty's perceptions of the nursing education administrators' leadership behavior in four-year colleges.

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8. There is no significant difference between dominant leadership style of nursing education administrators in two-year colleges and nursing education administrators in four-year colleges as perceived by the central administrators.

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CHAPTER II

REVIEW OF SELECTED LITERATURE

The need for effective leadership of mid-managers in institutions of higher education is well documented in the educational literature. There are conflicting theories concerning the role, functions, and characteristics of these mid-managers. There have been few published studies concerning the characteristics and leadership effectiveness of the nursing education administrator functioning in a mid-management position.

The review of the literature was focused on leadership theory with definitions of terms and a synthesis of the three main approaches to leadership; a presentation of organizational structures in institutions of higher education with implications regarding leadership behavior; descriptions of the role, functions, and characteristics of mid-managers in higher education institutions; and, a summary of studies on the nursing education administrator. The conclusion of this section addresses the need and rationale for further research regarding the leadership effectiveness of the nursing education administrator.

Leadership Theory

Definitions of Leader and Leadership

The leader was defined by Jenkins (1956) as one who holds a

particular position in an organization. This position grants to the leader influence or authority over other people and allows him to control the group. Thus, leadership lies with the position rather than the person and gives the occupant power to influence (Abrahamson and Smith, 1970). Each position produces for the members expectations of how the occupant of that position should act, and frequently members respond to their expectations for the role occupant rather than to the behavior of the individual (Napier and Gershenfeld, 1981).

It was believed for many years that personal characteristics or leadership traits differentiated leaders from non-leaders. Napier and Gershenfeld (1981) conducted an extensive review of the literature and found no significant, specific traits that differentiate leaders from non-leaders. Stogsdill (1948) conducted many studies regarding personal traits of leaders and affirmed that leadership is not the mere possession of some combination of traits, but rather a "working relationship among members of a group, in which the leader acquires status through active participation and demonstration of his capacity for carrying cooperative tasks through to completion" (p. 66).

Acts of leadership, if they are to be effective, must rely on some basis for power. French and Raven (1960) discussed five types of power that a leader may have::

1. Referent Power - A type of power or influence an individual has over others without imposing a feeling of manipulation.

2. Legitimate Power - An authority relationship in which a person, by virtue of his position, is given the right to make decisions for others. The recipients of influence view this as appropriate use of power.

3. Expert Power - The influence that an individual has due to his experience or expertise in a given area or situation.

4. Reward Power - The ability the leader has to give rewards. The recipients of reward power may feel controlled. It is usually situational and can only be exerted if the recipient values the offered rewards.

5. Coercive Power - If the reward power does not bring compliance, the authority frequently resorts to coercion, the invoking of punishment.

Stevens (1980, p. 208) defined power as "The capacity to modify the conduct of others in a desired manner while avoiding having one's own conduct modified in undesired ways by others." Stevens's advice to power seekers was to pay the entry fee via hard work on committees, extensive network building, having something to say, using professional channels to link your institution to the rest of the world, acting like a powerful person, starting to accumulate psychological debts, and interacting with top management outside of your division.

A proper definition of leadership and leadership behavior must take into account the differences between leadership and management behavior. Stevens (1975) differentiated leaders from managers in terms of the types of power each holds. The basis of the power source for managers, according to Stevens, is position power; the leader's power source comes from the group members on the basis of the leader's interaction with the group. Zaleznik (1977) differentiated managers from leaders according to five variables: personality, attitudes toward goals, conceptions of work, relations with others, and a sense

of self. In regard to each of these variables, he offered the following specifics:

1. Personality - Managers are more rational; are problem solvers; are directed toward goals, resources, and people; are more practical; rely on experience; and tend to have a narrow view. Leaders tend to work more in isolation and have a world view (pp. 67-70).

2. Attitudes Toward Goals - Managers are more passive and impersonal; goals arise out of necessity rather than desire. Leaders are active toward goals; they shape ideas rather than respond to them, and develop a personal attitude toward goals (pp. 70-71).

3. Conceptions of Work - Managers view work as an enabling process involving some combination of people and ideas interacting to establish strategies and make decisions. Managers need to coordinate and balance continually in order to get people to accept solutions to problems, and they act to limit choices. Leaders accept an opposite view. They attempt to develop fresh approaches to problem-solving and solutions, open issues for new options, work from high-risk positions, and often seek out risk and danger, especially when opportunity and reward are high (pp. 71-72).

4. Relations With Others - Managers prefer to work with people, avoid solitary activity, relate to people according to the role they play in the decision-making process, and view decision-making as a win-lose or win-win situation. Leaders have empathy toward others, an inner perceptiveness, and attract strong feelings of identity and difference (pp. 72-73).

5. Sense of Self - Managers feel that they are part of the institution; leaders do not (p. 74).

The development of leadership begins in the family, and is further developed by an intense, one-on-one relationship through an apprenticeship or through mentors.

The characteristics of effective and ineffective leaders were described by Walker (1979). Ineffective leaders display two attitudes: an attitude toward role and status of the office, and an

attitude toward the university which they perceive as perverse and inert. The ineffective leader views his job as one of moving the organization away from indolence and mischief by enforcing a high vision of what he thinks it ought to be.

Effective administrators accept the privileges and status of the office, but wear them lightly. They view the academic community as a group of legitimate constituencies with different interests. They see themselves as in a position of service rather than as rulers. Their administrative style is pragmatic and they regard their personal qualifications as wisdom and diplomacy rather than strength. They consider administration as a process and administrative events as related. They tend to be good politicians with a sense of self-confidence, which helps them to decrease the feeling of ambiguity and to absorb the uncertainties of others. "The most effective administrator perceives the university as operating, to a considerable degree, like a political, democratic community" (Walker, 1979, p. 8).

The leader may be the individual in an authority position, or he may be any individual in an organization who assumes a leadership role by virtue of using any of the five types of power discussed. Personality characteristics or traits are not significant variables to differentiate leaders from non-leaders.

Three Major Approaches to Leadership Theory

Three major approaches to leadership theory include the trait theory, the behavioral theory approach, and the contingency approach. In an analysis of 124 research studies, Stogdill (1948) found correlations between leadership and the following traits: intelligence,

scholarship, dependability in exercising responsibilities, activity and social participation, and socioeconomic status. Ghiselli (1963) found five traits to be significantly correlated with management performance and organizational level. These traits are: intelligence, supervisory ability, initiative, self-assurance, and individuality. Selznick (1957), Gouldner (1950), Faber and Shearron (1970), and Jennings (1961) were critical of Stogdill's work and the trait theory approach to leadership. Faber and Shearron stated:

> Despite the fact that Stogdill found positive correlations between leadership and several traits, these correlations are generally low and of questionable value in contributing to an understanding of leadership (p. 310).

Research has been unable to support the trait theory approach to leadership.

Proponents of the behavioral approach to the study of leadership behavior view leadership behavior as a two-way process, and one of interaction involving shared experiences (Geering, 1980). The effective leader is characterized by two styles of leadership: supportive and instrumental. Two significant dimensions of leadership, initiating structure and consideration, were delineated by Halpin and Winer based on the work of Hemphill and Coon (Halpin, 1966). Initiating structure refers to the leader's function in motivating the group to fulfill the organizational goals of task-achievement. Consideration refers to the leader's awareness of group members' needs for supportiveness, and warm personal relationships when making decisions.

Likert's (1967) studies at the University of Michigan identified two distinct styles of leadership, the job centered leadership style, and the employee centered leadership style. While studying problem

solving behavior of small task groups, Bales (1969) identified two separate leadership roles; the task leader and the social leader. Getzels and Guba (1957) described the dual leadership styles of the behavioral approach to leadership as nomothetic and ideographic. Nomothetic refers to placing emphasis upon the organizational role, and ideographic places emphasis on the individual need dispositions. Blake and Mouton (1968) conceptualized leadership as a two-dimensional model; concern for people and concern for production.

The research literature supported the two-dimensional style. Leadership effectiveness in this model is determined by how high the leader scored on the two dimensions. These two dimensions relate to task orientation and relationship orientation.

Theories of leadership behavior based on contingency models are the most recent models in the study of leadership. According to Fiedler (1964), leadership effectiveness is contingent upon three variables: task structure, leader position power, and group atmosphere. Leaders who are task oriented perform more effectively in very favorable and very unfavorable conditions, while leaders who are relationship-oriented perform more effectively in situations intermediate in favorableness. The leader's effectiveness is measured on the basis of the group's performance of its major assigned task. Fiedler (1971) cited 12 studies which support the contingency model. An experimental study was designed by Graen, Orris, and Alvares (1971) to replicate and further study the contingency model. The results of this study did not support the contingency model, as none of the observed correlations reached an acceptable level of statistical reliability.

Reddin (1967) was the first to add an effectiveness dimension to the two-dimensional model of task concern and relationship concern. He termed this model the 3-D Management Style Theory, and operationalized the theory by developing the "Management Style Diagnosis Test."

Hersey and Blanchard (1982) developed the Situational Model, a three-dimensional, leadership model based on the managerial grid and using group member maturity as the contingency variable. The emphasis in situational leadership theory is on the behavior of the leader in relation to followers. This model builds on the assumption that there is no ideal style of leadership that is appropriate to all situations. Leadership effectiveness is contingent upon the variables of the leader, the situation, and the maturity level of the group members. Hersey and Blanchard developed two instruments to operationalize leadership effectiveness: The "Leadership Effectiveness and Adaptability Description - Self" (LEAD-Self), and the "Leader Effectiveness and Adaptability Description" - Other" (LEAD-Other). These instruments measure self-perception and others-perception of leadership style, style range (flexibility), and style adaptability (effectiveness).

Tannenbaum and Schmidt (1973) supported situational leadership theory. They described the successful leader as one who is keenly aware of those forces which are most relevant to his/her behavior at any given time. The leader understands himself/herself, the individuals or group members he/she is dealing with, and the environment in which he/she operates. The leader can assess the forces that determine his/her most appropriate behavior at any given time and act accordingly.

Walter, Caldwell, and Marshall (1980) conducted a study to test the reliability and validity of the education LEAD instrument. They asked 26 elementary school principals to respond to the LEAD instrument to establish reliability. Two measures of internal consistency yielded reliability coefficients of .810 and .613. Congruent validity was established by asking 12 elementary school principals to respond to the education LEAD and four teachers from each school to respond to the LBDQ XII. Their findings indicated some validity for the education version of the LEAD. Some of the findings, especially those regarding high relationship/low task behavior, raise issues deserving further study.

According to Hersey (1982), over 100 studies have been conducted by graduate students in doctoral dissertations using situational leadership theory. Many of the studies have been done by nurses. Unpublished doctoral dissertations by Boucher (1980), Gooding (1978), and Beck (1978) validated some parts of situational leadership theory.

Stech (1980) investigated work group communication modes based on contingency theory and using two leadership models: Fiedler's contingency model and Hersey and Blanchard's situational leadership model. Although the work with both models has been controversial, Stech's findings revealed support of the models.

A review of the literature indicated both support and non-support for contingency models of leadership. These models are fairly recent developments in the study of leadership behavior and the controversy surrounding their use indicates a need for further research in this area.

Organization of Institutions of Higher Education

Cohen and March (1974) described the governance structure of higher education institutions as organized anarchies. Models of governance of organized anarchies include: bureaucratic, collegial, and political (Baldridge, 1971). According to Corson (1975), in some respects the college or university is organized much like a corporation, or governmental agency, as reflected in the organizational charts. Differences occur between education and business organizations due to the fact that business organizations have clear statements of objectives that are measurable in quantifiable terms. In education, these goals are either vague or in dispute.

Because of the loose structure and differing emphasis on research in various departments, the university resists classification in terms of any model (Gross and Grambsch, 1974). Some aspects of the university are highly organized and completely bureaucratic, while at the same time retaining communities of self-governing scholars. In recent years, due to internal and external forces, the university is moving more toward the bureaucratic model. Faculty are becoming more involved with governance, however, they are not trained for the role and feel a sense of powerlessness (Gross and Grambsch, 1974).

Baldridge (1971) identified characteristics of the university that fit the bureaucratic model. These characteristics are: (1) a complex organization chartered by the state; (2) a formal hierarchy with offices and bylaws that specify relations between these offices; (3) formal channels of communication that must be respected; (4) bureaucratic authority relations in which some officials exercise

authority over others; (5) formal policies and rules that govern much of the institution's work; and (6) "people processing" elements of record keeping, registration, graduation requirements, etc.

