AN ANALYSIS OF SELECTED COLLEGE AND UNIVERSITY

FUNCTIONS AND CHARACTERISTICS

By

HAYTHAM ABDULLA AL-NAJIM

Bachelor of Sport Education
University of Baghdad
Baghdad, Iraq
1970

Master of Science
Emporia State University
Emporia, Kansas
1977

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
DOCTOR OF EDUCATION
July, 1983

AN ANALYSIS OF SELECTED COLLEGE AND UNIVERSITY

FUNCTIONS AND CHARACTERISTICS

Thesis Approved:

Betty Abercrombie
Thesis Adviser

[signature]

Robert N. Kamm

James N Rogers

Norman N Durham
Dean of the Graduate College

ACKNOWLEDGMENTS

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

INTRODUCTION

The history of administrative thought in the U.S.A. shows that it

has undergone dramatic changes. As might be expected, many of these

changes have occurred recently since research in the behaviorial sciences

has brought forth new and increased insight into the ways in which people

function. "The concept of administration has swung from the extreme of

viewing employees as cogs in the wheel of production to the necessity for

viewing them as human beings worthy of humane consideration."[1] There

has been a new trend in studying administration.

> Cross traces the study of administration as a science from the
> early 1900s when key words were 'administrative efficiency,'
> and Gulick's famed POSDCORB (a manufactured word in which the
> initials stand for a facet of administration: P, programming;
> O, operating; S, staffing; D, directing; CO, coordinating; R,
> reporting; and B, budgeting—which still appears in many rela-
> tionships per se to the present emphasis on the psycho-social
> aspects of administrative behavior.[2]

Administration is administration regardless of the field, and the prepar-

ation of educational administrators has therefore been based on this

research as well as on research conducted by educators. Graff and Street

pointed out that educational administration as a distinct profession has

characteristics peculiarly its own, namely:

1. The school is concerned directly with people and development

of human potential.

2. The school is a unique institution charged with the

1

responsibility of educating citizens.[3]

Interest in administrative leadership is substantially different from what it was. As organizations have become both more numerous and complex, the efficiency and effectiveness of every facet of operation has been given attention. One of the most prevalent topics for consideration has been the relationship of leadership to the objectives sought by the organization. Different fields such as business and engineering took the initiative in the earliest investigations about leadership, but today it is difficult to identify any discipline not actively seeking solutions for administrative problems. Physical educators have been slow to join the search for relevant and meaningful concepts of administration. Administrative books have emphasized methods of formal organizational structure, but little has been written that considers either leader behavior or the relationship of behavior with the people.

A study by Paton of physical education texts in administraton identified a lack of depth in discussing administrative phenomena.[4] But it corroborates some results of earlier studies about administration in physical education. Spaeth[5] presented a critical review of administrative research in physical education and athletics and found an almost total lack of theoretical orientation in design and interpretation.

William J. Penny reached a similar conclusion in his survey of practicing administrators, graduate faculty teaching administrative courses in physical education, and professors of educational administration with Big Ten universities. He pointed out that professors of educational administration view the concepts in administrative theory as being generally more contemporary and potentially more meaningful than

physical education administrators and faculty.[6]

Early leadership research focused on the leader himself to the virutal exclusion of other variables. It was assumed that leadership effectiveness could be explained by isolating psychological and physical characteristics, or traits, which presumed to be differentiating the leader from other members of his group. Gouldner[7] reviewed some of the empirical and conservatively interpreted evidence relating to "universal traits" such as intelligence and psychosexual appeal. He concluded "at this time there is no reliable evidence concerning the existence of universal leadership traits." Leaders do not function in isolation. They must deal with followers within a cultural, social, and physical context.

Statement of the Problem

The purpose of this study was to do an analysis of selected college and unversity administrative functions and characteristics in departments of physical education.

The focal point of the investigation was to find the following information: characteristics of the administrators, and the functions of administration.

Need for the Study

It is hoped that this study will benefit the administration profession and will assist in improving the conduct of administration departments as follows:

1. It should provide a comparison of the viewpoints and positions of professional leaders regarding the administration function.

2. It should provide information to .the members .of professional groups on the attitudes of their administrators and of the administrators of related organizations.

3. It should benefit colleges and universities that wish to adopt or revise the functions of the administration.

Assumptions of the Study

There are four assumptions made in order to conduct this study effectively. Briefly, they are:

1. The responses to the questionnaire by the administrators were assumed to reflect their true feelings and perceptions of the conditions prevailing in their colleges and universities.

2. It was assumed further that the process of selction of subjects in the study would provide representative samples of the target population across the nation.

3. The administrator of various departments of physical education are leaders in the area of administration.

4. The administrators of various departments of physical education are leaders in the area of physical education.

Limitations of the Study

This investigation may have been influenced by the following limitations:

1. The limitations involved in the use of a descriptive survey form of research.

2. The limitations based on the willingness and attitudes of ninety selected administrators in this study.

3. The limitations based on the respondents' common backgrounds in the area of administration.

4. The limitations involved in the use of an original survey instrument prepared by the researcher.

This study was designed to determine perceptions of the administrator's function, role, and the characteristics of the administrator.

Definition of Terms

The following definitions are applicable to this study:

1. Administration. Frost and Marshall stated that:

> Administration consists of the leadership and guidance of individuals, the procuring and manipulating of resources, and the coordinating of many diferse efforts so effective progress can be made toward the achievement of the goals and purposes of an administration.[8]

2. Administator. The administrator is the individual with the vested responsibility for conducting duties and functions of the physical education program and who at the same time evokes cooperation and understanding from the faculty. "The administrator is the leader of the organization, to manage or direct the execution, application, or conduct of leadership."[9]

3. Leadership. Zeigler and Spaeth defined leadership as "an interpersonal situation in which one individual has influence over the other members of the group for the purpose of performing an assigned tas."[10]

4. Leader. Halpin stated that a "leader is one member of an organization who is formally charged with the responsibility for the organization's accomplishment."[11]

5. Academic Department. "The academic department is the basic

administration unit of the college, housing a community of scholars that
is relatively autonomous and responsible for instruction and research
with a specialized field of knowledge."[12]

    6. <u>AAHPERD</u>. The American Alliance for Health, Physical Education,
Recreation and Dance.

END NOTES

[1] Matthew C. Resick, Beverly Seidel, and James G. Mason, _Modern Administration Practices in Physical Education and Athletics_ (San Francisco, 1979), p. 8.

[2] Ibid., p. 7.

[3] Orin B. Graff and Calvin M. Street, "Developing a Value Framework for Education Administrator," in _Administrative Behavior in Education_ (eds.) R. F. Campbell and R. T. Gregg (New York, 1957), pp. 122-125.

[4] Paton A. Garth, "An Analysis of Administrative Theory in Selected Graduate Administration Courses in Physical Education." (Unpublished Ph.D. dissertation, University of Illinois, 1970.)

[5] Marcia Spaeth, "An Analysis of Administrative Research in Physical Education and Athletics in Relation to Research Paradigm." (Unpublished Ph.D. dissertation, University of Illinois, 1967.)

[6] William J. Penny, "An Analysis of the Meanings Attached to Selected Concepts in Administrative Theory." (Unpublished Ph.D. dissertation, University of Illinois, 1968.)

[7] Alvin W. Gouldner (ed.), _Studies in Leadership_ (New York, 1950), pp. 31-35.

[8] Reuben B. Frost and Stanley J. Marshall, _Administration of Physical Education and Athletics Concepts and Practices_ (Duguque, Iowa, 1981), p. 1.

[9] Jack W. Pirch, _Designs for Organizing and Administering Special Education_ (Pittsburgh, 1968), p. 9.

[10] Earle F. Zeigler and Marcia J. Spaeth, _Administrative Theory and Practices in Physical Education and Athletics_ (Englewood Cliffs, New Jersey, 1975), p. 100.

[11] Andrew W. Halpin, _Theory and Research in Administration_ (New York, 1966), p. 34.

[12] Dean E. McHenry and Associates, _Academic Departments_ (San Francisco, 1977), p. 2.

CHAPTER II

REVIEW OF LITERATURE

The study of administration has been steadily gaining momentum

for many years. At this time, extensive literature relating to admin-

istration and leadership in many fields is available. For the purpose

of reviewing the literature pertaining to the problem identified in

this study, this chapter will focus on four aspects: first, a synop-

sis of the development of administrative thought; second, the function

of administration; third, the role of head of the department (adminis-

trator), and fourth, characteristics of the administrators.

Development of Administrative Thought

Administration is one aspect of organizational activity which is

concerned with governance of organizations. Specific study related to

the development of administrative thought in America began shortly after

the turn of the century, and has emerged in the twentieth century as a

differentiated field of sustained writing, conscious observation,

abstract theory, and specialized terminology.

The doctrine of efficiency of administration tended to view organ-

izations as if they existed without people. Man was looked upon as a

passive, inert instrument with which to perform tasks for the good of

the organization. Preceding World War II an increasing amount of

thought and research was devoted to a new approach which recognized

both the process and human aspects of administration. This pre-war period of research and exploration was represented by a few individuals who gave direction to the new beginnings in administrative thought. Mary Follett (1942) was among the first to recognize the importance of the dynamics of human interaction in the work place. She recognized the inevitability of conflicts in organizations and introduced the concept of "power" as resultant of the "law of institution." To her, "responsibility stemmed from a function and situation in the organization, and not from a person."[1] The famous studies which took place at Western Electric's Hawthorne plant under the supervision of Elton Mayo are considered the starting point of all subsequent empirical studies in the area of human relations.[2] The chief purpose of the Hawthorne studies was to measure the influence of various working conditions on the work output of the workers in the plant. Because the results were inconclusive and confusing, the researchers proceeded to conduct extensive interviews of the workers, and finally the "Great Illumination" took place, i.e., they realized:

> . . . one must search for the explanation of workers'
> attitudes and behavior, not so much in personality char-
> acteristics socially acquired in the past and outside the
> plant, but rather in the social organization inside the
> plant.[3]

One of the most successful theorists in administrative thought was Chester Barnard. He presented an integrated theoretical system which brings out Barnard's contact with philosophy, political science, economics, sociology, psychology, and the physical sciences.[4] Barnard's contributions were many, but chief among them was the distinction he drew between formal and informal organization. He recognized the existence of informal organizations within all formal organizations, and maintained

that they had three necessary functions:

> . . . (1) communication; (2) the preservation of the feeling of personal integrity, self-respect, and independence of choice; (3) the maintenance of group cohesion through regulating the willingness to serve and the stability of objective authority.[5]

Scientific Management

Frederick Taylor was one of the foremost pioneers in the development of administrative thought in the United States. His research was designed to increase organizational productivity, particularly at the workshop level in industry. Taylor believed that there was one best way of performance for each process, each task in industry.[6] He attempted to determine specifically through the use of time and motion studies and job analysis the amount of time which was necessary to complete a specific job. Once the best method for performing the task was determined, he then proceeded to the selection of workers most suited for the job and to the training of workers and managers so that the highest level of productivity could be achieved.

Henry Fayol also was concerned with the role of managers and other top-level administrative positions. Fayol believed that "all parts of society could benefit from using the concepts of administration,"[7] and he encouraged specific teaching of administration at all school levels. He recognized a need for administrative theory, and wrote extensively about the principles he would include in such a theory. Among them were "unity of command, line of authority, matching authority with responsibility, and staff members who could share the administrative burdens."[8] Fayol also proposed "five elements of administration: planning, organizing, command, coordination, and control."[9] These

elements and principles were the main ingredients of his theory and would enable the manager to build up the formal structure as well as to administer his organization in a rational way.[10]

Max Weber is credited with being the founder of modern sociology. He was praised for his critical thinking and was considered the best scholar of the pioneers of administrative thought. Weber studied different kinds of organizations in his search for a greater understanding of administration. Of particular importance was his identification of the three types of authority found in organizations: traditional, charismatic, and legal. He contributed the first fully-developed theory of bureaucracy, a descriptive term for what has come to be known as "formal organization." In this theory the administrative staff was separated into a hierarchy, each level charged with its own responsibilities and using a particular type of authority to make decisions in accordance with the general rules of a strictly impersonal nature.[11] Luther Gulick and Lyndall Urwick were two primary main contributors to this kind of approach, and followed the work of Fayol. They worked together in editing "Papers on the Science of Administration," and each wrote a major book on administrative management.[12] Gulick addressed himself to expanding Fayol's five elements of administration when he wrote Administrative Reflections on World War II. He proposed "POSDCORB," which stood for Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting as the essential elements of administration.[13]

Administrative Theory

The human relations concept was analyzed extensively between the time of publication of the Hawthorne studies and the end of World War

II.   During those years there were many theorists expressing concern

that many of the assumptions of the concept could not be substantiated.

Warren G. Bennis felt that the human relations model failed to

recognize that there could be conflict between individual and organiza-

tional satisfaction.[14]   Qualities of the leader were also analyzed

extensively in an attempt to discover the causes for proven exceptions

to the task and human relations models. Much of the research was com-

prised of descriptive studies of personality factors, intelligence,

experience and physical characteristics of individuals in positions of

leadership. In order to determine the effect of good leadership on

human performance, the Ohio State University studies attempted to deter-

mine the traits of effective leaders, and found that two dimensions

emerged that accounted for the variations between leadership and group

performance.[15]   These were "initiating structure" and "consideration,"

which corresponded basically to "production-centered" and "employee-

centered" styles of leadership as identified at the survey research

center at the University of Michigan.[16]

One of the leaders in modern administrative thought is Herbert

Simon. His early work was primarily in public administration, but he

has more recently turned his attention and interest toward psychologi-

cal research and theory of thought processes. He reflects his interest

in individual decision making.[17]   Simon attacked the principles of

Gulick and Urwick because he believed they failed to account for the

dual nature of man as a social and rational animal. In this regard,

he proposed that administrators exercise power over subordinates by

helping to determine the factual premises or the value premises on which

decisions are based.[18]

Douglas McGregor deserves mention as a modern theorist who attempted to provide a framework of administration which included elements from the works of previous leaders. He presented this framework in his volume, The Human Side of Enterprise.[19] Summarized in what he terms "theory X" are the accepted principles of the pioneers. He systematically compared them against his own new theory which he labeled "theory Y." For McGregor, the essential task of management is to arrange conditions and methods so that people can achieve their own goals best by directing their own efforts toward organizational objectives. R. R. Blake and his associates have devised a system to implement McGregor's "theory Y." Instead of the traditional hierarchical arrangment of levels of management. Blake proposed a system of an ever-changing organization to fit the needs of people within it. The system is known as the "Managerial Grid."[20]

The development of theories of educational administration and its empirical testing is a relatively new and unexplored field.[21] The school survey and job analysis were originally two popular research techniques which were used to suggest how the task of educational administration might be performed more effectively.[22] These techniques followed the patterns of scientific management approaches. Raymond E. Callahan contributed an interesting critique of educational administration methods in use in school settings.[23] Sears, for many years a professor at Stanford University, borrowed concepts from classical management theorists and described the process of educational administration as consisting of planning, organization, direction, coordination, and control; he then related these processes to other organizational concepts such as authority, delegation, and policy-making.[24]

After 1947, due to the efforts by the National Conference of Professors of Educational Administration (NCPEA), and especially the Cooperative Program in Educational Administration (CPEA), more serious advances were made in this area. In 1955, Coladarci and Getzels emphasized the need for scientific methods of investigation in order to develop a theory of educational administration.[25] In 1956, Griffiths advocated a human relations approach to educational administration and proposed a tri-dimentsional concept of administration: the job, the man, and the social setting.[26]

In 1957, Getzels and Bubay introduced the concept of:

> . . . a different leadership style as related to different perceptions held by an administration. The nomathic leader was characterized as stressing conformity of role behavior to institutional goals. The idiographic leader was pictured as emphasizing the individual and minimizing the pressure of the institution on the individual's role. The transactional leader held an intermediate postition between the other two leadership styles.[27]

More recently, Halpin designed a research paradigm to facilitate objective research in educational administration. As Halpin points out himself, his model is heuristic and a crude one, but "it provides a useful way of thinking about administrator behavior."[28] In the beginning and following the same patterns as research in business administration, administrative research in physical education made use of status surveys and job analysis techniques for the main purpose of suggesting general principles and solving immediate problems confronting administrators of physical education. It has been only recently that research in the theory of physical education organizations has taken the direction recommended by Paton in his doctoral dissertation.[29] Although a fes investigations have been completed at the elementary and secondary levels, most studies were done on two kinds of physical education

organizations: the departments of physical education and the departments of athletics in colleges and universities. Some studies may be considered as partial attempts at empirically testing theoretical models of administration, but most investigations have practical orientations and constitute applied research.

Leadership Styles

The most investigated organizational variable in physical education organizations has been leadership. In 1969, Gordon Olafson investigated the leader behavior of junior college and university physical education administrators.[30] The specific purpose of his study was to examine the situational nature of leader behavior as perceived by the department chairmen themselves, their superiors, and their faculty members as reflected through the leader Behavior Descriptive Questionnaire. Two related major conclusions by Olafson were that "overall leader behavior of department chairmen at both levels (college and university) was perceived to follow a consistent pattern," and "superiors as a group perceived the teacher behavior of the department chairmen differently than did the faculty as a group."[31]

In a study designed to identify the methods of leadership used in undergraduate physical education departments in the state of Ohio, Douglas related a modified version of Likert's profile of organizational characteristics to background information of department chairmen and the members of their faculty. The results of his study indicated that the departments surveyed were administered by chairmen who involved their faculty in a participipitative form of governance. Significan differences were found between chairmen and faculties with regard to the place in

which each group perceived the administrator's present (actual) behavior

and where they would like it to be (ideal). These differences were in

the direction of a desire for greater faculty participation in gover-

nance. Results also indicated no significant differences between the

ages of department chairmen and their administrative behavior, but

female department chairmen differed significantly from male chairmen by

involving more participation in the governance of their department.[32]

Patricia Allen identified group and leader perceptions of leader-

ship behavior in selected women's physical education departments in

higher education, measured leadership style, group acceptance and posi-

tion of authority of women physical education administrators, and iden-

tified existing relationships between perceived leader behavior, lead-

ership style, group atmosphere, and leader position of authority.[33]

Studies on leadership compentencies are well known among community edu-

educators. The competency approach for understanding and developing

leaders was introduced by Robert L. Katz:

1. Conceptual skill involves the ability to see the organi-
   zation as a whole. Such a skill involves an understand-
   ing of how the various functions of an organization are
   interdependent and how changes in any one part affect
   all the others. Further, it entails the visualization
   of the relationship which the organization has with the
   field, the community, and the political, social, and
   economic forces of the nation. Possession of conceptual
   skills should enable the executive to act in a manner that
   advances the overall welfare of the total organization.
   The ability to recognize the permitable relationship that
   exists between an organization and the society which sup-
   ports it and to keep the organization serving the needs
   of society.

2. Human skill - involves the ability to work effectively as
   a group member and to build cooperative effort within the
   group. It is the executive who perceives and recognizes
   the perceptions of his superiors, peers and subordinates,
   and the way he behaves as a result.

> 3. Technical skill - involves specialized knowledge and an ability involving methods, processes, procedure or techniques within a specific kind of activity.[34]

The rationale is that leadership skills or competencies appear to be fundamental to success of administrators or leaders in any system.

Havinghurst explained:

> Although the school is often perceived as running itself, skillful administration is often needed. When the situation is as complex and rapidly changing as the contemporary ones, institutions will break down unless they have a wise and skillful administrator.[35]

John Wesley Goulden in a study of the leadership function of academic deans found that the greatest demands upon the dean's time and skills were made in faculty consultation, faculty recruitment, curriculum development, budgeting, evaluation of teaching staff, committee work, and routine chores.[36]

Wardell D. Thompson recognized and described four kinds of deans: the goodfellow kind, the exalted office clerk, the great white father, and the professional educational leader.[37] As leadership styoes have been conducted in different ways, such as leader behavior, leader skills, leader effectiveness, Gerald R. Firth in his article said:

> When educators turned to the theoretical explanation of leadership, they found that beliefs regarding the phenomenon of the leadership have been revised considerably. Early studies of leadership focus upon characteristics of the individual. Despite the determination of researchers to full yexplore the relationships, evidence is clear that leaders do not possess common characteristic traits or consistent patterns thereof. Nor it is possible to predict potential for leadership on the basis of personality, intelligence, status, or scholarship. Researchers next sought to identify particular styles of leadership as clues for individual effectiveness. Although some interesting results were obtained, particularly in comparison of autocratic, laissez faire, and democratic styles, they did not prove any more fruitful in explaining leadership.[38]

In terms of developing leadership competencies, R. A. Dahl
implied that leadership competencies can be taught, practiced, and
eventually developed to a high degree of proficienty.[39]   Robert L.
Katz in 1974 supported Dahl's position through his description of the
way to select and develop a person for leadership by stating:

> This approach is based not on what good executives are
> (their innate traits and characteristics), but rather on
> what they do (the kinds of skills or competencies which
> they exhibit) in carrying out their jobs effectively.[40]

A. M. Feldvebel in 1974 identified the first two steps in articu-
lating a competency model as follows:

1. Determination of competencies should stress role
    rather than a management function.

2. Leadership skills or competencies should be classi-
    fied into three broad areas: technical, conceptual,
    and human relations.[41]

In a study done in a federal agency, Harold C. White attempted
to discover what leadership style, autocratic or participative, was
viewed by managers as being most effective. Each respondent answered
the questionnaire with both the most effective and the weakest manager
he knew. Questions dealt with behavior, attitudes, and the amount of
subordinate decision making permitted by managers. Differences in
responses between effective and weak managers were found to be signifi-
cant at the .05 level of confidence. Effective managers were identi-
fied as being relatively participative in their leadership style, and
weak managers as being relatively autocratic.[42]   He concluded that in
general the federal manager was perceived as being effective through

1. Seeking ideas and knowledge from and understanding the
    problems of his subordinates, and utilizing this infor-
    mation in his decision making process.

