

PERCEPTIONS AND EXPECTATIONS OF THE LEADERSHIP
BEHAVIORS OF PRESIDENTS IN SELECTED
RURAL TWO-YEAR COLLEGES AS SEEN
BY FACULTY AND GOVERNING
BOARD MEMBERS

By

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CHAPTER I

INTRODUCTION

During the past few decades, community junior colleges in the United States have undergone tremendous growth. Between 1961 to 1980, the number of community colleges almost doubled, rising from 687 to 1231. The number of students also increased more than six times, from under 750,000 to 4,825,000 (Nielson, 1982). The number of public four-year institutions increased by 22 between 1972 and 1981, while two-year institutions grew by 69 for the same period (Magarrell, 1982).

Among the factors of this significant movement are the educational role and open-door policy of the two-year college, which address the needs of the American people. The role of the community junior college, which was to serve people in the community in the field of liberal arts and sciences, vocational-technical, community service, and additional areas responded to individual needs (Blocker, Plummer, and Richardson, 1965).

The two-year college requires a chief executive officer capable of helping the institution fulfill its missions. Writing about the attributes that a president must possess, Moore (1971) made it clear in Blind Man on a Freeway that:

. . . the administrative leadership must be strong, reflective, decisive, honest, and flexible because it cannot--and will not--be insulated from the dilemmas of action. Because of the stress, pressures, frustrations, and conflicts of the job, the community junior college leader cannot expect to earn his pension on one assignment (p. 1).

The president has been the most important leader in the college (Morgan, 1969). It should be stressed, however, that the president has to work closely with trustees and faculty members. Trustees control financial and property matters and determine general policies. The president administers the institution under policies established by the trustees. Faculty members control teaching and research and are responsible for maintaining academic standards (Hughes, 1943). Millet (1962) described the president's position as a dual one; first, he or she was responsible to the board of trustees as a chief administrative officer of the college; second, he or she served as the educational leader of the faculty.

Almost all presidents, by virtue of their function, have board members and faculty members clamoring for their attention. Hesburgh (1979) claimed that, in attempting to please one group, presidents often paid the price of alienating other groups. Conflict among the board, the president, and the faculty members was often inevitable. The president's job, therefore, involved resolving conflicts in order to maintain educational leadership.

Statement of the Problem

The role of the president has been ambiguous. Faculty and board members often have varying views of the president's responsibilities. Moreover, these two groups sometimes have conflicting expectations regarding the president's role. This situation may be better understood by studying the president's role in relation to a set of behaviors, particularly leadership behaviors. This study analyzed the perceptions

and expectations of the leadership behavior of the president of selected public rural community and junior colleges throughout the United States as indicated and seen by the board of trustees and members of the faculty. Specifically, the study sought to answer the following research questions:

- QUESTION 1. What are board members' perceptions and expectations of the Initiating Structure dimension of the leadership behavior of the president?
- QUESTION 2. What are board members' perceptions and expectations of the Consideration dimension of the leadership behavior of the president?
- QUESTION 3. What are faculty members' perceptions and expectations of the Initiating Structure dimension of the leadership behavior of the president?
- QUESTION 4. What are faculty members' perceptions and expectations of the Consideration dimension of the leadership behavior of the president?
- QUESTION 5. Do the board members' expectations differ significantly in their perceptions of the Initiating Structure dimension of the leadership behavior of the president?
- QUESTION 6. Do the board members' expectations differ significantly in their perceptions of the Consideration dimension of the leadership behavior of the president?
- QUESTION 7. Do the faculty members' expectations differ significantly in their perceptions of the Initiating Struc-

ture dimension of the leadership behavior of the president?

QUESTION 8. Do the faculty members' expectations differ significantly in their perceptions of the Consideration dimension of the leadership behavior of the president?

QUESTION 9. Do the board members and the faculty members differ significantly in their expectations of the Initiating Structure dimension of the leadership behavior of the president?

QUESTION 10. Do the board members and the faculty members differ significantly in their expectations of the Consideration dimension of the leadership behavior of the president?

QUESTION 11. Do the board members and the faculty members differ significantly in their perceptions of the Initiating Structure dimension of the leadership behavior of the president?

QUESTION 12. Do the board members and the faculty members differ significantly in their perceptions of the Consideration dimension of the leadership behavior of the president?

Definition of Terms

The following was a list of terms used in this study:

1. Community Junior College, Community College, Junior College-- used interchangeably to designate institutions of higher education

authorized to offer courses through the sophomore level. These two-year programs would normally include transfer, vocational, remedial, adult and continuing education (Price, 1981).

2. Rural--area outside the corporate limits of a central city and with a population of less than 50,000 (AACJC, 1982).

3. President--a person who has chief responsibility for the day-to-day operation of a two-year post-secondary institution (Morgan, 1969).

4. Faculty member--a person engaged in instruction, research, and/or service in an academic department (Toulyati, 1981).

5. Governing board--members of the local group with full legal responsibility for governing the institution, selecting the president and determining the budget (Drake, 1977).

6. Role--a set of behaviors expected of any incumbent in a particular position (Newcomb, 1956).

7. Expectation--an evaluative standard applied to an incumbent of a position (Gross, 1958). In this study, faculty and board members described the president's leadership behavior in terms of how they thought he or she should behave as a leader.

8. Perception--an immediate or intuitive cognition or judgment regarding a person's role. In this study, faculty and board members described the president's leadership behavior in terms of how he or she actually behaved as a leader.

9. Leadership behavior of the president--actions of the chief administrative officer in terms of the Initiating Structure and Consideration dimensions of the Leader Behavior Description Questionnaire.

"Initiating Structure" was the behavior of the president in

determining the relationship between him or herself and faculty and board members while attempting to establish well-defined patterns of organization, channels of communication, and methods of procedure (Halpin, 1956).

"Consideration" was the behavior of the president which indicated friendship, mutual trust, respect, and warmth in his or her relationship with the faculty and board members (Halpin, 1956).

Assumptions and Limitations

It was assumed that accurate information was obtained regarding the leadership behavior of the college president, based on each respondent's knowledge and experience with the academic structure of the community college and the role of the college president. It was also assumed that accurate information regarding each respondent's expectations and perceptions of the leadership behavior of the president was related primarily to the position that the respondent occupied in the structure of the community junior college.

This study also had the following limitations:

1. This study was limited to a stratified random sample selected from a July, 1982, list of public rural community junior colleges published by the American Association of Community and Junior Colleges.
2. The study did not attempt to determine the cause and/or effect of role perceptions. Thus, the level of analysis was limited.

Significance of the Study

The success of the community junior college movement is directly related to the complementary and supporting roles of the trustees, the

faculty members, and the executive officers. Teamwork among these three constituencies is essential to the development of policies and effective implementation of administrative decisions. Numerous studies have indicated conflicts among these important persons (Upton, 1969; Prisco, 1971; Kim, 1975; Oliver, 1975). Hesburgh (1979) said the life of the college president was to be found somewhere between a rock and a hard place. Roethlisberger (1968) said the president was the man in the middle or the master and victim of double talk.

As noted earlier, the president suffered seriously from role conflict, role ambiguity, and role overload. Hesburgh (1979) emphasized that from an educational point of view, the faculty members were the president's most important constituency. The president was their leader, but the trustees, not the faculty members, elected him or her. The president therefore had to prove himself or herself to board and faculty members.

Paxton (1977) stated that in such circumstances presidents wondered how they should conduct the affairs of the institution. While everyone agreed that the president must lead in an effective manner, there was little agreement on how he or she should lead. Some presidents who were unable to resolve the inconsistency between expectations and perceptions had to resign from their positions.

Unfortunately, few studies exist about the president's role and responsibility. Bradner (cited in Gardner, 1967) indicated that very little literature had been written specifically on the community junior college president. Two years later, Cohen and Roueche (1969) called for more research studies; they said it was difficult to assess leadership in the published literature of the day. Journal searches revealed

little information, since junior college educators rarely wrote for publication. In 1976, Gilli noted that much of existing literature was concerned with senior college and university presidents. Paxton (1977) agreed that minimal research had been done in the area of presidential leadership in junior colleges. He therefore suggested, following his study of college presidents and faculty satisfaction, that there was a great need for additional attempts to evaluate presidential role performance, especially with regard to other central groups such as boards of trustees.

The investigator believed that there was a need for a better understanding of presidential leadership in community junior colleges and that this understanding was essential to the future of American higher education. This study answered questions regarding the role perceptions and expectations of presidents in American public rural community junior colleges. The findings from this study can be used to help create a more harmonious relationship among the president, faculty, and board members in such institutions of higher education.

CHAPTER II

REVIEW OF LITERATURE

INTRODUCTION

The review of the related literature was divided into two sections. The first section presented an overview of the president, as well as consideration of the roles and responsibilities of the college president. The second section reviewed the leadership concept and leadership behavior of the college or university president.

The President: An Overview

The position and title of the American college president began with Henry Dunster at Harvard in 1640 (Thwing, 1926). Presidents of American colleges were more important to their institution than the presidents of European colleges because their functions were broader and more varied than those of rectors or chancellors in Europe (Schmidt, 1957). The leadership style of college presidents during the colonial period has been pictured in the literature as autocratic and patriarchal (Prator, 1963). At that time, most college presidents were clergymen. Eventually, as a result of extraordinary changes during the last half of the nineteenth century, the presidency and the higher educational system were affected (Ferrari, 1970).

Businessmen became involved in higher education as never before. The need for strong presidents to develop the institutions emerged

(Kauffman, 1980). The clergyman-president became obsolete because he lacked skills regarding the real world and possessed only knowledge of the classical curriculum. The college moved toward more secular influences and thus became less subject to religious emphasis (Rudolph, 1962). The function of the president also moved from teaching and preaching to a new function which was relevant to the new college mission (Kauffman, 1980). Dodds (1962) indicated that the president's prime function was educational leadership in a society of aspiring professionals. However, as the college became the multi-university, the president became more of a mediator-innovator than an educator-leader (Kerr, 1963).

Educators had viewed the role and function of the president in many categories; for instance, the leader, the manager, and the magnificent speaker (Demerath, 1967; Stoke, 1959; Corson, 1975). In view of diversities, Prator (1963) said it was unlikely that the presidential qualifications fell within restricted patterns. If collegiate institutions were devoted simply to teaching and research, presidents who lead these types of institutions might have many similar characteristics. The wide range of interests, aims, rate of growth and development, cultural orientation and differences in geographic location among American colleges, are reflected in the wide span of qualifications required of college presidents. As a result, the requirements of the president differed largely from institution to institution, and from one period to another.

In their study about the president of community junior colleges, Tunncliffe and Ingram (1969) defined the term "president" as the chief executive and operating officer of the institution. Similarly, Morgan

(1970) defined the president as the person responsible for the operation of the college. Moreover, Cohen and Roueche (1969) explained that the presidential position of the community college possessed more influence in policy formation than it did in the university. The reason was that the president was the key agent of change in the community college because he or she was more influential than any other person in the institution. He or she was responsible for all aspects of the college.

These many responsibilities required presidential power for their fulfillment. Keeton (1971) indicated that the president of the college, prior to World War II, achieved outstanding results by utilizing powers of charisma, competence, and prerogative. Nowadays, the campus is large and complex. The president needs the support of the constituencies both on and off campus.

American campuses, Keeton stated, have probably never had unanimity of prime objectives among administrators, trustees, faculty members, students, and alumni. Therefore, the president has to deal with consensus, unanimity, and working agreement which are crucial in campus governance. One important factor in campus governance was leadership. Leadership in the "real world" of administration consisted of full and equal partnership in the operation of the college or university. There is no place for unilateral command on most critical issues in campuses.

Kauffman (1980) said higher education was in danger of discovering effective leadership shortages in the 80's. Leadership would be coming from outside the college or university and it would be devoted to control and efficiency.

Each institution had its own personality and its own climate. These differences were determined by the specific natures of the community, the students, the faculty, the administrative staff, and the board of trustees. The president must exercise various styles of leadership and assume different responsibilities for each unique situation.

Characteristics of the College President

Since the college attempted to serve varied interests encompassing many on and off campus functions, the qualities and characteristics of the college president needed to be identified. Criteria were established in appointing and evaluating the college president for any specific institution.

Leadership was one of the many significant qualities and characteristics of the college president. A leadership trait theory has often received consideration by some educators and researchers. However, Stogdill (1948), after reviewing 124 studies, concluded that a person becomes a leader on the basis of his or her followers. Hersey (1976) presented this conclusion:

A review of research literature using this traits approach to leadership has revealed few significant or consistent findings. As Eugene Jenkins (1960) concluded, fifty years have failed to produce one personality trait or a set of qualities that can be used to discriminate leaders and non-leaders (p. 25).

The idea of desirable traits was not necessarily wrong. Rather, it was the absence of a consistent theoretical base that suggested which traits were appropriate to the given situations that made the trait concept unworkable. At any rate, educators and researchers had

attempted to identify the traits or set of qualities of a good college president (Reddin, 1970).

In 1926, Thwing suggested twenty characteristics of the college president. The first five were physical health, scholarship, judiciousness, foresight, and leadership. Stoke (1959) recommended that the president learn to blend humility, generosity, sensitivity, and poise into workable relationship with his colleagues. In addition, the president had to possess courage, fortitude, justice, prudence, patience, and intelligence. Moreover, Brunner (1959) indicated that the president, as a leader, should exercise empathy, considerateness, responsibility, competency, and self-confidence. Jones (1964) specified that college presidents' traits should include fresh thinking, open-mindedness, and objectivity.

Blocker et al. (1965) stated that the qualities of the two-year college president were the ability to logically determine, to coordinate different functions, to direct change for improvement, to place the right man in the right place, to ascertain the heart of the problems, to lead discussion and synthesis, to join with others, to establish and maintain efficient accurate communications, to maintain consistent relationship and distance, and to foresee. Moreover, the president should be aware of the role performed by other constituencies. He or she should be willing to delegate some responsibilities.

The Board of Trustees of Contra Costa Junior College District in California set the qualifications for the president of their institution. The president should: possess the doctoral degree, have five years of highly successful administration experience, have a firm commitment to the nature of the junior college, and be between 35 and

55 years old (Priest, 1965).

In 1968, Gleazer wrote that college presidents should have the abilities to listen, to understand, to interpret, to reconcile, and to communicate. A year later, Hillway (1969) found that the first five crucial characteristics of the college president were: integrity in personal and professional relationships, intellectual ability and scholarship, ability to organize and to lead, democratic attitude and methods, and warmth of personality. He also indicated that the five undesirable characteristics of the college president were: dictatorial attitude, dishonesty, weakness as a scholar, vacillation in organizing and leading, and poor personality.

Morgan (1970) concluded that the characteristics for the successful presidency as reported by presidents' secretaries were personal qualities, administrative abilities, and human relationship skills. Keeton (1971) listed some characteristics of effective leadership, namely, attention was paid to maintaining college goals; established procedures and policy details were subordinate to the goals and objectives; leaders of the various constituencies supported each other's needs and rights; delegation of authority and division of labor was supported by leadership; communications were reasonably open and always reliable; and established procedures and policy details were subordinate to those of the college as a whole.

Monroe (1972) said the community college president tended to be a faculty member who had shown talent for leadership. Such a person was likely to have above average intelligence, the ability to associate with other people, the ability to speak in public, and the ability to win the support of co-workers.

In 1973, Gardner and Milton found that the four most important characteristics of the community college president were: integrity, ability to work with people, objectivity, and leadership with the board. On the other hand, the four least important characteristics were: charisma, professional training, humility, and a sense of humor. They found that younger presidents tended to value integrity and decisiveness less than the presidents over 40 years old.

Pattillo (1973) said successful administration experience at a responsible level and commitment to an institution of higher learning were indispensable qualifications for a prospective president. He suggested other characteristics that should be considered, depending on the circumstance of the institution. These include: academic vision, scholarly distinction, innovative leadership, fund-raising ability, skill in legislative and community relations, religious understanding and affiliation, and cultural and intellectual breadth.

In 1974, Bergquist noted that today's college or university president's position was demanding and time-consuming. The college president was in a position of leadership. It was a crucial role of the president in this day of "increasing public scrutiny where the efficiency of higher education was under consideration problems" (p. 315).

Corson (1975) stated that the characteristics of the president included an ability to listen to, to amass and assess information for, to consult with, to persuade, and to communicate to transient audiences. Rushing (1976) pointed out that flexibility was a quality to be sought in the chief executive of the future. Solomon (1976) also suggested that the president must possess the management training and

executive skills requisite for handling the needs of a college for balance during a time of accountability. Analytic skills and an ability to coordinate the functions of an administrative staff were also required of a president.