A collegial form of governance has been defined by Millet (1978) as a round table type of governance with full participation of the academic community in decision and policy making. Decision-making in a collegium is by consensus, and recognition of the "professional" authority of faculty. It is the ability to make one's own decisions with freedom from organizational constraints.

According to Baldridge et al. (1978), the political model of governance is apparent in most institutions of higher education. The college or university is run by interest groups, as is city and state government. Characteristics of this model include: decision-making by a small elite, decisions made by those who persist and others who drop in and out of the process, institutions fragmented into interest groups with different goals and interests, conflict is normal, authority is limited, and external interest groups are important.

In their study of governance in higher education institutions, Baldridge et al. (1978) made the following generalizations:

1. Private and public universities had strong faculties and strong administration. The faculty assumed control over academic matters and the administration exercised strong leadership in long range planning and budgeting. The degree of administrative control was moderate because administrative power was tempered by faculty influence.

2. Elite liberal arts colleges were identified as a semi-collegial governance system, as they had the highest degree of faculty participation in governance.

3. Public comprehensive and public colleges were identified as bureaucracies, due to the increased external control over faculty. The managers in these institutions exercised a much more prominent role.

4. Private liberal arts colleges were very bureaucratic in their governance patterns, had weak faculties and strong administrations.

5. Two-year colleges, both public and private, were identified as the most bureaucratic of all higher education institutions.

Three governance models were discussed which may be in operation in any given college or university. Each governance model calls for a different type of leadership behavior on the part of administrators. Persons in administrative positions and who are mobile may need to be aware of the governance model in place if they are to exercise effective leadership.

The Role of Middle-Management in Higher Education Institutions

Deans are fairly recent mid-managers in academia. Originally, they were considered to be an extension of the office of the president, but today the role is a more ambiguous mid-management position (Dill, 1980). The dean in a large university has two major responsibilities: (1) recommending the annual budget to the president and allocating the received budget, and (2) recommending the appointments to and all promotions within the staff and membership of the college

faculty (Ryan, 1980). In addition to the two major responsibilities cited by Ryan (1980), Scott (1979) described two other concerns of deans which were curriculum and extraordinary concerns, such as student sit-ins.

Meisel (1979) identified characteristics of academic deans in four-year schools. He sampled 113 deans in 41 states in four-year, public and private institutions. More than half of the deans in his study perceived the dean's role as academic leader, catalyst, innovator, protector of academic and fiscal integrity, guardian of standards, faculty leader, mediator, problem-solver, budget administrator, policymaker, and implementor. Less than half considered themselves faculty spokesman, managers, coordinators, contract administrators, or clerical managers. More than one-third no longer taught, more than one-half had discontinued research in their field. Managerial and administrative duties demanded most of their time and personnel matters demanded the greatest skill.

Cyphert and Zimpher (1980) have developed a profile of the American college academic dean. The "Type A" dean is typically male; employed in large, doctoral-awarding universities; productive as a scholar; active in national associations; takes an administrative, rather than professional perspective of the role; is relatively autonomous in decision-making capacity; has little direct student contact; and consults moderately.

The "Type B" dean is male or female in equal number; is called "chairperson"; is employed in small, bachelor degree-awarding colleges; spends little time in writing and research activities, has increased contact with advising and teaching students; is active in

state and regional professional associations; and views professional functions as important as administrative functions.

The third type is called "transitory." These administrators have more problems with organizational questions. Typically, they are employed in master's degree-granting institutions and are inconsistent in leader characteristics and role demands.

Dill (1980) emphasized the dean's role as an academic-management role, but one which required more emphasis on academic leadership rather than academic administration. He asserted that deans must learn the relationship between economics and education, must become better personnel managers, and must keep their schools socially responsive and responsible.

The dean's role is one of ambiguity, which requires social and personal skills beyond managerial skills. The dean's role has changed in recent years and, according to the literature, there is little agreement on how a dean functions.

The early studies of middle managers in higher education institutions and business organizations were focused on the male. In the early 1970s, more studies dealt with the role of the female in this position. Miner (1974) studied the motivation to manage among women and whether or not sex differences exist among practicing managers. He found no differences in motivational capability for successful management between men and women, and no reason to assume that female managers will be less successful than male managers.

Moore and Rickel (1980) investigated characteristics which distinguish women who choose traditional as opposed to nontraditional careers and who function at differing occupational levels. The sample

selected from the traditional career was composed of 156 nurses. The remaining 147 subjects were selected from business and industry. The women from the nontraditional setting scored higher on achievement motivation, job involvement, production emphasis, and described themselves as having characteristics more like men and managers. The general duty nurses, nonsupervisory position, scored higher on consideration and described themselves as less like men and managers. Women in nontraditional roles spent more time with their organization, supervised fewer employees, included more persons of Afro-American origins, had fewer children, and considered the domestic role as insignificant.

Benedetti (1975) compared personal characteristics and leadership styles of women in educational administration and women in business. She reported more single women in educational administration; of those women who were married, those in business were married longer. More women in education had fathers who were professional people. Women in business were employed by smaller organizations. Women in education were receiving a larger annual salary, and had more academic degrees. Women in business had been at their position a longer period of time. Women in education scored higher on the consideration dimension, and women in business scored higher on the structure dimension of the LOQ.

Loudermilk (1979) conducted a similar study to Benedetti's, with the exception that her study compared a sample of women in higher education in administrative and nonadministrative positions. Using the LOQ, Loudermilk found no significant differences between women administrators on the structure and consideration dimensions. The personal characteristics of administrators and non-administrators were

similar, except that the administrators tended to have a bachelor of arts degree and non-administrators tended to have a bachelor of education degree.

Research in Nursing Education Administration

Few research studies have been published concerning the role, functions, and characteristics of the nursing education administrators. Hall, Mitsunaga, and de Tornyay (1981) replicated a study of demographic characteristics of nursing deans. The original study was conducted in 1970 by Hall and Mitsunaga. They reported differences in the following areas: marital status, race, number of children, and educational preparation. In 1980, more deans were married; 12% were non-caucasian; they had more children; and 90% were doctorally prepared, with a majority having a doctorate in education or administration.

Andruskiw (1981) reported a survey of six deans of nursing regarding the priority of scholarly work. Whether the deans placed it high or low in importance was determined by their superiors, by their own goals and values, and by the type of institution. All of the deans agreed that administration and leadership received priority in their institutions.

A study of relationships among leadership styles of nursing education administrators of baccalaureate nursing programs and selected organizational variables was reported by Gooding (1978). Using the LEAD instrument to analyze leadership style, Gooding reported that from a sample size of 48 (63% return), 28 respondents demonstrated the high task/high relationship leadership style. The remaining 20

subjects demonstrated the low task/high relationship leadership style. Hersey and Blanchard (1982) found these two styles to be the most frequently identified in the United States and other countries with a high level of education and extensive industrial experience. Gooding found no significant relationship between the leadership styles and the organizational variables of group size, group maturity, academic preparation, organizational structure, and position power of the administrative head. Gooding did not examine the relationship between the administrators' self-perceived styles of leadership and others' perceptions of leadership style to determine leadership effectiveness. The leadership styles reported in this study indicated that these administrators tended to do well working with people of average maturity level, but found it difficult to handle immature work groups and discipline problems, as well as delegating responsibility to high maturity people to maximize their development (Hersey and Blanchard (1982).

Goldenberg (1980) conducted a similar study to determine whether the leadership styles of the head of Ontario Diploma Nursing programs were consistent with Baldridge's theory of constraint and Hersey and Blanchard's situational leadership theory. Using the "Leadership Style Anaysis" (Self and Others) instrument, Goldenberg reported a dominant leadership style of high relationship/low task and a supporting style of high relationship/high task. She found no significant differences between self-perception and others' perception of leadership style. There were no significant relationships between the situational variables and leadership style. The findings were

consistent with situational leadership theory, but inconsistent with constraint theory.

The studies of women in mid-management positions generally revealed that as women move up into the higher management positions, they assume characteristics similar to men and managers at that level of the hierarchy. At the lower levels of management and in traditional roles, the characteristics of women are less like men and managers. There is a lack of published research regarding the nursing education administrator as a middle manager.

Torres (1981) described the nursing education administrator as accountable to many groups, vulnerable within the economic and political environment, and oppressed by internal and external forces. She believed that nursing deans tend to isolate themselves from central administration and from their faculty members. This isolation increases the social distance between faculty and the dean, which may lead the faculty to view the nursing dean as the oppressor. Torres identified this area as a need for research. She asked two specific questions: "How do nursing faculty perceive and interpret nursing deans' behaviors?" and "Which behaviors are seen as enhancing the effectiveness of the group in achieving development personally and professionally?" (p. 14).

Grossman (1981) stated that nursing education administrators should have insight into their behavior and its influence on others. They should be knowledgeable about individual differences of followers, group characteristics, motivational and task structures, situational and environmental variables, and should be flexible in leadership style. Grossman described how nursing education

administrators "ought" to behave. The question is: what is the leadership behavior of nursing education administrators? Some nursing education administrators and nursing service administrators have trouble with the delegation of responsibilities and not in having tight control (Prock, 1981). According to Prock, nursing faculty in university settings have not kept up in the areas of research and scholarly activity with other faculty of similar ranks in other disciplines.

Downey (1970) believed that the key to designing effective leadership in institutions of higher education was to study the leadership perspective of the participants in the organization. This data would provide the missing knowledge about what kind of leadership is needed and would work. Griffiths (1980) made a plea for further studies and research in higher education administration based on theory and scientific methodology. He believed that most previous studies were laced with personal opinions, broad generalizations, and testimonials. Future studies need to be focused on the people in the organization and how they think and feel about administrators, what they consider to be important, how they view their organizations, and how they perceive the world in which they live.

Summary

Leadership has been defined as the process of influencing the activities of the individual or the group members in efforts toward goal accomplishment. Characteristics of effective and ineffective leaders have been extracted from the literature. Three major approaches to the study of leadership behavior were discussed: the trait approach, the behavioral approach, and the situational approach.

According to the educational literature, the role of the mid-manager in institutions of higher education is one fraught with ambiguity, for the role is not well defined, objectives and goals are unclear, and it is difficult to measure or quantify outcomes connected with job responsibilities. Mid-managers are a fairly recent development in higher education, and as such, the persons occupying these positions have not been studied extensively using available scientific methodology. An even more recent mid-manager is the nursing education administrator. There is a shortage of published research studies regarding the leadership behavior of individuals occupying this position, although authors of published papers state that leadership is the most important role of the nursing education administrator.

CHAPTER III

METHODOLOGY

Sample

A total of 313 subjects from 53 nursing education programs comprised the sample for this study, including the following: 44 vice-presidents for academic affairs or deans of instruction; 53 deans, department heads, or division chairpersons of nursing education programs; 120 faculty members; and 96 students. The sample was limited to those programs which were accredited by the National League for Nursing in 1981. The responsibilities of the nursing education administrator are commonly defined and delineated in the National League for Nursing Publications Criteria for The Appraisal of Baccalaureate and Higher Degree Programs in Nursing (1972), and Criteria for the Evaluation of Educational Programs in Nursing Leading to an Associate Degree (1982). These responsibilities included:

1. Faculty appointment and review.
2. Preparation and administration of the budget.
3. Facilitation and coordination of activities related to curriculum development, academic policies, personnel policies, and program evaluation.
4. Provision of an environment conducive to scholarly and creative pursuits.

5. Liaison activities with central administration and other units of the institution, other agencies, and community groups.

As of January 31, 1981, there were 378 accredited associate degree and 309 baccalaureate degree nursing programs in the United States (National League for Nursing, 1981). Of the associate degree programs, 329 are public and 49 are private; 159 baccalaureate degree programs are public and 150 are private. The sample in this study included 53 programs (32 associate degree and 21 baccalaureate degree). Both private and public institutions were represented in the sample.

In addition to NLN accreditation, all of the nursing education programs in the sample have been accredited by one of the six regional accrediting agencies. Institution accreditation by the appropriate regional accrediting agency is a prerequisite to NLN accreditation. The geographic areas of the six regions are: New England, Middle States, Southern, North Central, Northwest, and Western (Encyclopedia of Education, 1971).