2. Sharing information with his subordinates.

3. Providing support to his subordinates.

4. Displaying trust and confidence in his subordinates.

5. Using rewards and involvement as incentives for motivation rather than fear and threats, emphasizing corrective measures rather than punitive measures.[43]

There are many scholars who classified the types of administration as autocratic, laissez faire, and democratic administration. Resick, Seidel, and Mason defined the autocratic administration as follows:

> Autocracy is considered to be the most basic form of leadership, and it is characterized by the use of powerful, authoritarian methods for obtaining desired results. Typically, the autocrat feels that he or she was chosen for an administrative position on the basis of being the best qualified candidate, then deduces that he or she is necessarily the best qualified to make decisions and proceeds to do so. The autocrat makes all decisions, rules with an iron hand, enforces regulations without regard for circumstances, and generally ignores the human factor.[44]

Frost and Marshall expressed their own opinion when they pointed out:

> When absolute power and final authority are vested in a rule, that person is considered an autocrat when a leader assigns tasks, decrees what shall be done, and fails to consult the group when it comes to making decisions, his style is considered autocratic. Such a leader believes in strict obedience to command, in authority being delegated from the top without considering the opinions of subordinates, and in tightly controlled situations wherein each person in the organizational hierarchy is responsible to the one above him.[45]

Tillman Hall pointed out in 1973 that:

> . . . this theory is rarely successful in departmental administration in a democratic society. Cues of discontent may be observed in resentment and in lack of initiative, enthusiasm, and morale. Furthermore, the staff turnover is usually quite high.[46]

Frost and Marshall expressed this opinion:

> Some years ago a school superintendent was heard to say

'My theory of administration is this: I hire good teachers, see to it that they have good equipment and facilities, and let them go.'[47]

This represents laissez-faire administration. Complete freedom is given to staff members to set their goals, make decisions, and do as they please. While many teachers prefer an atmosphere where there is little or no interference, this philosophy can easily lead to complacency, an unhealthy love of the status quo, a minimum of coordination, and a lack of direction. In many instances, executives espouse this kind of administration because they are unsure of themselves and wish to conceal their insecurity.[48]

Resick, Seidel and Mason were supportive of Frost and Marshall. They said:

The laissez-faire, the person who avows this position does so in the belief that noninterference in the conduct of others will in the long run pay dividends. It can perhaps be said that more often than not, this type of administration lacks self-confidence. Often, too, an administrator of this type thinks that a hands-off policy is a democratic virtue. Perhaps the biggest danger in this type of administration is satisfaction with the status quo. Again, it can be said that some teachers prefer to teach in an atmosphere where no one interferes.[49]

Democratic administration is characterized by attention to human relations and to participative types of decision making. Also, the leaders are included in policy making. The administrator will try to fulfill the cooperation of everyone in working toward the best possible education of the students. The administrator should utilize the expertise and knowledge of each staff member in all administrative processes.

Ordaway Tead has offered the following definition of democratic leadership:

> Democratic administration is that direction and oversight of
> an organization which assures that aims are shared in the
> making, that working policies and methods are agreed to by
> those involved, that all who participate feel both free and
> eager to contribute their best creative effort, that stimu-
> lating personal leadership is assured, and that in conse-
> quence the total outcome maximizes the aims of the organiza-
> tion while also contributing to the growing selfhood of all
> involved in terms of clearly realized benefits. It means
> that also there is a periodic, orderly, shared review of
> control and of operating methods to assure that aims and
> methods, that leadership in action, and that the necessary
> preparations of good training are all continuing as agreed
> and as agreeable.[50]

Administrative Function

The administrative function is the second aspect of this study.
The different areas of administrative duties for physical education
directors were based on studies done by different authorities such as
Lien[51] and Pucher.[52] These areas are interrelated in that all are
necessary for the department to function as an organization to meet the
objectives of physical education: (1) program, (2) the organization of
the institution, (3) staff relations, (4) coordination, (5) communica-
tion, and (6) budget.

Herman stated that the major building level administrative func-
tions are: (1) housekeeping chores; (2) student and staff personnel
duties; (3) instructional evaluation; (4) instructional development, and
(5) business related.[53]

Sears expressed the concept of administration as significant to the
administrator, dean, or principals. He conceived administration as con-
sisting of five different kinds of activity:

> Planning sets up purposes and outlines procedures and means
> of attaining the purposes; organization divides the labor
> and holds people to their jobs; direction authorizes and
> orders actions, plans, and policies and can penalize inaction

or abuse; coordination holds parts together, to the end
that each supports or supplements the others. All these,
indeed, are contributions to control in a broad and gen-
eral sense.[54]

Ramseyer, Harris, Pond, and Wakefield indicated the following as

major functions of administration: (1) setting goals; (2) making policy,

(3) determining roles, (4) coordinating administrative function, (5)

appraising effectiveness, (6) working with community leadership to

improve effectiveness, (7) using educational resources of the community,

and (8) communication.[55]

Griffiths pointed out that administration is essentially a

decision-making process and that the central function of administration

is directing and controlling this process; his version includes the fol-

lowing steps: (1) recognize, define, and limit the problems; (2) anal-

yze and evaluate the problem, (3) establish criteria and standards by

which the solution will be evaluated or judged as acceptable and ade-

quate to the needs, (4) collect data, (5) formulate and select the pre-

ferred solution or solutions, and (6) put into effect the preferred

solution: (a) program the solution; (b) control the activities in the

program; (c) evaluate the results and process.[56]

Griffiths and Hemphill in 1961 expressed the approach of problem-

solving to the administrative process: (1) recognizing the problem, (2)

preparing to clarify the problem, (3) initiating work in preparation;

(4) organizing and judging facts, (5) opinions and situations, (6) select-

ing alternatives, and (7) deciding and acting.[57]

Farquhar and Piele in a review of studies relating to programs for

administration, listed managing change, making decisions, and managing

conflicts as key skills in competency areas.[58]

Frost and Marshall pointed out that the major function or task of a director department head is: (10 decision-making, (2) planning, (3) organizing, (4) coordinating, (5) directing, (6) guiding, (7) controlling; and (8) evaluating.[59]

Charles Davis in his study pointed out the general administrative duties as: (1) coordinate program with other departments, (2) develop courses of study or syllabi, (3) develop plan for budgeting and accounting, (4) utilize reports of faculty activities in determining budget priorities, (5) formulate department policies in accordance with those of the institution, and (6) seek outside funding to supplement the budget for research and development.[60]

Communication

Communication is the most central process to any organization, Without knowledge of how an institution's communication operates and how well it operates, an administrator risks being controlled by the information processing systems rather than controlling it. The core communication theory has been concerned with the communication of verbal messages within dyadic formates. According to Claude Shannon and Warren Weaver, six elements of communication are suggested: (1) source, (2) an encoder, (3) a message, (4) a channel, (5) a decoder, and (6) receiver.[61]

There are basic principles of communication. According to Rogers, three basic principles of communication for administrators are: (1) communication is purposeful behavior, (2) its effects depend on its audience, and (3) the communication must adapt to the audience.[62]

Gerald M. Goldhaber listed four basic forms of institutional

Communication:

1. Policy: It is a statement of standard operating procedure. Some common areas for colleges communication policies include disclosure of information, access to people or files, and participation in internal governance. The statement of purpose of policy specifies what principle is to be applied in certain situations.
2. Program: It is an ongoing effort to produce some kind of information product. The statement of purpose of a program specifies the nature of the information to be provided.
3. Campaign: It is an effort to achieve a defined goal within defined constraints.
4. Service: Is an ongoing effort to facilitate communication.[63]

Communication within an organization is the first step in establishing, maintaining, and improving morale and efficiency of a group. For purposes of this study, the communication aspect will involve only the areas which relate directly to the department and how it effects the functioning of the program in its attempt to meet the aims and objectives of physical education. Three areas can be divided into communication within the department.

Personal Relationship. Physical education programs are so diversified and involve so many different kinds of activities; communication problems are presented in this field more often than in many other areas of administration. It is therefore necessary to have an efficient pattern of communication, both verbal and non-verbal, between the faculty and administrator. A primary consideration in administration is the personnel, whereas the most important consideration in the program is the student. According to Bucher,

> Administration determines in great measure whether an organization is going to progress, operate efficiently, achieve its objectives, and have a group of individuals within its framework who are happy, cooperative, and productive.[64]

Administration takes on great significance and personal commitment for the administrator when it is realized that

the manner in which an organization is administered directly
influences the lives of human beings. It affects their way
of living, their goals, their ambitions, their happiness,
and their achievements.[65]

The administrator must value each department member for his/her

individual worth. He/she must be aware of "the human drive for social

identity, sense of worthwhileness, status, and recognition."[66] It can

be determined that leadership is both a function of the social situation

and a function of the personality of the individuals in the group, and

these are interacting. The leader primarily assumes the role of the

initiator of the group action in attaining the objectives of the program.

"The effect the leader has on other people is a definite factor in

evaluating effective leadership."[67] His/her capacity to contribute to

the achievement of the goals in relation to his/her ability to interact

with the members of his group is an indication of a dynamic organi-

zation.[68]

Evaluation. Once a curriculum is established in coordination

with the philosophy of the program, evaluation becomes necessary to help

in giving further direction to the program. The term "evaluation" in

this context means the appraisal of the program according to a set of

values or criteria as determined by the organization.[69] In other words,

it is to determine the contribution of physical education in the lives

of the students. "If the program has been well conceived, and expertly

planned and conducted, one would expect the evaluation to show that the

students have profited."[70] The evaluation process enables physical

education departments to judge what they perceive as important and what

they do in relation to their stated goals in their progress toward those

goals. It should be a guide to present and future action as the

primary purpose of evaluation is the improvement of instruction. When
evaluation is well used, "the process of evaluation is itself a very
potent means of producing progress."[71]

Grading. Perhaps the most difficult aspect of communication
is the evaluation and grading of the students for academic purposes.
The grades should reflect the course objectives and the success of the
individual in meeting criteria. The grade should not only be meaning-
ful to the student but also to other faculty in that they should repre-
sent the degree of achievement in the subject matter of the particular
course. Personality, attitude, manner of dress, and attendance should
not be considered. If the grades are considered in the quality point
average, it is of utmost importance that the grade be determined
with as high a degree of objectivity as possible. Therefore, written
and practical tests should be administered whenever possible.[72]

If the grade is to have meaning, the purposes for each course and
the standards expected of the students with respect to the level of
that course should be clearly stated to the students in the beginning.
The grade should be based on the degree of success in reaching these
stated standards.

Financing and Budgeting

Budgeting and financial accounting provide the necessary adminis-
trative machinery and operations to request funds, make them available
for needed facilities, programs, projects, and individuals who then
exercise control to see that they are used in an effective and effi-
cient manner. Administration is responsible for the function and

requires special qualities on the part of the administrator such as: integrity, foresight, wisdom, and firmness. Fiscal management reflects the administrative program. It shows where the emphasis is, what is considered important in long-range planning, and the activities that need developing. The administrator must coordinate the program with sound budgeting and financial accounting principles, a must if the program is to exist and prosper. According to Knezevich, the budget is the heart of fiscal management and is the fiscal interpretation of the educational program. The budget alone is the general financial and calculation plan for a stated period of time.[73]

Lahti gave an example of this concept as he stated that budgeting has been handled predominately as a process of addition or multiplication. This approach was based on the student growth during a stipulated period of time as the justification for budget increases.[74]

Of all the subject matter areas in elementary, secondary, or college educational systems, health and physical education require one of the largest allocations of funds in order for the programs to function effectively. The cost of personnel, health services, facilities, supplies, and equipment are only a few of the items that amount to large expenditures of money. As much as 25% of many school and college plants are devoted to these programs. According to Bucher,

> Probably 200,000 physical educators and coaches getting paid
> at least one billion dollars annually in salaries for more
> than sixty million children and young people involved in
> health and physical education activities.[75]

According to Percy E. Eruup, the term of budget has been brought to the United States from England. As developed in England, "budget" involved budget preparation by the executive branch of government,

approval by the legislative branch, authorized for tax levies by the
legislative branch to meet the expected expenditures, and administration
by the executive branch of government.[76] Leon Ovsieu and William B.
Casetter pointed out that the educational budget serves a number of
important functions:

1. It projects the proposed school program and plan of the
   institution for the next fiscal period.
2. It shows the sources of funds, anticipated expenditures,
   and allocation of authority for administering budgetary
   items.
3. It serves to inform the public about the educational pro-
   gram of the school.
4. It provides a guide for evaluating the year's program and
   a means of comparing educational services with those that
   have been offered in other years.
5. It provides the motivation for careful planning, for
   establishing systems of control, and for wise and effec-
   tive expenditure of funds.
6. It points out the relationship of the state, federal, and
   local units of government in supporting education.[77]

Dudley Ashton stated that:

In this country the schools and state colleges are supported
primarily by taxation. This kind of support could occur in
different ways: by local or state property tax levies, by
state aid in an attempt to equate opportunities between high
and low economic-level communities, and by federal aid for
special projects.[78]

French and Lehston spelled out that:

Money for the support of physical education and athletics
may come from taxes, gate receipts, gifts or endowments,
student fees, athletic associations, special appropriations,
or such money-raising plans as concessions, sale of programs,
movies, plays, circuses, and other forms of entertainment.[79]

Having determined where the financial support for the physical edu-
cation programs can be secured, it is then necessary to plan carefully
how this money may be spent. Ashton maintained that in terms of the
amount of money available and in terms of the relative values of the
different plans of programs, careful planning is necessary to

control expenditures.[80] The budget is basic to financial management in any kind of endeavor. The budget should be prepared in advance.

Resick, Seidel and Mason pointed out:

A budget is a written estimate of anticipated income and expenditures. Budgets are prepared for years in advance and for educational institutions the fiscal year is the unit of time from the first day of July to the following June 30th. For public schools, budgets are usually pre-pared in March and April, well ahead of the beginning of the year.[81]

In terms of preparation of the budget, the first step is to collect the information and to determine the different needs of administration. They stated:

In the beginning of the preparation of the budget, the administrator must collect information. The best guide is the budgets prepared in previous years. These budgets are a source of information pertaining to income and expenditures over a period of several years.[82]

French and Lehsten stated:

The first step in the development of a budget is the determination of the various needs of the administrative unit. This involves an assessment of new fiscal needs as well as continuing or omitting others in the process of needs determination. Each staff member should have an opportunity to participate in the formulation of this background for subsequent budgetary efforts.[83]

The second step is "to itemize the anticipated expenditures within the budget separately for each sport."[84] The third step in the budgetary procedure is "to establish a control card for each sport on which each expenditure is recorded at the time the bill is paid."[85]

According to Bucher, when the budget is regarded as a statement of anticipated expenditures and revenues, it is the economic document of that institution. For that institution to best serve society, its funding should be allocated as such to obtain the greatest yield of educational productivity. This is the criterion of efficiency, the use

of available resources in such a way as to maximize goals achivement.[86]

Therefore, budgeting is the formulation of financial plans in terms of

the work to be accomplished and services to be performed. For example,

all of the expenditures should be closely related to objectives of the

institution and the budget should forecast revenues and expenses for a

period of one year. According to Lahti, in order to achieve this, bud-

gets must be flexible enough to make the controls more effective, thus

forcing new innovative ideas at a time of financial instability of

higher education.[87] Strategies, as defined by Lahti, would allow such

flexibility as readjustment of present programs to meet not only present

but future needs and the consideration of different programs, as well as

possible cutbacks across the board.[88]

In terms of purposes of the budget, budgets express the plan and

program. They determine such things as class size, supplies, equipment

and facilities, methods used, results and educational values sought as

well as personnel available. They reflect an institution's philosophy

and policies, and determine what phases of the program are to be empha-

sized. They can, with the other budgets of educational subdivisions,

determine the tax levy for the school. William Jellema surveyed pro-

vate colleges and uni-ersities and found that due to a greater atten-

tion to cost accounting, as reported by 42% of the institutions sur-

veyed, the budget's purpose was to provide a finer definition for goals

and objectives. Forty-five percent said their financial difficulties

have prompted development of better fund-raising techniques as well.[89]

There are short-term and long-term budgets. The short-term budget

is usually the annual budget that runs for a twelve-month period. The

long-term budget represents long-term fiscal planning, possibly for a
ten-year period. Most physical education budgets are short-termed or
annual, whereby they plan their financial needs for a period covering
the college year. Most recently there has been a tremendous growth
toward a systems approach method of managing budgetary matters in
higher education.

Stephen Knezevich mentioned that certain types of budget systems
such as P.P.B.S. (planning, programming ,budgeting system), P.E.R.T.
(program evaluation and review technique), M.B.O.R. (management by
objectives/results) are used.[90] Robert Lahti added the O.D. (organi-
zation development) concept.[91]

The concept of P.P.B.S. was examined by Avedision as it related to
physical education programs. He stated that

> . . . the planning phase included establishing the objectives,
> the programming phases, combined activities, and events to
> produce distinguishable results and budgeting phases con-
> cerned with the allocation of resources.[92]

Harry Hartley commented on P.P.B.S. by stating that

> P.P.B.S. does not compensate for insufficient funds, nor is
> it intended to be a cost-reduction device for hard-pressed
> school officials. . . . A planning-programming-budgeting
> system provides a more rational basis for the efficient
> allocation of scarce resources among competing programs. Its
> basic distinction from traditional planning procedures is
> that the focus is upon the outputs of an organization rather
> than upon its inputs.[93]

Knezevich examined the P.E.R.T. method, saying it acts as a tool
for management in defining and coordinating what must be done success-
fully if goals and objectives are reached on time.[94]

Lahti noted that the O.D. method is a strategy to change the struc-
ture of an organization so that the institution can cope with the new
values and technologies as well as change itself.[95]

The M.B.O. type of budget concept was mentioned by Lahti and Knezevich as a very popular method of management to base budget allocations on a series of objectives set up, carried out, and constantly re-evaluated to determine if funds are being allocated properly to obtain stated goals and objectives.

Budget making naturally originated in connection with business and government enterprises. Three basic steps should be followed for the construction of the budget:

1. Collecting the necessary information
2. Classifying the information
3. Presenting and adopting the budget

The department chairman represents the person in charge of his particular academic area. Therefore, good administration would mean that the budgetary items would be reviewed with him during their preparation so that approval will be routine. For successful adoption, the budget should be prepared in final form only after careful consideration of all variables is complete to minimize any changes.

Organization

Man joins together with his fellows in groups commonly called organization. While the purposes and objectives of these organizations may vary, all organizations can be identified by the fact that they do have goals. "The term organization and the principles that govern it, are inherent in every form of concerted human effort."[96] All people need the feeling of belonging to something, and the organization which an individual frequently joins exemplifies those qualities which he feels are important to him.

Man exists as a unit of society. Of himself he is isolated,

meaningless; only as he collaborates with others does he
become worthwhile, for by sublimating himself in the group
he helps produce a whole that is greater than the sum of
its parts.[97]

Furthermore, organizations cannot function without members. "Organiza-

tions tend to attract and accept as members individuals who identify

themselves with other organizations that have similar and supportive

norms."[98] Motivational factors are important in understanding the indi-

vidual's need for orgnizational involvement. Man has diversified needs

but among the most important, other than primary needs, are the follow

ing:

1. Need for achievement . . . the degree to which an indi-
   vidual wants to perform at a high level of excellence.
2. Need for affiliation . . . the degree to which an indi-
   vidual wants to be included anf eels that he belongs to
   a group or organization.
3. Need for power . . . the degree to which an individual
   desires to control others or be controlled by others.
4. Need for ego support, status and recognition . . . the
   degree to which an individual wants to be appreciated
   and receive positive evaluations of himself in the
   group and organizational setting.
5. Need for affection . . . the degree to which an indivi-
   dual wants to be like others and be liked by others.
6. Need for acquisition . . . the degree to which an indi-
   vidual wants material things.[99]

The organization can also influence the individual by providing

stable purposes and expectations. Simon pointed out four mechanisms of

organizational influence:

1. The organization divides work among its members.
2. The organization establishes standard practices.
3. The organization transmits decisions downward (and
   laterally or even upward) through its ranks by estab-
   lishing systems of authority and influence.
4. The organization trains and indoctrinates its members
   . . . this might be called the 'internalization of
   influence' because it injects into the very nervous
   system of the organization members the criteria of
   decisions that the organization wishes to employ.[100]

Through the utilization of careful planning practices, which include allowance for personal goal attainment and experiences, which add to the total ability of the individual, the organization can structure itself to a form which includes the total organization as well as the parts which compose it. This planning should include a careful and rational analysis of the past along with an objective and knowledgeable look at the future possibilities of the organization.

Organization means the formal structure of the department. Physical educators want their programs to be a part of the total education and development of the young people. It therefore becomes a necessity to have a philosophy and definite principles, policies, and procedures regarding the organization, personnel, program, and facilities in order that the department can be conducted with efficiency in conjunction with the educational aims. If the department functions as a unit in accordance with the educational aims, the learning and teaching process becomes more effective.[101]

Roger Wiley has listed the following steps in the preparation of organizational charts:

1. Identify goals and objectives or organization.
2. Group the goals and objectives of the organization into functional units. .
3. Form the identified functional groups into departmental units.
4. Sketch a basic model of the organization and give it a trial run.
5. Revise the original model according to input received from the trial run.
6. Evaluate the final design by assigning to each of the functional groups and levels the names of all individuals who work within the organization.[102]

The lines of authority take major proportions in defining the formal structure of the department. The final authority varies from

institution to institution, in that some colleges have policy changes
approved by the Board of Trustees, while others have to seek approval
of the president, director, or the dean of the college.