Hesburgh (1980) also presented the qualities of an effective leader as the ability to make decisions, take criticism, trust the staff, inspire the confidence of trustees, persuade faculty members, provide an example for the students, articulate the vision of the institution, and be human. Kauffman (1980) quoted the statement of qualifications sought for the president of Mankato State University in 1978 as follows:

1. Commitment to role of a public, multipurpose, regional university.
2. Commitment to and understanding of the centrality of teaching and scholarship in the educational process.
3. Knowledge of educational theories, trends, ideas, and resources.
4. Ability and commitment to provide effective management leadership in a college or university operating within a collective bargaining situation.
5. Sophisticated interpersonal skills and sensitivities required to relate to many publics and to coordinate functions and members of the university community
6. Ability and commitment to communicate ideas and information clearly, concisely, and effectively in written and oral form and informal or formal setting.
7. Understanding of and commitment to the role of students and faculty in policy-making.
8. Highly developed analytical and problem-solving skills.
9. College-level teaching experience.
10. Evidence of increasingly responsible administrative experience.
11. Competence in management of fiscal affairs and in planning (pp. 28-29).

Profile of the Two-year College President

There are available data from the major studies of Hawk (1960), Robert (1964), Schultz (1965, 1969), Wing (1971), Cavanaugh (1971),

Tillman (1974), Fields (1975), and Borland (1977) that focused on the basic characteristics of the two-year college president. The significant movement on many aspects of community junior college needed a unique president. Schultz (1965) stated that a "new breed" was appearing in the American Community junior college presidency. The differences between the "new breed" president and their predecessors were reported by many researchers.

In 1962, Shannon reported that most of the junior college presidents were drawn from the field of higher education rather than from secondary education as was the case a decade ago. Fifty-five percent of the presidents earned master's degrees and 43 percent hold doctoral degrees. These data, however were changed by Schultz (1965). He said that the new presidents possessed a higher degree of educational attainment and more experience in higher education, particularly in junior colleges. They were slightly older at the time of appointment than their predecessors. Schultz (1969) confirmed the same results that his previous study revealed. The number of the presidents obtaining doctorates was increasing substantially and steadily. Regarding previous experience of the junior college president, Cavanaugh (1971) indicated that 59.4 percent come from junior college positions, 14.0 percent come from four-year college positions, 14.6 percent come from public schools, and 12 percent come from other positions.

In 1972, Wing concluded his comparative study on his research (1971), on that of Hawk (1960), and of Robert (1964). Wing's comparative study examined five major characteristics.

1. Age. The mean age of appointment was more than in the previ-

ous studies. The mean current age, however, was less than the predecessors'.

2. Number of years the incumbent has held position. The mean number of years of tenure in the office was decreasing. This fact suggested that presidents did not stay in their offices as long as they used to.

3. Previous position held by incumbent president. All of the studies had shown that the community college increasingly had become the major source for new community college presidents.

4. Highest earned degrees. The trend of the highest earned degree was clear. There were an increasing proportion of community college presidents with doctoral degrees.

5. Area of specialization for the highest degree earned. Wing's last report in 1970 indicated that 55 percent of the community college presidents had specialized in elementary, secondary or general education, and 34 percent in higher education, including community college administration.

Trumbull (1974) reported in his study of two-year college presidents that 67 percent of respondents had consciously prepared for careers in academic administration; about 38 percent prepared specifically for two-year college administration. Most respondents were age 50 or more, but most of those who had prepared specifically for two-year college administration were below 50 years old. Over 60 percent of respondents had earned doctorates; of course, most of them were the doctoral degree in education. Predominant fields of study at doctoral levels were in higher education.

Most administrators had been in their current positions less than

five years. Most respondents had held prior academic administrative positions, usually in two-year colleges. More than 33 percent were deans. Tasks and responsibilities before entering administration were heavily in teaching at post-high school levels. Interestingly enough, respondents who had consciously prepared for two-year college administration differed from the rest of respondents in some aspects. They appeared younger than the norm age. They held proportionally more doctorates and distinctly higher proportions among them had majored in administration for higher education. Usually, they had internship experience in the two-year college. They were more likely to be administering in public two-year colleges.

General characteristics of the community junior college president were reported by Fields (1975). The results of his study indicated that the typical community college presidents were 49.3 years old, male, married with two to three children more than 10 years old, in good health, born in a small town to a non-professional family, a veteran, and had travelled abroad. They were typically affiliated with a Protestant church and were civic and professionally minded. Their annual income ranged between \$30,000 and \$40,000. They had been in their current presidency for 6.4 years. The presidents with master's degrees, however, had average tenures of 9.4 years, while those with doctor's degrees had mean tenures only of 5.3 years. Generally, community college presidents earned doctorates in education administration and had several years of teaching and administrative experience in a variety of educational settings, especially public schools and two- or four-year colleges. They perceived their presidential position as business executive or mediator and saw their role of planner and

educator as being most significant in their success. Finally, Field concluded that the community college president somewhat follows the patterns of the four-year college president. Job security was less for community college presidents than for four-year college presidents.

In 1977, Borland described Michigan public community junior college presidents. He indicated that over half of the presidents began their careers in public school positions and moved to the presidency from a community college high-level administrative position. Fifteen different positions primarily in community college administration served as spring boards to a presidency position. Typically, the common route to the presidency position was public community college, four-year college, and public school positions. The average age of the president was 50. He was male and mostly came from small cities. Almost fifty percent grew up in Michigan. Sixty-seven percent had earned doctorates. Their fathers were often professionals, managers and had less education than their mothers.

Roles and Responsibilities of the College President

The role and responsibility of the college president seemed to have changed to meet the changing needs of society and the specific aims and different circumstances of each college. "From pious scholar to autocrat to hero builder, we see that the role and concept of the presidency were changing" (Hauffman, 1980, p. 7). This change was mentioned by Mayhew (1971) who noted that recent shifts in the presidency had been brought about by a number of forces:

1. Colleges had grown too complex for an individual to fully understand all the factors of institutional concern.

2. The creation of super institutional board control had weakened the power of the president.

3. The president no longer had real power over the operation of departments and divisions.

4. The creation of other groups within the college that shared governance responsibility had also weakened the authority and leadership of the president.

5. Presidential power had been limited by a number of interventions of legislative actions and court decisions on institutional issues.

Due to many forces and the changing of circumstances, the president may be viewed in many facets. Kauffman (1980) said that there was considerable conflict over the issue of presidential role in higher education. Gilli (1978) agreed with Kauffman by saying that many of the difficulties associated with the presidency have to do with opposing demand. He noted that the president simultaneously sought to serve and attend to the needs and interests of students, faculty members, other administrators, board of trustee members, the business and industrial groups, and the community at large. As a result, the question was raised: what should the presidential role be? As facilitator, as caretaker, or as leader? This question was answered in the book The Academic President -Educator or Caretaker by Dodds (1962). Dodds stressed that the presidential office should not lose its traditional character of educational leadership. Among the notions of the role and responsibility of the college president, the American Association of Higher Education (1967) indicated six roles of the college

president. These were as follows:

1. Leader
2. Coordinator
3. Planner and Innovator
4. Facilitator
5. Mediator
6. Manager

Potter (1977) suggested that the college president was the executive officer and professional advisor of the governing board. Potter's view was mentioned again by Kauffman (1980). He stated that the president was chief executive officer of an institution who served at the pleasure of the board. Potter indicated that the president's responsibilities were the following:

1. To give the college competent administration and effective educational leadership always on a professional basis.
2. To recommend sound policy to board members.
3. To make board policy effective through efficient administration
4. To keep the board informed on financial matters, do sound long-range planning and keep current expenditures within the approved budget.
5. To deal always in an honest, professional, straightforward, open manner with the board, the staff, and the community.
6. To present all personnel needs to the board.
7. To recommend assignments for each position and keep employees at work on their assignments.
8. To recommend for employment only on basis of merit and fitness for the position.

9. To accept the board viewpoint when there are reasons previously unidentified by the president for not employing a proposed employee and without resentment to seek further for a candidate.

10. To recommend an annual budget with necessary supporting data

11. To deal with the board as a whole rather than with individual board members.

12. To recommend the rules and regulations reflecting sound procedures.

13. To accept board counsel in good grace.

14. To advise board members regarding ways to improve their effectiveness.

15. To support the board's recommendations.

16. To accept responsibility for decisions.

17. To remember that the college exists for the benefit of students of all ages.

Other studies attempted to identify the roles and responsibilities of the college president. Ruml (1959) stressed that the president of a college was its chief executive officer and at the same time was the highest personal symbol of the college to the people within and out of campus. The role of the president was most important in providing articulate leadership.

Ruml's concept regarding a president's role was criticized by Keeney (1959). Keeney pointed out that the college president was expected to deal with the outside world and to make it benevolent toward his institution. The president was expected to be a manager as good as in business or industry, a leader whose chief function was to inspire and to execute, a buffer who protected the faculty from the trustees

and the trustees from the faculty, a "jack-of-all-trades" who does whatever needs to be done. Some regarded him as the enemy. Actually, the president was in a very difficult situation. Keeney added that he could not make the trustees, alumni, faculty, and students do anything. The president could, however, cause these people to do a great deal, and if he was an effective president, he did; but whether he did or did not, depends upon their daily vote of confidence. The president depended upon delegation of his duties. He may actually delegate up to the trustees or down to the administrative staff or faculty. He may delegate out to friends of the college, to the students. Circumstances in an institution and the complexity of its organization may require different delegations. Most of all, the president must never delegate responsibility without authority.

Hillway (1961) stated that the president was a general manager who administered the affairs of the institution under the board policies rather than those of the faculty. This statement was supported by Morgan (1969), who confirmed that the principal role and responsibility of the college president was the day-to-day operation of the institution.

Moreover, in 1962, Shanon found that most community college presidents believed that their role was educational leadership both on and off campus. This finding was supported by Blocker, Plummer and Richardson (1965). The authors stated:

What formerly was job as the principal of a preparatory program has become a role as educational leader, as community leader, and as the executive of a complex enterprise with many facets of management relating to personnel, programs, plants, finance, and public relations. It has become highly important that this educational leadership shall be exercised

with the social vision and professional understanding needed to implement the new concept (p. 185).

Furthermore, because of social and educational changes, Gould (1967) expanded the notion of educational leadership. In his view, the president should be a manager, an educational leader, and a persuasive person at the same time. Priest (1965), O'Connell (1968), and Johnson (1969) suggested that the president should be an innovator. Stanford (1965), Rauh (1966), Potter (1977), and Kauffman (1980) perceived the college president as the educational leader and chief executive of the college who was responsible for all activities.

Harper (1968) reported the results of a workshop for new junior college presidents and their wives. The college president viewed himself and his role as an intellectual leader in his college and his community, and as a good manager of the people in the college. The president must know how to delegate and to whom to delegate. The president must be professionally keen, alert to new trends in education, abreast of innovations and ideas that can be adapted to his own college. Finally, Harper quoted Charl E. Young:

Our job as college and university president is to serve society. If we don't recognize the facts of life, understand the revolution that is going on around us, then we will fail to lead (p. 23).

In addition, Cohen and Roueche (1969) stressed that the president must play the major role of the educational leader not just an educational administrator. Likewise, Lombardi (1969), and Millet (1979) stated that the president should be the administrator and leader.

In 1971, Moore, professor of education at the Ohio State University wrote a highly critical analysis of the two-year college presi-

dent, Blind Man on a Freeway. He described the two-year college president as a blind man who is poorly trained for his job and has no insight into the particular circumstances and problems confronting the junior college administrator. The two-year college president had more comprehensive tasks to do than the president at other institutions. The two-year college president must be more able to act than to contemplate, more crisis oriented than long-term oriented, and more able to see issues clearly than in a diffused way. Moore also pointed out that the president's job was one of high risk. The functions of a president include the following: social welfare involvement, dealing with trade unions, working with joint committees, involvement with teacher negotiation teams, defense of decisions made by power-centered faculty members, development of an awareness of the students at his college, and dealing with people in the community of diverse background. Presidents have to establish and maintain credibility with the public, students, faculty, and the board of trustees.

Steward (1971) reported the major findings from his research in the book, The Chief Academic Officer and President. He indicated that the president was the chief administrative officer and coordinator of internal and external effort of the institution. Leadership was an essential ingredient for progress in institutions of higher education. Leadership was exercised through management.

In 1974, Cohen, Michael and March in their book, Leadership and Ambiguity: The American College President, summarized their major observations regarding the college president's role.

1. The American college presidency was a reactive job. Presidents defined their role as a responsive one, trying to reconcile

the conflicting pressures on the college.

2. The presidency was a parochial job.
3. Presidents were academics.
4. The presidency was conventional.
5. The presidency was important to the president.
6. The presidency was an illusion.

They pointed out, however, that the president was a leader of the college which was called an "organized anarchy." There are four fundamental ambiguities--ambiguity of purpose, ambiguity of power, ambiguity of experience, and ambiguity of success. According to idea of an organized anarchy, they proposed several Metaphors of leadership for the college or university. Each Metaphor of governance dictates a presidential leadership role.

1. The president's role is that of an Entrepreneur when the method of governance is a Competitive Market.
2. The president plays the Manager role when the metaphor of governance is an Administration.
3. The president is perceived as a Mediator or Supervisor when the type of governance is Collective Bargaining.
4. The president must be a Politician when the metaphor of governance is a Democracy.
5. The president's role is that of a Chairman when the university is governed by regular meetings which are called Consensus.
6. The president is needed to be a Catalyst as the governance style is Anarchy.
7. The president is Judge or Reporter when the governance pattern of the college is Independent Judiciary.

8. The president is Philosopher King when the governance style is Plebicitary Autocracy.

In addition, Cohen, Michael and March indicated that the analysis of data showed that there were different views regarding the president's role. The president may be perceived as a major, a mediator, a business executive, a military commander, a clergyman, a foreman, or a bookkeeper.

O'Connell (1975) indicated five selected significant roles of the president. These were as leader, manager, energizer, envoy, and intellectual.

Hammons (1977) cited Thomas Hatfield's statement that the president who does not neglect instruction, but who provides distinguished organizational leadership rather than instructional leadership, will usually find instruction improving.

Wrench (1980) indicated that the president was the representative, the resource provider, the planner, the negotiator, the mediator, and legitimator. Whitter (1980) indicated that the president was the leader of fund-raising. To support this notion, Rabbino (1980) stated that the president should be the chief public relations officer of the institution. Likewise, Shaw (1980) mentioned that the most important role of the president was that of establishing public understanding of the goals and objectives of the institution. The previous president of Oklahoma State University, Kamm (1982) emphasized in his book, Leadership for Leadership, that the president had to be an academic leader on campus.

Among educators, it was accepted that the crucial role of a president was leadership in the academic community. Millet (1974) indicated

that leadership in the academic community arose from the necessities of the structure of governance within a college or university. It was obvious that the structure of governance comes first, and the leadership role follows from it. Leadership was also a structure that established roles or influenced the behavior of other persons in the organization. It is a process of encouraging, persuading, and even of directing others to make decisions and to perform in accordance with decisions. In decision making, Vroom and Yetton (1973) suggested that participation in decision making among the president and other constituencies may contribute to or hinder organizational effectiveness. In addition, Millett pointed out that only two models for governance and leadership were the institutional governance and the community governance model. The community governance will need a new kind of institutional leadership which will require much more extensive information sharing, more consultation, and more careful sharing of authority than in the past.

Benezet (1974) suggested the notion regarding academic leadership that the leader needs to guide himself in terms of the best he can be as a person of reflection and originality. The educational leader ought to be more knowledgeable than his faculty and administrative staff about what is going on concerning the movement of higher education. The administrative leader needed to spend most of his time studying and releasing the potentialities of the human beings with whom he is given to work.

With strong belief, Hesburgh (1971) wrote that "the central person in exercising moral leadership for the life and prosperity of any academic institution must be its president (p. 763)." The president's

leadership, therefore, is needed. Mayhew (1971) stated that there was no magic formula to create presidential leadership. The president has to demonstrate his wisdom and courage. Hesburgh (1971) also specified the presidential leader performance:

If justice needs a voice, on campus or off, he must have the wisdom and courage to say what must be said, and the president must not be the last one to say it. If faculty or students need defense, he should be the first to defend them. If either or both need criticism, the president cannot avoid saying honestly and clearly what is wrong. If the learning process is lagging because of glacial progress in reforming curricula, structures, teaching, and inflexible outmoded requirements, the president must remind the community of what is needed for educational growth and survival in an unprecedented changing world. He must blow the trumpet loudly and clearly, because the time demands it. There was a time when a president was expected to be a lion abroad and a mouse at home. No longer (pp. 763-764).