The method of sample selection for this study was cluster random sampling and multi-stage sampling. "Cluster sampling is more convenient when the population is very large or spread out over a wide geographic area" (Gay, 1981, p. 93). Fifteen NLN accredited associate degree and 15 baccalaureate degree nursing programs were randomly selected from each of the four national regions, as designated by the NLN, making a total sample size of 120. Names of the programs were obtained from the NLN publication State Approved Schools of Nursing R. N. 1981. The programs were listed according to states. The states within each of the four national regions were identified, and the 30

nursing programs from each region were selected at random, utilizing a table of random numbers.

The pool of programs in each region was numbered consecutively using four digit numbers beginning with 1000 for region I, 2000 for region II, 3000 for region III, and 4000 for region IV. The random number table was then entered by placing a pencil on a number while not observing the table. Each time a number within the desired range was encountered, the program represented by the number was included in the sample. This procedure was followed until the sample of 120 was obtained.

A cover letter (Appendix A), the LEAD-Self Questionnaire (Appendix B), and a biographical questionnaire (Appendix B) were mailed to the nursing education administrator of each selected nursing program. The cover letter requested voluntary participation in the study. The purpose, method of data collection, and a guarantee of anonymity was described in the cover letter. In addition, the nursing education administrator was asked to provide the names and addresses of his/her immediate superordinate, full-time nursing faculty members, and full-time senior nursing students. Three full-time nursing faculty members and three full-time nursing students were randomly selected utilizing a table of random numbers from the lists provided by the nursing education administrator. A cover letter (Appendix A) stating the purpose of the study, method of data collection, and a guarantee of anonymity, and a LEAD-Other-Questionnaire (Appendix B) were mailed to the central administrator, the faculty, and students from each selected program.

A self-addressed, stamped envelope was included for ease in returning the questionnaire. A numerical coding system was used as a means of identifying the subjects from a particular program, which was necessary for data analysis purposes. A follow-up letter was mailed to each nonrespondent approximately four weeks after the initial mailing to encourage participation (Appendix A).

Instruments

Three instruments were utilized in this study: the "Leader Effectiveness and Adaptability Description" for self (LEAD-Self), the "Leadership Effectiveness and Adaptability Description" for others (LEAD-Other), and a biographical questionnaire (Appendix B).

Biographical Questionnaire

The biographical questionnaire was designed to obtain information from the nursing education administrators in two major areas: demographic information (age, sex, marital status, number of children, ethnic background), and professional information (number of years in current position, prior administration positions, educational background, scholarly productivity, and prior and present career aspirations). This questionnaire consisted of 10 items and was based, in part, on items suggested by similar questionnaires designed to collect biographical information. The tabulated results of this questionnaire are included in Appendix C.

Leader Effectiveness and Adaptability Description Instruments

The nursing education administrator was asked to complete the

LEAD-Self instrument as an attempt to determine self-perception of leadership style, style range, and style adaptability. Central administrators, faculty members, and students were asked to complete the LEAD-Other as a means of determining others' perceptions of the leader's leadership behavior.

The LEAD instruments were developed by Hersey and Blanchard (1982) at the Center for Leadership Studies at Ohio State University as training instruments, but since their inception have been used in more than 100 research studies (Hersey, 1982). Initial publication of the LEAD-Self instrument, formerly known as the "Leader Adaptability and Style Inventory" (LASI), appeared in the February, 1974, issue of Training and Development Journal in an article entitled "So You Want to Know Your Leadership Style?" (Hersey and Blanchard, 1974). Since the initial publication, the instruments have been refined and modified.

Each instrument contains 12 multiple choice items which yield four ipsative style scores and one normative adaptability score, or effectiveness score. The LEAD presents 12 situations in which the respondents are asked to select from four alternatives which action would reflect their leadership behavior if confronted with that particular situation. The 12 situations are differentiated in the following manner: three situations involve groups of low maturity (M1), three situations involve groups of low to moderate maturity (M2), three situations involve groups of moderate to high maturity (M3), and three situations involve groups of high maturity (M4). The leadership style pattern, task-oriented or relationship-oriented behavior, or a combination of both appropriate to the situation, is contingent upon the maturity level of the group members in each of the situations

described. The LEAD-Other is the same instrument as the LEAD-Self, containing the identical 12 multiple choice items but with slight modification to permit others to fill it out on the leader.

Concepts from Likert's research at the Survey Research Center, University of Michigan, from Cartwright and Zaader's studies at the Research Center for Group Dynamics, from Blake and Mouton's "Managerial Grid," Fiedler's "Contingency Model," and Reddin's "Three Dimensional Leader Effectiveness Model" have been integrated into the "Situational Leadership Theory" and the LEAD instruments (Hersey and Blanchard, 1982). LEAD's findings have been shown to correlate with those of Likert (Hersey and Blanchard, 1982). The inclusions of the findings of Stogdill, Coons, and Likert, together with the extensive use and analysis of the LEAD instruments, were sufficient to have established their psychological, logical, and face validity (Gay, 1981). The situations in the instrument have been analyzed to illustrate why it is appropriate to use one leadership style and not another. The situation, its diagnosis, and rationale for each alternative action, are based on many trials (Hersey and Blanchard, 1982).

In preparing the LEAD instrument, an initial pool of 60 situations, including the 12 items used in this study, was produced. A panel of experts selected 40 situation items which were then pilot tested using 85 graduate students enrolled in a management science course after being exposed to the theory. After item analysis, the situations were split into two halves to produce parallel forms. The parallel-form reliability of the LEAD effectiveness scores was .76, and the proportion of agreement in the dominant style determined from each form was .79. Comments from the students in the course

and item analysis data were used to prepare another draft of the parallel-forms. The two forms of the 20 situation LEAD-Self (Actual) instrument were administered to a group of 35 middle-level managers at a management training workshop. This time the parallel-form reliability of the effectiveness scores was .72. The preparation of agreement in dominant style determined from each form was .79 (Psychometric and Evaluative Research Services, 1978).

Procedures

The data for this study was collected in the following sequence: a listing of the NLN accredited associate degree and baccalaureate degree nursing programs was obtained from the NLN publication State Approved Schools of Nursing R. N. 1981 (1981). One hundred and twenty programs (60 associate degree and 60 baccalaureate degree) were selected via a random sampling approach. The nursing education administrator of the college or university which administered the program was contacted by mail, informed of the purpose and nature of the study, and requested to voluntarily participate in the study by completing the LEAD-Self and the biographical questionnaire. This administrator was asked to supply the names and addresses of his/her superordinate, full-time nursing faculty members, and full-time senior nursing students.

After participation was obtained, cover letters and LEAD-Other instruments were sent to the immediate superordinate, three faculty members, and three students of each nursing education administrator who consented to participate in the study. The cover letters requested participation, explained the purpose of the study, and assured

confidentiality of the participant's identity. Faculty members and students were randomly selected from the lists supplied by the nursing education administrator. The nursing education administrator's name appeared on the LEAD-Other instruments, however, these identities were kept confidential. A numerical coding system was used for statistical analysis purposes. The LEAD-Self instrument and the biographical questionnaire were sent along with the cover letter to the nursing education administrators. The LEAD-Other instrument was mailed along with the cover letter to the central administrator, faculty members, and students. Self-addressed, stamped envelopes were enclosed for ease in return mailing of the questionnaires.

The nursing education administrators were assured that this study was not an evaluation of their individual leadership style, but that it was to determine the leadership behavior of nursing education administrators in general as perceived by self and by others. They were assured that only the researcher would see the completed instruments and questionnaires.

Follow-up mailings were made one month after the first mailing to those who had not responded by the stated date to further explain the significance and nature of the study and to request participation. Responses were received from 82 nursing education administrators of the 120 programs selected for participation in the study. Forty-one (50%) of those responding agreed to participate in the study. The nonparticipants gave the following reasons for nonparticipation: breach of confidentiality in releasing students' and faculty's names and addresses, beseiged by too many research studies of doctoral students, constrained by time and work demands, and/or short tenure

in the administrative position. Because of the initial low response rate, 75 additional programs were randomly selected for participation, 60 four-year, and 15 two-year programs. Responses were received from 28 nursing education administrators; 12 of the 28 (42.8%) agreed to participate in the study.

As a result of sample selection, 41 of the 120 (34.2%) nursing education administrators of nursing programs selected from the first draw, and 12 of the 75 (16.0%) nursing education administrators selected from the second draw participated in the study. In addition to those reasons cited in the responses received from nursing education administrators for nonparticipation in the study, and noted above, the low response rate may be also attributed, in part, to the turnover of administrators in the position, a reluctance to participate in risk-taking activities, and the possibility that nurses in administrative positions are confronted daily with an ever increasing amount of paperwork and view research questionnaires as low priority items.

Data Analysis

After all instruments were hand scored, the data for each subject was subjected to computer analysis. Data obtained from the biographical questionnaire was tabulated using frequency tables and percentages. Much of the data were described in narrative form.

Analysis of LEAD Data

The LEAD instruments yield information which determine style, style range, and style adaptability. The four basic leadership styles are: High Task/Low Relationship, High Task/High Relationship, Low

Task/High Relationship, and Low Task/Low Relationship. The dominant leadership style was determined by matching the number of alternatives chosen by the individuals to the corresponding leadership categories, as indicated in the test manual. When ties occurred in these responses, the dominant style was indicated as a combination of the two or three styles receiving the majority of responses. Faculty and student responses for dominant leadership style were averaged to provide one score for the three faculty members and one score for the three students from each nursing educational program. In cases in which only one faculty member or one student responded, that one case was used.

Style range is the extent to which an individual is able to vary leadership style to accommodate different situations. Some individuals are very rigid and are limited to one leadership style; others can modify their behavior to fit any of the four styles. Style range of the subjects was not determined because of the limitations of the research design.

Style adaptability is the degree to which an individual can vary leadership style appropriately to the demand of a given situation. In scoring adaptability, there were 12 situations for which one of four alternatives was chosen. Each alternative corresponded to a particular leadership style and was assigned a scoring weight that reflected the degree of correctness. The scoring weights assigned were +2 for the correct alternative, +1 for the closest partially correct action, -1 for the next most correct action, and -2 for the most incorrect action. The adaptability in effectiveness score was determined by algebraically summing the scores from the 12 situations. Style adaptability or effectiveness scores can range from -24 to +24.

In this study, dominant leadership styles and effectiveness scores as perceived by the nursing education administrators and the superordinates', faculty members', and students' perceptions of the administrators' effectiveness scores in two-year and four-year nursing programs were compared. The three scores obtained from faculty and student responses were averaged to provide one score for the faculty and one score for the students in each nursing education program. In cases in which only one faculty member or one student responded, that one score was used as the adaptability score. Data for 12 of the hypotheses to be tested (p. 12, no. 1; pp. 13-15, nos. 8-18) were nominal in nature, representing dominant leadership style of subjects in two-year and four-year institutions. The individual observations were independent from each other. Based on these considerations, the nonparametric test of two-way (axb) chi-square was used to analyze these data. Six of the hypotheses to be tested (pp. 12-13, nos. 2-7) concerned correlations between two variables and were ordinal in nature. Based on these considerations, the Spearman rho nonparametric test was used to analyze these data.

The two-way chi-square test (axb chi-square) is a nonparametric test which is used to determine significant differences between two independent variables with two or more levels of either variable (Linton and Gallo, 1975). The Spearman rho is a nonparametric technique which describes the amount of relationship between two variables when one or both of the variables are expressed in an ordinal scale (Bartz, 1981).

The alpha level for all tests of significance was set at the .05 level. Responses to the LEAD-Self and the LEAD-Other instruments were

hand scored. The data were then analyzed using the computer and the appropriate programs from the Statistical Package for the Social Sciences (Nie et al., 1975). The results of these computations are reported in Chapter IV.

CHAPTER IV

RESULTS

Introduction

The purpose of this chapter is to present the results of the statistical analysis for the data collected in this study. More specifically, 18 hypotheses were tested concerning the leadership behavior of nursing education administrators as perceived by self and others in two-year and four-year colleges. Perceived leadership behavior is considered more accurate if there is a positive relationship between the leaders' self-perceptions of leader behavior and others' perceptions of the leaders' behavior. Self-perception instruments tend to measure attitudinal frameworks, i.e., how one would like to behave rather than how one actually behaves. Instruments that measure others' perceptions of the leaders' behavior more accurately describe how a leader actually performs (Hersey and Blanchard, 1982). It was for this reason that this study on leadership behavior of nursing education administrators also included central administrators, faculty, and students. There were a total of 313 subjects from 53 nursing education programs, consisting of 44 central administrators, 53 nursing education administrators, 120 faculty members, and 96 students.