Any department that is to function adequately must have a sound,
well-established curriculum as a basis on which to operate. The
establishment of a curriculum consists of outlining the course content,
objectives and procedures, classifying the students, assessing the time
available for instructions and stating the need for progression and
evaluation of the entire program. Delbert Oberteuffer mentioned that
"the essence of physical education is found within the curriculum, and
to a large extent determines the quality of the physical education
experience."[103] Because there is such a wide variety of choices of
activities within the physical education program, the curriculum depends
on the purpose the organization has in mind in meeting the needs of the
students. The curriculum should be justified in terms of its contribu-
tion to the development of those students. The program will not be
judged by the techniques of teaching, although it is important. It will
be judged by the service it offers to its students. The curriculum
takes on major significance when it is realized that the student is the
end product. All other factors are the tools for accomplishing the goal
of providing its students with the psychological, physiological, and
sociological needs. With increased knowledge of the ways young people
grow, learn, and are motivated, Halpin said that physical education does
make specific contributions to the general education program.

> In order to keep up with the scientific and technological
> advancements, it becomes imperative that the administra-
> tion be given enough time to do creative thinking and
> planning to meet the needs of the students. The adminis-
> trator and staff must make use of the current methods to
> achieve a successful program.[104]

Another consideration in the framework of the organization is the place of instructional, intramural, and intercollegiate programs within the educational setting. The four divisional areas will be determined by the instructional staff available, facilities and financial factors; therefore, it will vary greatly from program to program. It could be dependent also on the philosophy of the educational setting. Lack of one or more of these factors could be determined in the department's attempt to achieve a dynamic, progressige program, and to meet the needs of the students.

Evaluation

Evaluation is a major responsibility of administration and the major responsibility of any chairman in any department. Neilson and Jenson propose the following definition of evaluation: "Evaluation is a process of determining the status of something and of relating that status to some standard in order to make a value judgment."[105] Latchaw and Brown described the steps in the process of evaluation in these words:

1. The value or ideal state to be achieved is accomplished.
2. The individual or situation is compared to the ideal state through the use of measuring instruments.
3. A conclusion is drawn as to whether the ideal and the real are the same or whether some discrepancy exists.[106]

French and Lehsten pointed out that the responsibility of administration of physical education includes:

1. Program - to determine the degree to which the objectives are being met, and the level of adherence to recommended standards of program development and content.
2. Pupil - to determine the degree to which the individual needs and interests of the individual are met, to assess the growth and development of the

individual, and to identify the achievement of the indi-
vidual in terms of specific outcomes of the program.

3. Personnel - to determine the degree of professional
    effectiveness of the staff in the mangement of instruc-
    tion and facilitation of positive learning experiences,
    to assess the relative strengths and weaknesses of
    staff on an individual and group basis, and to maintain
    an informed level of staff professional growth, compe-
    tencies, and potential.[107]

Evaluation of faculty performance is one of the chairperson's most
difficult and important responsibilities. According to Prodgers, why
evaluate? A sense of professionalism by the individual faculty member
and for more practical orientation of administrators in making decis-
ions on tenure, promotion, reappointment, and salary. These two pur-
poses of faculty evaluation have as a common goal the improvement of
student learning.[108]

Kazar stated that prior to identifying evaluation instruments and
clarifying procedures as to how an evaluation is to be completed, it is
essential that they enable a clear understanding of the purpose of the
evaluation or why the faculty member is being reviewed. Faculty may be
evaluated for purposes of retention or reemployment, promotion, tenure,
salary increments, reassignment within the department or system, and,
of course, for the improvement of teaching competency.[109]

Prodgers suggested that for administrators, the reasons for improv-
ing or initiating systematic evaluation of faculty become clear:

- In many colleges and universities there is a serious prob-
  lem of too many older tenured professors blocking the
  advancement, and sometimes even the employment of younger
  teachers. An evaluation system offers to administrators
  a means of determining which faculty are pulling their
  weight, and which are not.
- A faculty evaluation system can be used for developing and
  improving the ones who stay . . . it has been called a way
  to 'renew' faculty abilities during this era of lowered
  mobility and generally older faculty. It may be that

faculty will benefit most directly from these more formal
evaluation systems. Faculty realize that college adminis-
trators have to make major personnel decisions, and there-
fore have little objection to making the decision-making
process more equitable.
- Informal approaches to personnel decision-making create
major problems for administrators of faculty members who
have been judged negatively with to contest certain decis-
ions through legal means.
- The student who, in the final analysis, will benefit most
fundamentally from faculty evaluation. More and more
colleges and universities point to the improvement of
student learning as the ultimate objective of the eval-
uation of faculty.[110]

Edward DeRoche stated a number of objectives that can be attained.

The information gathered through the evaluation process can be used to

improve the institutional environment and thereby improve the quality

of teaching. Some of these objectives are:

1. To know the strengths and weaknesses of each teacher and
    thus enable him to make teaching assignments that will
    capitalize on teacher strength.
2. To improve job satisfaction, thereby reducing absenteeism,
    grievances, and teacher turnover.
3. To enable administrators and teachers to make better use
    of the leadership potential within the faculty.
4. To keep the lines of communication open and reduce the
    possibility of misunderstanding; promote a team effort;
    and insure the likelihood of faculty cohesiveness.
5. To insure that the most teachers, particularly the new
    ones, will have a better chance for success.
6. To provide specific answers to the questions raised by
    parents, school boards, and others, about the teaching
    effectiveness of particular staff members for depart-
    ments.[111]

Garmelo Sapone in his article stated that today as never before,

the public is demanding educational and fiscal accountability. What

citizens are requiring is proof of increased effectiveness of teachers

and administrative performances as they influence pupil growth and

school achievement.[112]

Evaluation of the faculty is divided into several categories, with

each category receiving its own individual evaluation. Categories in

higher education generally include, according to Razor: (1) teaching,
which includes mastery of content and pedagogical delivery; (2) schol-
arly productivity which includes research, articles and books pub-
lished, papers delivered, and (3) service which reflects departmental
and college committee membership, active involvement in the individ-
ual's professional organization, etc. He further stated:

> In evaluating each area it is necessary to employ unique
> instrumentation and documentation so as to provide an
> assessment of the category or variable being evaluated.
> The validity of the evaluation of the faculty is no bet-
> ter than the validity and power of each of the indi-
> vidual categories.[113]

Miller identified nine categories to consider in evaluating overall
faculty performance. They were classroom teaching, advising, faculty
service and relations, management (administration), performing and
visual arts, professional services, publications, public service, and
research.[114]

Bucher stated that the administration has an important role to play
in the evaluation of teachers, and leadership needs to be provided in
this area to establish a planned program evaluation. Teachers need
assistance to improve their own effectiveness. Some guidelines for
the evaluation of teachers are, as Bucher suggested: (1) Appraisal
should involve the teachers themselves. (2) Evaluation should be cen-
tered on performance. (3) Evaluation should be concerned with helping
the teacher to grow on the job. (4) Evaluation should look to the
future. (5) Evaluation of teachers should be well organized and admin-
istered, with the step-by-step approach clearly outlined.[115]

Fawcett suggested the following outline which includes some broad
areas in which teachers might be evaluated as a means of initiating an

evaluation program: (1) interpersonal relations, (2) classroom management, and (3) teacher-learning.[116]

Miller suggested the following roles of teachers and some activities within each role: (1) advising students on programs of study, (2) sponsoring or advising student groups, (3) chairing master's or doctoral supervisory committees, and (4) serving on master's or doctoral supervisory committees.

Teaching:

1. teaching regular course offerings
2. developing course materials
3. developing replicable systems of instruction

Faculty Service:

Serving on departmental, college, or university committees.

Administration and Management:

1. Directing or managing an administrative unit
2. Managing programs or projects

Publications:

1. books
2. journal and magazine articles
3. monographs

Public Service:

1. serving on local, state, or national committees
2. holding public office

Research:

1. basic scientific investigations, both theoretical and applied
2. investigations of educationally relevant problems.[117]

Staff Relations

Institutions working together on the problems of common concern and under the leadership of competent administrators develop a team

spirit; each person is essential to the functioning of the group, and each person is interested first in the welfare of the group rather than his own personal status.

The main considerations in selecting new faculty members should be based on the following qualifications: (1) personality, (2) health and physical fitness, (3) intellectual ability, (4) communication skills, and (5) creativity. According to Voltmer, Esslinger, McCue, and Tillman:

> This is a complex area in that each person has a unique personality and different aspects of one's personality are typically exhibited in different situations. In nontechnical terms, personality can be viewed as an individual's way of behaving, experiencing, and thinking. These characteristics are of prime importance in determining whether or not a person should be selected for physical education positions. The close relationship which develops between the student and physical education teacher and the coach makes it critical for the physical education teacher and coach to have exemplary personality characteristics. Emotional stability is an important personality attribute for the physical education teacher-coach. The pressures involved and impact that the person has on students demand that a proper personal perspective be maintained. Self-control, acceptance of disappointments and criticism, adaptation to changing situations, patience, and even temperament.[118]

Personal standards, ethics, and personal integrity are of importance when selecting a new member, with consideration given to his /her ability to get along with other staff members is of utmost importance. Since members of a group are striving for the same goals and tend to interact socially within the organization and outside the organization, it is advantageous that all members of the present structure share the responsibility of the selection of the new faculty member. In conjunction with this and in fairness to the applicant, every applicant for a faculty position should know the exact nature of the duties and responsibilities that are expected of him/her before he/she accepts the position. It is essential that the administrator who is responsible for

hiring new members lists the qualifications and responsibilities of the new position.

In terms of departments functioning effectively, there must be personal interaction between the administrator and the members of the department, and the faculty must feel a sense of trust in the relationship. There must be acceptance of the administrator as the leader of the group. This acceptance should be based on the competency of the administrator, not solely on his/her ability to get along with the department members. The leader who is effective in maintaining high morale within the group is not necessarily effective in accomplishing the goals of the department. There must be a definite balance of the two in the successful operation of a program. The members of the group must feel that their social needs are satisfied, but at the same time they are experiencing a sense of accomplishment in their work, with recognition for accomplishing these tasks. In developing favorable working conditions for the staff and faculty, it is imperative to understand that the administrator must balance the institutional values along with the value of individuals. In general, a feeling on the part of the teacher that opportunity to participate regularly and actively in the planning, decision-making and policy-making of the program was closely related to the degree of satisfaction within the organization. The communication within the hierarchy also had a positive effect on staff morale. A direct relationship in maintaining staff morale also exists in the advancement of individuals within the structure. Promotion is related to the salary increase, and this presupposes excellence in the work.

The Program

The program is the heart of any educational enterprise. A physical education program must have clearly formulated principles based on concepts that relate to its philosophy and scientific facts pertinent to the needs of human beings. The development of a sound program is dependent on these principles. The philosophy, based on insight, understanding, and experience, gives general direction to achieving the goals of the department, while the principles give specific direction in terms of the department's policies and procedures. The philosophy is a basis for decisions within the profession and the department is responsive to the limitations and needs of the people involved.[119] Because society is continually changing, there is a need to re-examine the purposes and philosophy of physical education in order to determine whether the present program meets the needs of its students.[120] Once the philosophy is defined, the aims serve as a guide to the general purpose of the program and give direction and meaning to the immediate tasks for a particular organization. The absence of controlling aims forces decisions to be made in response to immediate pressures, with little or no basis for the decision. The objectives serve as guides for the department in determining realistic aims. Although these objectives will differ from group to group, the must coincide in general with the aims of education.

The principles are the kind of fundamental beliefs of the particular department in regard to physical education, and they serve as a basis for the decisions and actions of that program. The principles are reflected in department goals, policies, and procedures. The goals

show what things are valued by the department, what objectives the group proposes to pursue, and the ways the group proposes to reach these goals. The policies give the conditions for guiding and determining the decisions of the program. Department procedures refer to the established or traditional way of accomplishing the policies of the program. The policies and procedures will vary according to the institution, and will depend on the objectives of the institution, the kind of institution, the kind of program, the size of the institution, the availability of the facilities, and the quality and quantity of the personnel involved.

It is the duty of the administrator to keep some consistency between the philosophy and principles of the program. There is no perfect program that can be understood unless the philosophy, which consists of the airms, objectives, and principles, are accompanied by an explanation of the administrative policies under which the department operates. These policies become tools by which the curriculum is directed, and they must be based on fact. But the policies serve only to implement the procedures of the program, not to dictate it, and they should be started as a part of the program's objectives. The faculty must know and understand these policies, so that the program can be organized and conducted in accordance with the philosophy of the program and the situation.[121]

The administrator is designed to lead the department and is usually accountable for success or failure of the program. The administrator is responsible for organizing and conducting the program, based on the philosophy of the department, and the principles for which the department was created. The administrator is expected to make continual progress in the development of the program, and this can be accomplished only if there is direction to the program, based on sound principles.

Role of the Administrator

Much of the success of a particular organization will be related
to the spirit and efficiency with whith the department is conducted.
To function effectively and smoothly, all of the units must operate
in a certain routinized way for common goals, with effective adminis-
tration guiding the organization. The administrator in any kind of
organization is responsible for a successful administration. The
qualifications of an effective administrator in any organization are
many, but the qualifications for an administrator in physical educa-
tion can be divided into the following aspects:

1. his/her knowledge of theory in administration
2. his/her ability to instill good human relations
3. his/her integrity
4. his/her ability to make decisions
5. a willingness to accept responsibilities
6. an understanding of physical education
7. the intellectual capacity
8. a command of administrative techniques.[122]

The chairperson of a department hovers between the faculty and the
administration. Brown pointed out that

. . . the chairperson is the man in the middle, and at
the same time the man on the firing line. Students,
faculty, administrative officers . . . even parents and
alumni . . . interact with him regularly on a variety
of problems ranging from the trivial to those which are
highly central to the welfare of the department.[123]

Barzum Jacques maintained that:

Chairmen are nominally appointed by the president;
most often they are chosen by departmental vote for a
fixed term of three to five years. In most medical
schools, chairmen are by tradition permanent, and
appointed by administrative fact. Finally, there is
the third hybrid system by which chairmen are appointed
for a term of years by the president, ostensibly at
his own will, but actually as the result of an informal
caucus in the department which amounts to a democratic
nomination.[124]

The chairperson is a leader. Tucker pointed out that "the chairperson is both a manager and a faculty colleague, an advisor, a soldier and captain, a drudge, and a boss."[125] He is the linking pin between three different groups. Each group tries to keep him on its side, and then will judge him by its criteria. Brown stated:

> The department chairman is caught between students who want a relevant education since they are getting shortchanged, faculty who believe he should provide them with ever increasing salaries, decreasing teacher loads, and such benefits as secretaries, space, books, and travel funds, and above him is a dean and a central administration who want every penny pinched and accounted for and who want myriad of rules and regulations which limit the chairman's flexibility and options.[126]

Chairmen are part-time administrators. Teaching, research, and scholarship are their main interests. Heimler pointed out that the responsibilities of the position fall into three categories: administration, faculty leadership, and student advising.

- The chairman is expected to perform the managerial tasks requisite to the operation of the department.
- He furnishes faculty leadership in the formulation of college and departmental policies, the improvement of instruction, curriculum development, and the stimulation of faculty research and scholarship.
- As an administrative officer, the chairman provides advice and assistance to the students about their academic programs and about college regulations.[127]

He also indicated that the chairman's job includes these specific tasks: (1) improving instruction; (2) developing and revising courses; (3) making the semester schedule; (4) developing programs: major, minor, state teaching credential, M.A., general education; (5) recruiting faculty; (6) evaluating faculty and staff; (7) preparing the department budget; (8) administering the department budget; (9) reviewing and approving student

petitions; (10) requisitioning textbooks and library materials; (11)
maintaining department records; (12) attending meetings and conferences;
(13) making faculty schedules; (14) taking care of department corres-
pondence, and (15) writing student recommendations for employment and
graduate school.

Perhaps the function of the chairman is that of faculty leader,
which is directly related to his teaching, scholarship, and professional
reputation. Further, his effectiveness is related to his ability to
work cooperatively with the faculty in developing the department's pro-
gram, to chair departmental meetings, to speak forcefully with knowledge
and understanding in support of his ideas, and to further the depart-
ment's objectives through the administration and policy-making machinery
of the college.[128]

Brown summarized the function of the department head, noting that it
is "an impossible job about to become tougher." Quoting from the Penn-
sylvania State University Faculty Hand Book, Brown noted the following
responsibilities:

Administration

1. To organize the department and serve as the chief admin-
   istrative officer responsible for programs of resident
   education, research, and continuing education.
2. To assume the initiative in developing departmental
   policies, coordinating them with those of the college
   and university.
3. To administer the departmental budget.
4. To organize, develop and supervise programs of contin-
   uing education in the academic fields represented in his
   department.
5. To supervise the department's secretarial and service
   staff.
6. To take the initiative in establishing an approved list
   of textbooks for classroom use and to recommend their
   adoption by the dean.
7. To prepare schedules of course offering and teaching
   assignments and, in the process, maintain liaison with

other academic department heads of the college, officers of
the graduate school, and other officers of the university.

8. To administer, under present university polity, the depart-
mental programs of instruction and research at the Common-
wealth Campuses and Centers.

9. To supervise and manage the physical facilities under the
jurisdiction of the department.

Faculty

1. To recruit a capable faculty with the concurrence of appro-
priate administrative officers.

2. To encourage excellence in teaching and to develop and admin-
ister department programs of teacher improvement.

3. To make recommendations to the dean relative to promotions,
salary adjustments, tenure, and leaves of absence for depart-
ment members.

4. To serve as a channel of communication between the faculty
and the administrative or executive committe, dean, and
general university officers.

5. To nominate to the dean section heads for the major areas
within the department.

6. To recommend department members for membership on the faculty
of the graduate school.

7. To encourage research, writing, and other creative endeavor
on the part of department members.

8. To organize and supervise the operation of appropriate
faculty seminars and convocations.

9. To recommend and approve staff members for continuing educa-
tion assignments.

10. To recommend and approve staff members for the Commonwealth
Campuses and Centers.

Students

1. To set up appropriate arrangements for advising undergraduate
students majoring in the department.

2. To set up appropriate arrangements for the supervision and
approval of graduate theses and dissertations, and for the
advising and guidance of graduate students within the
department.

Promotion and Liaison

1. To cooperate with and assist:
   a. the Associate or Assistant Dean for Research in
   stimulating research and writing on the part of the
   department members.
   b. the Associate or Assistant Dean for Continuing Edu-
   cation in formulating and staffing programs.
   c. the Associate or Assistant Dean for Resident Educa-
   tion in evaluating and promoting the further develop-
   ment of the undergraduate and graduate programs of
   instruction.

2. To develop and maintain contacts with:
      a. research and organizations and foundations, both on and off campus.
      b. business, labor, professional, and public groups.
3. To serve as liaison between the department and other academic departments of the college and university and with the graduate school.

Committees

1. To serve as a member of the administrative or executive committee of the college.
2. To serve as an ex officio member of the university senate.

Professional Standing

The department head is expected to participate in teaching and research, whenever it is feasible, and to maintain appropriate relationship with the technical, scientific, and scholarly organization in his field.[129]

Shogren observed:

If a comprehensive task does not exist, it must be constructed by chairpersons, faculty, and administrator. Then the dean must play a central role in helping the chairperson 'prioritize' the task list into a personalized job description. He must give his answer to the question. Of all the tasks a chairperson might do, which are most important to this department? The chairperson can then go or solicit the faculty's answer to the same question. Only when the chairperson knows the expectancies of his two main constituents, faculty and administration, can he rationally assess his performance and his developmental needs.[130]

Frost and Marshall noted additionally:

The chairperson of a department is responsible to an immediate superior on the one hand, and to the faculty and students of the organization on the other hand. Ultimately the responsibility is to the students and their parents. Administration has as its major responsibilities (a) the improvement of the education of the students, and (b) providing for the health and welfare of the students. To better understand the work of the administrator is the following:

Personnel Function

      a. recruit and recommend appointment of new staff members
      b. orient and assign tasks to new staff members
      c. evaluate and supervise staff members
      d. recommend promotion and salary increments

Policy Formulation

      a. exercise leadership in the formulation of objectives, aims and goals

      b. appoint committees to draw up policies and present them for approval

      c. formulate and disseminate operating procedures

Program Planning

      a. exercise leadership in planning programs

      b. supervise the drawing up of schedules for classes and intermural activities

      c. appoint committees for planning and presenting new courses

      d. continuously evaluate programs and stimulate innovative and progressive planning

      e. coordinate related programs to prevent needles repetition and overlapping.