Regarding the president's personality, Hesburgh pointed out that he or she must express a moral as well as intellectual dimension, courage as well as wisdom. The president has to care about the college constituencies. Hesburgh stated that "when a faculty and a student body know that their president cares about them, they will follow him to the heights, even out of the depths" (p. 764).

Finally, Hesburgh closed his address by stating:

Leadership may be most important at the presidential level, but it is absolutely essential at every level--trustees, faculty, administrators, students, and alumni--if the community is going to be equal to the task that lies ahead for each college and university and for the total enterprise of higher education in America (p. 765).

Empirical Studies Regarding the Roles and Responsibilities of the College or University President

Nelson (1960) studied role expectations for college and university presidents and reported that divergence in role expectations was found

among the majority of incumbent presidents and board of trustee members on: (1) personal qualities, (2) performance, (3) participation, and (4) friendship. The level of significant differences was capable of producing conflict in role expectations within the selected sample of this research.

Stout (1962) conducted research regarding conflict or congruencies in role expectation between and among university president, board of regents, and department head. He found that there were different perceptions between board members and department heads. Board members expect Initiating Structure in major cases, while department heads expect Consideration in major areas. However, the presidents were more responsive to expectations of board members rather than department heads.

In 1963, Hutchins found that the role expectations of the president and board members were significantly different and possible capable of producing conflict between the president and board members.

Graham (1965) conducted research regarding the junior college president's job. He found five areas of major administrative tasks-- planning, organizing, leading, controlling, and assessing.

Stamm (1968) determined the role of junior college presidents by comparing their role expectation as described by the board of trustees, faculty members, and administrative deans. He found no significant differences in the role expectation of the president among the president and the three groups.

Upton (1969) studied role expectations of faculty and board members for the community junior college president. His major findings were as follows:

1. In specifying the expected behavior of the president, faculty

members differed significantly with board members.

2. Differences between board and faculty members in their expectations reflected consistent differences in position regarding certain types of behavior.

3. The greatest differences between board and faculty groups centered around how primary responsibility for decision making should be divided within the college.

4. Extent of conflict appeared to be related to intergroup differences in expectations for division of responsibility, to size of college, and to faculty confidence in the leadership of the organization.

Brown (1971) conducted research on the role of a college president as perceived by selected former and current presidents. He found some interesting points on the president's role, as follows:

1. There was a great lack of communication between the president and parents of students.

2. Leadership was the principal role of the president.

3. The presidency has changed over time. Authoritarianism is no longer characteristic of the presidency.

4. The college presidency was a personal and individualized position. Each president was a different individual and each institution was different.

Prisco (1971) concluded his findings as follows:

1. There was no consensus between board members and faculty members. The president, therefore, found himself in the middle of differences between faculty and board members.

2. The president could not expect to find more consensus on his

role in faculty and board negotiations when political-economic and educational attitudes of the groups were similar.

3. The president would like to play a transactional role as chief administrator and educational leader of the institution.

Connor (1972) conducted descriptive and exploratory research in order to examine the process, act, and effect of decision making of community college presidents. He indicated eleven major decision-making areas as follows: (1) Administrative organization, (2) Articles of agreement, (3) Budget, (4) Community information, (5) Curriculum, (6) Facilities, (7) Governance, (8) Library, (9) Personnel, (10) Teaching, and (11) Policies. He also pointed out that the president's priority areas were administrative organization, teaching and personnel.

Clements (1972) found that administrators desire a higher level of faculty participation in decision making. Administrators felt that such participation was desirable. The important areas that needed faculty participation in decision making were curriculum and instruction, professional personnel policies, budgeting, building and plant administration.

Trimble (1973) investigated the priorities of college and university presidents as rated by the presidents and their key constituents. The major findings were as follows:

1. Presidents reported that they spent considerable more time on managerial and supporting activities than on either educational or other non-educational activities.

2. Presidents and constituents generally preferred that the presidents' priority be primarily educational in nature.

3. Presidents perceived themselves exerting most effective leadership primarily in educational areas, but constituents disagreed. They perceived educational leadership as the presidents' weakest area.

Trimble concluded that the president's function was primarily in managerial and supporting roles. It was generally preferred, however, that presidents primarily provide educational leadership to the institution.

Harms (1975) studied the president's role in community junior colleges. He found that the most important responsibility of the president was working with the governing board. The instructional and student services areas were ranked to be the least important responsibility of the president. Harms commended that both instructional and student service areas should be considered as the heart of the community junior college. The two areas should play an important role in the overall responsibilities of the president.

In 1977, Ringer studied the criteria for evaluating performance of college presidents. He found that no significant difference exists between the opinion of faculty and the president, but they differed from the opinion of the board of trustees. Ringer's recommendations were as follows:

1. The required evaluation of the president should be based on established standards of performance for the president which have been agreed to by board members, president, and faculty leaders.

2. The standard of evaluation criteria should be based on a formal job description that defined the president's duties.

3. Each institution should develop its own standard of the presidential performance.

4. Appraisal should be conducted by qualified evaluators.

Toth (1978) concluded that the perception of relationship by the president and board members was a vital factor for the present and future well-being of the institution.

Saunders (1978) studied the role of community college presidents. His major findings were as follows:

1. Generally, community college presidents view their role similarly.
2. Both president and faculty groups perceived the major function of the president as an educational leader of the institution.
3. Although there were various factors which were unique to individual colleges and their faculties, few, if any, affect the overall faculty perception of the president's role.
4. Both faculty and president were uncertain regarding the importance of concurring views of role, either among faculty or between faculty and president.

Interestingly enough, Bowles (1979) found that no perceptual differences exist among presidents, board of trustees, and faculty members on appropriate selection criteria for community college presidents.

McGee (1979) found that demographic and professional characteristics of male and female presidents were similar and the few dissimilarities were in degree, not in kind.

Devore (1979) reported that the majority of the presidents tended to view their position as an academic statesman. Gurubatham (1980) found that the analysis of data yielded the following results:

1. There was no significant difference in perceptions between

faculty and administrative staff on the overall leader behavior characteristics of the college presidents.

2. Significant differences existed on dimensions dealing with social exchange and the decision-making process.

3. The number of years served in the college had no apparent effect on the respondent's perceptions.

4. Significant differences existed on various dimensions based on geographic location, sex, age, academic area, and administrative office.

Leadership: Concepts and Perceptions

The history of mankind has been punctuated with exploits and deeds of men who have occupied positions of leadership. Some men arrived at their position by inheritance, others by circumstances, and still others by careful planning (Cave, 1967). Leadership seems to be only one of several significant variables in the life of the group or the institution. Leaders can be helpful. The most effective leader is one who acts as a catalyst, a consultant, and a source to the group (Gibb, 1969). Due to the importance of the leader in every organization, leadership, therefore, is a topic that has been subjected to extensive study and speculation in the past half century (Spiess, 1975). In fact, "leadership is one of the most observed and least understood phenomena on earth" (Burns, 1978, p. 2).

A leader is a very important person who confronts the challenge of directing a work group toward specified aims in the midst of inconsistent circumstances while encouraging more effective production and maximizing members' satisfaction. Finch (1977) wrote that the quality of

life in the work setting must be improved so that outcomes of human growth, satisfaction, and productivity be increased. One key organizational process that had to be altered was the leadership process.

Hick (1975) stated that the important aspects of group structure was the leadership within group. Without the leadership, the link between individual and organizational goals may become weak. Similarly, Stogdill (1950) pointed out that a group might or might not have a leader. If it did have a leader, however, it might be called an organization.

Hoy and Miskel (1978) believed that leadership constituted a set of functions and behaviors, carried out by individuals or leaders to assure that the tasks, group climate and individual satisfaction related to the objectives of the organization.

Due to the existence of diverse leadership theories, different concepts and definitions of leadership are cited. Stogdill (1974) gathered the different concepts and definitions of leadership from studies by Morris and Seemen (1950); Shartle (1951, 1956); Carter (1953); Gibb (1954, 1969); and Bass (1960). These concepts were categorized into eleven points of view:

1. Leadership as a focus of group process.
2. Leadership as a personality and its effects.
3. Leadership as an art of inducing compliance.
4. Leadership as the exercise of influence.
5. Leadership as act or behavior.
6. Leadership as a form of persuasion.
7. Leadership as a power relationship.
8. Leadership as an instrument of goal achievement.

9. Leadership as an effect interaction.
10. Leadership as a differentiated role.
11. Leadership as the initiation of structure.

Katz and Kahn (1978) identified three major components of the concept: (1) a position in a group; (2) a characteristic of a person; (3) a category of actual behavior. These three components are not appropriate to describe the leadership. Hoy and Miskel (1982) indicated that the concept of leadership remained vague because it depends not only on the position, behavior, and personal characteristics of the leader but also on the character of the situation.

Since concepts and perspectives varied, definition of leadership also did vary. Crowley (1928) defined the leader as an individual who moved in a particular direction and succeeded in encouraging others to follow him or her. Mooney (1931) pointed out that leadership was the form which authority assumes when it enters into process. In 1933, leadership was defined in The Shorter Oxford Dictionary as the "ability to lead." Pigor (1935) wrote that leadership was a process of mutual stimulation which by successful interplay of relevant differences controls human energy in the pursuit of a common cause. Tead (1935) defined leadership as a person's ability to take the initiative in social situations, to plan and organize action, and to inspire cooperation. Barnard (1949, p. 38) conceived leadership as "the quality of the behavior of individuals whereby they guide people or their activities in organized effort."

Hemphill (1958) defined leadership as the capability of initiating a new structure or procedure in order to reach organizational goals, or to change the objectives of the organization.

Hoy and Miskel (1982), citing various sources, provided many definitions of leadership.

To lead is to engage in an act that initiates structures-in-interaction as part of the process of solving a mutual problem.

John K. Hemphill

Leadership is power based predominantly on personal characteristics, usually normative in nature.

Amitai Etzioni

The leader is the individual in the group given the task of directing and coordinating task-relevant group activities.

Fred E. Fiedler

Leadership in organizations involves the exercise of authority and the making of decisions.

Robert Dubin

The essence of organizational leadership is the influential increment over and above mechanical compliance with the routine directives of the organization.

Daniel Katz and Robert L. Kahn

Leadership is the initiation of a new structure or procedure for accomplishing an organization's goals and objectives or for changing an organizations goals and objectives.

James Lipham

Leadership is the process of influencing the activities of an organized group toward goal setting and goal achievement.

Ralph M. Stogdill

Leadership takes place in groups of two or more people and most frequently involves influencing group member behavior as it relates to the pursuit of group goals.

Robert J. House and Mary L. Baetz (pp. 220-221)

However leadership was defined, it still remains the most important part of every institution or organization. David (1972) indicated this important position by saying:

Without leadership, an organization is but a muddle of men and machines. Leadership is the ability to persuade others to see defined objectives enthusiastically. It is the human factor which binds a group together and motivates it toward goals. Management activities such as planning, organizing and decision-making are dormant cocoons until they trigger the power of motivation in people and guide them toward

goals. Leadership transforms potential into reality. It is the ultimate act which brings to success all of the potential that is in an organization and its people (p. 100).

Obviously, leadership plays a crucial role in our society. Hoy and Miskel (1982) pointed out that leadership is an elusive but fascinating topic to be studied.

Leadership Behavior Studies

Leadership research might be divided into two parts: individual-centered research, usually called the "trait" approach, and group-centered research, which referred to the situational-functional approach (Scott, 1956). The early studies of leadership were predominantly focused on personal traits. The traits approach to leadership study tended to ignore the environment in which leadership took place. Using the traits approach, researchers had been unable to develop any meaningful list of leadership attributes. Empirical studies contended that leadership is a dynamic process that varied in relation to leaders and situations. Current literature seems to support the situational-functional approach to leadership study.

The earliest information concerning leadership was based on the writing of Plato in The Republic. His ideas concentrated on the development of leaders, but no attention was devoted to the concept of followership (Jowett, 1964). Another early author who wrote about leadership was Nicolo Machiavelli. The significance of his work De Principibus or The Prince derived from its attempt to provide the ruler with the technique for acquiring and maintaining control of a principality. Machiavelli recommended a strict code of behavior for the prince (Marriott, 1908).

A leadership study which led the way to modern emphasis was conducted by Alfred Binet, who sought to separate school children into groups of leaders and followers. His research served as a starting point for further research into the the phenomenon of leadership (Cave, 1967).

Terman (1955) built on Binet's work: he decided to repeat Binet's experiment by using a larger sample and better research techniques. The data were collected from students in Bloomington, Indiana. His experiments established the following results:

1. Leaders in tests were twice as often mentioned by teachers as being leaders and were chosen by their mates as ideals.
2. Leaders had a high average suggestibility.
3. Leaders were better dressed, were brighter, more fluent in speech, better looking, less selfish, and less emotional.

Freud viewed groups as composed of individuals, each individual possessing his own biopsychic drive. The leader was a person whom the group's formative process crystallized (Scheidlinger, 1953). In 1925, most group dynamics and studies of leadership were carried out speculatively. Using many of Freud's theories as a springboard, Cooley (1909), known for his study of small groups, recognized the importance of an individual's belonging to a group. Cooley saw the individual in modern society as the product of multiple group memberships.

Smith and Krueger (1933) reviewed the available literature in 1933. Their findings indicated that group interaction was very significant to the study of leadership.

In 1939, Lewin, Lippit, and White (1953) studied the authoritarian, democratic, and laissez-faire theories of leadership styles in

groups of ten-year-old boys. The results indicated that the democratic and authoritarian styles accomplished about the same amount of work, which was greater than that of the laissez-faire group. The major differences among authoritarian and democratic groups were in the amount of hostility present, dependence on the leader, and whether or not the boys continued working in the absence of the leader. In democratic groups, the boys continued working without the presence of the leader.

A significant review of leadership research was conducted by Jenkins (1947). He divided the various studies into five groups:

1. industrial and governmental investigations, including studies of executives,
2. studies of scientific and professional personnel,
3. investigations of the activities of children in preschool and extra-school situations,
4. studies in the school situations, and
5. military leadership studies.

Jenkins also pointed out that no single trait or group of characteristics has been isolated which set the leader apart from the members of his group. Hence, in order to obtain an adequate analysis of leadership behaviors, the researcher must not use leader traits only; he should also include the group members' perception of the leader.

Another major literature review was conducted by Stogdill (1948), who pointed out that in many studies leadership was not well-defined. In attempting to identify the characteristics of leaders, five research techniques had been used: (1) observation of behavior in group situation, (2) choices of associates, (3) nomination or rating by qualified observers, (4) selection and rating or testing of persons occupying po-

sitions of leadership, and (5) analysis of biographical and case history data. He collected the significant traits of leaders appearing in 124 studies. The significant traits indicated by Stogdill are shown in Table I.

TABLE I
SIGNIFICANT CHARACTERISTICS OF LEADERS
BY FREQUENCY

Characteristics	Frequency
Leaders found to be older	10
Leaders found to be taller	9
Leaders found to be heavier	7
Athletic ability, physical prowess	7
Leaders present a better appearance	11
Fluency of speech	13
Leaders found to be brighter, (but not too much more intelligent than the average of the group led)	23
Leaders make better scholastic records	22
Leaders possess specialized knowledge and ability to get things done	11
Soundness and finality of judgment	5
Keenly alive to environment, alert	6
Sympathetic understanding	7
High in originality	7
Adaptability	10
Leaders found to be more extroverted	5

TABLE I (Continued)

Characteristics	Frequency
Leaders found to be more dominant, ascendant	11
Initiative and willingness to assume responsibility	12
Persistence in the face of obstacles	12
Ambition, desire to excell	13
Application and industry	6
Responsibility	17
Strength of convictions	7
Integrity, fortitude	6
Self-assurance	11
Absence of modesty	6
Sense of humor	6
Leaders found to be more stable and emotionally controlled	11
Leaders come from higher socio-economic background	15
Leaders participate in more group activities	21
Lively, active, restless	9
Sociability	14
Diplomacy, tact	8
Popularity, prestige	10
Cooperativeness	11
Pattern of leadership traits differ with the situation	19
Transferability and persistence of leadership	6

Source: Ralph M. Stogdill, "Personal Factors Associated with Leadership: A survey of the Literature," The Journal of Psychology, (1948).