Presentation and Analysis of Data

In this study, the following 18 null hypotheses were tested using

the nonparametric tests of two-way (axb) chi-square and Spearman rho. All tests of significance were set at the 0.05 level.

Hypothesis 1. There is no significant difference between the self-perceived dominant leadership styles of nursing education administrators in two-year colleges and the nursing education administrators in four-year colleges.

A two-way (2x3) chi-square analysis was performed to determine whether there was a significant difference in the self-perceived dominant leadership style of the two groups of administrators. The self-perceived dominant leadership styles of nursing education administrators in both programs were styles 2, 3, or a combination of styles 2 and 3. Style 2 is high task-high relationship, and style 3 is low task/high relationship. These administrators perceived themselves as providing a high degree of socioemotional support and a moderate to high degree of structure. They perceived their subordinates as being average in maturity level. The obtained chi-square is not significant at the .05 level, therefore, the null hypothesis was not rejected. These data are shown in Table I. Two of the six (33.3%) cells had an expected frequency of less than five.

Hypothesis 2: There is no significant correlation between nursing education administrators' self-perceptions of leadership behavior and central administrators' perceptions of the nursing education administrators' leadership behaviors in two-year colleges.

The self-perceived leadership effectiveness scores of nursing education administrators in two-year colleges were correlated with the leadership effectiveness scores reported by their central administrators. These data were analyzed using the Spearman rho procedure. The

correlation (rho) between the two sets (N=27) of effectiveness measures is not significant ($p > .05$), and the second null hypothesis was not rejected.

TABLE I

TWO-WAY CONTINGENCY TABLE FOR DOMINANT LEADERSHIP STYLES FOR NURSING EDUCATION ADMINISTRATORS BY PROGRAM TYPE

	Dominant Leadership Style		
Program Type	Style 2[a]	Style 3[b]	Style 2 & 3[c]
Two-year	12	19	1
Four-year	7	11	3
	$\chi^2 = 2.26362$, $p > .05$		

[a]High task/high relationship
[b]Low task/high relationship
[c]Combination of high/task high relationship and low task/high relationship

Hypothesis 3: There is no significant correlation between nursing education administrators' self-perceptions of leadership behavior and central administrators' perceptions of the nursing education administrators' leadership behaviors in four-year colleges.

The self-perceived leadership effectiveness scores of nursing education administrators in four-year colleges were correlated with the leadership effectiveness scores as reported by their central administrators. The Spearman rho calculated between the two sets (N=17) of effectiveness measures is not significant ($p > .05$), and the null hypothesis was not rejected.

Hypothesis 4: There is no significant correlation between nursing education administrators' self-perceptions of leadership behaviors and the faculty's perceptions of the nursing education administrators' leadership behaviors in two-year colleges.

The self-perceived leadership effectiveness scores of nursing education administrators in two-year colleges were correlated with the leadership effectiveness scores as reported by their faculty. The results of the data analysis completed using the Spearman rho procedure indicated that the correlation (rho) between the two sets (N=29) of effectiveness measures is not significant ($p > .05$), and the null hypothesis was not rejected.

Hypothesis 5: There is no significant correlation between nursing education administrators' self-perceptions of leadership behaviors and the faculty's perceptions of the nursing education administrators' leadership behaviors in four-year colleges.

The self-perceived leadership effectiveness scores of nursing education administrators in four-year colleges were correlated with the leadership effectiveness scores as reported by the faculty. The Spearman rho calculated between the two sets (N=18) of effectiveness measures is not significant ($p > .05$), therefore, the null hypothesis was not rejected.

Hypothesis 6: There is no significant correlation between nursing education administrators' self-perception of leadership behaviors and students' perceptions of the nursing education administrators' leadership behaviors in two-year colleges.

The self-perceived leadership effectiveness scores of nursing education administrators in two-year colleges were correlated with the leadership effectiveness scores as reported by their students. The Spearman rho value calculated between the two sets (N=17) of effectiveness measures is not significant ($p > .05$), and the null hypothesis was not rejected.

Hypothesis 7: There is no signficant correlation between nursing education administrators' self-perceptions of leadership behavior and students' perceptions of nursing education administrators' leadership behaviors in four-year colleges.

The self-perceived leadership effectiveness scores of nursing education administrators in four-year colleges were correlated with the leadership effectiveness scores as reported by their students. The Spearman rho statistic calculated between the two sets (N=16) of effectiveness measures is not significant ($p > .05$), therefore, the null hypothesis was not rejected.

Hypothesis 8: There is no significant difference between the dominant leadership style of nursing education administrators in two-year colleges and nursing education administrators in four-year colleges as perceived by the central administrators.

A two-way (2x5) chi-square analysis was performed to determine whether there was a significant difference between dominant leadership style of these two groups of nursing education administrators as

perceived by their central administrators. The central administrators reported dominant leadership styles in all four categories (style 1, 2, 3, 4), and a combination of styles 2 and 3. Style 1 is high task/low relationship, style 2 is high task/high relationship, style 3 is low task/high relationship, and style 4 is low task/low relationship.

The obtained chi-square is not significant at the .05 level. These data are represented in Table II. The null hypothesis was not rejected. Six of the ten cells (60%) had an expected frequency of less than five.

TABLE II

TWO-WAY CONTINGENCY TABLE FOR CENTRAL ADMINISTRATORS' PERCEPTIONS OF DOMINANT LEADERSHIP STYLES FOR NURSING EDUCATION ADMINISTRATORS BY PROGRAM TYPE

	Dominant Leadership Style				
Program Type	Style 1[a]	Style 2[b]	Style 3[c]	Style 4[d]	Style 2 & 3[e]
Two-year	1	16	7	1	2
Four-year	1	10	6	0	0

$\chi^2 = 2.3083$, $p > .05$

[a]High task/low relationship
[b]High task/high relationship
[c]Low task/high relationship
[d]Low task/low relationship
[e]Combination of high task/high relationship and low task/high relationship

Hypothesis 9: There is no significant difference between dominant leadership style of nursing education administrators in two-year colleges and nursing education administrators in four-year colleges as perceived by the faculty.

A two-way (2x7) chi-square analysis was calculated to determine whether there was a significant difference between dominant leadership style of these two groups of nursing education administrators as perceived by their faculty. Faculty responses were averaged to provide one score for the three faculty members from each nursing education program. In the six cases in which only one faculty member responded, that one score was used.

The faculty reported dominant leadership styles in all four style categories in addition to three combinations of styles, including 2 and 3; 1, 2, and 3; and 2, 3, and 4. The obtained chi-square is not significant at the .05 level. These data are shown in Table III. The null hypothesis was not rejected. Eleven of the 14 (78.6%) cells had an expected frequency of less than five.

Hypothesis 10: There is no significant difference between dominant leadership style of nursing education administrators in two-year colleges and nursing education administrators in four-year colleges as perceived by the students.

A two-way (2x4) chi-square analysis was performed to determine whether there was a significant difference between dominant leadership style of these two groups of nursing education administrators as perceived by their students. Student responses were averaged to provide one score for the three students from each nursing education

TABLE III

TWO-WAY CONTINGENCY TABLE FOR FACULTY PERCEPTIONS OF DOMINANT LEADERSHIP STYLES FOR NURSING EDUCATION ADMINISTRATORS BY PROGRAM TYPE

	Dominant Leadership Style						
Program Type	Style 1[a]	Style 2[b]	Style 3[c]	Style 4[d]	Style 2&3[e]	Style 1,2,&3[f]	Style 2,3,&4[g]
Two-year	1	11	6	6	4	1	0
Four-year	1	9	5	2	1	0	1

$\chi^2 = 4.18941$, $p > .05$

[a]High task/low relationship

[b]High task/high relationship

[c]Low task/high relationship

[d]Low task/low relationship

[e]Combination of high task/high relationship and low task/high relationship

[f]Combination of high task/low relationship, high task/high relationship, and low task/high relationship

[g]Combination of high task/high relationship, low task/high relationship, and low task/low relationship

program. There were eight cases in which only one student responded from a selected program. That one score was used in the data analysis.

The students reported dominant leadership styles in styles 1, 2, and 3, and a combination of styles 2 and 3. The obtained chi-square is not significant at the .05 level. Listed in Table IV are these data. The null hypothesis was not rejected. Six of the eight (75%) cells had an expected frequency of less than five.

TABLE IV

TWO-WAY CONTINGENCY TABLE FOR STUDENT PERCEPTIONS OF DOMINANT LEADERSHIP STYLES FOR NURSING EDUCATION ADMINISTRATORS BY PROGRAM TYPE

	Dominant Leadership Style			
Program Type	Style 1[a]	Style 2[b]	Style 3[c]	Style 2 & 3[d]
Two-year	1	22	3	1
Four-year	1	12	3	0

$\chi^2 = 1.20616$, $p > .05$

[a]High task/low relationship
[b]High task/high relationship
[c]Low task/high relationship
[d]Combination of high task/high relationship and low task/high relaship

Hypothesis 11: There is no significant difference between dominant leadership style of nursing education administrators in private

two-year colleges and nursing education administrators in public two-year colleges as perceived by the administrators themselves.

A two-way (2x3) chi-square analysis was performed to determine whether there was a significant difference between self-perceived dominant leadership style of nursing education administrators in two-year colleges by college type. The administrators reported dominant leadership style in styles 2 or 3, or a combination of style 2 and 3.

The obtained chi-square is not significant at the .05 level. These data are represented in Table V. The null hypothesis was not rejected. Four of the six (66.7%) cells had an expected frequency of less than five.

TABLE V

TWO-WAY CONTINGENCY TABLE FOR DOMINANT LEADERSHIP STYLES FOR NURSING EDUCATION ADMINISTRATORS IN TWO-YEAR PROGRAMS BY COLLEGE TYPE

College Type	Dominant Leadership Style		
	Style 2[a]	Style 3[b]	Style 2 & 3[c]
Private	2	2	0
Public	10	17	1

$\chi^2 = 0.40100$, $p > .05$

[a] [b] High task/high relationship
[c] Low task/high relationship
[c] Combination of high task/high relationship and low task/high relationship

Hypothesis 12: There is no significant difference between dominant leadership style of nursing education administrators in private two-year colleges and nursing education administrators in public two-year colleges as perceived by the central administrators.

A two-way (2x5) chi-square analysis was performed to determine whether there was a significant difference between the dominant leadership style for nursing education administrators in two-year colleges as perceived by their central administrators and college type. The majority (59%) of the administrators perceived style 2 as the dominant style. The central administrators in public two-year colleges reported dominant styles in style 1, 2, 3, and 4, and a combination of styles 2 and 3. All of the administrators in private two-year colleges reported style 2 as the dominant style.

The obtained chi-square is not significant at the .05 level, thus, the null hypothesis was not rejected. Eight of the 10 (80%) cells had an expected frequency of less than five. The data are shown in Table VI.

Hypothesis 13: There is no significant difference between dominant leadership style of nursing education administrators in private two-year colleges and nursing education administrators in public two-year colleges as perceived by the faculty.

A two-way (2x6) chi-square analysis was performed to determine whether there was a significant difference between the dominant leadership style of nursing education administrators in two-year colleges as perceived by the faculty and college type. The faculty in the public colleges reported dominant leadership styles in styles 1, 2, 3, 4, and combinations of styles 2 and 3, and styles 1, 2, and 3. The

faculty in private colleges reported dominant leadership styles in styles 2, 3, and the combined style of 2 and 3. The majority (68%) of faculty in the public sector identified styles 2 or 3 or a combined style of 2 and 3; all of the faculty in the private schools identified these styles as dominant styles for their leaders.