Decision Making

      a. make decisions when actions are not covered by policies and rules

      b. make final selections of new departmental appointees

      c. make decisions with re gard to schedules, equipment, and supplies

Budget and Finance

      a. plan and present budget proposals

      b. administer the budget

      c. seek sources of additional funds

      d. control expenditures

Administration of Facilities

      a. plan new construction

      b. schedule use of facilities

Management of Equipment

Public Relations

      a. speak to civic, educational, and other groups

      b. assist in planning brochures, booklets, and other publicity materials

      c. work closely with representatives of the news media in providing information and in preparing material for publication

Attend Meetings

Communicating

    a. send out written notices and special information bul-
        letins as needed
    b. have face-to-face meetings with staff members
    c. use intercoms intelligently
    d. use policy books and guidelines for operating procedures

Office Management

Evaluating Management[131]

Reporting on a study of selected duties of academic deans of public

junior colleges, Weldon Eugene Day listed the following duties for the

deans:

> . . . Faculty staffing, new teacher orientation programs,
> faculty evaluation, budgeting, long-range planning, develop-
> ment of educational policies, nurturing the professional
> growth of the faculty, performing as a member of the admin-
> istrative council, consulting with the president, attending
> professional meetings, and carrying on a program of self
> evaluation of the dean's office.[132]

In the terms of power and authority, Tucker Allan expressed and

pointed out that in most colleges and universities the chairperson's

power is manifested by the exercise of certain roles. The following

are examples of roles that can provide the chairperson with power and

authority: the bearer of news--good or bad--to department faculty

members; the defender of the department; the primary contact for the

department faculty members with regard to external professional assign-

ments and consulting; the appointer of committees and committee mem-

bers; the sometime initiator and constant arbitrator of curriculum

development and reform; the allocator of department resources; the

maker, even if by proxy of the schedule of course offerings; the final

arbiter for assigning courses and teaching loads to individual faculty

members; one of the most influential voices in tenure and promotion

cases.[133]

Kenneth E. Eble said that the chairperson or dean or higher offi-
cer is responsible for decision making even if it was group decision.
The wise administrator should probably welcome these decisions for
which he/she can clearly be responsible rather than develop a habit of
referring every decision to some other level.[134]

Eble suggested a theme of communication which included recogni-
tion of shared authority, necessity for open communication, and reali-
zation that administrators serve faculty and students. He said:

> Open administration is necessary to establishing a climate
> in which communicating can flourish. Doors and minds and
> channels of communication must be open access to people,
> to information, to resources.[135]

The chairperson is the department's chief planner. According to
Tucker, there are two kinds of planning--both are necessary. One is
the abstract generalized planning that establishes goals and priori-
ties without much regard for the realities of an ever-changing exis-
tence. The other is the kind of planning that is not perceived as
planning at all but as a routine activity. The chairperson should
establish or help establish a rational plan for the department's future,
a plan that clearly includes a system of priorities that is realis-
tic.[136]

Looking to the future is an inescapable part of the administra-
tor's job. Eble was referring to the need for both short-range planning
and long-range planning. The first means the next week's planning,
next term's schedules, and next year's staffing. It is a routine
operation. The second goes with thinking and forecasting for the
next five to ten years.

> Most long-range planning seems to be imposed from on high,
> sometimes in anticipation of stringent financial times

ahead, or to generate facts that have been requested by governing boards, or mandated from outside the institution by federal and state regulations.[137]

According to Esther French and Nelson G. Lehsten, the administrator is designated to lead the department and is usually held to strict accountability for its successful functioning. He is responsible for organizing and conducting the activities of his area so they are in harmony with the objectives of the educational institution. He is expected to furnish the type of leadership that will make possible the continual progress and development of the department.[138] It is the responsibility of the head of the department to exert leadership, and the entire area of leadership is beset with problems. The leader has the responsibility to guide or lead in a manner beneficial to the group. The democratic administrator must not only originate ideas but also must assist in coordinating and implementing the ideas of others.[139]

Goldman examined the research on leadership and suggested that certain factors are significant. When these factors are related to physical education and health, the following guidelines for administrative leaders are worth considering:

1. The administrators of physical education and health programs who possess such traits as ambition, ability to relate well to others, emotional stability, communicative skill, and judgment have greater potential for success in leadership than persons who do not possess these traits.
2. The administrators of physical education and health programs who desire to be leaders of their organization must have a clear understanding of the goals of the organization. The direction in which they desire to lead the organization must be within the broad framework of the goals and objectives of the school district and consonant with the needs of the community they serve.
3. The administrators of physical education and health programs who desire to be leaders of their organizations must understand each of the persons who work with them,

> including their personal and professional needs.
> 4. The administrators of physical education and health
>   programs who desire to be leaders of their oganization
>   need to establish a climate within whith the organi-
>   zation goals, personal needs of each staff member,
>   and their own personality traits can operate har-
>   moniously.[140]

According to Bucher, the administrator is a key person; he sets the pace and provides the leadership. Administrators must continually keep in mind the goals toward which they are working. Administrators frequently have the areas of both health and physical education within their administrative devision which affords the opportunity to promote the kind of cooperation that is needed to achieve the aims of each. Administrators must recognize the important place that each area has in the total picture.[141]

Depending on such factors as discipline, faculty size, and faculty maturity, department chairpersons will be requied to spend different amounts of time on various administrative tasks. According to James H. Roach, it has been estimated that a chairperson spends at least seventy-five percent of his time dealing with faculty, students, and administrators. Such dealings require what have been termed interpersonal, human relation or, more generally, leadership and management skills.[142]

Characteristics of the Administrator

There are many areas which concern the determination of the characteristics of the administrator as a leader to lead his department to be successful. Weaver listed seventeen skills, abilities, and functions which he felt are essential for work as a community education leader: (1) setting goals; (2) making policy; (3) determining roles; (4)

coordinating administrative functions and structure; (5) appraising

effectiveness; (6) working with community leadership to improve effec-

tiveness; (7) using the educational resources for the community; (8)

involving people; (9) communicating; (1) managing conflict; (11) making

decisions; (12) managing change; (13) innovating; (14) programming;

(15) risk-taking; (16) leading groups, and (17) listening.[143]

Ernest Y. Flores identified the compentence for administrator

studies as bein particularly relevant to research related to the compe-

tencies of the community education educators.[144] Thes competencies

were developed by a group of professors of educational administration in

the California State College system:

1. task analysis, skills of planning, seeking of goals and
   objectives and implementing of plans related to goals.
2. to develop attitudes, concepts, skills and techniques
   leading to proficiency in effecting improvement in the
   educational program.
3. to provide opportunities to achieve proficiency in oral
   and written communication calling upon the candidate to
   develop policy position, argumentation, and opinion.
4. to understand the decision-making process.
5. to develop the understanding of the relationships that
   exist between evaluation, and accountability.
6. to understand and use research and development techniques
   and skills.
7. to know and use management tools.
8. to develop the skills and attitudes in effective human
   relations.
9. to use the results of social, political, and economic
   studies toward the improvement of education.[145]

Paul Lazarsfeld contends that administrators of any organization are

confronted with four major tasks:

1. The administrator must fulfill the goals of the organization.
2. The administrator must make use of other people in fulfilling
   these goals, not as if they were machines, but rather in
   such a way as to release their initiative and creativity.
3. The administrator must also face the humanitarian aspects of
   his job. He wants people who work for him to be happy. This
   is morale--the idea that under suitable conditions people
   will do better work than they will under unsuitable conditions.

4. The administrator must try to build into his organization
   provisions for innovation, for change, and for develop-
   ment. In this changing world, people and organizations
   must adjust to changing conditions. The conditions for
   change must be incorporated into the organization so that
   there may be a steady process of development rather than
   a series of sudden disruptive innovations.[146]

The roles of the department chairperson may vary considerably. Not the least important role is that which the chairperson develops for himself or herself. Tucker Allan pointed out that a chairperson who is both an effective leader and an efficient facilitator ofteen possesses many of the following characteristics:

- good interpersonal skills; ability to work well with faculty
  members, staff, students, deans, and other chairpersons.
- ability to identify problems and resolve them in a manner
  acceptable to faculty members.
- ability to adapt leadership styles to fit different
  situations.
- ability to set department goals and to make satisfactory
  progress in moving their department toward those goals.
- ability to search for and discover the optimum power avail-
  able to them as chairpersons; ability to maximize that
  power in motivating faculty members to achieve department
  goals and objectives.
- active participation in their professions; respect of their
  professional colleagues.[147]

The job of chairpersons varies so much from department to depart-ment that a detailed standard job description is difficult to compose. Each chairperson, to a large degree, creates the role according to his or her own talents and skills within a framework that is consistent with institutional, department, and personal goals, both academic and administrative.

Frost and Marshall suggested that characteristics of administra-tors are:

1. The leader must have vision. Leaders see a little further
   ahead, a little more clearly than those who follow.
2. All leaders must be sensitive to the thought and feelings
   of those whom they seek to lead.

3. Great leaders must have courage, both physical and moral.
4. Leaders must possess determination and perseverance.
5. The good leader will be supportive.
6. The effective leader will set the pace.
7. Good leaders are just.
8. The good administrative leader must be flexible and adaptable enough to be able to adjust to a variety of situations and function effectively with different groups.
9. Leaders must be able to communicate.
10. The effective leader must understand human nature.[148]

Administrator Integrity

It is an area of concern in determining the qualifications of an administrator, his personal integrity, as a human being, and successful administrator. Ethics deals with the standards of acceptable behavior on the part of the individual in that it considers morality, conduct, good and evil, and ultimate objectives in life.[149] There are several principles of manner which control the individual in his dealing with the people around him and through any kind of organization. These principles are regarded rights, moral duty of person, and responsibility.

The word "integrity" refers to the adherehnce by the person to the code of moral and ethical values as determined by society and "is based on what is honest and good in the individual."[150]

The following statement is representative of the code of ethics of the education profession; it appoints concisely what the educated person is expected to accomplish:

We, the professional educators of the United States of America affirm our belief in the worth and dignity of man. We recognize the supreme importance of the pursuit of truth, the encouragement of the scholarship, and the promotion of democratic citizenship. We regard as essential to those goals the protection of freedom to learn, and to teach, and the guarantee of equal educational opportunity for all. We affirm and accept our responsibility to practice our profession according to the highest ethicsl standards.[151]

The statement gives a meaningful definition for all educational persons, a big picture in their attainment of the aims of education values and justification for a commitment to these aims and goals which society has termed professionalism. It sets an example of standardized ethical and moral conduct. The practices, the behaviors, which reflect principles of our society and the beliefs of our culture are taught. Children learn these behaviors from their culture in any nation as human beings, and from their experiences with the people around them.

Ability to Make Decisions

Decision-making is one of the most difficult and important tasks of the administrator, particularly in his attempt to decide what is the best for the institution and at the same time for the department members as a whole. In the democratic system-operated organizations, policies will be determined by the group. But some time the administrator must encourage and spell out the quality procedures for deciding on particular plans such as the most alternative procedures in gaining the most satisfactory decision for the program. The administrator has been appointed the leader of the group because of his knowledge and technical competence in the area of physical education or an area of administration, and is respected for his ability to provide these alternative procedures. The budget and feasibility of plan should be evaluated when decisions are being evolved, and often the administrator is the only one with that information.

Most essential aspect of decision-making in the administrative process is that to be truly authentic and effective the administrator

Ability and Responsibility

The most important qualification of the administrator is his ability to secure definite standards of performance for all persons involved in the department. This could be performed if the people are encouraged to apply uniform procedures in connection with the maintenance of standards. The role of the administrator must be known to all concerned; built--in lines of authority and responsibility are essential in order for the administrator to define his jurisdiction and authority. Responsibility, practices and procedures of small departments will differ in degrees, not kind, from a large department. The more complex the organization, the more channels of communication must be opened in the administrative structure; thus, there are more responsibilities for the administrator who is trying to accomplish the aims of the department. Since there are more responsibilities in the large department, the more delegation of responsibility and authority must be given to the faculty members to perform the task. The administrator will then be freed from minor tasks. A great administrator of a large department cannot perform routine and detailed tasks, for then there will be no opportunity to plan for the future and for advancement of the department.

The success of a program in the physical education department depends upon the quality of the administration. The programs are so diversified and present such a variety of problems that administration facet in the coordination of dynamic and progressive program. If the administrator is not willing to accept the responsibility for the successes and failures of the department, there can be no lines of authority.

must be willing to risk change and at the same time be confident that the results will be beneficial to the department and program. There should be a sense of direction for decisions concerning the program, and the administrator must know, not assume, the directions the decision will take and why when contemplating a change.

A study of twenty-two departments with the best campus reputation for being well-administered were those departments with leaders who were described as above average in initiating structure and consideration.[152] He surmised that the most effort made to attain the aim of the department, the more sound and valid decisions were evolved by an administration and department working as a unit.

The Intellectual Capacity

The responsibilities of the administrator are broad. They encompass the systematic organization of the program, the choosing of effective and qualitifed personnel, the management of financial policies, construction of and maintenance of staff morale, and establishment of channels of communication. In order to accomplsih these processes requires a "responsible and intellectual executive, energetic and capable of direction."[153] Lower than average intelligence possibly could inhibit access to leadership, but the higher than average intelligence is no guarantee of effective leadership. The idea of high intellectual capacity in the administrator's role possibly is more dependent on the specific level of intelligence of the average of the group within which one functions as the administrator. On the other hand, leadership is more a measure of ability to influence a particular group within a specific situation in which he functions as a leader.

Ability to Instill Good Human Relations

The successful functioning of the administrative process is depend-
ent on the nature of interaction or relationship between the adminis-
trator and his staff in any kind of administration. It is behavior by
the administrator that indicates

> . . . friendship, mutual trust, respect, and warmth in his
> relationship with the group, whereby he endeavors to
> establish well-designed patterns or organization, open
> channels of communication, and ways of accomplshing the
> goals of the department.[154]

When the sub-ordinate-superordinate hierarchy is balanced, morale of the
department is at its highest.[155]

The crucial factor in the administrator's relationship with his
department members is that he must try to operate on an impersonal basis
in decisions affecting the program so that the decisions affecting the
group can be made impartially.

Satisfaction in the work by department members is affected by the
degree of unity among the faculty in their attitudes toward the teacher.
The more alike the faculty and administration are, the more satisfac-
tion one will receive in his work. The effective, dynamic group must
have social satisfaction, and at the same time have a sense of accom-
plishing the goals of the department.

END NOTES

[1] Mary P. Follett, *Dynamic Administration: The Collected Papers of Mary Follett* (New York, 1942), pp. 25-29.

[2] F. J. Roethlisberger and W. J. Dickson, *Management and Worker* (Cambridge Mass., 1939).

[3] Nicos P. Mouzellis, *Organization and Bureaucracy, An Analysis of Modern Theories* (Chicago, 1967), p. 99.

[4] Chester Barnard, *Organization and Management* (Cambridge, Mass., 1948).

[5] Chester Barnard, *The Functions of the Executive* (Cambridge, Mass., 1938), p. 122.

[6] Frederick Taylor, *The Principles of Scientific Management* (New York, 1945), pp. 36 ff.

[7] Bertram M. Gross, *The Managing of Organizations*, Vol. I (London, 1964), pp. 128-136.

[8] Ibid.

[9] Ibid.

[10] Nicos P. Mouzelis, *Organization and Bureaucracy, An Analysis of Modern Theories* (Chicago, 1967), p. 1.

[11] Warren G. Bennis, "Leadership Theory and Administrative Behavior: The Problem of Authority," *Administrative Science Quarterly*, Vol. 4, No. 3 (December 1959), pp. 259-301.

[12] Luther Gulick and Lyndall Urwick (eds.), *Papers on the Science of Administration* (New York, 1937).

[13] Lyndall Urwick, *The Elements of Administration* (New York, 1943).

[14] Warren G. Bennis, *Changing Organizations* (New York, 1966), p. 68.

[15] Edwin A. Fleishman, "Twenty Years of Consideration and Structures," *Current Developments in the Study of Leadership*, pp. 1-12.

[16] Ibid., p. 8.

[17]Herbert A. Simon, The New Science of Management Decision (New York, 1960).

[18]Gross, Managing, pp. 181-190.

[19]Douglas McGregor, The Human Side of Enterprise (New York, 1960).

[20]R. R. Blake et al., "A Managerial Grid Approach to Organization Development: The Theory and Some Research Findings," Harvard Business Review, Vol. 42 (Nov-Dec),1964 pp. 133-155.

[21]Roland F. Campbell et al.,Introduction to Educational Administration (Boston, 1966), p. 115.

[22]Ibid., p. 116.

[23]Raymond E. Callahan, Education and the Cult of Efficiency (Chicago, 1962).

[24]Ibid., p. 117.

[25]Arthur P. Coladarci and Jacob W. Getzels, The Use of Theory in Educational Administration (Stanford, California, 1955), p. 7.

[26]Daniel E. Griffiths, Human Relations in School Administration (New York, 1956).

[27]Jacob W. Getzels and Egan G. Gubay, "Social Behavior and the Administrative Process," School Review, Vol. 65 (Winter 1957) pp. 435-438.

[28]Andrew W. Halpin, Theory and Research in Administration (New York, 1966), p. 69.

[29]Alan Paton Garth, "An Analysis of Administrative Theory in Selected Graduate Administration Courses in Physical Education." (Unpublished Ph.D. dissertation, University of Illinois, 1970.)

[30]Gordon A. Olafson, "Leader Behavior of Junior College and University Physical Education Administrators." (Ph.D. Dissertation, University of Illinois, 1959.)

[31]Ibid., p. 115.

[32]John W. Douglas, "An Analysis of Administrative Leadership in Physical Education Departments." (Doctoral dissertation, Ohio State University, 1969.)

[33]Patricia Allen, "An Analysis of Administrative Leadership and Group Interaction in Departments of Physical Education for Women of Selected Colleges and Universities." (Doctoral dissertation, University of Oregon, 1971.)

[34]Robert L. Katz, "Skills of an Effective Administrator," Harvard Business Review, Vol. 37, No. 1 (Jan-Feb, 1955), pp. 33-42.

[35]Robert J. Havinghurst, "Educational Leadership for the Seventies," Phi Delta Kappan, Vol. 53, No. 7 (March 1972), p. 306.

[36]John Wesley Gould, "The Leadership Function of the Academic Dean as Viewed by the Deans," Dissertation Abstracts, 2312:4584 (1962).

[37]Wardell D. Thompson, "An Analysis of the Functions and Responsibilities of the Academic Dean of Selected Colleges and Universities in Texas," Dissertation Abstracts, 2111:3335 (1960).

[38]Gerald R. Firth, "Theories of Leadership: Where do we Stand?" Journal of Educational Leadership, Vol. 33, No. 5 (Feb 1976), pp. 327-328.

[39]R. A. Dahl, Equality and Power in American Society (Indianapolis, 1961), p. 84.

[40]Robert L. Katz, "Skills of an Effective Administrator," Harvard Business Review, Vol. 52 (Sept-Oct 1974), p. 91.

[41]A. M. Feldvebel, "A Rationale for Competency-Based Programs in Educational Administration," CCBC Notebook, Vol. 3, No. 1 (July 1974) p. 8.

[42]Harold C. White, "Perceptions of Leadership by Managers in a Federal Agency," Personnel Administration and Public Personnel Review, Vol. 1 (July-Aug 1972), pp. 51-56.

[43]Ibid, p. 56.

[44]Matthew C. Resick, Beverly L. Seidel and James G. Mason, Modern Administrative Practices in Physical Education and Athletics (California, 1979), p. 25.

[45]Reuben B. Frost and Stanley J. Marshall, Administration of Physical Education and Athletics: Concepts and Practices (Dubuque, 1977), p. 4.

[46]J. Tillman Hall et al., Administration Principles, Theory and Practice (Pacific Palisades, CA., 1973), p. 8.

[47]Frost and Marshall, p. 21.

[48]Frost and Marshall, p. 4.

[49]Resick, Seidel and Mason, pp. 25-28.

[50]Frost and Marshall, p. 5.

[51] Ronald L. Lien, "Democratic Administrative Behavior," National Association of Secondary School Principals, XXXXVII (March 1964), pp. 31-38.

[52] Charles A. Bucher, p. 65.

[53] Jerry Herman, "A New Look at Organizing Administrative Functions," The Clearinghouse (Jan 1973), pp. 273-274.

[54] J. B. Sears, The Nature of the Administrative Process (New York, 1930), p. 205.

[55] J. A. Ramseyer, L. E. Harris, M. Zipong, and H. Wakefield, Factors Affecting Eductional Administration (Columbus, Ohio, 1955), p. 48.

[56] D. E. Griffiths, "Administration as Decision-Making," in A. W. Halpin (ed.) Administrative Theory in Education (Chicago, 1958), p. 132.

[57] D. E. Griffiths et al., Administrative Performance and Personality (New York, 1961), p. 218.

[58] R. H. Farqubar and P. K. Piele, Preparing Educational Leaders (Columbus, Ohio, 1972).

[59] Frost and Marshall, p. 11.

[60] Charles C. Davis, "Analysis of the Duties Performed by the Administrative Head of Health, Physical Education and Recreation in State-supported Colleges and Universities in the United States." (Unpublished doctoral dissertation, Ohio State University, 1972), pp. 89-91.

[61] H. S. Bhola, "The Grammar of Communication for Action," Teaching and Learning, 54 (1978), p. 25.

[62] Gerald M. Goldhaber, Improving Institutional Communication (New York, 1978), pp. 2-7.

[63] Ibid, pp. 7-8.

[64] Charles A. Bucher, p. 210.

[65] Andrew W. Halpin, "Class Lectures, Educational Administration Course, Cornell University," Ithaca, New York (Summer 1966).

[66] Sidney Mailick and Edward H. Vanness, Concepts and Issues in Administrative Behavior (Princeton, 1962), p. 189.

[67] Sidney Mailick and Edward H. Vanness, The Art of Administration (New York and London, 1951), p. 101.

[68] Andrew W. Halpin, "Leadership Behavior of School Superintendents," Community Development Study, Monograph No. 4, Ohio State University (1956), p. 17.

[69] Glenn W. Howard and Edward Masonbrick, <u>Administration of Physical Education</u> (New York, 1963), p. 37.