Stogdill (1948) concluded that the factors associated with leadership could be classified under the general headings of capacity, achievement, responsibility, participation, and status. Nevertheless, Stogdill asserted, a person did not become a leader just because he possessed the combination of these traits; he added that the leader's personal characteristics must bear some relevant relationship to the characteristics, activities, and goals of his followers. Stogdill pointed out:

The evidence suggests that leadership is a relationship that exists between persons in a social situation, and persons who are leaders in one situation may not necessarily be leaders in other situations (p. 65).

This statement was supported by Merton (1969) who said that "leadership does not, indeed cannot, result merely from individual traits of leaders; it must also involve attributes of the transactions between those who lead and those who follow....Leadership is, then, some sort of social transaction" (p. 2615).

In 1945, the Bureau of Business research at Ohio State University began to develop an instrument to describe leadership. The Bureau constructed the Leader Behavior Description Questionnaire (Stogdill and Coons, 1957). This Questionnaire was used in many studies of leadership behavior in various groups ranging from Air Force crews to working groups in factories. Evidence from those studies indicated that effective leadership was characterized by high scores on both Initiating Structure and Consideration dimensions of the LBDQ (Halpin, 1969).

In 1946, many studies dealing with work-groups were conducted at the Institute of Social Research of the University of Michigan. Rensis Likert, director of the Michigan research program, indicated that supervisors who were employee-centered usually had more productive

groups than those who were job-centered (Likert, 1961). He also found that high producing managers were usually better at communicating with their group than low-producing managers. Group methods of supervision were used more by supervisors of high production groups than by supervisors of low production groups. After many studies, Likert developed the System 4 Management Theory (Likert, 1967). At the same time, the Survey Research Center, one of the three centers at the Institute for Social Research at the University of Michigan conducted research on leadership by identifying clusters of characteristics which were inter-related and correlated with criteria of effectiveness of work groups. Two main concepts were developed: (1) employee orientation, which referred to the behavior of the supervisor who placed emphasis on human relations, and (2) production orientation, which referred to the supervisor who placed emphasis on production and aspects of the job (Kahn, 1956). These concepts were similar to the Ohio State University concepts of initiating structure and consideration.

The Research Center for Group Dynamics at the University of Michigan conducted other studies on leadership behaviors. Cartwright and Zander (1960) described the leadership of a group by considering two sets of functions, goal achievement and group maintenance. Goal achievement functions involved behavior which initiated action, retained members' interest in group's goal. Group maintenance referred to the leader's behavior which helped to keep interpersonal relations pleasant and kept the group functioning.

Gilmer (1971) studied industrial leadership problems. He indicated many interesting conclusions that could be used by educational

leaders. These conclusions were as follows:

1. The significant problem of leadership was not only providing inspiration and achieving obedience, but also creating a situation in which the followers willingly accepted the leader as their agent in co-operative endeavor.

2. The major determinant of behavior was how a person perceives the need-fulfilling possibilities of the immediate situation.

3. The authority and power which was maintained by threats of punishment was definitely undesirable.

4. Subordinates were more likely to accept group or organizational goals as their own when they have personally participated in setting up these goals.

5. An open communication system in the organization was very necessary. The group leader must provide the best way to disseminate information, opinions, and ideas.

Effective democratic leadership should achieve a congruency between the organizational goals and individual needs. Successful leaders must be involved in self-perception and have understanding of institutional goals, needs of individuals, and the nature of human needs.

In addition, there are some major works on leadership that are indispensable for this review of literature. They are as follows:

Halpin (1966), in his book, Theory and Research in Administration, began Chapter III by saying that "We will greatly increase our understanding of leadership phenomena if we abandon the notion of leadership as a trait, and concentrate instead upon an analysis of 'the behavior of leaders'" (p. 81).

He indicated that the behavior of leader and the behavior of followers in a group are inextricably interwoven, and the behavior of both--followers and leader--are determined to a great degree by formal requirements imposed by the institution where they work together. The behavior of leaders is affected by policies, regulations, and circumstances in and out of their organization. As a result, the behavior of leaders varies widely from one leadership situation to another. Halpin cited Hemphill in a study of approximately 500 selected groups. Hemphill found that the leader in a large group tends to be impersonal and is inclined to enforce rules and regulations firmly and impartially. In contrast, the leader in a small group expresses a more personal role.

Regarding leadership study, Halpin indicated that situationally-oriented leadership research has suggested new ways of constituting the more crucial variables that pertain to the individual as a leader. More specifically, Halpin suggested that study should be shifted from emphasis on leadership to the analysis of the behavior of leaders.

To measure leadership behavior and leadership ideology, Halpin has chosen to measure two specific dimensions: "Initiating Structure" and "Consideration." The instrument to measure these two dimensions is a Leader Behavior Description Questionnaire (LBDQ) which was devised by the Personnel Research Board at Ohio State University. The LBDQ was used to study many selected groups, such as air crews, education administrators, and school superintendents.

Halpin concluded five major findings in leader behavioral studies regarding Initiating Structure and Consideration:

1. It was appropriate to measure the leader's behavior on the two

fundamental dimensions of Initiating Structure and Consideration.

2. The effective leader was associated with high performance on both dimensions.

3. There was some tendency for superiors and subordinates to evaluate oppositely the contribution of the leader behavior dimensions to the effectiveness of leadership. Superiors were more concerned with the Initiating Structure, whereas subordinates were more concerned with the Consideration dimension. This difference between group attitude begot some degree of conflicting role expectation.

4. Changes in the attitudes of group members toward each other, and group characteristics such as harmony, intimacy, and procedural clarity, were significantly associated with the leadership style of the leader.

5. There was only a slight positive relation between the way leaders believe they should behave and the way in which their group members describe them as behaving.

Gibb (1969) contributed his idea in Dynamics of Leadership that there were two major views of leadership theories and practice. The first view was called Authoritarian or defensive. This view was described as follows:

People must be led. People perform best under leaders who are creative, imaginative and aggressive. It is the responsibility of the leader to marshal the forces of the organization, to stimulate effort to capture the imagination, to inspire people, to coordinate efforts, and to serve as a model of sustained effort (p. 316).

Gibb added that the authoritarian leader has to set clear goals for himself and for the group or institution, and then communicate these goals to all members. The leader must make policy and regula-

tions and make all decisions. The quality of an organization was often judged by the perceived quality of the leadership. Moreover, this authoritarian leader believed that leaders are born, people tend to follow good leaders, good leadership requires good followship.

The major disadvantage of the authoritarian model was fear and distrust. The whole organization, leader and members, rests on fear and distrust. It was highly inappropriate with the world of human beings with people.

The second view was called the participative model. Gibb illustrated that:

People grow, produce and learn best when they set their own goals, choose activities that they see as related to these goals, and have a wide range of freedom of choice in all parts of their lives. Under most conditions persons are highly motivated to put out a great deal of effort to organizational goals, are creative and imaginative, and tend to want to cooperate with others (p. 316).

Gibb explained that the leader acted as a catalyst, a consultant, and a source to the group. The leader's task was to support the group to grow, to emerge, to become more free. He acts in such a way as to facilitate group strength, individual responsibility, diversity, non-conformity, and aggressiveness. Gibb also indicated that the good leader tends not to lead. The leader is present, available, with a group as a person, not as a role. The participative leader is permissive in his relations with followers, for he assumes that as people grow they learn to assess their own attitudes, and develop their basic potentials. The participative model of leadership is based on love, respect and high trust between the leader and the followers.

In 1978, Burns, professor of government at William College, wrote an impressive book, Leadership. The central thesis of his book is the

distinction between two kinds of leadership; transactional leadership and transforming leadership.

Transactional leadership refers to the relation between leaders and their followers in the sense that the leader approaches the followers with an eye to obtain one thing for another. In transforming leadership, the leader seeks to satisfy maximum needs to engage all aspects of the followers. Transforming leadership often converts followers into leaders and may convert leaders into moral agents. In an attempt to identify the elusive elements that may make a person a leader, Burns did not feel that the concept of charisma was helpful in explaining leadership. He felt that the emergence of leadership in a particular situation was so unpredictable that a comprehensive description of it may not be possible. Among all leaders, good luck is an essential condition for leadership. Burns said that a leader is elusive, unpredictable, and intriguing. A definition of leadership depends on leadership concept. He indicated that recent studies present up to 130 definitions of the word leadership. He pointed out, at the end of his book, that we suffered, not from a failure of leadership but from a failure of followship. Leaders must aim to serve the needs of those persons and institutions they lead. Burns concluded "that people can be lifted into their better selves is the secret of transforming leadership and the moral and practical theme of this work" (p. 426).

Kamm (1980), the former president of Oklahoma State University, focused on two concepts of leadership. First, that every person was a leader, and second, that a leader of leaders served as the ultimate achievement. Leadership could be for good or for evil. Kamm illustrated that:

A leader brought out the best in others. A leader made others feel comfortable in his or her presence. A leader was a servant. A leader was knowledgeable. A leader always kept learning and growing. A leader was enthusiastic. A leader knew the value of timing. A leader respected the past and what others had accomplished. A leader gave his best effort always. A leader planned well for the future (pp. 72-73).

His implied statement indicated that 'people emphasis' and the 'centrality of people' were major concepts for a leader to consider. Kamm also pointed out that a college president as a leader was being a 'leader of leaders.' Kamm added that humor and humility must be possessed by a leader.

In 1982, Kamm's book, Leadership for Leadership was published. He cited many major studies regarding leadership, including Myers (1957) who said that:

Leadership was the product of interaction, not status or position. Leadership cannot be structured in advance. A leader in one situation would not automatically be a leader in another circumstance. Leadership resulted from how a person behaves in the organization. A leader in a group depended upon the group's perception of him. The way a leader perceived his role determined his actions. A group might have more than one person possess the leadership role. Leadership fostered positive sentiments toward the group activities and persons in the group. Leadership style might be democratic or autocratic but never laissez-faire. Leadership protected the critical group norms. Leadership involved authority which the members in a group were given to one who will carry out the leadership role in their group (pp. 9-10).

The major theme of Kamm's book was "leadership for leadership" which means the leader must "lead others to be and to do their best" (p. 123).

The Leader Behavior Description Questionnaire (LBDQ)

The early studies of Lewin and Moreno on leadership as a group phenomenon laid the foundation for the Ohio State University leadership

study, which attempted a definition of leadership. The study defined leadership as the process of influencing the activities of an organized group in its effort toward goal setting and achievement (Stogdill, 1953).

According to Stogdill (1953), the advantage of studying leadership in terms of influence on the activities of the organization, rather than in terms of influence on the person, were as follows:

1. Leadership analysis moved from the broad, vaguely defined realm of social interaction to integrate the basic variables which described an organized group.

2. It indicated the development of methods for studying leadership as an aspect of work performance, work method, and work relationships.

With the above fundamental ideas, the Ohio State University leadership studies embarked on the analysis of leadership. Hemphill and his associates developed a list of approximately 1,800 items describing the aspects of leadership behaviors (Stogdill, 1974). The items were sorted by the staff members into nine different categories: Integration, Communication, Production emphasis, Representation, Fraternalization, Organization, Evaluation, Initiation, and Domination (Hemphill and Coons, 1957). One hundred and fifty items were selected and arranged into the form of a preliminary questionnaire. In their studies using this first LBDQ Form, Hemphill and Coons found some strong points and many weaknesses. Their earlier studies concluded:

1. A leader may stress being a "good fellow" with other group members.

2. A leader may stress being a "group catalyst."

3. A leader may stress "getting the job done."

The LBDQ Form was further used by Halpin and Winer (1957). The number of items underwent revision and diminished from 150 to 130. Their studies identified two major dimensions of leader behavior, "Initiation Structure" and "Consideration." Initiating Structure referred to the leader's behavior in delineating the relationship between himself and the members of the group, and his endeavor to establish well-defined patterns of organization, channels of communication, and ways of getting the job done. Consideration referred to behavior indicative of friendship, mutual trust, respect, and warmth in the relationship between the leader and the members of the group.

Halpin (1956) described the technique and process used in identifying these two dimensions:

These dimensions of the leader behavior were identified on the basis of earlier studies with a Leader Behavior Description Questionnaire devised by the Personnel Research Board at the Ohio State University. Hemphill and Coons constructed the form of this questionnaire, and Halpin and Winer, in reporting the development of an Air Force adaptation of this instrument have identified Initiating Structure and Consideration as two fundamental dimensions of leader behavior. These dimensions were delineated on the basis of a factor analysis of the Leader Behavior Description Questionnaire responses of three hundred crew members who described the behavior of their 52 B-29 aircraft commanders. This solution of the iterative analysis was guided by a few tentative ideas about the dynamics of leadership. Initially, in the search for a solution to the analysis, a number of "blind" rotations of the axes were made, but to no avail. In each instance, only a single large general factor emerged. This factor probably reflected merely a general, vague evaluation of the commander, and contained a sizable but undefined halo effect. Since the various blind analyses had proven futile, we posited the Initiating Structure and Consideration dimensions of leader behavior. When the axes were then rotated in respect to these posited dimensions, the empirical data were found to fit the hypothesis (p. 4).

Finally, Halpin and Winer (1957) found that two factors, Initiating Structure and Consideration, accounted for 83 percent of the total factor variance. Therefore, they concentrated upon the task of developing the best possible short scales. Fifteen items for measuring Consideration were selected from 80 item forms of questionnaire. Each of the keys to the dimensions contained 15 items, and each item is scored on a scale of 4 to 0. Consequently, the range of the scores on each dimension is from 0 to 60.

The Leader Behavior Description Questionnaire has been administered widely to study leader behavior in military, industrial, governmental, educational, and civilian groups and organizations (Halpin, 1969).

Leadership Behavior Studies of the College President

This section focuses on the major findings of research studies which used the LBDQ to investigate the leader behavior of the college president. The review is presented in chronological order.

According to the dissertation abstracts between 1960 and 1980, only eight research reports on the president's leader behavior that were investigated used the LBDQ.

In 1967, Blanchard studied the favorableness of the group situation based on the relationship among board of trustees, the board chairman, and the college president. The dimension of the leader-member relation was measured by means of the LBDQ. The "Consideration" and "Initiating Structure" were used to evaluate the leader behavior of the college president in working with board members. The significant finding of this study indicated that while the position power of the

college president was high in working with trustees, the group of trustees was unstructured. In this type of situation, the president was not able to initiate any structure without good relations with the trustees. The findings confirmed that considerate and diplomatic behavior might induce the board of trustees to cooperate more rather than to control, to manage, and to direct leader behavior.

A year later, Lederer (1968) examined how selected junior college presidents structured their perceptions of community leaders, and he ascertained how the selected presidents' perception of community leaders related to their leadership ideologies. The subjects of the study were the 35 presidents of public junior colleges in New York. Using the LBDQ, Lederer found:

1. The junior college presidents in New York structured their perceptions of community leaders in terms of seven major categories of behavior: Community and Affiliation, Independence and Assertion of Dominance, Public policy-making, Initiation, Tolerance of freedom, and Political activity.

2. The president's perceptions of community leaders were influenced by his or her beliefs regarding how an ideal leader should behave.

In 1973, at the State University of New York at Albany, Ronning conducted a study on leadership role behavior of presidents of colleges in New York state. His aim was to identify the leadership role behaviors of the presidents as perceived by the vice-president, the vice president of business affairs, the dean of students, the chairman and vice-chairman of the board of trustees, the chairman of the faculty council and other constituencies. The LBDQ-Form XII was used for this

study. Findings were as follows:

1. The leadership role of the college president was seen in a similar manner by all groups of respondents. The differences of scores from the respondents were not great enough to produce any significant findings.

2. The four constituencies (administrative staff, governing board members, faculty members, and students) perceived the college president as a leader of the institution. Somehow, the governing board perceived the leadership behavior of the president as being of somewhat more significance than the other constituencies.

3. The governing board and the faculty had comparatively large differences in their perception of the leadership role behavior of the president.

4. It was found that the size of the institution did not influence the perception of the respondents.

In 1973, another study was conducted by Katt at SUNY at Albany. The researcher attempted to analyze the leader behavior of college and university presidents as seen by the chairperson and vice-chairperson of the local college and university councils, the vice-president for academic affairs and other constituencies. The LBDQ was again used as the method for this investigation. The findings were as follows:

1. The correlations between the 12 subscales of leader behavior were moderately high.

2. There were significant differences, at least at the 0.05 level, among the four groups' perceptions for each of the twelve subscales of presidential leader behavior.