TABLE VI

TWO-WAY CONTINGENCY TABLE FOR CENTRAL ADMINISTRATORS' PERCEPTIONS OF DOMINANT LEADERSHIP STYLES FOR NURSING EDUCATION ADMINISTRATORS IN TWO-YEAR COLLEGES BY COLLEGE TYPE

	Dominant Leadership Style				
College Type	Style 1[a]	Style 2[b]	Style 3[c]	Style 4[d]	Style 2 & 3[e]
Private	0	3	0	0	0
Public	1	13	7	1	2

$\chi^2 = 2.32032$, $p > .05$

[a] High task/low relationship
[b] High task/high relationship
[c] Low task/high relationship
[d] Low task/low relationship
[e] Combination of high task/high relationship and low task/high relationship

The obtained chi-square statistic is not significant at the .05 level, therefore, the null hypothesis was not rejected. Nine of the

TABLE VII

TWO-WAY CONTINGENCY TABLE FOR FACULTY PERCEPTIONS OF DOMINANT LEADERSHIP STYLES FOR NURSING EDUCATION ADMINISTRATORS IN TWO-YEAR COLLEGES BY COLLEGE TYPE

	Dominant Leadership Style					
College Type	Style 1[a]	Style 2[b]	Style 3[c]	Style 4[d]	Style 2&3[e]	Style 1,2,&3[f]
Private	0	1	1	0	2	0
Public	1	10	5	6	2	1

$\chi^2 = 5.93621$, $p > .05$

[a]High task/low relationship

[b]High task/high relationship

[c]Low task/high relationship

[d]Low task/low relationship

[e]Combination of high task/low relationship, high task/high relationship, and low task/high relationship

[f]Combination of high task/high relationship, low task/high relationship, and low task/low relationship

12 (75%) cells had an expected frequency of less than five. These data are presented in Table VII.

Hypothesis 14: There is no significant difference between dominant leadership style of nursing education administrators in private two-year colleges and nursing education administrators in public two-year colleges as perceived by the students.

A two-way (2x4) chi-square analysis was performed to determine whether there was a significant difference between dominant leadership style for nursing education administrators in two-year colleges as perceived by their students, and college type. The majority of students in private (100%) and public (79%) colleges reported style 2 as the dominant leadership style used by their nursing education administrators.

The obtained result of the analysis is not significant ($p > .05$), and the null hypothesis was not rejected. Seven of the eight (87.5%) cells had an expected frequency of less than five. The data related to this hypothesis are presented in Table VIII.

Hypothesis 15: There is no significant difference between dominant leadership style of nursing education administrators in private four-year colleges and nursing education administrators in public four-year colleges as perceived by the nursing education administrators themselves.

A two-way (2x3) chi-square analysis was performed to determine whether there was a significant difference between self-perceived dominant leadership style of nursing education administrators in four-year colleges by college type. The administrators reported dominant styles in style 2 or 3 or a combination of styles 2 and 3.

The obtained chi-square is not significant at the .05 level;, therefore, the null hypothesis was not rejected. Five of the six (83.3%) cells had an expected frequency of less than five. These data are shown in Table IX.

TABLE VIII

TWO-WAY CONTINGENCY TABLE FOR STUDENTS' PERCEPTIONS OF DOMINANT LEADERSHIP STYLES FOR NURSING EDUCATION ADMINISTRATORS IN TWO-YEAR COLLEGES BY COLLEGE TYPE

	Dominant Leadership Style			
College Type	Style 1[a]	Style 2[b]	Style 3[c]	Style 2 & 3[d]
Private	0	3	0	0
Public	1	19	3	1

$\chi^2 = 0.76704$, $p > .05$

[a]High task/low relationship
[b]High task/high relationship
[c]Low task/high relationship
[d]Combination of high task/high relationship and low task/high relationship

Hypothesis 16: There is no significant difference between dominant leadership style of nursing education administrators in private four-year colleges and nursing education administrators in public four-year colleges as perceived by the central administrators.

A two-way (2x3) chi-square analysis was performed to determine whether there was a significant difference between the dominant leadership style of nursing education administrators in four-year colleges as perceived by their central administrators and college type. The majority (70%) of administrators in public colleges reported a dominant leadership style as style 2, whereas, the majority (57%) of administrators in private colleges reported dominant leadership style as style 3. However, the obtained chi-square is not significant at the .05 level, and the null hypothesis was not rejected. Five of the six (83.3%) cells had an expected frequency of less than five. These data are presented in Table X.

TABLE IX

TWO-WAY CONTINGENCY TABLE FOR DOMINANT LEADERSHIP STYLES FOR NURSING EDUCATION ADMINISTRATORS IN FOUR-YEAR PROGRAMS BY COLLEGE TYPE

	Dominant Leadership Style		
College Type	Style 2[a]	Style 3[b]	Style 2 & 3[c]
Private	3	5	0
Public	4	6	3

$x^2 = 2.16608$, $p > .05$

[a]High task/high relationship
[b]Low task/high relationship
[c]Combination of high task/high relationship and low task/high relationship

TABLE X

TWO-WAY CONTINGENCY TABLE FOR CENTRAL ADMINISTRATORS' PERCEPTIONS OF DOMINANT LEADERSHIP STYLES FOR NURSING EDUCATION ADMINISTRATORS IN FOUR-YEAR COLLEGES BY COLLEGE TYPE

	Dominant Leadership Style		
College Type	Style 1[a]	Style 2[b]	Style 3[c]
Private	0	3	4
Public	1	7	2
	$x^2 = 2.82524$, $p > .05$		

[a]High task/low relationship
[b]High task/high relationship
[c]Low task/high relationship

Hypothesis 17: There is no significant difference between dominant leadership style of nursing education administrators in private four-year colleges and nursing education administrators in public four year colleges as perceived by the faculty.

A two-way (2x6) chi-square analysis was performed to determine whether there was a significant difference between the dominant leader-style for nursing education administrators in four-year colleges as perceived by their faculty and by college type. The majority (86%) of faculty in private colleges and the majority (67%) of faculty in public colleges reported dominant styles in styles 2 or 3. The

The obtained statistic is not significant at the .05 level (see Table XI). The null hypothesis was not rejected. Eleven of 12 (91.7%) cells had an expected frequency of less than five.

Hypothesis 18: There is no significant difference between dominant leadership style of nursing education administrators in private four-year colleges and nursing education administrators in public four-year colleges as perceived by the students.

A two-way (2x3) chi-square analysis was performed to determine whether there was a significant difference between the dominant leadership style for nursing education administrators in four-year colleges as perceived by their students and college type. The majority (80%) of students in private colleges and the majority (67%) of students in public colleges perceived their nursing education administrators' dominant leadership style in style 2. The obtained chi-square is not significant ($p > .05$); the null hypothesis was not rejected. Five of the six (83.3%) cells had an expected frequency of less than five. These data are shown Table XII.

Summary

In this chapter, the 18 null hypotheses tested in this study were presented. The data analyzed included responses of 313 subjects from 53 nursing education programs, consisting of 44 central administrators, 53 nursing education administrators, 120 faculty members, and 96 students. Twelve of the hypotheses (hypothesis 1 and hypotheses 8-18) tested dominant leadership style of nursing education administrators in two-year and four-year, private and public colleges as perceived by the nursing education administrators themselves, their superordinates,

TABLE XI

TWO-WAY CONTINGENCY TABLE FOR FACULTY PERCEPTIONS OF DOMINANT LEADERSHIP STYLES FOR NURSING EDUCATION ADMINISTRATORS IN FOUR-YEAR COLLEGES BY COLLEGE TYPE

	Dominant Leadership Style					
College Type	Style 1[a]	Style 2[b]	Style 3[c]	Style 4[d]	Style 2&3[e]	Style 2,3,&4[f]
Private	0	4	2	1	0	0
Public	1	5	3	1	1	1

$\chi^2 = 2.14378$, $p \geq .05$

[a]High task/low relationship

[b]High task/high relationship

[c]Low task/high relationship

[d]Low task/low relationship

[e]Combination of high task/low relationship, high task/high relationship, and low task/high relationship

[f]Combination of high task/high relationship, low task/high relationship, and low task/low relationship

faculty, and students. The data were nominal in nature, thus, the two-way (axb) chi-square statistic was used to analyze these data. The obtained chi-squares for all of these hypotheses were not significant at the .05 level, therefore, the hypotheses were not rejected. The leadership style selected by the nursing education administrators on the LEAD-Self instrument as the style they most frequently used was similar to the perceptions of their central administrators, faculty, and students. However, because of the small sample size, a large number of cells had low expected frequencies in the chi-square analyses.

TABLE XII

TWO-WAY CONTINGENCY TABLE FOR STUDENTS' PERCEPTIONS OF DOMINANT LEADERSHIP STYLES FOR NURSING EDUCATION ADMINISTRATORS IN FOUR-YEAR COLLEGES BY COLLEGE TYPE

	Dominant Leadership Style		
College Type	Style 1[a]	Style 2[b]	Style 3[c]
Private	0	4	2
Public	1	8	1
	$\chi^2 = 1.77778$, $p > .05$		

[a]High task/low relationship
[b]High task/high relationship
[c]Low task/high relationship

Six of the hypotheses (hypotheses 2-7) concerned correlations between the self-perceived leadership effectiveness scores of the nursing education administrators in two-year and four-year colleges and the perceptions of their central administrators, faculty, and students. These data were ordinal in nature, and each set was analyzed using the Spearman rho nonparametric test. There were no significant correlations between nursing education administrators' self-perceptions of leadership behavior as measured by the effectiveness scores and others' perceptions of the leaders' behavior.

CHAPTER V

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The effectiveness of any organization is highly dependent upon the leaders in that organization and their ability to inspire and manage people and to manage scarce resources. This need for effective leadership is as important to institutions of higher education as it is to business and industrial organizations. The decades of the 1960's and early 1970's were periods of growth for higher education institutions, leveling off in the late 1970's, and, in many institutions decline for the 1980's. Mayhew (1980) and Keller (1983) have described enabling strategies for leaders and managers in higher education institutions which should promote institutional survival for the decades of the 1980's, 1990's, and into the twenty-first century. The strategies for survival which they have identified require leadership by leaders who have vision and vitality and who are risk-takers, in addition to having management skills and the ability to optimize and mobilize the people in the organization.

Educational institutions are generally organized into hierarchical structures with various layers of administrators. This study focused on the mid-management position of the higher educational administrative hierarchy, that of the nursing education administrator whose title may be dean, department head, or chairperson. Nursing education is a fairly new discipline in higher education, and, as such, little

research has been conducted in this area. In the 1960's and 1970's, more studies were done exploring the characteristics and leadership abilities of women in leadership and management positions, but these studies focused on women in nontraditional roles and tended to compare women with men as managers.

Situational leadership theory, as developed by Hersey and Blanchard (1982), was utilized as the leadership model in this study. According to Hersey and Blanchard, leadership behavior is effective when the leader has developed and can use appropriately the four basic styles of leadership: high task/low relationship (telling), high task/high relationship (selling), low task/high relationship (participating), and low task/low relationship (delegating). Thus, the effective leader is not only flexible in style use, but is also able to diagnose the situational variables and apply the correct style appropriately (Hersey and Blanchard, 1982).

Torres (1981) recommended that studies of nursing education administrators' leadership behavior should include others' perceptions of the leaders' behavior, as well as the leaders' self-perceived behavior. Goldenberg (1980) conducted a study of the self-perceived leadership behavior of the heads of diploma nursing programs in Canada and included the senior faculty members' perceptions of the heads' leadership behaviors. According to Hersey and Blanchard (1982, p. 50): "Self-perception instruments tend to measure attitudinal frameworks (how I would like to behave, or what I feel is acceptable behavior), rather than actual behavior." When perceptions of leadership behavior are elicited from those others upon whom the leader is attempting to influence, and comparisons are made, a truer picture of

the leaders' actual behavior emerges. The stratified random sample for this study of leadership effectiveness included 53 nursing education administrators from (National League for Nursing) NLN accredited two-year and four-year colleges, 44 superordinates or central administrators, 120 full-time nursing faculty, and 96 full-time senior nursing students.

The problem in this study was to determine whether there were significant differences in the leadership behavior of nursing education administrators as perceived by self and others in two-year and four-year, private and public colleges. The data were collected through mailed questionnaires. The respondents were asked to complete the 12 item LEAD-Self or LEAD-Other instruments and return them to the researcher via self-addressed, stamped envelopes, which were enclosed. The data were scored by hand and analyzed using the SPSS computer program for the nonparametric tests of two-way (axb) chi-square and Spearman rho procedures. The findings are presented in the following section.