[70] Delbert Obertcuffer and Celeste Ulrich, <u>Physical Education</u> (New York, 1962), p. 416.

[71] Esther French and Nelson Lehsten, <u>Administration of Physical Education for Schools and Colleges</u> (New York, 1978).

[72] Delbert Obertcuffer, p. 426.

[73] Stephen Knezevich, <u>Administration of Public Education</u> (New York, 1975).

[74] Robert Lahti, <u>Innovative College Management</u> (San Francisco, 1973).

[75] Charles Bucher, <u>Administration of Health and Physical Education Programs</u> (St. Louis, 1971).

[76] Percy Eruup, <u>Changing Budgetary Practice.</u> (Boston, 1974), pp. 227-228.

[77] Leon Louisiew and William B. Castetter, <u>Theory and Practice of School Finance</u> (Chicago, 1967), pp. 210-212.

[78] Dudley Ashton, <u>Administration of Physical Education for Women</u> (New York, 1968).

[79] Esther French and Nelson Lehston, pp. 70-78.

[80] Dudley Ashton, p. 215.

[81] Matthew C. Resick, Beverly L. Seidel and James G. Mason, <u>Modern Administrative Practices in Physical Education and Athletics</u> (San Francisco, 1979), p. 239.

[82] Ibid., p. 239.

[83] Esther French and Nelson Lehston, p. 440.

[84] Resick et al., p. 240.

[85] Ibid., p. 240.

[86] Charles Bucher, <u>Administrative Dimensions of Health, Physical Education Programs, Including Athletics</u> (St. Louis, 1971).

[87] Robert Lahti, p. 173.

[88] Ibid., p. 178.

[89] William Jellema, <u>From Red to Black?</u> (San Francisco, 1973).

[90]Stephen Knezevich, p. 150.

[91]Robert Lahti, p. 174.

[92]Charles Avedision, "Planning, Programming, Budgeting Systems," Journal of Health, Physical Education and Recreation (October 1972), pp. 37-39.

[93]Harry Hartley, Educational Planning - Planning-Programming-Budgeting: A Systems Approach (Englewood Cliffs, 1968).

[94]Stephen Knezevich, p. 152.

[95]Robert Lahti, p. 178.

[96]James D. Mooney, "The Principles of Organization," Paper on the Science of Administration (ed.), Luther Gulick and L. Urwick (New York Institute of Public Administration, Columbia University, 1937), p. 91.

[97]William H. Whyte, The Organization Man (New York, 1964), p. 7.

[98]Ralph M. Stogdill, "Discussions of Organizational Theory," in Approaches to Organizational Design (ed.), James D. Thompson (Pittsburgh, 1966), p. 24.

[99]Bernard P. Indix and Kenneth F. Berrien, People, Groups, and Organizations (New York, 1968), p. 13.

[100]Herbert Simon, Administrative Behavior (New York, 1947), pp. 102-130.

[101]Esther French and Nelson Lehsten, p. 29.

[102]Frost and Marshall, p. 49.

[103]Delbert Oberteuffer, p. 206.

[104]Andrew W. Halpin, Administrative Theory in Education (Chicago, 1958), 0. 38.

[105]Voltmer Esslinger and K. Tillman, p. 420.

[106]Frost and Marshall, p. 419.

[107]Esther French and Lehsten Nelson, p. 381.

[108]Stephen B. Prodgers, "Toward Systematic Faculty Evaluation," Regional Spotlight, Vol. 03 (Jan 1980) Eric Microf: ED #181-833.

[109]Jack E. Razor, "The Evaluation of Administrators and Faculty Members . . . or Evaluating the 'Boss' and Each other," Midwest Association for Health, Physical Education and Recreation (Madison, Wisconsin, 1979), Eric Microfilm #50, pp. 180-355.

[110] Stephen Prodgers, p. 185.

[111] Edward F. DeRoche, Evaluating School Programs and Personnel: A Guide for Teachers and Administrators (Shorwood, Wisconsin, 1974).

[112] Carmelo V. Sapone, "An Appraisal and Evaluating System for Teachers and Administrators," Educational Technology (May 1980).

[113] Jack E. Razor.

[114] Richard I. Miller, Developing Programs for Faculty Evaluation (San Francisco, 1974), p. 16.

[115] Charles A. Bucher, p. 630.

[116] Ibid., p. 630.

[117] Richard Miller.

[118] Edward F. Voltmer, Arthur A. Esslinger, Betty Foster McCue, and Kenneth G. Tillman, p. 49.

[119] Charles Harold McCloy, The Philosophical Bases of Physical Education (New York, 1947), p. 9.

[120] American Association of Health, Physical Education and Recreation, Physical Education for College Men and Women (Washington, D. C., 1965), p. 4.

[121] Glenn W. Howard and Edward Masonbrick, Administration of Physical Education (New York and Evanston, 1963), p. 30.

[122] Charles A. Bucher, Administration of School Health and Physical Education Programs (St. Louis, 1958), pp. 22-49.

[123] James Brown and Thomas A. Emmet, The Academic Department of Division Chairmen: A Complex Role (Detroit, 1972), p. 197.

[124] Jacques Barzan, The American University (New York, 1968), pp. 102-103.

[125] Allan Tucker, "Chairing the Academic Department Leadership Among Peers," American Council on Education, Washington, D. C. p. 4.

[126] James Brown and Thomas A. Emmet, p. 6.

[127] Charles H. Heimler, "The College Department Chairman," Educational Record (Spring 1967), pp. 158-168.

[128] Ibid., p. 159.

[129] Brown and Emmet, pp. 7-10.

[130] John A. Shogren, "Administrative Development in Higher Education," The State of the Art: Vol. I (Richmond, Virginia, 1978), p. 174.

[131] Frost and Marshall, pp. 6-9.

[132] W. E. Day, "An Analysis of Selected Duties of Academic Deans of Public Junior Colleges." Dissertation Abstracts: 2911A-3795.

[133] Allan Tucker, pp. 6-7.

[134] Kenneth Eble, The Art of Administration (San Francisco, 1979), p. 134.

[135] Ibid., p. 42.

[136] Allan Tucker, pp. 17-18.

[137] Kenneth Eble, p. 132.

[138] Esther French and Nelson Lehsten, Administration of Physical Education for Schools and Colleges (New York, 1973), pp. 4-8.

[139] Ibid., pp. 409-410.

[140] Charles A. Bucher, Administration of Health and Physical Education Programs, Including Athletics (St. Louis, 1971), pp. 11-12.

[141] Ibid., pp. 45-46.

[142] James H. Roach, "The Academic Department Chairperson: Functions and Responsibilities," Educational Record, 57 (Winter 1976), pp. 13-23.

[143] G. C. Kliminski, "A Study of the Skills of Successful Directors of Community Education in Michigan." (Unpublished doctoral dissertation, Western Michigan University, 1974), p. 50.

[144] Earnest Y. Flores, "Characteristics of Degree Preparation Program in the Area of Community Education at Selected Universities." (Unpublished doctoral dissertation, Arizona State University, 1978.)

[145] Ibid., pp. 112-114.

[146] Paul F. Lazarsfeld, Organizing Educational Research (Englewood Cliffs, New Jersey: Prentice-Hall, 1964), p. 80.

[147] Allen Tucker, "Chairing the Academic Department: Leadership Among Peers." American Council on Education, Washington (1981), p. 41.

[148] Frost and Marshall, pp. 230-231.

[149]Earle F. Zeigler, _Philosophical Foundations for Physical, Health, Recreation Education._ Englewood Cliffs, New Jersey: Prentice-Hall, Inc. (1964), p. 21.

[150]_Ibid._, p. 21.

[151]National Education Association of the United States, _Opinions of the Committee on Professional Ethics._ Washington, D. C.: Government Printing Office (1964), p. 2.

[152]John Hemphill, "Patterns of Leadership Behavior Associated With the Administrative Reputation of the Department of Colleges," _Journal of Educational Psychology_, XXXXVI (November 1955), pp. 336-401.

[153]Delbert Oberteuffer and Celeste Ulrich, _Physical Education._ (3rd ed.) New York: Harper and Row, Publishers (1962), p. 371.

[154]Andrew W. Halpin and Don B. Croft, "The Organizational Climate of Schools." Contract #SAE543 (8639) United States Office of Education, Department of Health, Education and Welfare. Washington, D. C.: (July 1962) p. 1.

[155]J. W. Getzels, "A Psycho-Sociological Framework for the Study of Administration," _Harvard Educational Review_, XXII (Fall 1952), p. 237.

CHAPTER III

METHODS AND PROCEDURES

According to Kerlinger,[1] "A research design is, in a manner of speaking, a set of instructions to the investigator to gather and analyze his data in certain ways." Normative survey methods of research were undertaken by the investigator to determine the role of the administrator in his department, the characteristics of the administrator, and the main function of the department of physical education. For organizational purposes, the procedures were arranged in the following sequence: selection of subjects, developing the instrument, administration of the questionnaire, analysis of the data, conclusions and recommendations for further study.

Selection of Subjects

The investigation was limited to colleges and universities. A list of department administrators who are members of the College and University Administrator's Council (CUAC) of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) were selected for this investigation by a random selection. The list was prepared by AAHPERD by identifying those individuals who marked CUAC on their membership forms in 1980-1981. Ninety physical education administrators were contacted and asked to participate in the investigation. The contacts were made by mailing a letter of introduction from the

chairperson of the investigator's committee with a summary statement of the proposed investigation (Appendix A). A list of the colleges and universities which were selected is in Appendix B.

Development of Instrument

The questionnaire was constructed by the investigator after substantial reading of related literature and after having course work related to administration with Dr. Robert Kamm, former president of Oklahoma State University. Additionally, the researcher has had experience as an administrator in his home country of Iraq, which assisted him in preparation of the questionnaire. The questionnaire was relevant to the area most commonly identified in the literature as administrative practices and procedures in the department of physical education and the characteristics of administrative leaders. The investigator made the questionnaire to obtain the respondents' opinions, experience, and knowledge about administration.

A draft of the questionnaire was developed by the researcher to secure the desired information. This tentative draft was submitted to members of the investigator's committee in order to elicit comments that would make the questionnaire items more concise. Many of these comments were incorporated in the final questionnaire. The complete instrument mailed to the administrators of physical education, is in Appendix B.

Administration of the Questionnaire

The questionnaire was mailed to each of the ninety individual administrators on February 1, 1983. A self-addressed stamped envelope was attached to each survey form. A letter was included requesting the

administrators to return the questionnaire directly to the investigator by February 28, 1983. A copy of this letter appears in Appendix A.

Preparation of Data for Analysis

There were 60 (67%) responses to the questionnaire returned. This study was designed to find the different perceptions of the administrators among the population sample. The data which the author obtained through the questionnaire was analyzed to determine the frequency of agreement or disagreement to the statements related to the functions of administration, and the characteristics of the administrator. The analysis of the data gathered from the responses to the questionnaire have been presented in Chapter IV. The conclusions based on this information have been drawn in Chapter V. Each response related to the specific subheading was analyzed to identify the percentage of responses for each subheading, the most frequently answered questions in each section, and the answer to the question related to the characteristics of the administrators. Also, the mean of the responses related to each subheading was calculated.

END NOTE

[1]Kerlinger, Fred N., _Foundations of Behavioral Research_ (New York, 1964), p. 280.

CHAPTER IV

ANALYSIS OF DATA

A discussion of the results of the questionnaire submitted to sub-
jects across the nation is provided in this chapter. The components are
as follows: 1) budgeting, 2) communication, 3) organization, 4) staff
relationship, 5) program, and 6) evaluation. In addition, there was a
question which every respondent was asked to answer: What are the
characteristics of a chief administrator?

Each of the subheadings mentioned above will be shown in specific
analyzed tables, and the discussion will be concentrated on each of the
functions according to the results of the study. Table I shows the fre-
quency and percentage of responses to the budgeting function. Table I
shows that 86.70 percent of the respondents strongly agreed that budget-
ing is a primary function of the chief administrator in the department
of physical education. On the other hand, 50 percent of the administra-
tors disagreed with the need for the faculty members to be involved in
the formulation of the budget. Seventy-five percent of the responses
strongly agreed with the idea of keeping a complete financial record
of past years as a guide to provide information for future planning.
However, only 50 percent of the responses strongly agreed that policies
which govern the revenue and expenditure of funds should be clearly
stated in written form. Eighty percent of the respondents strongly
agreed that the chief administrator should be kept informed on

75

TABLE I

FREQUENCY AND PERCENTAGE OF RESPONSES TO THE BUDGETING FUNCTION

Roles	Strongly agree f	%	Agree f	%	Disagree f	%	Strongly disagree f	%	No Comment f	%
1. Budgeting process is a primary function of the chief administrator	52	86.7	6	10	2	3.3				
2. Each faculty member should be involved in the formulation of the budget	15	25	16	16.7	30	50	5	8.3		
3. Complete financial records of past years should be kept to provide information for future planning	45	75	14	23.3					1	1.7
4. Policies governing the revenue and expenditures of funds should be clearly stated in written form	30	50	22	36.7	6	10			2	3.3
5. The chief administrator should be kept informed on expenditures and income of all programs	48	80	10	16.7			2	3.3		
6. There should be a clearly written policy regarding all expenditures by faculty and staff	36	60	18	30	4	6.6	1	1.7	1	1.7
Mean of percentile		62.80		22.23		11.65		2.21		1.11

expenditures and income of all programs. Furthermore, 60 percent of the responses strongly agreed that the faculty and staff members should follow a clearly written policy related to expenditures.

Figure 1 shows the mean score of the percentiles of the total responses related to the budgeting function. The mean score of the responses related to the budgeting function indicated that 62.8 percent strongly agreed on all budgeting procedures which were mentioned previously, compared with 11.70 percent of the mean scores of the responses which disagreed on the budgeting procedure.

Table II shows the frequency and percentage of responses to the communication function. Seventy-eight and three tenths percent of the responses strongly agreed that communication is an essential function of the administration. Also, 86.70 percent of the responses strongly agreed that communication must be conducted in a timely and responsible manner. In addition, 78.30 percent of the responses strongly agreed that communication must be effective with other administrators in the institution and with staff, faculty, students, and other personnel of the department. As a result of the responses, 76.70 percent strongly agreed that it was essential to maintain a good relationship with other related departments; 68.30 percent of the responses strongly agreed that the administrator should develop and maintain a good system of communication with the faculty members, staff, and students. Also, 71.70 percent of the responses strongly agreed that the administrator must confer with the faculty related to professional concerns.

Figure 2 reveals the mean score of the percentile of the responses about the communication function of the administration. The mean score of all responses indicated that 76.66 percent strongly agreed on all
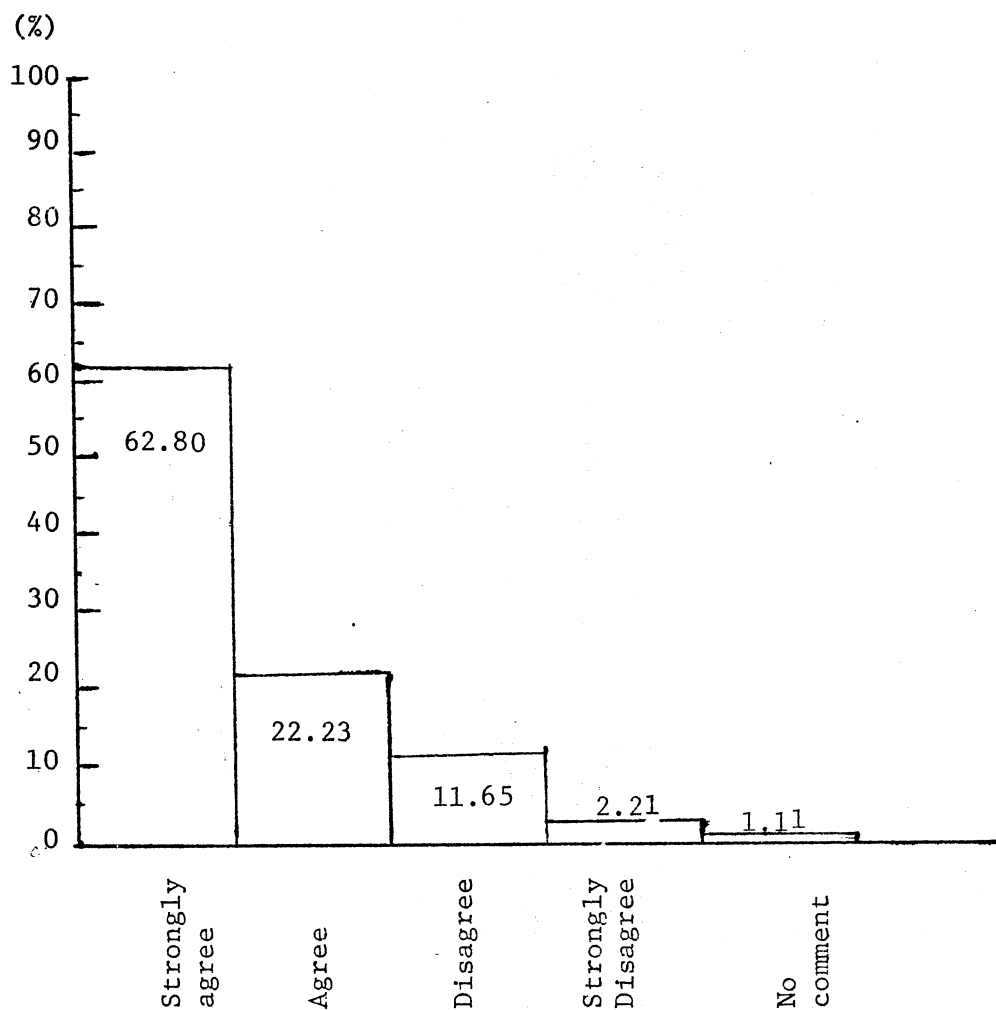
Figure 1. Mean Score of the percentile of Budgeting
Function of the Administration

TABLE II

FREQUENCY AND PERCENTAGE OF RESPONSES TO COMMUNICATION FUNCTION

| Communication	Strongly agree		Agree		Disagree		Strongly disagree		No Comment	
	f	%	f	%	f	%	f	%	f	%
The chief administrator should:										
1. Consider communication an essential function of the administration	47	78.3	7	11.7	6	10				
2. Communicate in a timely and responsible manner	52	86.7	7	11.7	1	1.6				
3. Communicate effectively with other administrators in the institution and with staff, faculty, students, and other personnel of the department	47	78.3	12	20					1	1.7
4. Maintain a good relationship with other related departments	46	76.7	14	23.3						
5. Develop and maintain a good system for communication such as an "open door" for faculty members, staff, and students when appropriate	41	68.3	17	28.3	1	1.7	1	1.7		
6. Confer with faculty relating to professional concerns	43	71.7	17	28.3						
Mean of percentile		76.66		20.56		2.22		.28		.28
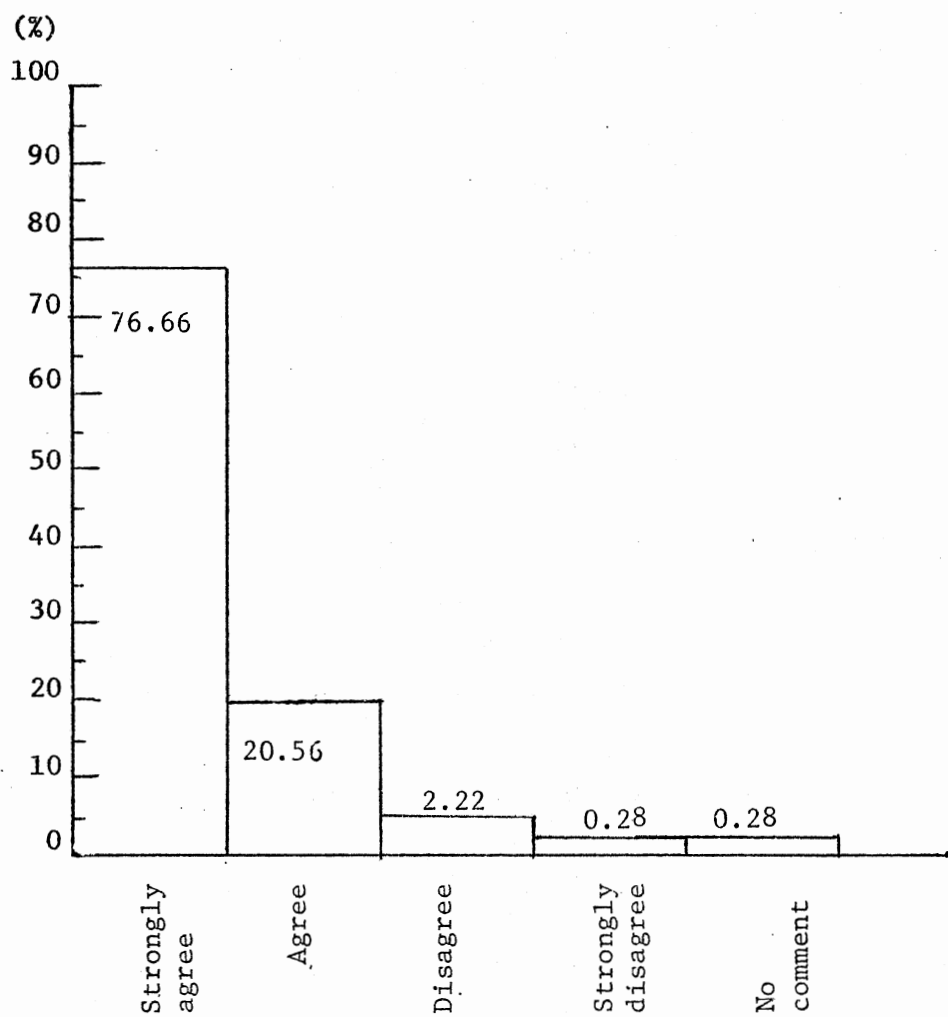
Figure 2. Mean Score of the Percentile of Communicating
Function of the Administration

of the communication statements, compared with 2.22 percent of the mean

scores which disagreed.