3. The results of Ronning's study in 1973 were compared to the

data of Katt's study. It was found that there was no important difference between Ronning's and Katt's studies; nevertheless, there were significant differences between the student groups. When comparing the scores of each group from studies on each subscale separately, some significant differences were also found. In addition, Katt pointed out that the size of the institution did not affect the perception of the respondents.

In 1975, Breshears conducted related research at the University of Missouri, Columbia. He attempted to investigate the influence of age, academic training, and experience on the leader behavior of the administrators in colleges and universities as perceived by the administrators and two of their subordinates. The LBDQ was administered to obtain the data. Some of the findings were as follows:

1. There was a positive indication that training in educational administration increased the level of consideration exemplified by the administrators.

2. The younger administrators exhibited a higher level of consideration than the older administrators.

In 1976, Stevens studied the community college president as perceived by trustees, administrators, and faculty leaders in selected colleges in New York. The findings indicated that the trustees perceived the president as exhibiting specific leader behavior most frequently, administrators second most frequently, and faculty leaders least frequently. The findings of this study, in comparison with other studies, also revealed the similarity in leader behavior between the four-year college president and the university president of the state of New York. The two dimensional dichotomy of leader behavior found in

this study was similar to other two-dimensional findings by Stogdill, Goode, Day (1965), and Katt (1973).

Interestingly enough, Stevens also stated that the student leaders generally did not have enough contact with the presidents of their colleges, and thus could not complete the questionnaire. As a result, the student leaders' responses had to be withdrawn from the study.

Grill (1978) attempted to determine the nature and the differences of the expectations and the perceptions as seen by the presidents, the members of the board of trustees, and the administrative staff members related to Christian college presidential leadership behavior. The LBDQ was also used to collect the data from 14 presidents, 93 members of the board of trustees, and 102 administrative staff members of 14 colleges of the Christian College Coalition. The significant findings resulting from the analysis were the following:

1. Presidents and staff members reported similar expectations relative to ideal Christian college presidential Initiating Structure behaviors.
2. Reported expectations of trustee members were significantly higher than either the presidents' or the staff members' relative to ideal Christian college presidential Initiating Structure behaviors.
3. The expectations of the presidents, of the trustee members, and the staff members relative to ideal Christian college presidential Consideration behaviors were reported as being of the same level.
4. Presidents' reported expectations relative to ideal Christian college presidential Consideration behaviors were higher than their reported expectations relative to ideal Christian college presidential Initiating Structure behaviors.

5. Trustee members virtually reported the same level of expectations relative to ideal Christian college presidential Initiating Structure behaviors.

6. Reported expectations of staff members relative to ideal Christian college presidential Consideration behaviors were significantly higher than reported expectations relative to ideal Christian college presidential Initiating Structure behaviors.

7. Presidents and staff members reported similar perceptions relative to actual Christian college presidential Initiating Structure behaviors.

8. Trustee members' perceptions relative to actual Christian college presidential Initiating Structure behaviors were reported as being significantly higher than the president's or the staff members' perceptions.

9. Presidents and trustee members reported similar perceptions relative to real Christian college presidential Consideration behaviors.

10. Staff members scored lower on perceptions relative to real Christian college presidential Consideration behaviors than did either presidents or trustee members.

Finally, in 1980, Ratanakiranaworn presented his study of the leader behavior--real and ideal--of the teachers' college presidents in Thailand as perceived by their administrative staffs, faculty members, and college presidents themselves. The findings were as follows:

1. Administrative staff members disagreed about how their presidents behaved only within some subscales of LBDQ XII, but they all

agreed on how their presidents should behave on each of the twelve subscales.

2. Faculty members agreed only on how their presidents behaved on each of twelve subscales.

3. Presidents, administrative staff members, and faculty members disagreed on how the presidents behaved in some subscales.

4. Disagreement existed between real and ideal perceptions of each group.

Summary

The review of literature reviewed the agreement in the literature that the president is the most important person in a college. The college president was required to possess many abilities because he or she needed these skills in order to perform adequately numerous roles and responsibilities that the position entailed. The president's function was pivotal, therefore, it was of primary importance that a set of specific behaviors that were required of the college president be formulated.

Various research approaches had been used, but the LBDQ, developed at the Ohio State University, was probably the most efficient method for the study of college presidents' leadership behavior. In using the LBDQ, a distinction can be made between leadership activities which contributed to the achievement of some specific group goal (Initiating Structure) and those activities that maintained and strengthened the group itself (Consideration).

CHAPTER III

METHODOLOGY

This chapter describes the research procedures that were utilized in the study including the general design of the study, the sample, data collection, and an explanation of the statistical treatment of the data.

Design of the Study

This study employed the following procedures: (1) review of the literature related to the role and responsibility of the college or university president; review of literature concerning the prior studies on college and university presidents; review of the literature related to the leadership role generally; and review of the literature regarding the Leader Behavior Description Questionnaire (LBDQ); (2) random selection of public two-year colleges in rural areas which had been governed by local governing boards, including random selection of sample from the group of board members and faculty members; (3) collection and analysis of the demographic and subject data; (4) identification and discussion of the findings of the data analysis.

The Sample

The sample for this study was drawn from the population of all full-time faculty and board members of selected public, rural, two-year

colleges throughout the United States that had been governed by local governing boards. There were thirty states with at least some rural community junior colleges governed by local governing boards (Hutchins, 1982). One college of each state was randomly selected as a representative of that state's institutions. Using a random number table (Bartz, 1981), the name of one college from each state was drawn from the List of Public Rural Two-Year Colleges, which were governed by local governing boards (AACJC, 1982). After the names of two-year colleges were drawn, the names of board members and full-time faculty members also were randomly selected from the latest Microfiche College Catalog Collection, 1980-1982. Because the minimum size of local governing boards of two-year colleges consisted of five members, five board members from each college board were randomly selected as a sample representing the board member group. Five full-time faculty members were randomly selected from each selected college. Through this step, 30 colleges, 150 board members, and 150 faculty members were randomly selected.

On January 24, 1983, a letter and a list of the selected board members and faculty members were sent to the president of each selected college explaining the purposes of this study and asking for cooperation and assistance in providing board members' and faculty members' home addresses (see Appendix A). Three weeks later, 18 college presidents had agreed to support the study and had provided the personal addresses of selected board and faculty members. Three college presidents stated that they did not wish to participate in the research project. Follow-up letters were sent to nine college presidents who failed to respond to the initial request (see Appendix B).

To ensure an appropriate sample for the study, the investigator decided to randomly select 21 additional two-year colleges by using the same process that had been established earlier. Five board members and five full-time faculty members representing each college were also randomly selected. Of the second group of colleges, eight college presidents replied favorably to the research project. When the research sample was closed for analysis, 121 board members and 119 faculty members from 26 colleges and in 24 different states were included.

Information regarding this sample is presented in Table II, page 66. The table indicates that two states, New York and Nebraska, each had two representative colleges because two college presidents sent the gator letters indicating their willingness to cooperate in this research effort after another college in each of these two states had already been selected. In order to maintain the size of sample as described in the design of this study, these two colleges were included in the analysis. In some selected colleges, the number of board members and faculty members was not as high as five because some of these people were no longer located in the area.

Responses to the General Background

Information forms provided certain demographic data that was presented in Table III, pages 67-68. This table indicated that the 65 males (80.25%) of the sample served as the major group on governing boards. Fifty-eight faculty members (72.50%) were male. A large majority (N=77, 95.06%) of the board members were 35 years or older. The majority (N=71, 88.75%) of the faculty members were 25 years to 45 years old. Thirty board members (37.04%) held baccalaureate degrees, 19 board members held

TABLE II
 INSTITUTIONS, STATES, AND NUMBER OF FACULTY AND BOARD MEMBERS
 INCLUDED IN THE SAMPLE

Institutions	States	No. of Faculty Members	No. of Board Members
1. Navajo Community College	Arizona	5	5
2. North Arkansas Community College	Arkansas	3	5
3. Cerro Coso Community College	California	2	5
4. Northeastern Junior College	Colorado	5	5
5. North Florida Junior College	Florida	5	5
6. North Idaho College	Idaho	5	5
7. Kankakee Community College	Illinois	5	5
8. Muscatine Community College	Iowa	5	4
9. Fort Scott Community College	Kansas	5	4
10. Monroe County Community College	Michigan	4	3
11. Utica Junior College	Mississippi	5	4
12. Dawson Community College	Montana	5	5
13. Mid-Plains Community College	Nebraska	5	4
14. Nebraska Western College	Nebraska	5	5
15. New Mexico Junior College	New Mexico	5	5
16. Fulton-Montgomery Community College	New York	5	5
17. Sullivan County Community College	New York	5	5
18. Martin Community College	North Carolina	2	5
19. Lake Region Community College	North Dakota	4	4
20. Murray State College	Oklahoma	5	5
21. Blue Mountain Community College	Oregon	5	5

TABLE II (Continued)

Institutions	States	No. of Faculty Members	No. of Board Members
22. North Greenville College	South Carolina	4	5
23. Angelina College	Texas	5	5
24. Big Bend Community College	Washington	5	4
25. Nicolet College and Tech. Institute	Wisconsin	5	4
26. Northwest Community College	Wyoming	5	5
26	24	119	121

master's degrees, and only seven (8.64%) held doctoral degrees. With regard to faculty, 12 (12%), 53 (66.25%) and 10 (12.50%) held baccalaureate, master's, and doctoral degrees respectively. The largest group of board members (N=31, 38.27%) serving a given period of time was the group serving four to six years. Regarding academic rank, most of the faculty members were in two groups: 51 (63.75%) were instructors, and 14 (17.50%) were professors.

Some faculty members also indicated to the investigator that their colleges did not arrange academic rank. Thirty-one (38.27%) of the board members were businessmen, which was the largest occupational group of board members.

TABLE III
 NUMBERS AND PERCENTAGE OF BOARD MEMBERS AND FACULTY
 MEMBERS ON CERTAIN DEMOGRAPHIC VARIABLES

Demographic Variable		Board Member		Faculty Member	
		N	%	N	%
Sex	Male	65	80.25	58	72.50
	Female	16	19.75	22	27.50
Age	Under 25 years	0	0.00	1	1.25
	25 - 34 years	4	4.94	16	20.00
	35 - 44 years	17	20.99	27	33.75
	45 - 54 years	20	24.96	28	35.00
	55 - 65 years	21	25.93	7	8.75
	Over 65 years	19	23.46	1	1.25
Highest Earned Degree	Baccalaureate	30	37.04	12	15.00
	Master's	19	23.46	53	66.25
	Specialist's	7	8.64	4	5.00
	Doctorate	7	8.64	10	12.50
	Other	18	22.22	1	1.25
Years of Serving on Board	Less than 4 years	15	18.52	0	0.00
	4 - 6 years	31	38.27	0	0.00
	7 - 9 years	16	19.75	0	0.00
	Over 10 years	19	23.46	0	0.00

TABLE III (Continued)

Demographic Variable		Board Member		Faculty Member	
		N	%	N	%
Years	Less than 3 years	9	11.11	12	15.00
Knowing	3 - 4 years	9	11.11	25	31.25
the	5 - 6 years	25	30.86	18	22.50
President	7 - 8 years	9	11.11	2	2.50
	9 - 10 years	7	8.64	4	5.00
	Over 10 years	22	27.16	19	23.75
Academic	Professor	0	0.00	14	17.50
Rank	Associate Professor	0	0.00	7	8.75
	Assistant Professor	0	0.00	3	3.75
	Instructor	0	0.00	51	63.75
	Other	0	0.00	5	6.25
Years of	Less than 5 years	0	0.00	6	7.50
Teaching	5 - 10 years	0	0.00	26	32.50
Experience	11 - 15 years	0	0.00	10	12.50
	16 - 20 years	0	0.00	15	18.75
	Over 20 years	0	0.00	23	28.75
Occupation	Business	31	38.27	0	0.00
	Education	10	12.35	0	0.00
	Professional Service	12	14.81	0	0.00
	Other occupations	28	34.57	0	0.00

Research Instruments

Two instruments were used to gather data for this research. They were: (1) The General Background Information Form, and (2) The Leader Behavior Description Questionnaire (LBDQ). The General Background Information Form was designed to collect demographic data on the board member and faculty member respondents.

The Leader Behavior Description Questionnaire (LBDQ) short form, one of the most widely used measures of leader behavior (Dipboye, 1978) had been developed by Halpin and Winer at Ohio State University and published in Theory and Research in Administration (Halpin, 1966). This LBDQ was used in this study with permission of the Macmillan Publishing Company Inc. (see Appendix C). The LBDQ was described by Halpin (1966):

The LBDQ is composed of a series of short, descriptive statements of ways in which leaders may behave. The members of a leader's group indicated the frequency with which he engages in which form of behavior by checking one of five adverbs: always, often, occasionally, seldom, or never. Each of the keys to the dimensions contains 15 items, and each item is scored on a scale from 4 to 0. Consequently, the theoretical range of scores on each dimension is from 0 to 60 . . .

The form on which the group members describe their leader's behavior is referred to as the "LBDQ-Real, Staff." With modified instructions, this same instrument may be used to measure the leader's own leadership ideology. On this form each item is worded to indicate how a leader should behave, and the leaders answer the questionnaire accordingly. This form is designated as the "LBDQ-Self." Similarly, we may ask the staff members to describe how they believe their leader should behave. Such scores are termed "LBDQ-Ideal, Staff" (pp. 88-90).

This LBDQ consisted of thirty items that are descriptive statements of the behavior of the leader as they operate in a given situation. The response to LBDQ provided a score that was submitted to

empirical study regarding leader and group behavior (Halpin, 1966). The LBDQ was devised to measure two global dimensions of leadership behavior. These two dimensions were identified as (1) Initiating Structure, which refers to the leader's behavior in describing the relationship between leader and members of the working group and endeavoring to establish well-defined patterns of organization, channels of communication and method of procedure; and (2) Consideration, which refers to behavior indicative of friendship, mutual trust, respect, and warmth in the relationship between leader and members. Each dimension was composed of fifteen Likert-type items. The items defining each dimension were listed below:

Initiating Structure

1. He makes his attitudes clear to the staff.
2. He tries out his new ideas with the staff.
3. He rules with an iron hand.*
4. He criticizes poor work.
5. He speaks in a manner not to be questioned.
6. He assigns staff members to particular tasks.
7. He works without a plan.*
8. He maintains definite standards of performance.
9. He emphasizes the meeting of deadlines.
10. He encourages the use of uniform procedures.
11. He makes sure that his part in the organization is understood by all members.
12. He asks that staff members follow standard rules and regulations.

*Scored Negatively.

13. He lets staff members know what is expected of them.
14. He sees to it that staff members are working up to capacity.
15. He sees to it that the work of the staff is coordinated.

Consideration

1. He does personal favors for staff members.
2. He does little things to make it pleasant to be a member of the staff.
3. He is easy to understand.
4. He finds time to listen to staff members.
5. He keeps to himself.*
6. He looks out for the personal welfare of individual staff members.
7. He refuses to explain his actions.*
8. He acts without consulting the staff.*
9. He is slow to accept new ideas.*
10. He treats all staff members as his equals.
11. He is willing to make changes.
12. He is friendly and approachable.
13. He makes staff members feel at ease when talking with them.
14. He puts suggestions by the staff into operation.
15. He gets staff approval on important matters before going ahead.

* Scored Negatively (The complete instrument can be seen in Appendix D.)

Regarding the reliability of the LBDQ, Halpin (1956) reported that:

. . . for the LBDQ-Real, the estimated reliability by the Split-half method is .83 for the Initiating Structure scores and .92 for the Consideration scores. The corresponding estimates of reliability for the LBDQ-Ideal are .69 and .66 (p. 8-9).

There was more limited evidence regarding construct validity.

Halpin (1956) stated that:

It has been found in previous research with the LBDQ-Real that though group members may differ in their perception of the leader's behavior, they nevertheless agree sufficiently to warrant the use of the crew mean score on each dimension as a succinct and dependable index of the leader's behavior (p. 9).

Stogdill (1969, p.53) reported that ". . . validity implies a given subscale measure the pattern of behavior that it was intended to measure. The items in a subscale of LBDQ defined the pattern of behavior the subscale was intended to measure". In addition, Dipboye (1978) indicated that the LBDQ appeared to possess validity as a measure of leader behavior.