Findings

This study was restricted to NLN accredited two-year and four-year nursing education programs in the United States. The following are the notable findings for this study:

1. All of the nursing education administrators who participated in this study reported dominant leadership styles as style 2, high task/low relationship; style 3, low task/high relationship; or a combination of styles 2 and 3. None of these leaders reported a dominant style in style 1, high task/low relationship; or style 4, low task/low

relationship. No significant differences in dominant leadership style were found between the nursing education administrators in two-year colleges and the nursing education administrators in four-year colleges.

2. The central administrators' perceptions of dominant leadership style for the nursing education administrators were consistent with the administrators' self-perceived dominant style, although the central administrators identified dominant styles in all four style categories. No significant differences were found between central administrators' perceptions and the nursing education administrators' self-perceptions in two-year and four-year, private and public colleges.

3. There were no significant differences between faculty perceptions of the nursing education administrators' dominant leadership style in two-year and four-year, private and public colleges. However, faculty in public two-year and public four-year colleges did report dominant styles in styles 1 and 4. The faculty reporting style 1 perceived these administrators as being more directive and less relationship-oriented in dominant leadership style, and the faculty reporting style 4 perceived these administrators as being less directive and less relationship-oriented.

4. The students perceived the nursing education administrators in public two-year and public four-year colleges as being more directive in dominant leadership style than the leaders' self-perceptions indicated, however, these differences were not statistically significant.

5. The correlations of self-perceived and others' perceived effectiveness scores between the nursing education administrators in two-year and four-year colleges and their central administrators, faculty, and students were not statistically significant. This analysis sis indicated that no significant relationship existed between self-perceived and others' perceived leadership effectiveness scores. Effectiveness score measures of the LEAD instruments have a range of -24 to +24. These scores, as placed on a continuum, represent the most ineffective leadership behavior at -24 and the most effective leadership behavior at +24. The nursing education administrators' self-perceived effectiveness scores ranged from a low of +6 to a high of +19, $\overline{X}$ = 12.0, S.D. = 3.66. The central administrators' reported effectiveness scores for the nursing education administrators ranged from a low of -2 to a high of +18, $\overline{X}$ = 8.3, S.D. = 4.36. The faculty's reported effectiveness scores for the nursing education administrators ranged from a low of -11 to a high of +15, $\overline{X}$ = 7.8, S.D. = 4.89. The students' reported effectiveness scores for the nursing education administrators ranged from a low of +1 to a high of +18, $\overline{X}$ = 9.4, S.D. = 4.12.

Conclusions

The following conclusions are based on the results of this study:

1. All of the nursing education administrators who participated in this study reported a dominant leadership style of styles 2 or 3, or a combination of styles 2 and 3. These leaders perceived themselves as providing a high degree of socioemotional support to their followers. A major component of the educational requirements in the

nursing education curriculum is the development of human relations skills. This may be the reason that both groups of nursing education administrators perceived themselves as demonstrating high relationship behavior. According to Hersey and Blanchard (1981), styles 2 and 3 are reported as the most frequently used styles by professional leaders who work with followers of average maturity level. These are considered "safe" styles, as even though they are ineffective in some situations, they are seldom completely ineffective.

2. The central administrators' consistency with the nursing education administrators' perceptions of dominant leadership style may indicate a change from the traditional authoritarian hierarchical structure to a more participative form of college governance in which the affairs of the college are managed through a team effort. Leadership styles which encompassed selling, style 2, and participating, style 3, blend well with participative management theory.

3. Faculty in public two-year and four-year institutions reported dominant leadership styles in styles 1 and 4, although the majority of faculty reported dominant leadership style as styles 2 or 3, or a combination of 2 and 3. One conclusion drawn from this observation is related to the small sample size of faculty participants from private colleges. Perhaps if the number (N=29) of participants was larger, the analysis would have yielded more variety in dominant leadership style. A second conclusion which can be drawn from this observation is that more public colleges than private colleges are organized in the bureaucratic model, which affords the leader to exercise authority over others, hence, the faculty's perceptions of the nursing education administrators' increased use of style 1 as

dominant leadership style (Baldridge, 1971). Private colleges, especially elite liberal arts colleges, are more often organized as a collegium where the community of scholars administer their own affairs and where decisions are made by consensus (Baldridge, 1971). The conclusion can be made that the faculty from the private sector participating in the study worked under these same or similar conditions. Style 2, selling, and style 3, participating, are congruent with this organizational paradigm.

Based on the criteria for the study, the nursing education administrators with highly job-mature faculty should use style 4, delegating, as the appropriate style. The nursing education administrators with job-immature faculty should use style 1, telling, as the appropriate style. According to Hersey and Blanchard (1982), these styles have a negative connotation for professional people in leadership positions, and they do not like to admit to using them.

4. The students in public two-year and four-year colleges perceived the nursing education administrators as being more directive than the students in private colleges did, although these differences were not significant statistically. It could be expected that students would perceive a superordinate as being more directive, if this individual had a real and imagined position power over the students and their future. In addition, it is appropriate for the nursing education administrator to tell students what to do, to set goals and objectives for them, and to provide structure and direction. The fact that only the students in public colleges reported the directive style could be related to the preceding discussion regarding the faculty's perceptions in conclusion number three.

5. The most significant finding in this study was the nonsignificant correlations between the nursing education administrators' self-perceived effectiveness scores and those perceptions of the central administrators, faculty, and students. According to situational leadership theory, leadership behavior is deemed more effective if there are positive correlations between self-perceptions and others' perceptions of the leaders' behavior. The mean effectiveness scores for the nursing education administrators was higher ($\overline{X}$ = 12.0) than the mean of the central administrators' perceived scores ($\overline{X}$ = 8.3), the faculty's perceived scores ($\overline{X}$ = 7.8), and the students' perceived scores ($\overline{X}$ = 9.4). The data analysis indicated that no relationship existed between these sets of effectiveness scores. It can be concluded that the nursing education administrators responded to the LEAD-Self according to the manner in which they want to behave, rather than by describing their actual behavior in the theoretical situations, and that the others, central administrators, faculty, and students, reported actual behavior according to their own perceptions.

This phenomenon can be explained by the "Johari Window," as developed by Luft and Ingram (1963). When there are great discrepancies between self-perception and others' perceptions of the leaders' behavior, the public arena in the Johari Window tends to be small. When there are no significant differences between self-perception and the perception of others in the organizational setting, the public arena in the Johari Window tends to be large. Hersey and Blanchard (1982, p. 245) reported that "There tends to be a high correlation between the openness of a leaders' public arena and that person's effectiveness within that specific organizational setting."

Recommendations

The following recommendations were made based upon the findings in this study:

1. Nursing education administrators should periodically evaluate their leadership behavior in terms of dominant leadership style, style range, and style adaptability. It is recommended that these leaders explore the appropriateness of styles 1 and 4 and consider adding these styles to their repertoires of style range. These styles are effective in interactions with people of low and high job-maturity behaviors.

2. This study should be replicated using a larger sample. The use of a sufficiently large sample is a means of protection against the situation of a large number of cells having low expected frequencies in the chi-square analyses.

3. The sample in this study was comprised of participants from NLN accredited nursing programs. These nursing education programs are considered to be exemplary programs which meet accreditation standards beyond those imposed by the State Boards of Nursing. A similar study should be conducted to determine the leadership effectiveness of nursing education administrators in non-accredited nursing education programs in the United States.

4. Research should be conducted to develop a leadership style instrument which is more sensitive to leadership behavior in the actual situation. Three nonparticipants in this study returned the LEAD-Other instrument uncompleted, stating that the situations were too contrived and inappropriate or that the choices were inadequate.

5. Future research should be conducted to determine the relationship, if any, between demographic variables (age, ethnic background, marital status, parenthood, etc.) and leadership behavior.

6. Further study should be devoted to the determination of the effect that leadership type courses have on administrators' leadership behavior. Style range, style adaptability, and diagnostic skills might be enhanced through assertiveness training or management workshops. Observations of administrators prior to and following such training programs could be valuable in the determination of factors which influence leadership ability.

7. Similar studies should be conducted regarding leadership behavior of mid-managers in other academic disciplines. Nursing is considered a female discipline, and all the nursing education administrators in this study were female, which limited generalization of the results.

8. A similar study should be conducted using the Leader Behavior Analysis (LBA), which is a 20 item, enlarged research version of the LEAD instrument (Hersey and Blanchard, 1973). The LBA was developed for research purposes, whereas the LEAD instrument was designed for training purposes.

9. Further study is indicated to explore the findings of no significant correlations between self-perceived and others-perceived leadership behavior, as measured by the effectiveness scores.

10. Nursing education administrators should consider participation in management workshops or training seminars as a means of obtaining feedback which would increase self awareness of their behavior as perceived by others.

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APPENDIXES

APPENDIX A

CORRESPONDENCE

304 Grandview Circle
Muskogee, OK 74403
February 27, 1984

Dear Nursing Education Administrator:

The purpose of this letter is to request your participation in a research study regarding the leadership behavior of nursing education administrators in two-year and four-year colleges as perceived by self and others. The need for effective leadership is recognized almost universally by administrators in American higher education and by students in higher education administration programs.

Your college has been selected as one of 120 educational institutions that will hopefully participate in this study. Your participation involves completing the Leadership Effectiveness and Adaptability Description - Self (LEAD - Self) questionnaire and a short biographical form. Completing the forms should take twenty to thirty minutes.

In addition to your participation, I will request the involvement of your immediate supervisor, three full-time nursing faculty members, and three full-time nursing students from your program. All information will be treated confidentially and all respondents will remain anonymous in the written report. A numerical code will be used to match each nursing education administrator with his/her central administrator, faculty, and students as part of the data analysis process.

I also need three additional pieces of information from your office: the name of you immediate supervisor; a list of the names and addresses of your full-time senior nursing students; and, the names and addresses of your full-time nursing faculty members. These lists will be used to randomly select three members from each group for the study.

It is anticipated that the results of the study will provide a rationale for appropriate developmental activities for nursing educators and administrators. Please complete the enclosed forms and return them along with the lists of students and faculty, and the name of your immediate supervisor, in the stamped self-addressed envelope by March 12, 1984. Your participation in this research project is very much appreciated.

Thank you again for your time and assistance.

Sincerely,

Marlene Smith, R.N., M.S.
Doctoral Candidate
Oklahoma State University

304 Grandview Circle
Muskogee, Ok. 74401

Dear Administrator:

The purpose of this letter is to request your participation in a research study regarding the leadership behavior of nursing education administrators in two-year and four-year colleges as perceived by self and others. The need for effective leadership is recognized almost universally by administrators in American higher education and by students in higher education administration programs.

Your college has been selected as one of 120 educational institutions that will hopefully participate in this study. Your participation involves completing the Leadership Effectiveness and Adaptability Description - Other (LEAD - Other) questionnaire for your subordinate, the nursing education administrator. Completing the form should take fifteen to twenty minutes.

In addition to your participation, I have requested the involvement of your nursing education administrator, three full-time nursing faculty members, and three full-time nursing students from your program. All information will be treated confidentially and all respondents will remain anonymous in the written report. A numerical code will be used to match each nursing education administrator with his/her central administrator, faculty, and students as part of the data analysis process.

It is anticipated that the results of this study will provide a rationale for appropriate developmental activities for nursing educators and administrators. Please complete the enclosed questionnaire and return it in the stamped, self-addressed envelope within the next two weeks. Your participation in this research project is very much appreciated.

Thank you again for your time and assistance.

Sincerely,

Marlene Smith, R.N., M.S.
Doctoral Candidate
Oklahoma State University

304 Grandview Circle
Muskogee, OK 74401

Dear Nursing Educator:

The purpose of this letter is to request your participation in a research study regarding the leadership behavior of nursing education administrators in two-year and four-year colleges as perceived by self and others. The need for effective leadership is recognized almost universally by administrators in American higher education and by students in higher education administration programs.

Your college has been selected as one of 120 educational institutions that will hopefully participate in this study. Your participation involves completing the Leadership Effectiveness and Adaptability Description-Other (LEAD-Other) questionnaire for your superordinate, the nursing education administrator. Completing the form should take fifteen to twenty minutes.