Table III presents the frequency and percentages of responses to

the organizing function. The results indicated that 93.30 percent of

the responses strongly agreed that the administrator should be efficient

in organizing his/her department for effective and smooth operation.

Moreover, 68.30 percent of the responses strongly agreed that the admin-

istrator should establish his/her policies and procedures which should

be based upon a systematic accumulation and interpretation of facts

which are related to the organization of the department. Addition-

ally, the results showed that 66.70 percent of the responses strongly

agreed that the administrator should have ability to keep discussions

to relevant uses, proper values of order, and allow freedom implied by

the democratic process when conducting meetings. From the results of

the responses, 76.70 percent of the respondents strongly agreed that the

administrator should be able to establish priorities of duties and

allocate time which is relative to their importance. Also, the respon-

ses showed that 66.70 percent of the respondents strongly agreed that

the administrator should see that academic courses are organized and

supervised according to departmental policies and procedures. On the

comment of the administrator's role in the matter of organizing intra-

mural and recreation programs, 46.70 percent of the responses were

without comment, and only 30 percent agreed that the administrator

should organize intramural/recreation programs.

Figure 3 is a graph of the mean score of the percentiles of the

answers to the organization function of the administration. The mean

of the responses which strongly agreed to the organizing function was

TABLE III

FREQUENCY AND PERCENTAGE OF RESPONSES TO THE ORGANIZING FUNCTION

Organization	Strongly agree f	Strongly agree %	Agree f	Agree %	Disagree f	Disagree %	Strongly Disagree f	Strongly Disagree %	No Comment f	No Comment %
The chief administrator should:										
1. Be efficient in organizing the department for effective and smooth operation	56	93.3	4	6.7						
2. Establish policies and procedures based upon a systematic accumulation and interpretation of facts	41	68.3	15	25	4	6.7				
3. Have ability to keep discussions to relevant uses, proper rules of order, and allow freedom implied by the democratic process when conducting a meeting	40	66.7	20	33.3						
4. Establish priorities of duties and allocate time relative to their importance	46	76.7	14	23.3						
5. See that academic courses are organized and supervised according to departmental policy and procedure	40	66.7	19	31.7	1	1.6				
6. Organize intramural/ recreation programs	7	11.7	11	18.3	10	16.7	4	6.6	28	46.7
Mean percentile		63.90		23.05		4.17		1.10		7.78

(%)

100

90

80

70

60 ── 63.90

50

40

30

20 ── 23.05

10 ── 7.78

4.17 ── 1.10

0

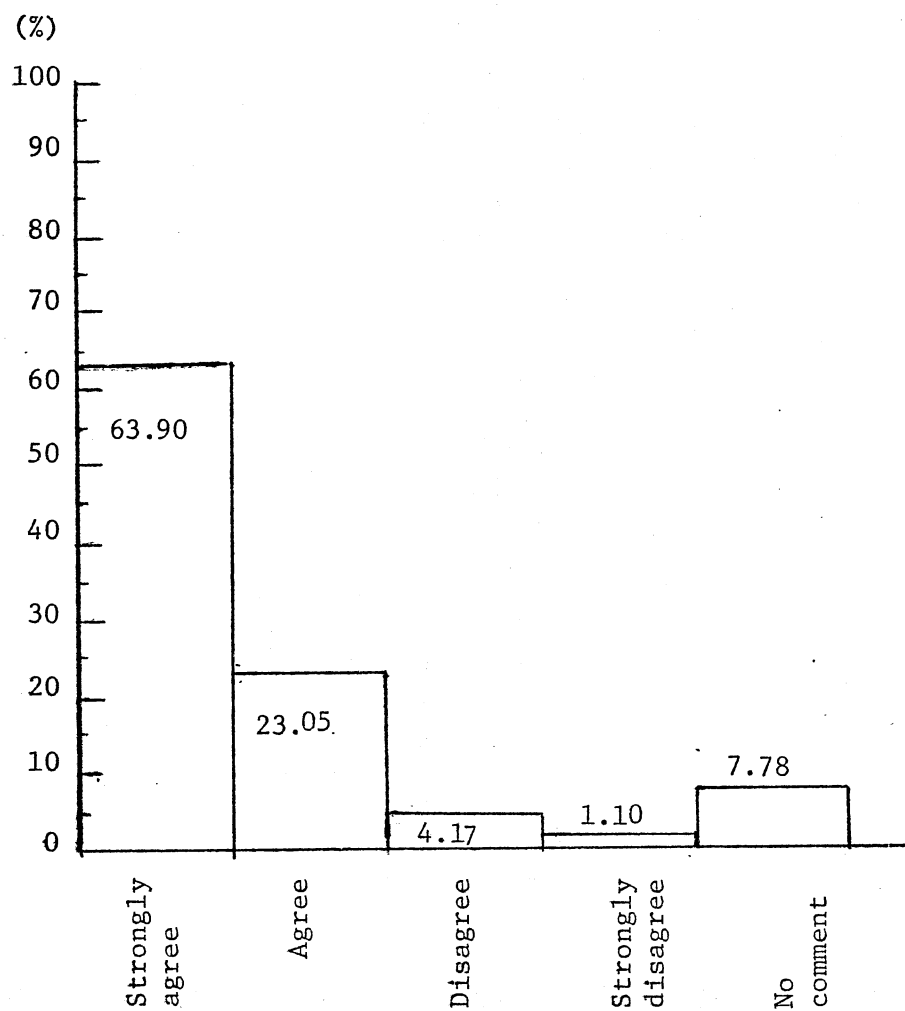Strongly agree | Agree | Disagree | Strongly disagree | No comment

Figure 3. Mean Score of the Percentile of Organ-
ization Function of the Administration

63.90 percent, while the mean score of the responses which disagreed
was 4.17 percent.

Table IV shows the frequency and percentage of responses to the
staff relationship function, the relationship between the chief admin-
istrator and his/her staff. The results of the survy indicated that
71.70 percent strongly agreed that the administrator should provide
encouragement and direction to his/her faculty and staff members. The
responses concerning the support of the administrator to the profes-
sional actions and decisions of his/her staff members when they were in
harmony with the mission of the department and institution shows that
65 percent strongly agreed and 30 percent merely agreed. This figure
indicates that more than 95 percent of the administrators agreed about
the need to support the staff members in their professional activities.
Moreover, 75 percent of the administrators strongly agreed that the
administrator should respect the professional rights and academic free-
dom of his/her faculty members. The faculty members should be strongly
motivated by the administrator to perform their jobs well and continue
to improve; 80 percent strongly agreed with this idea, whereas 20 percent
merely agreed. Sixty-five of the administrators strongly agreed on the
need to assist the teachers/coaches in their professional performance
in the classroom, as a researcher, and/or a coach, and an additional
30 percent agreed to this statement; only 3.30 percent disagreed. The
administrator should be effective in his/her role as a liaison or con-
veyor of information between departmental faculty and staff. This idea
was supported by 100 percent of the responses which were divided into
6.70 percent who strongly agreed and 38.30 percent who merely agreed.

Figure 4 is a graph of the mean score of the percentiles of the

TABLE IV

FREQUENCY AND PERCENTAGE OF RESPONSES TO STAFF RELATIONSHIP FUNCTION

| Staff Relationship	Strongly agree f	Strongly agree %	Agree f	Agree %	Disagree f	Disagree %	Strongly Disagree f	Strongly Disagree %	No Comment f	No Comment %
The chief administrator should:										
1. Provide encouragement and direction to faculty and staff	43	71.7	17	28.3						
2. Support the professional actions and decisions of staff members if harmony with the mission of the department and institution	39	65	18	30	1	1.7			2	3.3
3. Respect the professional rights/academic freedom of the faculty	45	75	14	23.3					1	1.7
4. Provide motivation for faculty to perform well and continually improve	48	80	12	20						
5. Assist teachers/coaches in their professional performance in the classroom, as a researcher and/or as a coach	39	65	18	30	2	3.3			1	1.7
6. Be effective as a liason or conveyor of information between the departmental faculty and staff	37	61.7	23	38.3						
The mean of percentile		69.73		28.32		0.83				1.12
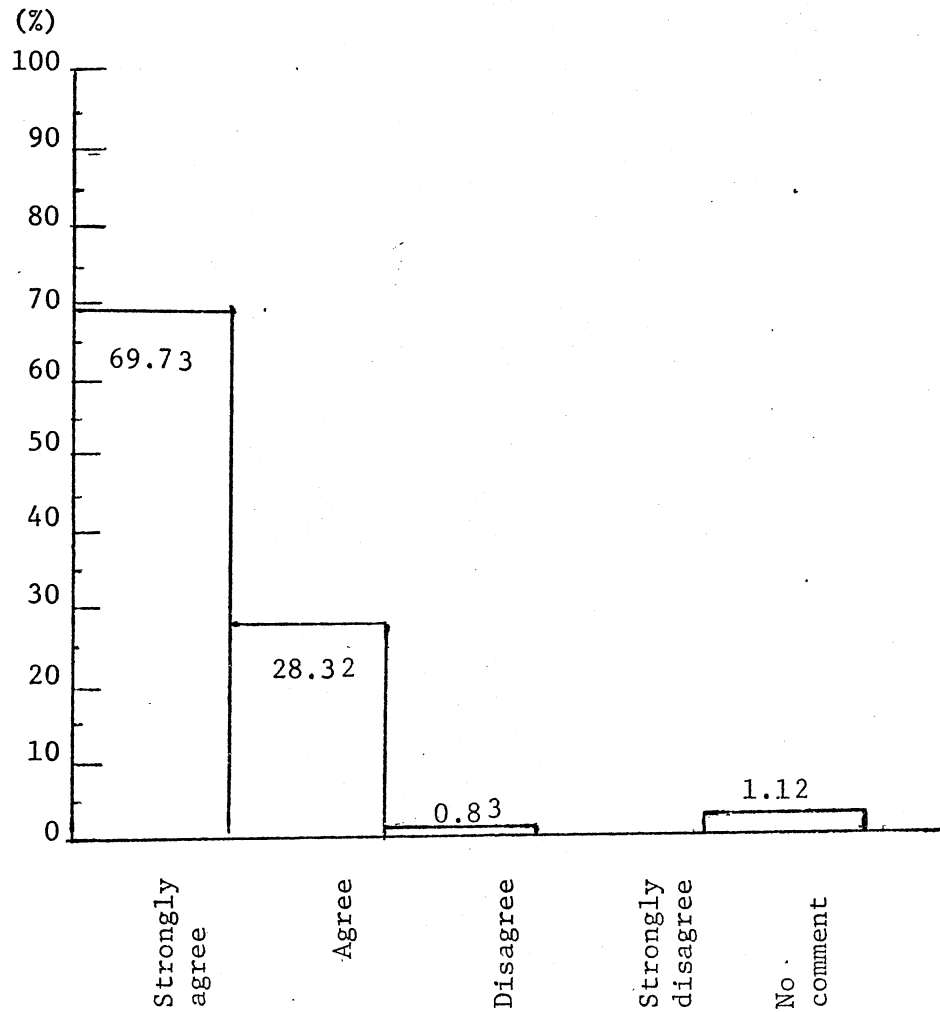
Figure 4. Mean Score of the Percentile of the Staff
Relationship Function of the Adminis-
tration

responses to the staff relationship function. The mean score signified that 98.05 percent of the administrators agreed about all the roles identified to the staff relationship function; 69.93 percent strongly agreed, 28.32 percent agreed, and .83 percent disagreed.

Table V shows frequency and percentage of responses to the programming function. The physical education program should have written goals and objectives which are adopted by the school administration: 71.70 percent of the respondents strongly agreed, and 26.7 percent of the respondents merely agree. Fifty-six and seven-tenths percent strongly agreed, and 31.70 percent merely agreed that classes should be organized based on the abilities and needs of the students. Forty-six and seven-tenths percent of the administrators strongly supported the principle that all policies and procedures should be based upon the welfare of the student; 33.30 percent merely agreed, and 16.70 percent disagreed. Only 20 percent strongly agreed that the physical education program should require physical examinations for participation; 23.3 percent agreed, 41.70 disagreed, and 15 percent had no comment. Thirty-one and seven-tenths percent strongly agreed there should be a written process to evaluate the effectiveness of the policies and written process to evaluate the effectiveness of the policies and procedures of the program; 55 percent agreed, and 11.60 percent disagreed.

The administrators agreed in their responses that the faculty should share in determining any change in the curricula or the departmental philosophy, courses of study, and the selection of materials: 38.30 percent strongly agreed, 55 percent agreed, and 5 percent disagreed.

Figure 5 shows the mean score of the percentiles of the responses to the programming function of the administration: a mean score of

TABLE V

FREQUENCY AND PERCENTAGE OF RESPONSES TO THE PROGRAMMING FUNCTION

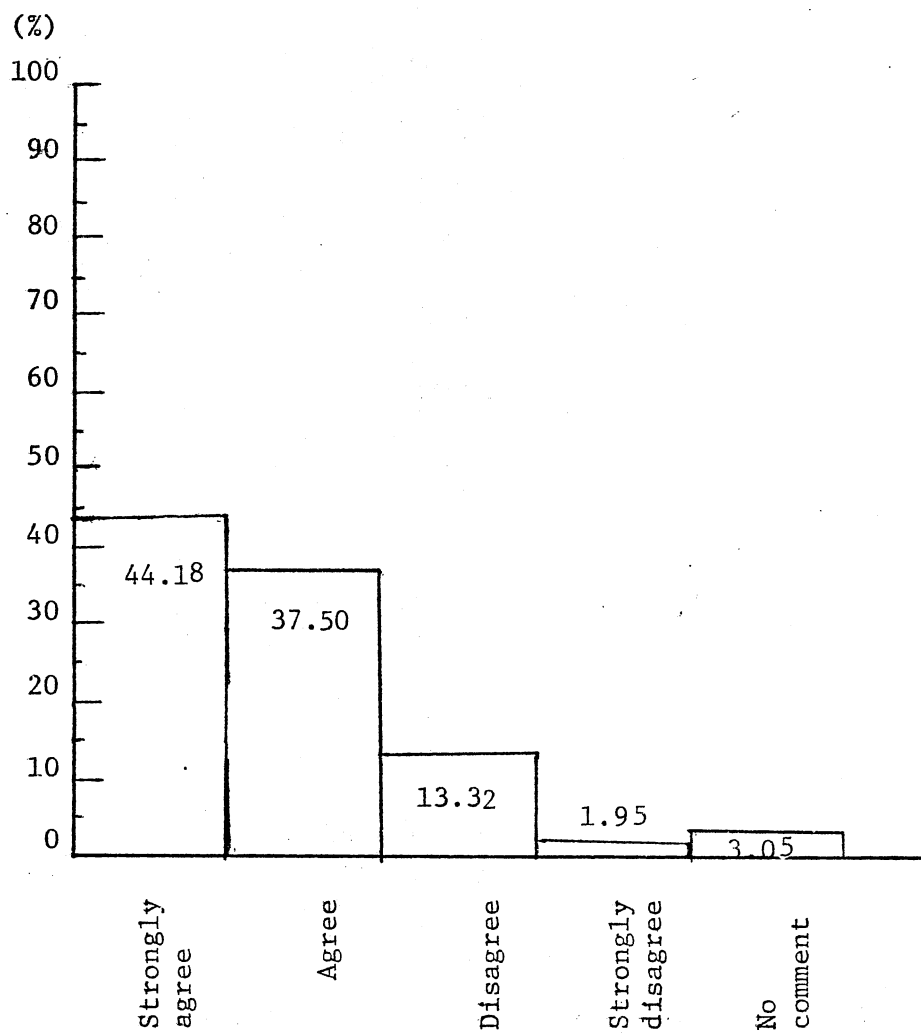| Roles	Strongly agree f	Strongly agree %	Agree f	Agree %	Disagree f	Disagree %	Strongly Disagree f	Strongly Disagree %	No Comment f	No Comment %
1. The physical education program should have written goals and objectives that are adopted by the school administration	43	71.7	16	26.7	1	1.6				
2. Classes should be organized based on the abilities and needs of the students	34	56.7	19	31.7	5	8.3	1	1.7	1	1.6
3. All policies and procedures should be based upon the welfare of the students	28	46.7	20	33.3	10	16.7	2	3.3		
4. The physical education program should require physical examinations for participation	12	20	14	23.3	24	40	1	1.7	9	15
5. There should be a defined written process to evaluate the effectiveness of policies and procedures of the program	19	31.7	33	55	5	8.3	2	3.3	1	1.7
6. Faculty should determine change in the curricula, departmental philosophy, courses of study, and selection of materials	23	38.3	33	55	3	5	1	1.7		
Mean of percentile		44.1		37.50		13.31		1.95		3.05

Figure 5. Mean Score of the Percentile of the
Programming Function of the Admin-
istration

44.18 percent of all responses strongly agreed to the statements related to the programming function, 37.50 percent agreed, and 15.24 percent disagreed; 3.05 percent had no comment.

Table VI shows the frequency and percentage of responses to the evaluation function. The questions were related to the evaluation function of administration. Sixty-three and three-tenths percent of the administrators strongly agreed, and 26.70 percent merely agreed that the evaluation of the faculty members should be done yearly. Moreover, 50 percent strongly agreed, 45 percent agreed, and only 5 percent disagreed that the faculty members should evaluate themselves annually. Also the score of the responses of the administrators showed that the faculty members should be evaluated on their effective teaching: 50 percent strongly agreed, 45 percent agreed, and only 1.70 percent disagreed. Thirty percent of the administrators strongly agreed and 58.30 percent simply agreed that publications and research efforts of the faculty should be taken into account when the evaluation process is conducted. Ten percent disagreed. Sixty-six and seven tenths percent of the administrators strongly agreed and 31.70 percent merely agreed that the faculty members' contribution to the department and institution should be taken into consideration during the evaluation process. Moreover, the administrator should consider collegiality as a part of the evaluation process. The responses on this point showed that 13.30 percent strongly agreed, 56.70 percent agreed, and 15 percent disagreed. However, 15 percent of the respondents did not comment on this point.

Figure 6 shows the mean score of the percentiles of the evaluation function of the administration. According to the mean score of all of the responses of the administrators, 45.55 percent agreed, 43.90 merely

TABLE VI

FREQUENCY AND PERCENTAGE OF RESPONSES TO THE EVALUATION FUNCTION

| Roles	Strongly agree		Agree		Disagree		Strongly disagree		No comment	
	f	%	f	%	f	%	f	%	f	%
1. Evaluation of the faculty should be done yearly by the administration and students	38	63.3	16	26.7	4	6.7	1	1.7	1	1.6
2. Faculty members should do a self-evaluation annually	30	50	27	45	3	5				
3. The faculty should be evaluated on effective teaching	30	50	27	45	1	1.7			2	3.3
4. The faculty should be evaluated on their research and publication efforts	18	30	35	58.3	5	8.3	1	1.7	1	1.7
5. The faculty should be evaluated on their contributions to the department and institution	40	66.7	19	31.7			1	1.6		
6. Faculty members should be evaluated on collegiality	8	13.3	34	56.7	7	11.7	2	3.3	9	15
Mean of the percentile		45.55		43.90		5.57		1.38		3.60
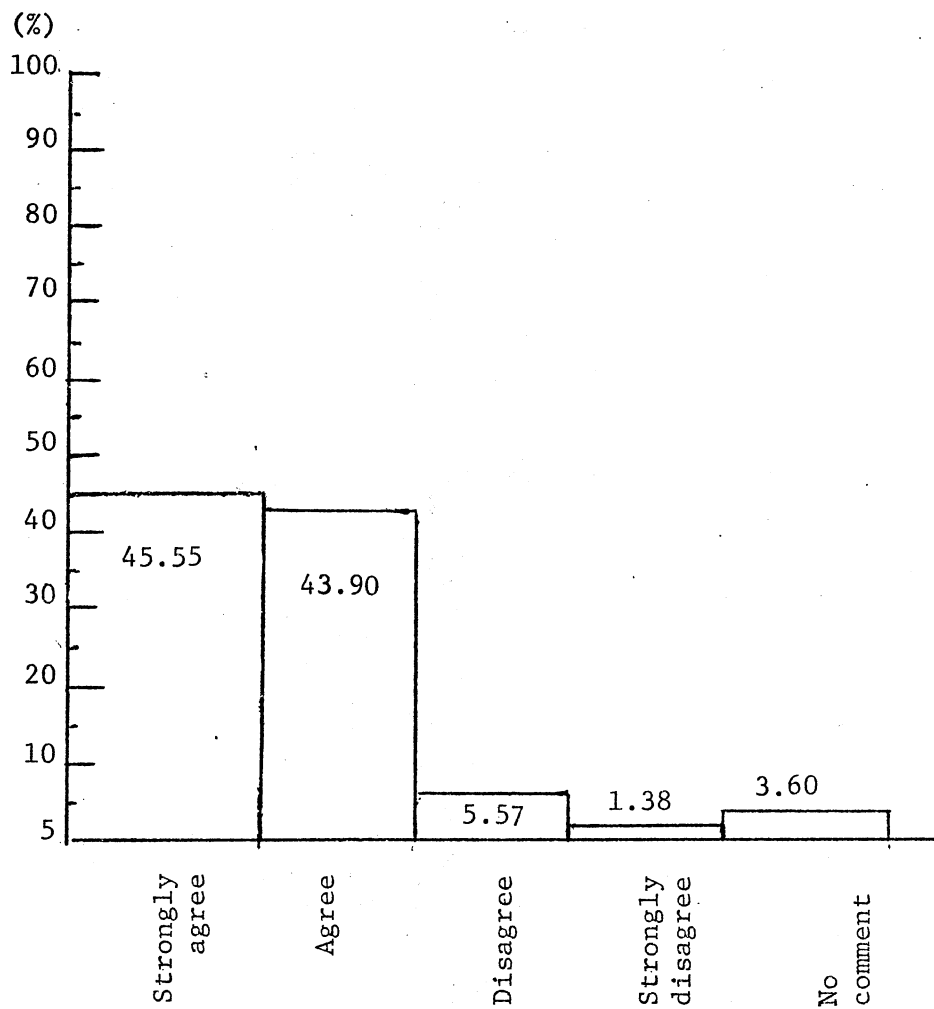
Figure 6. Mean Score of the Percentile of Evaluation Function of Administration

agreed, and 6.95 percent disagreed on all the roles mentioned before which are related to the evaluation process for the faculty members by the administrator.