For this study, the LBDQ was used in two forms: (1) LBDQ-Real describing actual leadership as perceived by board members and faculty members, (2) LBDQ-Ideal describing how board members and faculty members believe the president should behave as a leader.

Procedure for a Data Collection

Prior to the collection of data, the names of board members and faculty members in the sample were coded. Coded numbers were recorded and printed on the respondents' envelope and return, self-addressed envelope. On February 14, 1983, the set of questionnaires, including the cover letter, the General Background Information form and the LBDQ-short form were mailed directly to the board members and faculty members (see Appendix E). Those who had not responded after one month were mailed follow-up letters, copies of the questionnaires, the General Background forms, and the stamped self-addressed envelopes (see Appendix F).

General Background forms, and the stamped self-addressed envelopes (see Appendix F).

TABLE IV
QUESTIONNAIRE RESPONSES

Sample	Mailed	Returned	%	Completed	%
Board members	121	92	76.03	81	66.94
Faculty members	119	87	73.11	80	67.23
Total	240	179	74.58	161	67.08

On June 1, 1983, the collection of data was concluded as indicated in Table IV. Of 121 board members selected, 92 (76.03%) responded; only 81 (66.94%) of those responses were completed. Of 119 faculty members selected, 87 (73.11%) responded; 80 faculty members' forms (67.23%) were completed.

Procedure for Scoring the LBDQ Responses

Responses to each of the two questionnaires, LBDQ-Ideal and LBDQ-Real, received from the respondents were scored by hand. Numerical values assigned to the five responses were 4 points for "always," 3 points for "often," 2 points for "occasionally," 1 point for "seldom," and 0 points for "never." For six specific items (item numbers

3, 7, 20, 22, 23, and 24) that had to be negatively scored, the numerical values given to the five responses were 0 points for "always," 1 point for "often," 2 points for "occasionally," 3 points for "seldom," and 4 points for "never." The scores were punched on cards for the further process of analysis.

Data Analysis

This study attempted to answer the following questions:

- QUESTION 1. What are board member's perceptions and expectations of the Initiating Structure dimension of the leadership behavior of the president?
- QUESTION 2. What are board member's perceptions and expectations of the Consideration dimension of the leadership behavior of the president?
- QUESTION 3. What are faculty members' perceptions and expectations of the Initiating Structure dimension of the leadership behavior of the president?
- QUESTION 4. What are faculty members' perceptions and expectations of the Consideration dimension of the leadership behavior of the president?
- QUESTION 5. Do the board members' expectations differ significantly in their perceptions of the Initiating Structure dimension of the leadership behavior of the president?
- QUESTION 6. Do the board members' expectations differ significantly in their perceptions of the Consideration dimension of the leadership behavior of the president?
- QUESTION 7. Do the faculty members' expectations differ significantly

in their perceptions of the Initiating Structure dimension of the leadership behavior of the president?

QUESTION 8. Do the faculty members' expectations differ significantly in their perceptions of the Consideration dimension of the leadership behavior of the president?

QUESTION 9. Do the board members and faculty members differ significantly in their expectations of the Initiating Structure dimension of the leadership behavior of the president?

QUESTION 10. Do the board members and the faculty members differ significantly in their expectations of the Consideration dimension of the leadership behavior of the president?

QUESTION 11. Do the board members and the faculty members differ significantly in their perceptions of the Initiating Structure dimension of the leadership behavior of the president?

QUESTION 12. Do the board members and the faculty members differ significantly in their perceptions of the Consideration dimension of the leadership behavior of the president?

In order to accomplish these tasks, the collected data were treated according to specificities of the research questions. The data concerning the first four questions were treated by means of descriptive statistics, mean and variance. The data concerning the rest of the research questions were treated by inferential statistics, one-way ANOVA. Regarding consideration of the statistically significant differences, F ratio at .05 level was used to judge the significance of all statistical tests. Significant findings were reported at both .05

and .01 levels.

Analysis of the data had been done using the Statistical Analysis System (SAS) at the Computer Center of Oklahoma State University.

Summary

Chapter III has provided information concerning the general design, the sample, the instruments, procedures for collection of data and procedures for analysis of data. Chapter IV concerns the analysis of the data described in Chapter III. Responses to the research questions and the appropriate statistical treatments were reported in narrative and tabular forms in Chapter IV.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

Introduction

This chapter presents an analysis of collected data. The analysis of data was based on responses to the research instruments by a sample of 81 board members and 80 faculty members from 26 randomly selected public, rural, two-year colleges that had been governed by local governing boards. The research instruments used to collect the data were the LBDQ-Real and the LBDQ-Ideal. Respondents were asked to complete both LBDQ-Real and Ideal. The collected scores derived from the responses to the LBDQ-Real and LBDQ-Ideal generated eight grouped scores as shown in Table V.

TABLE V
GROUPS OF THE SCORES DERIVED FROM THE RESPONSES
TO THE LBDQ-REAL AND THE LBDQ-IDEAL

Groups	LBDQ-Real (Perception)		LBDQ-Ideal (Expectation)	
	Initiating Structure	Consideration	Initiating Structure	Consideration
Board (1)	ISR ₁	CR ₁	ISI ₁	CI ₁
Faculty (2)	ISR ₂	CR ₂	ISI ₂	CI ₂

The eight groups of the collected scores were the following:

1. Perceived Initiating Structure (ISR₁) of leadership behavior of the president as seen by board members;
2. Perceived Consideration (CR₁) of leadership behavior of the president as seen by board members;
3. Expected Initiating Structure (ISI₁) of leadership behavior of the president as indicated by board members;
4. Expected Consideration (CI₁) of leadership behavior of the president as indicated by board members;
5. Perceived Initiating Structure (ISR₂) of leadership behavior of the president as seen by faculty members;
6. Perceived Consideration (CR₂) of the leadership behavior of the president as seen by faculty members;
7. Expected Initiating Structure (ISI₂) of the leadership behavior of the president as indicated by faculty members; and
8. Expected Consideration (CI₂) of the leadership behavior of the president as indicated by faculty members.

The LBDQ scores ranged from 0 to 60 points for each dimension; the scores for each item ranged from 0 to 4 points; the mean of each item was 2.00.

The analysis of data provided an empirical method to use in answering the research questions stated in preceding chapters. The first purpose was to answer the first four research questions by describing the perceptions and expectations of board members and faculty members regarding the leadership behavior of the president of two-year colleges. The second purpose was to determine whether these groups' expectations and perceptions differed significantly from one another.

Responses to the Research Questions

Question Number One: What are board members' perceptions and expectations of the Initiating Structure dimension of the leadership behavior of the presidents? The response to this question involved means, variances, minimum values, maximum values, and ranges of scores on the Initiating Structure dimension of the leadership behavior of the president as perceived and expected by board members. This data analysis was presented in Table VI, p. 80, and Table VII, page 81.

An examination of Table VI revealed differences in means, variances, minimum values, and maximum value scores of each LBDQ item. On perceptions (ISR₁), the three items possessing the highest mean scores were item numbers nine, eight, and eleven. Variances of item numbers three, four, five, six, thirteen, and fourteen were greater than 1.00 point; the rest of the items were less than 1.00 point. Minimum values of the items were 2.00 on item number eleven; 1.00 on items one, two, and nine; and zero on the rest of the items. The maximum value score of all items was 4.00.

Regarding the Expectation (ISI₁) scores, the four items possessing the highest mean scores were item numbers eight, one, nine and eleven. Variances scores of of the item numbers three through seven were greater than 1.00 point, and the rest of the items were less than 1.00. Minimum scores of the item numbers one two and nine were 2.00; numbers eight, ten, eleven, and fifteen were 1.00; and the remainder were zero. The maximum score of all items was 4.00.

Table VII, p. 81, presents means, variances, and ranges of scores on Initiating Structure dimension as perceived and expected by board members.

TABLE VI
 MEANS, VARIANCES, MINIMUM VALUES, AND MAXIMUM VALUES OF SCORES
 OF EACH ITEM ON INITIATING STRUCTURE DIMENSION AS
 PERCEIVED AND EXPECTED BY BOARD MEMBERS

LBDQ ITEM NO.	PERCEPTIONS (ISR ₁)				EXPECTATIONS (ISI ₁)			
	M	S ²	MI	MA	M	S ²	MI	MA*
1	3.28	0.53	1.00	4.00	3.58	0.27	2.00	4.00
2	3.00	0.60	1.00	4.00	3.12	0.35	2.00	4.00
3	2.42	1.35	0.00	4.00	2.41	1.12	0.00	4.00
4	2.20	1.26	0.00	4.00	2.24	1.23	0.00	4.00
5	1.86	1.22	0.00	4.00	1.95	1.45	0.00	4.00
6	2.46	1.45	0.00	4.00	2.65	1.38	0.00	4.00
7	3.23	0.83	0.00	4.00	3.33	1.00	0.00	4.00
8	3.40	0.57	0.00	4.00	3.67	0.32	1.00	4.00
9	3.32	0.55	1.00	4.00	3.48	0.40	2.00	4.00
10	3.28	0.73	0.00	4.00	3.40	0.49	1.00	4.00
11	3.41	0.49	2.00	4.00	3.48	0.55	1.00	4.00
12	3.17	0.92	0.00	4.00	3.30	0.81	0.00	4.00
13	3.01	1.11	0.00	4.00	3.30	0.96	0.00	4.00
14	2.64	1.13	0.00	4.00	2.79	0.99	0.00	4.00
15	3.07	0.72	0.00	4.00	3.33	0.47	1.00	4.00

*The initials M, S², MI and MA denote mean, variance, minimum value, and maximum value scores respectively.

TABLE VII
 MEANS, VARIANCES, AND RANGES OF SCORES ON INITIATING
 STRUCTURE DIMENSION AS PERCEIVED AND EXPECTED
 BY BOARD MEMBERS

	PERCEPTIONS (ISR ₁)	EXPECTATIONS (ISI ₁)
Means	43.77	46.04
Variances	42.25	61.93
Ranges	26-55	19-57

The mean, variance, and range scores on perception (ISR₁) were 43.77, 42.25, and 26 to 55 respectively. The mean, variance, and range scores on expectation (ISI₁) were 46.04, 61.93, and 19 to 57. This indicated that the mean score of expected Initiating Structure dimension of the leadership was higher than the mean score of perceived Initiating Structure dimension (2.27 points).

Question Number Two: What are board members' perceptions and expectations of the Consideration dimension of the leadership behavior of the president? The response to this question involved means, variances, minimum values, maximum values, and ranges of scores on Consideration dimension of the leadership behavior of the president as perceived and expected by board members. These data were presented in Table VIII, p. 82, and Table IX on page 84.

TABLE VIII

MEANS, VARIANCES, MINIMUM VALUES, AND MAXIMUM VALUES OF SCORES
OF EACH ITEM ON CONSIDERATION DIMENSION AS
PERCEIVED AND EXPECTED BY BOARD MEMBERS

LBDQ ITEM NO.	PERCEPTIONS (CR ₁)				EXPECTATIONS (CI ₁)			
	M	S ²	MI	MA	M	S ²	MI	MA*
1	1.95	1.02	0.00	4.00	1.75	1.14	0.00	4.00
2	2.77	0.88	0.00	4.00	2.82	0.79	0.00	4.00
3	3.38	0.64	0.00	4.00	3.63	0.34	1.00	4.00
4	3.51	0.60	0.00	4.00	3.60	0.29	2.00	4.00
5	2.84	0.96	0.00	4.00	2.80	0.89	0.00	4.00
6	2.49	1.16	0.00	4.00	2.57	1.50	0.00	4.00
7	3.47	0.70	1.00	4.00	3.63	0.49	0.00	4.00
8	2.85	1.08	0.00	4.00	3.14	0.72	1.00	4.00
9	3.02	0.62	1.00	4.00	3.14	0.62	1.00	4.00
10	3.23	0.83	0.00	4.00	3.36	0.83	0.00	4.00
11	3.14	0.69	0.00	4.00	3.37	0.46	2.00	4.00
12	3.54	0.48	1.00	4.00	3.70	0.29	1.00	4.00
13	3.53	0.50	1.00	4.00	3.69	0.29	0.00	4.00
14	2.81	0.63	0.00	4.00	2.79	0.62	0.00	4.00
15	3.38	0.66	1.00	4.00	3.55	0.60	0.00	4.00

*The initials M, S², MI, and MA denote mean, variance, minimum value, and maximum value scores respectively.

Table VIII revealed differences in the means, variances, minimum values, and maximum value scores of each LBDQ item. On perceptions (CR₁), the three items possessing the highest mean scores were item numbers four, twelve, and thirteen. Variances of items numbers one, six, and eight were greater than 1.00 point, while the rest of them were less than 1.00 point. Minimum values of item numbers seven, nine, twelve, thirteen, and fifteen were 1.00 point, while the rest of them were zero. Maximum value of all items was 4.00 points.

On Expectations (CI₁), the four items possessing the highest mean scores were item numbers three, seven, twelve, and thirteen. Variances of the item numbers one and six are greater than 1.00 point, while the rest of them were less than 1.00. Minimum values of item numbers four and eleven were 2.00; item numbers three, eight, nine, twelve, and thirteen were 1.00; and the rest of them were zero. The maximum score of all items was 4.00 points.

Table IX, p. 84, indicated that the mean, variance, and range of perceptions (CR₁) scores were 45.93, 72.37 and 11 to 60, respectively.

On Expectations (CI₁) scores, mean, variance, and range were 47.53, 45.63 and 19 to 60, respectively. These results indicated that the mean score of expectation on the Consideration dimension of the leadership behavior was higher than the mean score of perception on Consideration dimension (1.60 points).

Question Number Three: What are faculty members' perceptions and expectations of the Initiating Structure dimension of the leadership behavior of the president? The response to this question was presented by mean, variance, minimum value, maximum value, and range of the scores on Initiating Structure dimension of leadership behavior of the

TABLE IX
 MEANS, VARIANCES, AND RANGES OF SCORES ON CONSIDERATION
 DIMENSION AS PERCEIVED AND EXPECTED
 BY BOARD MEMBERS

	PERCEPTIONS (CR ₁)	EXPECTATIONS (CI ₁)
Means	45.93	47.53
Variances	72.37	45.63
Ranges	11-60	19-60

president as perceived and expected by faculty members. These data were presented in Table X and Table XI, pages 85 and 86.

Scores in Table X reveal differences in means, variances, minimum values, and maximum values of each LBDQ item. On perceptions (ISR₂), the four items with the highest mean scores were item numbers seven, eight, nine, and twelve. Variances of item numbers three, five, seven, eight, ten, and eleven were greater than 1.00 point; the rest of them were less than 1.00 point. Minimum value of item numbers one, nine, and twelve was 1.00 point; the rest of them were zero. Maximum value of all items was 4.00 points.

Regarding the expectations (ISI₂), the three items possessing the highest mean scores were item numbers eight, thirteen, and fifteen. Variances of item number four was 1.00 point, while the rest of them were less than 1.00 point. Minimum value score of item numbers eight and nine were 2.00 points; items numbers one, two, eleven, twelve, and

TABLE X
 MEANS, VARIANCES, MINIMUM VALUES, AND MAXIMUM VALUES OF SCORES
 OF EACH ITEM ON INITIATING STRUCTURE DIMENSION AS
 PERCEIVED AND EXPECTED BY FACULTY MEMBERS

LBDQ ITEM NO.	PERCEPTIONS (ISR ₂)				EXPECTATIONS (ISI ₂)			
	M	S ²	MI	MA	M	S ²	MI	MA*
1	2.50	0.86	1.00	4.00	3.33	0.42	1.00	4.00
2	2.16	0.90	0.00	4.00	2.96	0.67	1.00	4.00
3	2.30	1.35	0.00	4.00	2.63	0.95	0.00	4.00
4	1.71	0.71	0.00	4.00	2.25	1.00	0.00	4.00
5	1.96	1.23	0.00	4.00	1.70	0.97	0.00	4.00
6	2.58	0.58	0.00	4.00	2.85	0.69	0.00	4.00
7	2.63	1.17	0.00	4.00	3.35	0.89	0.00	4.00
8	2.63	1.07	0.00	4.00	3.54	0.43	2.00	4.00
9	2.75	0.87	1.00	4.00	3.30	0.36	2.00	4.00
10	2.59	1.00	0.00	4.00	3.09	0.04	0.00	4.00
11	2.44	1.29	0.00	4.00	3.43	0.70	1.00	4.00
12	2.79	0.73	1.00	4.00	3.25	0.67	1.00	4.00
13	2.41	0.95	0.00	4.00	3.50	0.61	1.00	4.00
14	2.12	0.72	0.00	4.00	2.81	0.69	0.00	4.00
15	2.10	0.80	0.00	4.00	3.80	0.70	0.00	4.00

*The initials M, S², MI, and MA denote mean, variance, minimum value, and maximum value scores respectively.

thirteen were 1.00; and the rest of the items were zero. The maximum score of all items was 4.00 points.