In addition to your participation, I have requested the involvement of your nursing education administrator, her/his superordinate, two other full-time nursing faculty members, and three full-time nursing students from your program. All information will be treated confidentially and all respondents will remain anonymous in the written report. A numerical code will be used to match each nursing education administrator with his/her central administrator, faculty, and students as part of the data analysis process.

It is anticipated that the results of this study will provide a rationale for appropriate developmental activities for nursing educators and administrators. Please complete the enclosed questionnaire and return it in the stamped, self-addressed envelope within the next two weeks. Your participation in this research project is very much appreciated.

Thank you again for your time and assistance.

Sincerely,

Marlene Smith, R.N., M.S.
Doctoral candidate
Oklahoma State University

304 Grandview Circle
Muskogee, OK 74401

Dear Nursing Student:

The purpose of this letter is to request your participation in a research study regarding the leadership behavior of nursing education administrators in two-year and four-year colleges as perceived by self and others. The need for effective leadership is recognized almost universally by administrators in American higher education and by students in higher education administration programs.

Your college has been selected as one of 120 educational institutions that will hopefully participate in this study. Your participation involves completing the Leadership Effectiveness and Adaptability Description-Other (LEAD-Other) questionnaire for your nursing education administrator. Completing the form should take fifteen to twenty minutes.

In addition to your participation, I have requested the involvement of your nursing education administrator, his/her superordinate, three full-time nursing faculty members, and two other full-time nursing students from your program. All information will be treated confidentially and all respondents will remain anonymous in the written report. A numerical code will be used to match each nursing education administrator with his/her central administrator, faculty, and students as part of the data analysis process.

It is anticipated that the results of this study will provide a rationale for appropriate developmental activities for nursing educators and administrators. Please complete the enclosed questionnaire and return it in the stamped, self-addressed envelope within the next two weeks. Your participation in this research project is very much appreciated.

Thank you again for your time and assistance.

Sincerely,

Marlene Smith

Marlene Smith, R.N., M.S.
Doctoral Candidate
Oklahoma State University

304 Grandview Cr.
Muskogee, Ok. 74401
March 17, 1983

Dear Nursing Education Administrator:

Recently I requested your participation in a research study regarding the leadership behavior of nursing education administrators in two-year and four-year colleges as perceived by self and others. As of this date I have not received your returned questionnaire or an indication of non-participation in this study. Realizing that letters get lost in the mail, and that you may not have received the previous material, I am enclosing additional materials for your use.

Your participation involves completing the Leadership Effectiveness and Adaptability Description-Self (LEAD-Self) questionnaire and a short biographical form. Completing the forms should take twenty to thirty minutes.

In addition to your participation, I will request the involvement of your immediate supervisor, three full-time nursing faculty members, and three full-time nursing students from your program. All information will be treated confidentially and all respondents will remain anonymous in the written report. A numerical code will be used to match each nursing education administrator with his/her central administrator, faculty, and students as part of the data analysis process.

I also need three additional pieces of information from your office: the name of your immediate supervisor; a list of the names and addresses of your full-time nursing faculty members; and a list of your full-time, senior nursing students. These lists will be used to randomly select three members from each group for the study. If confidentiality is a problem in regard to the privacy act, I could send the questionnaires to you for random selection and distribution to your faculty members and students.

Your participation in this research project is very much appreciated. Thank you again for your time and assistance, and any inconvenience this may have caused you.

Sincerely,

Marlene Smith, R.N., M.S.
Doctoral Candidate
Oklahoma State University

304 Grandview Cr.
Muskogee, Ok. 74401

Dear Administrator:

Recently I requested your participation in a research project regarding the leadership behavior of nursing education administrators in two-year and four-year colleges as perceived by self and others. As of this date I have not received your returned questionnaire or an indication of your non-participation in this study. Realizing that letters get lost in the mail and that you may not have received the previous material, I am enclosing additional materials for your use.

Your participation involves completing the Leadership Effectiveness and Adaptability Description-Other (LEAD-Other) questionnaire. Completing the form should take fifteen to twenty minutes.

In addition to your participation, I have requested the involvement of your nursing education administrator, three full-time nursing faculty members, and three full-time nursing students from your school. All information will be treated confidentially and all respondents will remain anonymous in the written report. A numerical code will be used to match each nursing education administrator with his/her central administrator, faculty, and students as part of the data analysis process.

Your participation in this research study is very much appreciated. Thank you again for your time and assistance, and any inconvenience this may have caused you.

Sincerely,

Marlene Smith, R.N., M.S.
Doctoral Candidate
Oklahoma State University

304 Grandview Cr.
Muskogee, OK 74401

Dear Nursing Educator:

Recently I requested your participation in a research study regarding the leadership behavior of nursing education administrators in two-year and four-year colleges as perceived by self and others. As of this date I have not received your returned questionnaire or an indication of your non-participation in this study. Realizing that letters get lost in the mail and that you may not have received the previous material, I am enclosing additional materials for your use.

Your participation involves completing the leadership Effectiveness and Adaptability Description-Other (LEAD-Other) questionnaire. Completing the form should take fifteen to twenty minutes.

In addition to your participation, I have requested the participation of your nursing education administrator, his/her immediate superior, two other full-time nursing faculty members, and three full-time nursing students from your school. All information will be treated confidentially and all respondents will remain anonymous in the written report. A numerical code will be used to match each nursing education administrator with his/her central administrator, faculty, and students as part of the data analysis process.

Your participation in this research project is very much appreciated. Thank you again for your time and assistance, and any inconvenience this may have caused you.

Sincerely,

Marlene Smith, R.N., M.S.
Doctoral Candidate
Oklahoma State University

304 Grandview Cr.
Muskogee, OK 74401

Dear Nursing Student:

Recently I requested your participation in a research study regarding the leadership behavior of nursing education administrators in two-year and four-year colleges as perceived by self and others. As of this date I have not received your returned questionnaire or an indication of your non-participation in this study. Realizing that letters get lost in the mail and that you may not have received the previous material, I am enclosing additional materials for your use.

Your participation involves completing the Leadership Effectiveness and Adaptability-Other (LEAD-Other) questionnaire. Completing the form should take fifteen to twenty minutes.

In addition to your participation, I have requested the involvement of your nursing education administrator, his/her immediate superior, three full-time nursing faculty members, and two other nursing students from your school. All information will be treated confidentially and all respondents will remain anonymous in the written report. A numerical code will be used to match each nursing education administrator with his/her central administrator, faculty, and students as part of the data analysis process.

Your participation in this research project is very much appreciated. Thank you again for your time and assistance, and any inconvenience this may have caused you.

Sincerely,

Marlene Smith, R.N., M.S.
Doctoral Candidate
Oklahoma State University

APPENDIX B

INSTRUMENTS

LEAD Self

Developed by Paul Hersey and Kenneth H Blanchard

Directions:
Assume YOU are involved in each of the following twelve situations Each situation has four alternative actions you might initiate READ each item carefully THINK about what YOU would do in each circumstance Then CIRCLE the letter of the alternative action choice which you think would most closely describe YOUR behavior in the situation presented. Circle only *one choice*

Leader Effectiveness & Adaptability Description

	SITUATION	ALTERNATIVE ACTIONS
1	Your subordinates are not responding lately to your friendly conversation and obvious concern for their welfare. Their performance is declining rapidly.	A. Emphasize the use of uniform procedures and the necessity for task accomplishment. B Make yourself available for discussion but don't push your involvement. C. Talk with subordinates and then set goals. D Intentionally do not intervene.
2	The observable performance of your group is increasing. You have been making sure that all members were aware of their responsibilities and expected standards of performance.	A Engage in friendly interaction, but continue to make sure that all members are aware of their responsibilities and expected standards of performance B Take no definite action. C. Do what you can to make the group feel important and involved. D Emphasize the importance of deadlines and tasks
3	Members of your group are unable to solve a problem themselves. You have normally left them alone. Group performance and interpersonal relations have been good.	A Work with the group and together engage in problem-solving B. Let the group work it out. C. Act quickly and firmly to correct and redirect. D. Encourage group to work on problem and be supportive of their efforts
4	You are considering a change. Your subordinates have a fine record of accomplishment. They respect the need for change.	A Allow group involvement in developing the change, but don't be too directive B Announce changes and then implement with close supervision C. Allow group to formulate its own direction. D Incorporate group recommendations, but you direct the change.
5	The performance of your group has been dropping during the last few months. Members have been unconcerned with meeting objectives. Redefining roles and responsibilities has helped in the past. They have continually needed reminding to have their tasks done on time.	A. Allow group to formulate its own direction. B. Incorporate group recommendations, but see that objectives are met C. Redefine roles and responsibilities and supervise carefully D Allow group involvement in determining roles and responsibilities but don't be too directive
6	You stepped into an efficiently run organization. The previous administrator tightly controlled the situation. You want to maintain a productive situation, but would like to begin humanizing the environment	A Do what you can to make group feel important and involved B Emphasize the importance of deadlines and tasks C Intentionally do not intervene D Get group involved in decision-making, but see that objectives are met

7

SITUATION

You are considering changing to a structure that will be new to your group. Members of the group have made suggestions about needed change. The group has been productive and demonstrated flexibility in its operations.

ALTERNATIVE ACTIONS

A Define the change and supervise carefully
B. Participate with the group in developing the change but allow members to organize the implementation.
C Be willing to make changes as recommended, but maintain control of implementation
D. Avoid confrontation; leave things alone.

8

SITUATION

Group performance and interpersonal relations are good. You feel somewhat unsure about your lack of direction of the group.

ALTERNATIVE ACTIONS

A Leave the group alone.
B Discuss the situation with the group and then you initiate necessary changes.
C. Take steps to direct subordinates toward working in a well-defined manner.
D Be supportive in discussing the situation with the group but not too directive.

9

SITUATION

Your superior has appointed you to head a task force that is far overdue in making requested recommendations for change. The group is not clear on its goals Attendance at sessions has been poor. Their meetings have turned into social gatherings. Potentially they have the talent necessary to help.

ALTERNATIVE ACTIONS

A Let the group work out its problems
B Incorporate group recommendations, but see that objectives are met
C. Redefine goals and supervise carefully
D Allow group involvement in setting goals, but don't push.

10

SITUATION

Your subordinates, usually able to take responsibility, are not responding to your recent redefining of standards

ALTERNATIVE ACTIONS

A Allow group involvement in redefining standards, but don't take control.
B. Redefine standards and supervise carefully
C. Avoid confrontation by not applying pressure; leave situation alone
D Incorporate group recommendations, but see that new standards are met.

11

SITUATION

You have been promoted to a new position The previous supervisor was uninvolved in the affairs of the group The group has adequately handled its tasks and direction. Group inter-relations are good.

ALTERNATIVE ACTIONS

A. Take steps to direct subordinates toward working in a well-defined manner
B Involve subordinates in decision-making and reinforce good contributions
C Discuss past performance with group and then you examine the need for new practices
D. Continue to leave group alone

12

SITUATION

Recent information indicates some internal difficulties among subordinates The group has a remarkable record of accomplishment Members have effectively maintained long-range goals They have worked in harmony for the past year All are well qualified for the task

ALTERNATIVE ACTIONS

A Try out your solution with subordinates and examine the need for new practices
B Allow group members to work it out themselves.
C Act quickly and firmly to correct and redirect
D Participate in problem discussion while providing support for subordinates

LEADER'S SUPERIOR ☐
ASSOCIATE ☐
SUBORDINATE ☐

LEAD Other

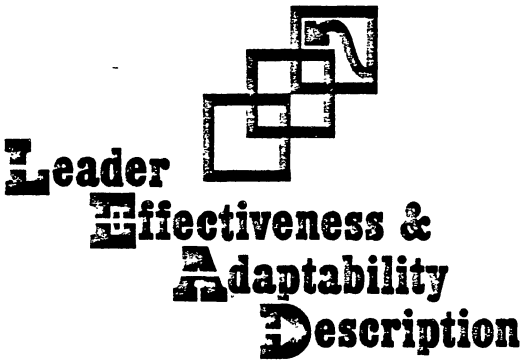
PERCEPTIONS BY OTHERS (LEADERSHIP STYLE)

Developed by Paul Hersey and Kenneth H Blanchard

Directions:

Assume _____
(name of leader)

is involved in each of the following twelve situations Each situation has four alternative actions this leader might initiate READ each item carefully THINK about what this PERSON would do in each circumstance. Then CIRCLE the letter of the alternative action choice which you think would most closely describe the behavior of THIS LEADER in the situation presented, based upon your experience with him. Circle only *one choice*.