What are the characteristics of the administrators from their own point of view? A main question in this study was to find what specific characteristics of the administrators considered primary or secondary. Table VII shows the frequency and percentage of the responses to the characteristics of administrator. The characteristics were classified in three sections, e.g., primary, seconary, and not important. One hundred percent of the respondents considered that integrity is a primary characteristic of the administrator; 95 percent of the respondents considered that the ability to make decisions is a primary characteristic of an administrator. According to the responses of this study, 100 percent of the administrators agreed that the administrator should have the ability to provide leadership effectively. Sixty-eight and three tenths percent of the respondents considered scholarly ability to be of secondary importance, while only 31.70 percent of the respondents considered this as a primary characteristic.

The ability to instill good human relations was considred a primary characteristic by 90 percent of the respondents. Seventy-eight and thirty hundreds percent of the administrators considered the conducting of research and publishing ability as a secondary characteristic, while 16.70 percent considered it as primary. Seventy-eight and three-tenths percent of the respondents agreed that the abioity to admit weaknesses and mistakes is a primary characteristic. The administrators should have the ability to maintain an open, positive relationship with the student. This ability was considered as a primary characteristic by

TABLE VII

FREQUENCY AND PERCENTAGE OF THE RESPONSES TO THE CHARACTERISTICS
OF THE ADMINISTRATORS

		Primary		Secondary		Not Important	
		f	%	f	%	f	%
1.	integrity	60	100				
2.	ability to make decisions	57	95	3	5		
3.	leadership ability	60	100				
4.	scholarly ability	19	31.70	41	68.30		
5.	ability to instill good human relations	54	90	6	10		
6.	ability to conduct research and publish	10	16.70	47	78.30	3	5
7.	ability to admit weaknesses and mistakes	47	78.30	13	21.70		
8.	ability to maintain an open, positive working relationship with students	52	86.70	8	13.30		
	Mean of percentile		74.80		24.58		.62

86.70 percent of the respondents, and only 13.30 percent of the respondents rated this as a secondary characteristic.

Figure 7 is a graph of the mean score of the percentiles of significant characteristics of the administrators. Seventy-four and eight tenths percent was the mean score of all the responses of the administrators who considered these characteristics mentioned above as being primary for an administrator, and 24.58 percent of responses considered these characteristics as secondary.

Discussion and Findings

The results of the analysis of the data revealed several major functions of the administrator, the role of the administrator, and the significant characteristics of the administrator. The functions were distributed among the following six broad classifications: budgeting, communication, organization, staff relationship, programming, and evaluation. Also there were some specific dharacteristics of the administrator. The results of the study revealed that the administrators agreed on some specific roles during their function as administrators. There were six roles related to the budgeting function, which are as follows:

1. Ninety-six and seventy hundreds percent agreed that the budgeting function was a primary function of the chief administrator.

2. Fifty-eight and thirty hundreds percent of the administrators disagreed with having each faculty member involved in the formulation of the budget.

3. The administrators agreed that they should keep a complete financial record of past years to be a guide for them in their roles.
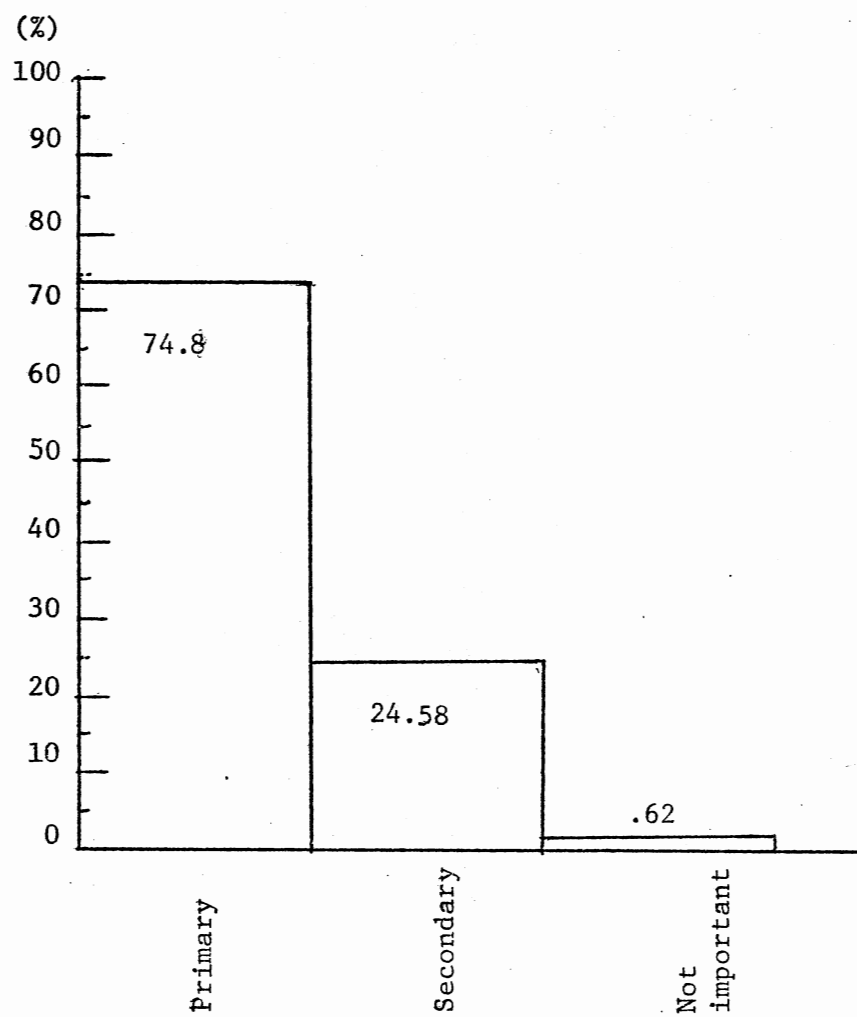
Figure 7. Mean Score of the Percentile of
Significant Characteristics of the
Administrators

The percentage was 98.30 percent.

4. The administrators agreed that there should be a clearly written form of policies which should govern the revenue and expenditures of funds to be followed each year. The percentage was 86.70 percent.

5. The administrators agreed that they should be kept informed on expenditures and income of all programs. The percentage of agreement was 76.70 percent.

6. The administrators agreed that they should function in their role as head of the budget planning by having a specific written policy regarding all the expenditures made by the faculty and staff. The percentage regarding this point was 90 percent. In addition, the mean score of agreement of the administrators on all roles related to the budgeting function was 85.80 percent.

The researcher identified communication as a function of administration, which included the rollowing roles:

1. The administrators agreed that communication should be considered as an essential function of the administration. The percentage of agreement on this point was over 90 percent.

2. The administrators agreed that they should communicate in a timely and reasonable manner. The percentage of agreement regarding this role was 98.20 percent.

3. The administrators accepted the role that they sould communicate effectively with the other administrators in the institution and with the staff, faculty, students, and other personnel of the department. The percentage of agreement about this role was 98.30 percent.

4. The administrators agreed that they should maintain a good relationship with the other related departments in the institution and

in different institutions. There was a total agreement on this issue.

5. The administrators agreed that it was their role to develop and maintain a good system for communication such as an "open door" for the faculty members, staff and students whenever appropriate. The percentage of agreement on this issue was 96.60 percent.

6. The administrators agreed that one of their roles in the process of communication was to confer with the faculty members in any matter related to professional concerns. The percentage of agreement on this issue was one hundred percent.

The mean score of the percentiles on all roles in the communication process by the administrator was 97.22 percent.

Organizing was another function of the administration. The administrators agreed that the following roles should be followed by them in organizing their department:

1. The administrators agreed that they should be efficient in organizing their department for effective and smooth operation. The percentage of their agreement on this issue was one hundred percent.

2. The administrators agreed that one of their roles in the organization of their department was to establish policies and procedures which must be based upon a systematic accumulation and interpretation of facts related to their department. The percentage of agreement on this point was 93.30 percent.

3. The administrators agreed that they should be able to keep discussion to relevant uses, proper rules of order, and allow freedom implied by democratic process when conducting a meeting. The percentage of agreement on this point was 100 percent.

4. Also, the administrators agreed that they should establish

priorities of duties and allocate time relative to their importance. The percentage of their agreement was 100 percent.

5. Ninety-eight and four tenths percent of the administrators agreed that their role was to see that the academic courses were organized and supervised according to the departmental policy and procedures.

6. Forty-six and seven-tenths percent of the administrators did not comment on the role of organizing intramural and recreation programs as one of their responsibilities. However, 30 percent of the administrators agreed to this role as a function of their administration.

The administrators agreed on all of the roles mentioned previously which were related to the organization function. The mean score of the percentiles of agreement was 86.95.

The administrator's relationship to his/her staff was another function of administration identified in the questionnaire. The administrators responded in the following ways:

1. The administrators agreed that they should provide encouragement and direction to their faculty and staff members. Their agreement about this role was 100 percent.

2. The administrators agreed that they should support the professional action and decisions of staff members in these actions and decisions which were in harmony with the mission of the department and institution. Their agreement on this role was 95 percent.

3. The administrators agreed that they should respect the professional rights and the academic freedom of the faculty. The percentage of their agreement was 98.30 percent.

4. All of the administrators agreed 100 percent that they should provide motivation for faculty to perform well and to continually

improve their performance.

5. Ninety-five percent of the administrators supported the idea that they should assist teachers and coaches in their professional performance in the classroom, as researcher, and/or as a coach whenever that would be necessary.

6. The administrators agreed that they should be effective as a liaison or conveyor of information between the departmental faculty and staff. Their agreement regarding this point was 100 percent.

The mean score of the percentiles of the responses of the administrators regarding staff relationships was 95.05 percent.

The study indicated that programming was another function of administration. There were six roles related to the programming function, which are as follows:

1. The administrator of the physical education program should have written goals and objectives which can be adopted by the school administration. The percentage of agreement was 98.40 percent.

2. The administrators also agreed that classes should be organized according to the abilities and the needs of the students. The administrators supported this principle by 88.40 percent.

3. The administrators agreed that all the policies and procedures should be based upon the welfare of the students. Their agreement regarding this role was 80 percent.

4. Only 43.30 percent of the administrators agreed that there must be a physical examinagion program. Forty-one and seven-tenths percent of the administrators did not agree on this point, and 15 percent of them did not comment on this point.

5. The administrators agreed that there should be a well-defined

and clearly written procedure to be followed to evaluate the effectiveness of policies and procedures of the program of physical education. The agreement of the administrators on this role was 86.70 percent.

7. The administrators agreed that they should be involved with the faculty members to determine any change in curricula, departmental philosophy, courses of study, and selection of materials whenever that was necessary. The percentage of agreement about this role was 93.30. The mean score of the percentiles on administrators' responses on the roles related to the programming function was 81.68 percent.

The study indicated that evaluation was another function of the administration. The evaluation process can be considered a very important function because it deals with determining the effectiveness of the program.

1. Administrators agreed that faculty members should be evaluated yearly by them and by the students. The percentage of agreement about this role was 90 percent.

2. Administrators agreed that faculty members should be involved in self-evaluation and that it should be done annually. Their agreement on this role was 95 percent.

3. Ninety-five percent of the administrators also agreed that faculty members should be evaluated according to their effectiveness as teachers.

4. Eighty-eight and three-tenths percent of the administrators agreed that research and publication by the faculty members should be considered as a factor during the evaluation process.

5. Ninety-eight and four tenths percent of the administrators agreed that faculty members should also be evaluated on their

contribution to their department and the institution.

6. Seventy percent of the administrators agreed that the faculty members should be evaluated into an collegiality; 15 percent had no comment.

The mean score of the percentiles of responses indicated that 89.45 percent of the administrators' responses agreed to support the importance of the evaluation process by giving their opinion about the roles in the evaluation process. They agreed about the elements in the process of the evaluation of faculty members.

All of the administrators considered integrity as a primary characteristic; 95 percent considered the ability to make decisions as a primary characteristic, while only five percent considered that as secondary. All of the administrators fully agreed that they should have leadership ability to conduct the administration.

For scholarly ability, there were some different points of view; 68.30 percent of the administrators tended to consider this characteristic as secondary, while 31.70 percent considered it as primary. Good human relations and the ability to establish it obtained a great deal of support (90 percent). Meanwhile, only 10 percent tended to consider that as a secondary characteristic. Seventy-eight and three-tenths percent of the administrators considered that conducting research and publishing as a secondary characteristic, while only 16.70 percent considered it as a primary characteristic. Moreover, 78.30 percent of the administrators supported the idea that they should have the ability to admit weaknesses and mistakes while serving as an administrator. The administrators agreed that they need to have the ability to maintain an open, positive working relationship with students; 86.70 percent voted

for it as a primary characteristic.

The mean score of the percentiles of responses by the administrators agreed that these characteristics are primary characteristics was 78.80 percent.

There were no additional comments made by the administrators on the survey relating to the characteristics of an administrator.

CHAPTER V

SUMMARY, CONCLUSIONS, AND SUGGESTIONS

FOR FURTHER STUDY

This study was undertaken to investigate administrative leadership of a physical education department. To accomplish this specific purpose, the investigation focused on two fundamental questions: 1) What are the characteristics of the administrator, and 2) What are the functions of administration?

Selected literature concerning the development of administrative thought revealed differentiated stages. The scientific management era was the first stage and was concerned with the efficiency of all phases of organizational operation. The era of administrative theory and research was another developmental stage of administrative thought. Educational administration has been faced with special problems, and it became apparent that theories borrowed and adapted from other disciplines did not fully account for the different in administrative practices that were presented in the discipline. The emphasis in educational administration has recently focused on experimental methodology and the investigation of organizational behavior and administrative leadership.

A second phase of literature included a review of some administrative functions. There were several studies done by different authorities related to the administrative function, such as Lien,[1] Bucher,[2] Sears,[3] and Rumseyer, Harris, Pond and Wakefield,[4] which indicated

major functions of the administration such as communication, financing
and budgeting, organization, evaluation, staff relations, and the pro-
gram.

A third phase of literature included a review of the role of the
administrator. The literature indicated that the administrator has
many responsibilities to conduct his department. Several studies done
by different authorities considered the role of the administrator, such
as Heimler,[5, 6] Brown,[7] Shogren,[8] Frost and Marshall,[9] French,[10] and
Gould.[11]

The fourth phase of literature included a review of the character-
istics of the administrator. Many authorities have indicated several
skills and abilities which they felt were essential for work as an edu-
cator leader. Flores,[12] identified competence for the administrator.
Allen[13] pointed out that the administrator, who is both an effective
leader and an efficient facilitator, should possess specific character-
istics such as Frost and Marshall,[14] suggested characteristics of the
administrator which he should have in order to lead his department well.
To be successful, an administrator must have sound knowledge of the
theories involved in leading a group of individuals toward a common
goal. Included were the ability to make intelligent decisions based on
fact, and command of effective administrative techniques. Also, the
literature emphasized the importance of the administrator being a
being, as personal integrity is of paramount importance within and
without the institution. The ethical and moral conduct of the adminis-
trator must be above reproach. An ability of the administrator to
instill good human relations within the organization takes on consider-
able importance in maintaining a satisfactory relationship with the

members of the organization and in producing job satisfaction for the members.

A random selection of administrators in colleges and universities who had indicated membership in the College and University Administrator's Council of the AAHPERD were ased to participate in this study by answering a questionnaire. The questionnaire was prepared based on the literature reviewed, information from Dr. Robert Kamm, former president of Oklahoma State University, and the previous administrative experience of the researcher.

The questionnaire identified statements related to the function of administration and the characteristics of administrative leaders. Sixty responses were received from the random sample of ninety. The researcher analyzed the responses to determine the frequency of agreements or disagreements to the statements.

Findings

Within the limitations of this study, the following conclusions may be drawn:

1. Sixty-two percent of all administrators indicated they strongly agreed on budgeting as a function of administration, and also agreed on the administrator's roles though the budgeting procedure.

2. Ninety-seven and twenty-two hundreds percent of all responses strongly agreed that communication is a function of administration and also agreed on the communication procedures which are accomplished by the administrator.

3. The administrators agreed on organization function by 86.95 percent.

4. Ninety-eight and five hundreds percent of the administrators indicated general agreement that good staff relations was a function of the administration, and also indicated their agreement regarding their roles which relate to the function.

5. Eighty-one and sicty-eight hundreds percent of the administrators agreed on programming as a function of administration. However, 41.7 percent indicated they disagreed that physical examination be required for participation. Also, 15 percent of the respondents did not comment on this point.

6. Eighty-nine and forty-five hundreds percent of the administrators agreed that evaluation was a function of administration.

7. The administrators agreed that the following characteristics were primary: integrity, ability to make decisions, leadership ability, ability to instill good human relations, ability to admit weaknesses and mistakes, and ability to maintain an open, positive working relationship with students. The administrators identified that scholarly ability and the ability to conduct research and publish were necessary.

Conclusions

Among the major findings of this study are the following:

1. The responses of adminstrators as a group indicated that budgeting, communication, evaluation, organization, programming, and staff relations were functions of administration.

2. The responses of administrators indicated that they felt that integrity, ability to make decisions, leadership ability, ability to instill good human relations, ability to admit weaknesses and mistakes and ability to maintain an open, positive work relationship with students

were primary characteristics, and scholarly ability and the ability to conduct research and publish were secondary.

Suggestions for Further Study

1. The development of criteria for effective administration in departments of physical education.

2. A duplication of this investigation with international administrators serving as subjects.

3. A study which would investigate one particular aspect of the administrative head's job.

4. A study to investigate the importance of including information relative to duties performed by the administrative head in the professional curriculum, such as a study to also be used to re-evaluate the course content of administration course.

5. A study which will investigate the necessity to separate the leadership role from the administrative role.

END NOTES

[1]Ronald L. Lien, "Democratic Administrative Behavior." National Association of Secondary School Principals, XXXXVII (March, 1964), pp. 31-38.

[2]Charles A. Bucher, Administration of School Health and Physical Education Programs (St. Louis, 1958) pp. 22-49.

[3]J. B. Sears, The Nature of the Administrative Process (New York Mc-Graw Hill, 1930) p. 205.

[4]J. A. Ramseyer, L. E. Harris, M. Zipong, and H. Wakefield, Factors Affecting Educationsl Administration (Columbus, Ohio, 1955), p. 48.

[5]Charles H. Heimler, "The College Department Chairman," Educational Record (Spring, 1967), pp. 158-168.

[6]Ibid., p. 113.

[7]James Brown and Thomas A. Emmet, The Academic Department of Division Chairmen: A Complex Role (Detroit, 1972), p. 197.

[8]John A. Shogren, "Administrative Development in Higher Education," The State of the Art: Vol. 1 (Richmond, Virginia: Higher Education Leadership and Management Society, Inc., 1978), pp 175-176.

[9]Reuben B. Frost and Stanley J. Marshall, Administration of Physical Education and Athletics: Concepts and Practices. (Dubuque, Iowa: Wm. C. Brown Company, Publishers, 1977).

[10]Esther French and Nelson Lechsten, Administration of Physical Education for Schools and Colleges (2nd ed.). (New York: Ronald Press Company, 1962).

[11]John Wesley Gould, "The Leadership Function of the Academic Dean as Viewed by the Deans." Dissertation-Abstracts, 2312:4584 (1962).

[12]Earnest Y. Flores, "Characteristics of Degree Preparation Program in the Area of Community Education at Selected Universities." (Unpublished doctoral dissertation, Arizona State University, 1978.)

[13]Patricia Allen, "An Analysis of Administrative Leadership and Group Interaction in Departments of Physical Education for Women of Selected Colleges and Universities." (Unpublished doctoral dissertation, University of Oregon, 1971.)

[14]Frost and Marshall.

A SELECTED BIBLIOGRAPHY

Allen, Patricia. "An Analysis of Administrative Leadership and Group Interaction in Departments of Physical Education for Women of Selected Colleges and Universities." (Unpublished doctoral dissertation, University of Oregon, 1971.)

American Association of Health, Physical Education and Recreation. Physical Education for College Men and Women. Washington, D. C.: National Education Association (1965).

Avedision, Charles. "Planning Programming, Budgeting, Systems." Journal of Health, Physical Education and Recreation (October, 1972), pp. 37-39.