TABLE XI
MEANS, VARIANCES, AND RANGES OF SCORES ON INITIATING
STRUCTURE DIMENSION AS PERCEIVED AND EXPECTED
BY FACULTY MEMBERS

	PERCEPTIONS (ISR ₂)	EXPECTATIONS (ISI ₂)
Means	35.66	45.05
Variances	74.83	40.93
Ranges	13-55	24-57

Table XI presented mean, variance, and range of the scores on Initiating Structure dimension as perceived and expected by faculty members. On perception (ISR₂), the mean, the variance, and the range of the scores were 35.66, 74.83, and 13 to 55, respectively. For expectation (ISI₂), the mean, the variance, and the range were 45.05, 40.93, and 24 to 57, respectively. These results indicated that the mean score of faculty member expectation on Initiating Structure dimension of leadership behavior was higher than the mean score of perception on Initiating Structure dimension (9.39 points).

Question Number Four: What are faculty members' perceptions and expectations of the Consideration dimension of the leadership behavior

of the president? The response to this question was described through use of means, variances, minimum values, maximum values, and ranges, which were presented in Table XII, page 88, and Table XIII, page 89.

An examination of Table XII revealed differences in the means, the variance, the minimum values, and the maximum value scores of each LBDQ item. On the perceptions (CR₂), the highest mean scores were for item numbers four, twelve, and thirteen. Variances of item numbers one, nine, eleven, and fourteen were less than 1.00 point, the rest of them were greater than 1.00. Only item number twelve had a minimum value of 1.00, but the rest of them were zero. The maximum value of item number fourteen was 3.00 points, and the rest of the maximum values were 4.00 points.

Regarding the expectation (CI₂), the three items with the highest mean scores were item numbers three, twelve, and thirteen. All variances were less than 1.00. The minimum value of item numbers three, eleven, twelve, thirteen, and fourteen was 1.00 points, and the rest of the item numbers had a minimum value of zero. Every item was rated the maximum value at 4.00. Table XIII, p. 90, indicated that on the perceptions (CR₂), scores of mean, variance and range were 35.11, 158.99, and 8 to 56, respectively. For expectations (CI₂), the scores of mean, variance, and range were 43.49, 72.71, and 8 to 56, respectively. These results indicated that the mean score of the faculty member expectation on Consideration dimension of leadership behavior was higher than the mean score of the perception on Consideration dimension (8.38 points).

All analysis of data presented to answer question numbers one through four were summarized to depict the score of both Initiating

TABLE XII

MEANS, VARIANCES, MINIMUM VALUES, AND MAXIMUM VALUES OF SCORES
OF EACH ITEM ON CONSIDERATION DIMENSION AS PERCEIVED
AND EXPECTED BY FACULTY MEMBERS

LBDQ ITEM NO.	PERCEPTIONS (CR ₂)				EXPECTATIONS (CI ₂)			
	M	S ²	MI	MA	M	S ²	MI	MA*
1	1.98	0.81	0.00	4.00	1.85	0.81	0.00	4.00
2	2.20	1.20	0.00	4.00	2.78	0.78	0.00	4.00
3	2.45	1.16	0.00	4.00	3.41	0.52	1.00	4.00
4	2.78	1.24	0.00	4.00	3.33	0.68	0.00	4.00
5	2.10	1.23	0.00	4.00	2.54	0.91	0.00	4.00
6	2.31	1.10	0.00	4.00	2.78	0.81	0.00	4.00
7	2.60	1.23	0.00	4.00	3.24	0.64	0.00	4.00
8	2.06	1.30	0.00	4.00	2.80	0.82	0.00	4.00
9	2.21	0.95	0.00	4.00	2.69	0.88	0.00	4.00
10	2.24	1.58	0.00	4.00	2.86	0.98	0.00	4.00
11	2.36	0.79	0.00	4.00	2.81	0.66	1.00	4.00
12	2.98	1.09	1.00	4.00	3.50	0.48	1.00	4.00
13	2.76	1.49	0.00	4.00	3.49	0.61	1.00	4.00
14	2.08	0.58	0.00	3.00	2.59	0.47	1.00	4.00
15	2.01	1.20	0.00	4.00	2.84	0.72	0.00	4.00

*The initials M, S², MI, and MA denote mean, variance, minimum value, and maximum value scores respectively.

TABLE XIII
 MEANS, VARIANCES, AND RANGES OF SCORES ON CONSIDERATION
 DIMENSION AS PERCEIVED AND EXPECTED
 BY FACULTY MEMBERS

	PERCEPTIONS (CR ₂)	EXPECTATIONS (CI ₂)
Means	35.11	43.49
Variances	158.99	72.71
Ranges	8-56	8-56

Structure dimension and Consideration dimension as perceived and expected by board members and faculty members. This summary was shown in Table XIV below.

TABLE XIV
 SUMMARY DATA OF MEANS, VARIANCES, AND RANGES OF SCORES OF
 INITIATING STRUCTURE DIMENSION AND CONSIDERATION
 DIMENSION AS PERCEIVED AND EXPECTED BY BOARD
 MEMBERS AND FACULTY MEMBERS

	ISR ₁	BOARD MEMBERS			ISR ₂	FACULTY MEMBERS			* CI ₂
		ISI ₁	CR ₁	CI ₁		ISI ₂	CR ₂	CI ₂	
MEANS	43.77	46.04	45.93	47.53	35.66	45.05	35.11	43.49	
VARIANCES	42.25	61.93	72.37	45.63	74.83	40.93	158.99	72.71	
RANGES	26-55	19-57	11-60	19-60	13-55	24-57	8-56	8-56	

*The initials ISR, ISI, CR, and CI denote Initiating Structure-perception, initiating structure-expectation, consideration-perception, and consideration-expectation, respectively.

According to the results identified in Table XIV, the mean of the expected scores (46.04) was greater than the mean of the perceived scores (43.77) for the Initiating Structure dimension of the college president's leadership behavior as indicated by the board members. The mean of the expected scores (47.53) was greater than the mean of perceived scores (45.93) for the Consideration dimension of the president's leadership behavior as indicated by the board members. The mean of the expected scores (45.05) was greater than the mean of perceived scores (35.66) for the Initiating Structure dimension of the president's leadership behavior as indicated by the faculty members. The mean of expected scores (43.49) was also greater than the mean of the perceived scores (35.11) for the Consideration dimension of the president's leadership behavior as indicated by faculty members. This seems to indicate that the level of expectation of two groups on both Initiating Structure and Consideration dimension was greater than the level of the perception of both groups on both dimensions.

Also, it can be noted that the means for the expected scores on both dimensions for the board members were higher than the mean for the expected scores for the faculty members. Furthermore, the means of perceived scores on both dimensions for board members were also higher than the means of perceived scores for faculty members.

Question Number Five: Do the board members expectations differ significantly in their perceptions of the Initiating Structure dimension of the leadership behavior of the president? The response to this question was determined via one-way analysis of variance. The result was shown in Table XV, page 91.

According to Table XV, the calculated F-value for the analysis was

4.01. With 1 and 160 degrees of freedom, this F-value was significant at the .05 level. This result indicated that the board members' expectations were significantly different from their perceptions for the Initiating Structure dimension.

TABLE XV
ONE-WAY ANALYSIS OF VARIANCE COMPUTED FROM SCORES OF
BOARD MEMBERS ON THE EXPECTATIONS AND PERCEPTIONS
FOR AN INITIATING STRUCTURE DIMENSION

Source	Degree of Freedom	Sum of Squares	Mean Square	F-Value
Between	1	208.9877	208.9877	4.01*
Within	160	8333.4320	52.0840	
Total	161	8542.4198		

*Significant at .05 level

Question Number Six: Do the board members' expectations differ significantly in their perceptions of the Consideration dimension of the leadership behavior of the president? The response to this question with data analysis was presented in Table XVI, page 92.

TABLE XVI
 ONE-WAY ANALYSIS OF VARIANCE COMPUTED FROM SCORES OF
 BOARD MEMBERS ON THE EXPECTATIONS AND PERCEPTIONS
 FOR CONSIDERATION DIMENSION

Source	Degree of Freedom	Sum of Squares	Mean Square	F-Value
Between	1	104.3210	104.3210	1.77(NS)
Within	160	9439.7284	58.9983	
Total	161	9544.0494		

An examination of Table XVI indicated that a statistically significant difference was not found between the mean scores of expectations and perceptions on the Consideration dimension of the leadership behavior of the president as expected and perceived by board members.

Question Number Seven: Do the faculty members' expectations differ significantly in their perceptions of the Initiating Structure dimension of the leadership behavior of the president? The response to this question with data analysis was presented in Table XVII, page 93.

TABLE XVII
 ONE-WAY ANALYSIS OF VARIANCE COMPUTED FROM SCORES OF
 FACULTY MEMBERS ON THE EXPECTATIONS AND
 PERCEPTIONS FOR AN INITIATING
 STRUCTURE DIMENSION

Source	Degree of Freedom	Sum of Squares	Mean Square	F-Value
Between	1	3525.0063	3525.0063	60.90**
Within	158	9145.6875	57.8841	
Total	159	12670.6938		

**Significant at the .01 level

According to Table XVII, the calculated F-value for this analysis was 60.90. With 1 and 158 degrees of freedom, this F-value was significant at the .01 level. This result indicated that the faculty members' expectations were statistically significantly different from their perceptions for the Initiating Structure dimension.

Question Number Eight: Do the faculty members' expectations differ significantly in their perceptions of Consideration dimension of the leadership behavior of the president? The analysis of data to answer this question was presented in Table XVIII, page 94.

TABLE XVIII
 ONE-WAY ANALYSIS OF VARIANCE COMPUTED FROM SCORES OF
 FACULTY MEMBERS ON THE EXPECTATIONS AND
 PERCEPTIONS FOR CONSIDERATION
 DIMENSION

Source	Degree of Freedom	Sum of Squares	Mean Square	F-Value
Between	1	2805.6250	2805.6250	24.22**
Within	158	18303.9750	115.8479	
Total	159	21109.6000		

**Significant at the .01 level

An examination of Table XVIII indicated that the computed F-value for testing the mean difference was 24.22. With 1 and 158 degrees of freedom, this F-value was significant at the .01 level. This indicated that the difference of the faculty members' expectations was significantly different compared with their perceptions of Consideration dimension of the president's leadership behavior.

Question Number Nine: Do the board members and faculty members differ significantly in their expectations of the Initiating Structure dimension of the leadership behavior of the president? The response to this question was presented in Table XIX, page 95.

TABLE XIX
 ONE-WAY ANALYSIS OF VARIANCE COMPUTED FROM SCORES OF
 BOARD MEMBERS AND FACULTY MEMBERS FOR
 EXPECTED INITIATING STRUCTURE
 DIMENSION

Source	Degree of Freedom	Sum of Squares	Mean Square	F-Value
Between	1	39.2117	39.2117	0.94 (NS)
Within	159	6612.6889	41.5892	
Total	160	6651.9006		

As evidenced by Table XIX, no statistically significant difference evidence was found between the board members' and faculty members' scores. Therefore, the board members' expectations were determined to be not significantly different with reference to the expectations of the faculty members on the Initiating Structure dimension of the leadership behavior of the college president.

Question Number Ten: Do the board members and faculty members differ significantly in their expectations of the Consideration dimension of the leadership behavior of the president? The response was presented in Table XX, page 96.

TABLE XX
 ONE-WAY ANALYSIS OF VARIANCE COMPUTED FROM SCORES OF
 BOARD MEMBERS AND FACULTY MEMBERS FOR
 EXPECTED CONSIDERATION DIMENSION

Source	Degree of Freedom	Sum of Squares	Mean Square	F-Value
Between	1	658.0136	658.0136	11.14**
Within	159	9394.1603	59.0828	
Total	160	10052.1739		

**Significant at the .01 level

According to Table XX, the F-value for testing the mean difference was 11.14. With 1 and 159 degrees of freedom, this F-value was significant at the .01 level. It was determined that a statistically significant difference did exist between the board members' and the faculty members' scores for expected Consideration dimension.

Question Number Eleven: Do the board members and the faculty members differ significantly in their perceptions of the Initiating Structure dimension of the leadership behavior of the president? The response led to the data analysis presented in Table XXI, page 97.

TABLE XXI
 ONE-WAY ANALYSIS OF VARIANCE COMPUTED FROM SCORES OF
 BOARD MEMBERS AND FACULTY MEMBERS FOR
 PERCEIVED INITIATING STRUCTURE
 DIMENSION

Source	Degree of Freedom	Sum of Squares	Mean Square	F-Value
Between	1	2642.6128	2642.6128	38.67**
Within	159	10866.4307	68.3423	
Total	160	13509.0435		

**Significant at the .01 level

Table XXI indicated that the F-value for the testing of the mean difference was 38.67. With 1 and 159 degrees of freedom, this F-value was significant at the .01 level. This indicated that a statistically significant difference existed between the board members' and faculty members' scores for perceived Initiating Structure dimension.

Question Number Twelve: Do the board members and faculty members differ significantly in their perceptions of the Consideration dimension of the leadership behavior of the president? The response to this question was presented in Table XXII, page 98.

TABLE XXII
 ONE-WAY ANALYSIS OF VARIANCE COMPUTED FROM SCORES OF
 BOARD MEMBERS AND FACULTY MEMBERS FOR
 PERCEIVED CONSIDERATION
 DIMENSION

Source	Degree of Freedom	Sum of Squares	Mean Square	F-Value
Between	1	4706.2582	4706.2582	40.78**
Within	159	18349.5431	115.4059	
Total	160	23055.8012		

**Significant at the .01 level

An examination of Table XXII revealed that the F-value for testing the mean difference was 40.78. With 1 and 159 degrees of freedom, this F-value was significant at the .01 level. It was determined that there was a statistically significant difference between the board members' and faculty members' scores for perceived Consideration dimension.

Summary

The findings of the present study were presented in Chapter IV. The responses to the first four research questions indicated that the mean scores of the expectations of both board members and faculty members on both leadership behavior dimensions were higher than their perceptions on both leadership behavior dimensions. The responses to

research questions numbers five through twelve revealed that there were statistically significant differences at the .05 level on the test for research question number five. Also, there were statistically significant differences at the .01 level on the test for research question numbers seven, eight, ten, eleven, and twelve. No statistically significant differences were found on the test for research question numbers six and nine.

Chapter V will concern itself with summary, discussion, conclusions, and recommendations of the study.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents a summary of the procedures used in this study, a summary of findings as well as conclusions of the study. Recommendations for further study are also presented.

Summary of the Study

The purpose of this study was to examine the perceptions and expectations of board members and faculty members regarding the leadership behavior of the public, rural two-year college presidents. To serve this purpose, twelve research questions were established as guidelines for the study. The research instrument was composed of a General Background Information Form and the Leadership Behavior Description Questionnaires (LBDQ-Real and Ideal). The random sample for the study was drawn from full-time faculty and local governing board members of twenty-six selected public, rural two-year colleges in twenty-four states. The sample consisted of 121 board members and 119 faculty members. Eighty-one responses (66.94 percent) of the 121 board members sampled, and eighty (67.23 percent) of the 119 faculty members sampled, were used in the analysis of data.

The analysis of data was conducted by using the Statistical Analysis System (SAS) procedure at the Computer Center, Oklahoma State

University. Means, variances, and one-way analyses of variance were the statistical methods used to examine and test the level of confidence. Significant findings were reported at .05 and .01 levels.

Summary of the Findings

Analysis of the data that was presented in Chapter IV generated twelve findings. They are as follows:

1. The board members' level of expectations appears to be higher than their perceptions with regard to the Initiating Structure dimension of the leadership behavior of the college president (2.27 points).

2. The board members' level of expectations appears to be higher than their perceptions with regard to the Consideration dimension of the leadership behavior of the college president (1.60 points).

3. The faculty members' level of expectations appears to be higher than their perceptions with regard to the Initiating Structure dimension of the leadership behavior of the college president (9.39 points).