Leader Effectiveness & Adaptability Description

SITUATION **1** Subordinates are not responding lately to this leader's friendly conversation and obvious concern for their welfare. Their performance is declining rapidly.	**ALTERNATIVE ACTIONS** *This leader would . . .* A. emphasize the use of uniform procedures and the necessity for task accomplishment. B. be available for discussion but would not push his involvement. C. talk with subordinates and then set goals. D. intentionally not intervene.
SITUATION **2** The observable performance of this leader's group is increasing. The leader has been making sure that all members were aware of their responsibilities and expected standards of performance.	**ALTERNATIVE ACTIONS** *This leader would . . .* A. engage in friendly interaction, but continue to make sure all members are aware of their responsibilities and expected standards of performance. B. take no definite action. C. do what could be done to make the group feel important and involved. D. emphasize the importance of deadlines and tasks.
SITUATION **3** This leader's group is unable to solve a problem. The leader has normally left the group alone. Group performance and interpersonal relations have been good.	**ALTERNATIVE ACTIONS** *This leader would . . .* A. work with the group and together engage in problem-solving. B. let the group work it out. C. act quickly and firmly to correct and redirect. D. encourage group to work on problem and be supportive of their efforts.
SITUATION **4** This leader is considering a change. The leader's subordinates have a fine record of accomplishment. They respect the need for change.	**ALTERNATIVE ACTIONS** *This leader would . . .* A. allow group involvement in developing the change, but would not be too directive. B. announce changes and then implement with close supervision. C. allow group to formulate its own direction. D. incorporate group recommendations but direct the change.
SITUATION **5** The performance of this leader's group has been dropping during the last few months. Members have been unconcerned with meeting objectives. Redefining roles and responsibilities has helped in the past. They have continually needed reminding to have their tasks done on time.	**ALTERNATIVE ACTIONS** *This leader would . . .* A. allow group to formulate its own direction. B. incorporate group recommendations, but see that objectives are met. C. redefine roles and responsibilities and supervise carefully. D. allow group involvement in determining roles and responsibilities, but would not be too directive.
SITUATION **6** This leader stepped into an efficiently run organization. The previous administrator tightly controlled the situation. The leader wants to maintain a productive situation, but would like to begin humanizing the environment.	**ALTERNATIVE ACTIONS** *This leader would . . .* A. do what could be done to make group feel important and involved. B. emphasize the importance of deadlines and tasks. C. intentionally not intervene. D. get group involved in decision-making, but see that objectives are met.

	SITUATION	ALTERNATIVE ACTIONS
7	This leader is considering changing to a structure that will be new to the group. Members of the group have made suggestions about needed change. The group has been productive and demonstrated flexibility in its operations.	*This leader would . . .* A. define the change and supervise carefully. B. participate with the group in developing the change but allow members to organize the implementation. C. be willing to make changes as recommended, but maintain control of implementation. D. avoid confrontation; leave things alone.
8	Group performance and interpersonal relations are good. This leader feels somewhat unsure about his lack of direction of the group.	*This leader would . . .* A. leave the group alone. B. discuss the situation with the group and then he would initiate necessary changes. C. take steps to direct subordinates toward working in a well-defined manner. D. be supportive in discussing the situation with the group but not too directive.
9	This leader has been appointed by a superior to head a task force that is far overdue in making requested recommendations for change. The group is not clear on its goals. Attendance at sessions has been poor. Their meetings have turned into social gatherings. Potentially they have the talent necessary to help.	*This leader would . . .* A. let the group work out its problems. B. incorporate group recommendations, but see that objectives are met. C. redefine goals and supervise carefully. D. allow group involvement in setting goals, but would not push.
10	Subordinates, usually able to take responsibility, are not responding to the leader's recent redefining of standards.	*This leader would . . .* A. allow group involvement in redefining standards, but would not take control. B. redefine standards and supervise carefully. C. avoid confrontation by not applying pressure; leave situation alone. D. incorporate group recommendations, but see that new standards are met.
11	This leader has been promoted to a new position. The previous manager was uninvolved in the affairs of the group. The group has adequately handled its tasks and direction. Group interrelations are good.	*This leader would . . .* A. take steps to direct subordinates toward working in a well-defined manner. B. involve subordinates in decision-making and reinforce good contributions. C. discuss past performance with group and then examine the need for new practices. D. continue to leave the group alone.
12	Recent information indicates some internal difficulties among subordinates. The group has a remarkable record of accomplishment. Members have effectively maintained long-range goals. They have worked in harmony for the past year. All are well qualified for the task.	*This leader would . . .* A. try out his solution with subordinates and examine the need for new practices. B. allow group members to work it out themselves. C. act quickly and firmly to correct and redirect. D. participate in problem discussion while providing support for subordinates.

BIOGRAPHICAL QUESTIONNAIRE

Completing this questionnaire will allow the researcher to have a more accurate description of the sample used in the study. Thank you for your help.

1. Age at last birthday: ____

2. Sex: Male ____ Female ____

3. Current marital status: Single ____ Married ____ Divorced ____
   Separated ____ Widowed ____

4. Number of children: ____
   Ages of children: _____

5. Ethnic background: White ____ Black ____ Chicano ____ Native American ____
   Asian ____ Other ____

6. Indicate the number of years of experience that you have in each of the following areas:

   A. Educational administration _____
   B. Teaching _____
   C. Nursing administration _____
   D. Nursing practice _____
   E. Current position _____

7. Indicate your academic credentials by checking the appropriate categories:

   L.P.N. or L.V.N. _____
   A.D.N. _____
   Diploma _____
   B.S. in Nursing _____
   Bachelors degree in (please specify) _____
   M.S. in Nursing _____
   Master's degree in (please specify _____
   Ph. D. (please specify) _____
   Ed. D. (please specify) _____
   D.N.S. _____
   Other (please specify) _____

8. How would you describe your scholarly productivity?

_____

_____

_____

_____

_____

9. What are your long range career aspirations?

_____

10. What factors do you feel assisted you in attaining your present position?

_____

_____

_____

_____

APPENDIX C

TABULATION OF BIOGRAPHICAL DATA

Biographical Data

The 53 nursing education administrators who participated in this study responded to a 10 item questionnaire which elicited information regarding demographic characteristics and professional information (Appendix A).

1. Age. The majority, 15 (28.3%), of the subjects listed their age in the range of 51-55 years. The low and high ranges were 31-35 and 65 plus years.

2. Sex. All 53 (100%) respondents were female.

3. Marital Status. The majority, 33 (62%), were married, 13 (24.5%) were single, 4 (7.5%) were divorced, 1 (2%) was separated, and 2 (4%) were widowed.

4. Number and Ages of Children. Thirty-four (64%) respondents reported a total of 89 children; nineteen (36%) were childless. The number of children per subject of those 34 who reported having children, ranged from 1 to 5, with the average being 2.6.

The majority of children's ages were reported in the 21-30 age range (46%). Two (2%) children were listed as under the age of 5, and 15 (17%) children were listed between the ages of 31-40.

5. Ethnic Background. The majority of respondents reported their ethnic background as White (48, 91%), 2 (4%) as Black, 1 as Asian (2%), and 2 people omitted this question (4%).

6. Professional Work Experience. The subjects spent the majority of their professional work years in teaching; the mean = 14.6 years. The average number of years spent in educational administration was 13.9, average number of years spent in nursing

administration was 2.7, averge number of years spent in nursing practice was 8.7, and the average number of years spent in the current position was 5.4.

7. Academic Credentials. All of the respondents reported having a bachelor's degree; 52 (98%) reported having a master's degree, with 40 (75%) having the master's degree in nursing; 27 (51%) reported having a doctorate, and 4 (8%) reported work toward the doctorate. The majority (25, 78%) of subjects in administrative positions in associate degree nursing programs held the master's degree as the terminal degree, while 20 of the 21 (95%) nursing education administrators in four-year programs held the doctorate as the terminal degree.

8. Scholarly Productivity. Twenty-seven (51%) respondents listed their scholarly productivity as minimal; 18 (54%) reported moderate or average productivity, and 8 (15%) reported high or above average productivity. Those 27 who reported scholarly activity as minimal gave the reasons for this as increased time spent in administration, teaching, or program development activities, which left little time for research or publication.

9. Future Career Aspirations. Nineteen of the respondents (36%) stated that they had achieved their personal career goals and that they planned to remain in their current positions until retirement. Other responses to this question included the following: achievement of the deanship and/or growth in the position (16, 30%), being published (7, 13%), earning the doctorate (7, 13%), promotion to another position in educational administration (4, 8%), creating and implementing innovations (2, 4%), and earning the master's degree in nursing (1, 2%).

10. Factors Which Assisted in Attainment of Present Position. Factors listed most frequently as those which assisted in attainment of the current position were reported as: educational background; demonstrated experience in administration and nursing education; personal style, including interpersonal and intellectual abilities; being in the right place at the right time; enthusiasm and motivation; support of peers, colleagues, and family; the willingness to work hard and the ability to handle stress appropriately; good mentoring; and service on important committees. Other responses included: self-confidence, assertiveness, reliability in follow-through activities, openness to new ideas and change, curriculum expertise, and scholarly productivity.

Hall, Mitsunaga, and de Tornyay (1981) reported a study of characteristics of deans in baccalaureate nursing education programs which included the following: 45% were single, 88% were Caucasian, and 90% were doctorally prepared, with the major focus in education and/or administration. This 1980 study was a replication of an earlier study conducted in 1970. In the earlier study, 69% of the deans were single and 100% were Caucasian. They reported the age of deans as being the same, but did not state a specific age.

The data in this study regarding marital status, number of children, and ethnic background is consistent with those reported findings of Hall, Mitsunaga, and de Tornyay (1981). All of the deans of four-year programs either had the doctorate as the terminal degree or the doctoral work was in progress. The terminal degree for chairpersons of two-year programs was the master's degree. Administrative positions in nursing education continue to be underrepresented by males

and ethnic minorities. The route to the deanship or chairmanship is via years spent in the faculty position.

VITA 2

Faith Marlene Smith

Candidate for the Degree of

Doctor of Education

Thesis: LEADERSHIP BEHAVIOR OF NURSING EDUCATION ADMINISTRATORS IN TWO-YEAR AND FOUR-YEAR COLLEGES AS PERCEIVED BY SELF AND OTHERS

Major Field: Educational Administration

Biographical:

Personal Data: Born in South Connellsville, Pennsylvania, July 12, 1936, the daughter of Mr. and Mrs. Roy L. Geary.

Education: Graduated from East Huntingdon High School, Alverton, Pennsylvania, in May, 1954; received diploma in Nursing from Westmoreland Hospital School of Nursing, Greensburg, Pennsylvania, June, 1957; received Associate in Science degree from Conners State College, May, 1972; received Bachelor of Science in Nursing degree from The University of Tulsa, May, 1973; received Master of Science degree with a nursing major from Texas Woman's University in May, 1978; completed requirements for the Doctor of Education degree at Oklahoma State University in May, 1985.

Professional Experience: Staff Nurse at Connellsville State Hospital, Connellsville, Pennsylvania, 1957-59; Director of Nursing Service at Kingfisher Community Hospital, Kingfisher, Oklahoma, 1960-67; Assistant Instructor in Nursing at Bacone College, Muskogee, Oklahoma, 1967-69; Clinical Instructor at Indian Capital Area Vocational Technical School, Muskogee, Oklahoma, 1969-71; Assistant Instructor in Nursing at Bacone College, Muskogee, Oklahoma, 1973-74; Assistant Professor of Nursing at Bacone College, Muskogee, Oklahoma, 1976-81; Associate Professor of Nursing at Bacone College, Muskogee, Oklahoma, 1982-83; Academic Dean at Bacone College, Muskogee, Oklahoma, 1983 to present.

Professional Organizations: American Nurses' Association; Oklahoma Nurses' Association; District #3 Nurses Association;

Sigma Theta Tau; Delta Kappa Pi; Phi Delta Kappa; American Association for Higher Education; Association for the Study of Higher Education; American Business Women's Association; American Association of University Women; Oklahoma Association of Community and Junior College Instructional Administrators.