Ashton, Dudley. Administration of Physical Education for Women. New York: The Ronald Press (1968).

Barnard, Chester. Organization and Management. Cambridge, Mass.: Harvard University Press (1948).

Barnard, Chester. The Functions of the Executive. Cambridge, Mass.: Harvard University Press (1938).

Barzan, Jacques. The American University. New York: Harper and Row, Publishers (1968).

Bennis, Warren G. "Leadership Theory and Administrative Behavior: The Problem of Authority." Administrative Science Quarterly, Vol. 4, No. 7 December(1959), pp. 259-301.

Bennis, Warren G. Changing Organizations. New York: McGraw-Hill Book Company (1966).

Bhola, H. C. "The Grammar of Communication for Action." Teaching and Learning, 54 (1978), p. 25.

Blake, R. R. et al. "A Managerial Grid Approach to Organization Development: The Theory and Some Research Findings." Harvard Business Review, Vol. 42 (November-December 1964), pp. 133-155.

Brown, James, and Thomas A. Emmet. The Academic Department of Division Chairmen: A Complex Role. Detroit: Balamp Publishing Company, (1972).

Bucher, Charles. Administration of Health and Physical Education Programs. St. Louis: C. V. Mosley Company (1971).

Bucher, Charles A. Administration of School Health and Physical Education Programs. St. Louis: Mosley Company (1958).

Callahan, Raymond E. Education and the Cult of Efficiency. Chicago: University of Chicago Press (1962).

Campbell, Roland F. et al. Introduction to Educational Administration. Boston: Allyn and Bacon, Inc. (1966).

Coladarci, Arthur P. and Jacob W. Tetzels. The Use of Theory in Educational Administration. Stanford, California: Stanford University Press (1955).

Dahi, R. A. Equality and Power in American Society. Power and Democracy in America. New Haven, Conn.: Yale University Press (1961).

Davis, Charles C. "Analysis of the Duties Performed by the Administrative Head of Health, Physical Education, and Recreation in State-supported Colleges and Universities in the United States." (Unpublished doctoral dissertation, Ohio State University, 1972.)

Day, W. E. "An Analysis of Selected Duties of Academic Deans of Public Junior Colleges." Dissertation Abstracts, 2911A-3795 (1969).

DeRoche, Edward F. Evaluating School Programs and Personnel: A Guide for Teachers and Administrators. Shorwood, Wis.: Instructional Media Press (1974).

Douglas, John W. "An Analysis of Administrative Leadership in Physical Education Departments." (Unpublished doctoral dissertation, Ohio State University, 1969.)

Eble, Kenneth E. The Art of Administration. San Francisco: Jossey-Bass, Publishers (1979).

Eruup, Percy E. Changing Budgetary Practics. Boston: Allyn and Bacon, Inc. (1974).

Farqubar, R. H. and P. K. Piele. Preparing Educational Leaders. Columbus, Ohio: Bell and Howell Company (1972).

Feldvebel, A. M. "A Rationale for Competency-based Programs in Educational Administration." CCBC Notebook, Vol. 3 (July, 1974), p. 8.

Firth, Gerald R. "Theories of Leadership: Where do we Stand?" Journal of Educational Leadership, Vol. 33 (February, 1976), pp. 327-328.

Fleishman, Edwin A. "Twenty Years of Consideration and Structures." Current Developments in the Study of Leadership. Carbondale: Southern Illinois University Press (1973).

Flores, Earnest Y. "Characteristics of Degree Preparation Program in the Area of Community Education at Selected Universities." (Unpublished doctoral dissertation, Arizona State University, 1978.)

Follett, Mary P. _Dynamic Administration: The Collected Papers of Mary Follett._ Henry G. Metcalf and Lyndall Urwicks (eds). New York: Harper and Row, Publishers (1942).

French, Esther, and Nelson Lechsten. _Administration of Physical Education for Schools and Colleges_ (2nd ed.). New York: Ronald Press Company (1962).

French, Esther, and Nelson Lechsten. _Administration of Physical Education for Schools and Colleges._ New York: The Ronald Press Company, (1973).

Frost, Reuben B. and Stanley J. Marshall. _Administration of Physical Education and Athletics: Concepts and Practices._ Dubuque, Iowa: Wm. C. Brown Company, Publishers (1977).

Garth, Alan Paton. "An Analysis of Administrative Theory in Selected Graduate Administration Courses in Physical Education." (Unpublished doctoral dissertation, University of Illinois, 1970.)

Getzels, Jacob W. and Egan G. Gubay. "Social Behavior and the Administrative Process." _School Review_ (Winter, 1957), pp. 435-438.

Getzels, J. W. "A Psycho-Sociological Framework for Study of Administration." Cambridge: _Harvard Educational Review_ (Fall, 1952), p. 237.

Goldhaber, Gerald M. _Improving Institutional Communication._ New York: McGraw Hill Book Company (1978).

Gould, John Wesley. "The Leadership Function of the Academic Dean as Viewed by the Deans." _Dissertation-Abstracts_, 2312:4584 (1962).

Griffiths, Daniel E. _Human Relations in School Administration._ New York: Appleton Century-Crofts, Inc. (1956).

Griffiths, Daniel E. "Administration as Decision-Making." In A. W. Halpin (ed.) _Administrative Theory in Education._ New York: Macmillan Co. (1958).

Griffiths et al. _Administrative Performance and Personality._ New York: Appleton-Century Crafts, Inc. (1956).

Graff, Orin B. and C. M. Street. "Developing a Value Framework for Education Administrator." In Administrative Behavior in Education (eds.) R. F. Campbell and R. T. Gregg. New York: Harper & Bros. (1957).

Gross, Bertram M. _The Managing of Organizations_, Vol. 1. London: Free Press of Glencoe (1964), pp. 128-136.

Hall, J. Tillman et al. _Administration Principles, Theory and Practice._ Pacific Palisades, California: Goodyear Publishing Company (1973).

Halpin, Andrew W. "Leadership Behavior of School Superintendents." Comminity Development Study, Monograph No. 4: Ohio State university (1956), p. 17.

Halpin, Andrew W. Theory and Research in Administration. New York: The MacMillan Company (1966).

Halpin, Andrew W. "Class Lectures, Educational Administration Course, Cornell University." Ithaca, New York (Summer, 1966), p. 10.

Halpin, Andrew W. and Don B. Croft. "The Organizational Climate of Schools." Contract #SAE 543 (8639). Washington, D. C.: United States Office of Education, Dept. of Health, Education & Welfare (July, 1962), p. 1.

Halpin. Andrew W. Theory and Research in Administration. New York: MacMillan Company (1966).

Havinghurst, Robert J. "Educational Leadership for the Seventies." Phi Delta Kappan, Vol. 53, No. 7 (March, 1972), p. 306.

Heimler, Charles H. "The College Department Chairman." Educational Record (Spring, 1967), p. 113.

Hemphill, John. "Patterns of Leadership Behavior Associated With the Administrative Reputation of the Department of Colleges." Journal of Educational Psychology, XXXXVI (November, 1955), pp. 335-401.

Herman, Jerry. "A New Look at Organizing Administrative Functions." The Clearinghouse (January, 1973), pp. 273-274.

Howard, Glenn W. and Edward Masonbrick. Administration of Physical Education. New York: Harper and Row, Publishers (1963).

Indix, Bernard P. and Kenneth F. Berrien. People, Groups, and Organizations. New York: Teachers College Press (1968).

Katz, Robert L. "Skills of an Effective Administrator." Harvard Business Review, Vol. 37, No. 1 (January-February, 1955), pp. 33-42.

Kerlinger, Fred N. Foundations of Behavioral Research. New York: McGraw Hill Book Company (1964).

Kliminski, G. C. "A Study of Skills of Successful Directors of Community in Michigan." (Unpublished doctoral dissertation, Western Michigan University, 1974.)

Knezevich, Stephen. Administration of Public Education. New York: Harper and Row (1975).

Lahti, Robert. Innovative College Management. San Francisco: Jossey-Bass, Publishers (1973).

Lien, Ronald L. "Democratic Administrative Behavior." National Associa-
    tion of Secondary School Principals, XXXXVII (March, 1964), pp. 31-38.

Louisiew, Leon and William Castetter. Theory and Practice of School
    Finance. Chicago: Rand McNally and Company (1967).

Mailick, Sidney, and Edward H. Vanness. Concepts and Issues in Adminis-
    trative Behavior. Princeton, New Jersey: Prentice-Halo, Inc. (1962).

_____. The Art of Administration. New York and London:
    McGraw-Hill Book Company, Inc. (1951).

McCloy, Charles Harold. The Philosophical Bases of Physical Education.
    New York: F. S. Crofts and Company (1947).

McHenry, Dean E. and Associates. Academic Department. San Francisco:
    Jossey-Bass, Inc. (1977).

McGregor, Douglas. The Human Side of Enterprise. New York: McGraw-
    Hill Book Company (1960).

Miller, Richard I. Developing Programs for Faculty Evaluation. San
    Francisco: Jossey-Bass, Publishers (1974).

Mooney, James D. "The Principles of Organization." Paper on the
    Science of Administration (ed.) Luther Gulick and L. Urwick. New
    York: Institute of Public Administration, Columbia University,
    (1963).

Mouzelis, Nicos P. Organization and Bureaucracy, an Analysis of Modern
    Theories. Chicago: Aldine-Atherton (1967).

National Education Association of the United States. Opinions of the
    Committee on Professional Ethics. Washington, D. C.: Government
    Printing Office (1964), p. 2.

Obertcuffer, Delbert, and Celeste Ulrich. Physical Education. (3rd ed.)
    New York: Harper and Row, Publishers (1962).

Olafson, Gordon A. "Leader Behavior of Junior College and University
    Physical Education Administrators." (Unpublished doctoral disser-
    tation, University of Illinois, 1959.)

Penny, William J. "An Analysis of the Meanings Attached to Selected
    Concepts in Administrative Theory." (Unpublished doctoral disser-
    tation, University of Illinois, 1968.)

Pirch, Jack W. Designs for Organizing and Administering Special Educa-
    tion. Pittsburgh: University of Pittsburgh, Pa. (1968).

Prodgers, Stephen V. "Toward Systematic Faculty Evaluation." Regional
    Spotlight, Vol. 03 (January, 1980). Eric Microf: ED #181-833.

Ramseyer, J. A., L. E. Harris, M. Zipond, and H. Wakefield. Factors Affecting Educational Administration. Columbus: Ohio State University (1955).

Razor, Jack E. "The Evaluation of Administrators and Faculty Members or Evaluating the 'Boss' and Each Other." Midwest Association for Health, Physical Education and Recreation. Madison, Wisconsin: Eric Microfilm #50, 180-355 (1979).

Resick, Matthew C., Beverly L. Seidel, and James G. Mason. Modern Administrative Pracices in Physical Education and Athletics. (3rd ed.) San Francisco: Addison-Wesley Publishing Company (1979).

Roach, James H. L. "The Academic Department Chairperson: Functions and Responsibilities." Educational Record, 57 (Winter 1976), pp. 13-23.

Roethlisberger, F. J. and W. J. Dickson. Management and Worker. Cambridge, Mass.: Harvard University Press (1939).

Sapone, Garmelo V. "An Appraisal and Evaluating System for Teachers and Administrators." Educational Technology (May, 1980), pp. 35-37.

Sears, J. B. The Nature of the Administrative Process. New York: McGraw-Hill Book Company (1930).

Shhogren, John A. "Administrative Development in Higher Education." The State of the Art. Vol. 1. Richmond, Virginia: Higher Education Leadership and Management Society, Inc. (1978), pp. 175-176.

Simon, Herbert A. Administrative Behavior. New York: The MacMillan Company (1947).

Simon, Herbert A. The New Science of Management Decision. New York: Harper and Row, Publishers (1960).

Spaeth, Marcia. "An Analysis of Administrative Research in Physical Education and AThletics in Relation to Research Paradigm." (Unpublished doctoral dissertation, University of Illinois, 1967.)

Stogdill, Ralph M. "Discussions of Organizational Theory." Approaches to Organizational Design. (ed.) James D. Thompson. Pittsburgh, Pa.: University of Pittsburgh Press (1966).

Taylor, Frederick. The Principles of Scientific Management. New York: Harper and Brothers (1945).

Thompson, Wardell D. "An Analysis of the Functions and Responsibilities of the Academic Dean of Selected Colleges and Universities in Texas." Dissertation Abstracts, 2111:3335 (1960).

Tucker, Allan. Chairing the Academic Department Leadership Among Peers. Washington, D. C.: American Council on Education (1978), p. 4.

Urwick, Lyndall. The Elements of Administration. New York: Harper and
    Row, Publishers (1943).

White, Harold C. "Perceptions of Leadership by Managers in Federal
    Agency. Personnel Administration and Public Personnel." Review,
    Vol. 1 (July-August, 1972), pp. 51-56.

Whyte, William. The Organization Man. New York: John Wiley and Sons,
    Inc. (1964).

Zeigler, Earle F. Philosophical Foundations for Physical, Health,
    Recreation Education. Englewood Cliffs, New Jersey: Prentice-Hall,
    Inc. (1964).

Zeigler, Earle F., and Marcia J. Spaeth. Administrative Theory and
    Practices in Physical Education and Athletics. Englewood Cliffs,
    New Jersey: Prentice-Hall, Inc. (1975).

APPENDIX A

LETTER

Dear Sir:
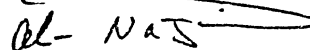
I am working on my Ed.D. degree in Higher Education/Physical Education at Oklahoma State University. I am conducting a research study entitled "An Operational System for Administrative Leadership of Departments of Physical Education."

The objective of the study is to identify an effective and efficient operational system for administrative leadership of Departments of Physical Education. I will appreciate your cooperation in taking time to respond to the attached questionnaire. It should take only a minimum amount of time and will be of real help to me in completing my research.

The questionnaire is divided into two parts: functions of the head of the department, and characteristics of an effective administrator. Please return the questionnaire in the enclosed stamped, self-addressed envelope by February 28, 1983. Your participation in this study is greatly appreciated.

Thank you for your time and consideration.

Sincerely yours,

Haytham Al-Najim
Doctoral Candidate
Higher Education/Physical
Education

Dr. Betty Abercrombie
Dissertation Director
Assistant Director
School of Health, Physical Education
  and Leisure Services

APPENDIX B

LIST OF INSTITUTIONS SELECTED

FOR THE STUDY

Texas University
Lubbock

Wayne State College
Detroit, Michigan

Florida Atlantic University
Boca Raton

Michigan State University
East Lansing

University of North Carolina
Wilmington

University of Miami
Coral Gables, Florida

Indiana University
Bloomington

University of Wisconsin
Madison

Idaho State University
Pocatello

Miami University of Ohio
Oxford

University of Kansas
Lawrence

Metro State College
Denver, Colorado

University of Minnesota
Minneapolis

University of Oregon
Eugene

Sanford University
Birmingham, Alabama

University of Cincinnati
Cincinnati, Ohio

Towson State University
Towson, Maryland

University of Missouri
Columbia

West Virginia University
Morgantown

Missouri State College
St. Joseph

Kentucky State College
Frankfort

University of Maryland
University Park

University of Nebraska
Omaha

Iowa State University
Ames

University of Arkansas
Fayetteville

University of Oklahoma
Norman

University of California
Santa Barbara

University of S. Alabama
Mobile

Washington State University
Pullman

George Williams College
Downers Grove, Illinois

Purdue University
W. Lafayette, Indiana

Kent State University
Kent, Ohio

Southern Arkansas University
Magnolia

University of S. Louisiana
Lafayette

California State University
Long Beach

University of Alabama
Tuscaloosa

University of Iowa
Iowa City

California State University
Sacramento

Ohio State University
Columbus

San Jose State University
San Jose, California

George Washington University
Washington, D. C.

Indiana University
Indiana, Pennsylvania

University of Georgia
Athens

Mayville State Vollege
Mayville, North Dakota

Southeast Texas University
San Marcos

Kansas State University
Manhattan

University of North Dakota
Grand Forks

Tennessee State University
Nashville

Lock Haven State College
Lock Haven, Pennsylvania

The College of Emporia
Emporia, Kansas

University of Rhode Island
Kingston

Northeast Missouri State University
Kirksville

Penn State University
University Park

University of Texas
Austin

Murray State University
Murray, Kentucky

St. Olaf College
Northfield, Minnesota

Northwestern University
Boston, Massachusetts

Illinois State University
Normal

San Jose State University
San Jose, CA

Florida Atlantic University
Boca Raton, Florida

APPENDIX C

QUESTIONNAIRE FOR THE STUDY

According to Ramesyer, Harris, Pond and Wakefield, the following are major functions of administration: setting goals, making policy, determining rules, coordinating administrative functions, appraising effectiveness and working with community leadership to improve effectiveness. Frost and Marshall pointed out that the major functions are decision-making, planning, organizing, coordinating, directing, funding, controlling, and evaluating. Other writers (51, 52) have suggested such additional items as facilitating effective communication and encouraging good staff relationships.

Questions in this survey are directed toward administration of departmenta which include two or more of the following programs: health, physical education, recreation, and athletics. Please respond to the following questions relative to the functions of the administrator of the department and characteristics of an effective administrator:

	Strongly agree	Agree	Disagree	Strongly disagree	No comment
BUDGETING					
1. Budgeting process is a primary function of the chief administrator					
2. Each faculty member should be involved in the formulation of the budget					
3. Complete financial records of past years should be kept to provide information for future planning					
4. Policies governing the revenue and expenditures of funds should be clearly stated in written form					
5. The chief administrator should be kept informed on expenditures and income of all programs					

	Strongly agree	Agree	Disagree	Strongly disagree	No comment

6. There should be a clearly written policy regarding all expenditures by faculty and staff

7. Other . . .

COMMUNICATION

The chief administrator should:

1. Consider communication an essential function of the administration

2. Communicate in a timely and responsible manner

3. Communicate effectively with other administrators in the institution and with staff, faculty, students, and other personnel of the department

4. Maintain a good relationship with other related departments

5. Develop and maintain a good system for communication such as an "open door" for faculty members, staff, and students when appropriate

6. Confer with the faculty relating to professional concerns

7. Other . . .

	Strongly agree	Agree	Disagree	Strongly disagree	No comment

ORGANIZATION

The chief administrator should:

1. Be efficient in organizing the department for effective and smooth operation

2. Establish policies and procedures based upon a systematic accumulation and interpretation of facts

3. Have ability to keep discussions to relevant uses, proper rules of order, and allow freedom implied by the democratic process when conducting a meeting

4. Establish priorities of duties and allocate time relative to their importance

5. See that academic courses are organized and supervised according to departmental policy and procedure

6. Organize intramural/recreation programs

7. Other . . .

STAFF RELATIONSHIP

The chief administrator should:

1. Provide encouragement and direction to faculty and staff

2. Support the professional actions and decisions of staff members if harmony with the mission of the department and institution

	Strongly agree	Agree	Disagree	Strongly disagree	No comment

3. Respect the professional rights/academic freedom of the faculty

4. Provide motivation for faculty to perform well and Continually improve

5. Assist teachers/coaches in their professional performance in the classroom, as a researcher, and/or as a coach

6. Be effective as a liaison or conveyor of information between the departmental faculty and staff

7. Other . . .

PROGRAM

1. The physical education program should have written goals and objectives that are adopted by the school administration

2. Classes should be organized based on the abilities and needs of the students

3. All policies and procedures should be based upon the welfare of the students

4. The physical education program should require physical examinations for participation

5. There should be a defined written process to evaluate the effectiveness of policies and procedures of the program

	Strongly agree	Agree	Disagree	Strongly disagree	No comment

6. Faculty should determine change in the curricula, departmental philosophy, courses of study, and selection of materials

7. Other . . .

EVALUATION

1. Evaluation of the faculty should be done yearly by the administration and students

2. Faculty members should do a self-evaluation annually

3. The facilty should be evaluated on effective teaching

4. The faculty should be evaluated on their research and publication efforts

5. The faculty should be evaluated on their contributions to the department and institution

6. Faculty members should be evaluated on collegiality

7. Other . . .

How do you classify in terms of significance the following characteristics of a chief administrator?

	Primary	Secondary	Not important

1. integrity

2. ability to make decisions

	Primary	Secondary	Not important

3. leadership ability

4. scholarly ability

5. ability to instill good human relations

6. ability to conduct research and publish

7. **ability to admit weaknesses and mistakes**

8. **ability to maintain an open, positive working relationship with** students

Indicate what you consider to be the most important characteristics of an **effective** and efficient administrator.

VITA 2

Haytham Abdulla Al-Najim

Candidate for the Degree of

Doctor of Education

Thesis: AN ANALYSIS OF SELECTED COLLEGE AND UNIVERSITY FUNCTIONS AND CHARACTERISTICS

Major Field: Higher Education

Minor Field: Health, Physical Education and Recreation

Biographical:

   Personal Data: Born in Baghdad, Iraq, on July 1, 1946, the son of Abdulla Hussoon and Fakrah Al-Najim.

   Education: Graduated from Al-Shaab High School, Baghdad, Iraq, in 1967; received the Bachelor of Sport Education degree from the University of Baghdad in 1970; received the Master of Science degree from Emporia State University, Emporia, Kansas, in May, 1977; completed requirements for the Doctor of Education degree from Oklahoma State University, Stillwater, in July, 1983.

   Professional Experience: Coach of boxing, Al-Harih Youth Center, Baghdad, 1971-1972; manager of Al-Taleah Youth Center, Baghdad, 1973-1974; manager of Baghdad Al-Jadedah Youth Center, 1974-1975; director of Youth of Baghdad, 1977-1980.