4. The faculty members' level of expectations appears to be higher than their perceptions with regard to the Consideration dimension of the leadership behavior of the college president (8.38 points).

5. The board members' level of expectations was found to be significantly higher at the .05 level than their perceptions with regard to the Initiating Structure dimension of the leadership behavior of the college president.

6. The board members' level of expectations did not differ significantly from the level of their perceptions with regard to the Consideration dimension of the leadership behavior of the college president.

7. The faculty members' level of expectations was found to be significantly higher at the .01 level than their perceptions with regard to the Initiating Structure dimension of the leadership behavior of the college president.

8. The faculty members' level of expectations was found to be significantly higher at the .01 level than their perceptions with regard to the Consideration dimension of the leadership of the college president.

9. The board members' level of expectations appears to be slightly higher than that of faculty members with regard to the Initiating Structure dimension of the leadership behavior of the college president (0.99 points). There was no statistically significant difference between these two groups.

10. The board members' level of expectations appears to be higher than that of the faculty members with regard to the Consideration dimension of the leadership behavior of the college president (4.04 points). There was a significant difference at the .01 level between these two groups.

11. The board members' level of perception appears to be higher than that of the faculty members' with regard to the Initiating Structure behavior of the college president (8.11 points). There was a significant difference at the .01 level between the two groups.

12. The board members' level of perceptions appears to be higher than that of the faculty members' with regard to the Consideration dimension of the leadership behavior of the college president (14.82 points). There was a statistically significant difference at .05 and .01 levels between these two groups.

Additional findings were as follows:

1. The presidential behavior as identified in item number eight of Initiating Structure dimension ("He maintains definite standards of performance.") was rated highest by both respondent groups on both LBDQ-Real and Ideal.

2. The presidential behavior as identified in items twelve and thirteen of Consideration dimension ("He is friendly and approachable. He makes members feel at ease when talking to them.") was rated highest by both board members and faculty members on both LBDQ-Real and Ideal.

Conclusions

The following conclusions seem appropriate from the findings of this study:

1. The rural community college president encounters extensive role conflict in his or her relationship with board members and faculty members. This conclusion was generated from findings regarding the expectation scores of board members and faculty members. These scores were significantly higher than board and faculty perception scores for both the Initiating Structure and the Consideration dimensions of president's leadership behavior. The degree of dissonance between the

expectations and perceptions of board members and faculty members pointed to the degree of role conflict that the president experienced.

2. The rural community college president encounters more conflicting expectations in his or her relationship with faculty members than with board members. This conclusion derived from the findings that indicated the range of scores of the faculty members' expectation and perceptions on both dimensions of the leadership behavior of the president was greater than the board members' range of scores.

3. The rural community college president was expected to perform more effectively on the Initiating Structure dimension of the leadership behavior. The task achievement and production orientation were indicated to be the greatest expectation by board members and faculty members. The findings indicated the similarity of the levels of the expectations of board members and faculty members on the Initiating Structure dimension which were significantly greater than their levels of perceptions. Moreover, the expectations of both groups on the Initiating Structure dimension were slightly greater than the expectations of both groups on the Consideration dimension.

4. The rural community college president was expected to be more concerned with interpersonal relations in dealing with board members but he or she was expected to be more concerned with task achievement in dealing with faculty members. The findings indicated that the mean scores of the expectations of board members on Initiating Structure dimension was smaller than their mean scores on expected Consideration dimension. On the other hand, the mean scores of the expectations of faculty members on Initiating Structure dimension were greater than

their mean scores on expected consideration dimension. It should be noted that this finding differed with Halpin's research (1966). Halpin indicated that superiors were more concerned with Initiating Structure, whereas subordinates were more concerned with the Consideration dimension. This conflict in research findings should be resolved by further study.

5. There was agreement between board members and faculty members regarding the expectations and perceptions on both dimensions of the leadership behavior of the president. The findings indicated that three behaviors were rated with the high scores on both LBDQ-Real and Ideal. These three behaviors were maintaining definite standard of performance, being friendly and approachable, and making members feel comfortable when talking with them. One may conclude that these three leadership behaviors are needed on the part of the rural community college president.

Recommendations

The following recommendations are made based on the findings of this study:

1. The president of the public, rural two-year college should improve his or her performance on task achievement and interpersonal relations simultaneously to bridge the gap between the expectations and perceptions of board and faculty members.

2. The president should practice participative governance and work more closely with faculty members in order to reduce dissonance regarding both dimensions of the LBDQ.

3. The president must emphasize more task oriented behavior than interpersonal behavior in dealing with faculty but he or she must emphasize more interpersonal behavior when dealing with board members.

4. The presidents, board members, and faculty members of public, rural community colleges should study the findings in order to improve understanding among them.

5. The findings of this study should be used as a part of the needs assessment for in-service and pre-service training programs in public, rural community colleges.

Recommendations for Further Study

1. A replication of this study with a larger sample utilizing the same methodology should be conducted for a higher degree of generalization and validation of the findings.

2. A similar study should be conducted at other types of two-year colleges.

3. A replication of this study using different leadership instruments such as LBDQ Form XII or Least Preferred Co-Worker Scale (LPC) should be conducted to validate the findings.

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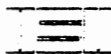
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APPENDIXES

APPENDIX A

LETTER AND HOME ADDRESS FORM
SENT TO THE PRESIDENT OF
SELECTED PUBLIC, RURAL
TWO-YEAR COLLEGES



Oklahoma State University

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
AND HIGHER EDUCATION

STILLWATER, OKLAHOMA 74078
309 CLUNDERSEN HALL
405/624-7244

January 24, 1983

Dear President :

Significant changes affecting the growth and development of colleges during the 1980s will require unique leadership behaviors. Many behaviors are identified by researchers, administrators, and educators for the college president who most concede is the single most important individual within the institution. The president is a key to effective functioning within the college. Obviously, the president has to work closely with both trustees and faculty members. Their perceptions and expectations regarding the president's leadership behaviors affect not only the administrative process but also the general functioning of the college.

I am conducting a research study of the leadership behavior of rural two-year college presidents in the United States. I believe that the findings of this study could be used to encourage more harmonious relationships among the president, faculty members, and board members of rural institutions. The Leaders Behavior Description Questionnaire (LBDQ) is being used to collect data. Samples consist of five faculty members, and five governing board members of each randomly selected rural two-year college. Your college was one of the randomly selected institutions.

I would, therefore, like to ask for your help in this study. I have identified the names of faculty members and board members at your institution who will be asked to respond to the LBDQ. They too have been randomly selected. I would like to ask for your office's assistance in getting their home addresses.

Your cooperation and assistance is essential to the success of this doctoral study. Should you need additional information, please do not hesitate to contact me. Thank you very much for your assistance.

Sincerely,

Surapol Boapimp
Doctoral Candidate
Higher Education Administration

Attachment
Project Supervised by:

Dr. John J. Gardiner
Major Advisor of the Student's Doctoral Dissertation

Dr. Robert B. Kamm
Chairman of the Student's Doctoral Committee

NAME OF COMMUNITY COLLEGE

Please complete blanks with respective home addresses.

BOARD MEMBERS

Name Address _____
 City _____ State _____ Zip Code _____

Name Address _____
 City _____ State _____ Zip Code _____

Name Address _____
 City _____ State _____ Zip Code _____

Name Address _____
 City _____ State _____ Zip Code _____

Name Address _____
 City _____ State _____ Zip Code _____

FACULTY MEMBERS

Name Address _____
 City _____ State _____ Zip Code _____

Name Address _____
 City _____ State _____ Zip Code _____

Name Address _____
 City _____ State _____ Zip Code _____

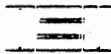
Name Address _____
 City _____ State _____ Zip Code _____

Name Address _____
 City _____ State _____ Zip Code _____

THANK YOU

APPENDIX B

FOLLOW-UP LETTER SENT
TO PRESIDENT

*Oklahoma State University*DEPARTMENT OF EDUCATIONAL ADMINISTRATION
AND HIGHER EDUCATIONSTILLWATER, OKLAHOMA 74078
309 GUNDERSEN HALL
405/624-7244

March 2, 1983

Dear President :

On January 25, 1983, a letter was sent to you requesting your cooperation concerning a research study. Your busy schedule may not have allowed you to respond to that letter.

Please note that your college is one of a limited number of institutions which were randomly selected to participate in this study. Your help in providing the requested addresses is necessary for the successful completion of this project.

Your cooperation and assistance will be greatly appreciated. For your convenience, I have enclosed a copy of my earlier correspondence, the list of selected faculty and board members, and a postage paid, self addressed envelope.

Thank you very much for your cooperation and assistance.

Sincerely,

Surapol Boapimp
Doctoral Candidate
Higher Education Administration

Attachment

Project Supervised by:

Dr. John J. Gardiner
Major Advisor of the Student's Doctoral DissertationDr. Robert B. Kamm
Chairman of the Student's Doctoral Committee

APPENDIX C

PERMISSION FOR USE OF THE THIRTY-ITEM
LBDQ AS GRANTED BY MACMILLAN
PUBLISHING CO., INC.

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

January 26, 1983

Mr. Surapol Boapimp
Oklahoma State University
Department of Educational Administration
and Higher Education
309 Gunderson Hall
Stillwater, Oklahoma 74078

Dear Mr. Boapimp:

Your letter of January 19, 1983 refers to a letter you wrote us November 8, 1982, to which you received no answer. Apparently your letter went astray as we have no record of having received a previous request from you.

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

Permission is granted for usage of the material in the manner and for the purpose as specified in your letter of January 19. If your doctoral study is published, other than by University Microfilms, it is necessary to reapply for permission;

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

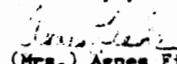
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THEORY AND RESEARCH IN ADMINISTRATION by Andrew W. Halpin. ©
Copyright by Andrew W. Halpin, 1966.

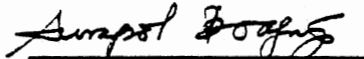
If you are in agreement, kindly sign and return one copy of this letter with your remittance; the second copy is for your records.

Thank you very much and best wishes.

Sincerely yours,


(Mrs.) Agnes Fisher
Permissions Manager

AGREED TO AND ACCEPTED:


Surapol Boapimp

APPENDIX D

RESEARCH INSTRUMENTS: GENERAL
BACKGROUND INFORMATION FORMS,
LBDQ-REAL AND IDEAL FORMS

BOARD MEMBER'S QUESTIONNAIRE
General Background Information

Directions: For each of the following questions, select the one most appropriate answer. Place an X, or complete in provided space of selection.

1. Your Sex:

Male Female

2. Your Age:

Under 25 years 25-34 years 35-44 years
 45-54 years 55-64 years Over 65 years

3. Your Highest Level of Education:

Baccalaureate Master's Specialist's
 Doctorate Other

4. Total Number of Years Serving in Board Committee:

Less than 4 years 4-6 years 7-9 years
 Over 10 years

5. Total Number of Years You Have Known Your President:

Less than 3 years 3-4 years 5-6 years
 7-8 years 9-10 years Over 10 years

6. Your Current Occupation (please be specific) _____

FACULTY'S QUESTIONNAIRE
General Background Information

Directions: For each of the following questions select the one most appropriate answer. Place an X in the space in front of your selection.

1. Your Academic Rank:

- | | | |
|--|--|--------------------------------|
| <input type="checkbox"/> Professor | <input type="checkbox"/> Associate Professor | |
| <input type="checkbox"/> Assistant Professor | <input type="checkbox"/> Instructure | <input type="checkbox"/> Other |

2. Your Sex:

- | | |
|-------------------------------|---------------------------------|
| <input type="checkbox"/> Male | <input type="checkbox"/> Female |
|-------------------------------|---------------------------------|

3. Your Age:

- | | | |
|---|--------------------------------------|--|
| <input type="checkbox"/> Under 25 years | <input type="checkbox"/> 25-34 years | <input type="checkbox"/> 35-44 years |
| <input type="checkbox"/> 45-54 years | <input type="checkbox"/> 55-64 years | <input type="checkbox"/> Over 65 years |

4. Your Highest Level of Education:

- | | | |
|--|-----------------------------------|---------------------------------------|
| <input type="checkbox"/> Baccalaureate | <input type="checkbox"/> Master's | <input type="checkbox"/> Specialist's |
| <input type="checkbox"/> Doctorate | <input type="checkbox"/> Other | |

5. Total Number of Years Teaching Experience:

- | | | |
|--|--|--------------------------------------|
| <input type="checkbox"/> Less than 5 years | <input type="checkbox"/> 5-10 years | <input type="checkbox"/> 11-15 years |
| <input type="checkbox"/> 16-20 years | <input type="checkbox"/> Over 20 years | |

6. Total Number of Years You Have Known Your President:

- | | | |
|--|-------------------------------------|--|
| <input type="checkbox"/> Less than 3 years | <input type="checkbox"/> 3-4 years | <input type="checkbox"/> 5-6 years |
| <input type="checkbox"/> 7-8 years | <input type="checkbox"/> 9-10 years | <input type="checkbox"/> Over 10 years |

LBDQ - REAL

Directions:

- a. READ each item carefully.
- b. THINK about how frequently the president ACTUALLY engages in the behavior described by the item.
- c. DECIDE whether he/she A) always, B) often, C) occasionally, D) seldom or E) never acts as described by the item.
- d. DRAW A CIRCLE around one of the five letters following the item to show the answer you have selected.
- d. ANSWER ALL QUESTIONS in a manner you feel most accurately describes the frequency of your president behaviors.

A = ALWAYS B = OFTEN C = OCCASIONALLY D = SELDOM E = NEVER

	Always	Often	Occasionally	Seldom	Never
1. He makes his attitudes clear to members.	A	B	C	D	E
2. He tries out his new ideas with members.	A	B	C	D	E
3. He rules with an iron hand.	A	B	C	D	E
4. He criticizes poor work.	A	B	C	D	E
5. He speaks in a manner not to be questioned.	A	B	C	D	E
6. He assigns members to particular tasks.	A	B	C	D	E
7. He works without a plan.	A	B	C	D	E
8. He maintains definite standards of performance.	A	B	C	D	E
9. He emphasizes the meeting of deadlines.	A	B	C	D	E
10. He encourages the use of uniform procedures.	A	B	C	D	E
11. He makes sure that his part in the organization is understood by all members.	A	B	C	D	E
12. He asks that members follow standard rules and regulations.	A	B	C	D	E
13. He lets members know what is expected of them.	A	B	C	D	E

	Always	Often	Occasionally	Seldom	Never
14. He sees to it that members are working up to capacity.	A	B	C	D	E
15. He sees to it that the work of members is coordinated.	A	B	C	D	E
16. He does personal favors for members.	A	B	C	D	E
17. He does little things to make it pleasant to be a member.	A	B	C	D	E
18. He is easy to understand.	A	B	C	D	E
19. He finds time to listen to members.	A	B	C	D	E
20. He keeps to himself.	A	B	C	D	E
21. He looks out for the personal welfare of individual members.	A	B	C	D	E
22. He refuses to explain his actions.	A	B	C	D	E
23. He acts without consulting the members.	A	B	C	D	E
24. He is slow to accept new ideas.	A	B	C	D	E
25. He treats all members as his equals.	A	B	C	D	E
26. He is willing to make changes.	A	B	C	D	E
27. He is friendly and approachable.	A	B	C	D	E
28. He makes members feel at ease when talking with them.	A	B	C	D	E
29. He puts suggestions made by the members into operation.	A	B	C	D	E
30. He gets members' approval on important matters before going ahead.	A	B	C	D	E

LBDQ - IDEAL

Directions:

- a. READ each item carefully.
- b. THINK about how frequently the leader SHOULD engage in the behavior described by the item.
- c. DECIDE whether he/she A) always, B) often, C) occasionally, D) seldom, or E) never acts as described by the item.
- d. DRAW A CIRCLE around one of the five letters following the item to show the answer you have selected.
- e. ANSWER ALL QUESTIONS in a manner you feel most accurately describes how frequently your PRESIDENT SHOULD behave.

A = ALWAYS B = OFTEN C = OCCASIONALLY D = SELDOM E = NEVER

	Always	Often	Occasionally	Seldom	Never
1. He makes his attitudes clear to members.	A	B	C	D	E
2. He tries out his new ideas with members.	A	B	C	D	E
3. He rules with an iron hand.	A	B	C	D	E
4. He criticizes poor work.	A	B	C	D	E
5. He speaks in a manner not to be questioned.	A	B	C	D	E
6. He assigns members to particular tasks.	A	B	C	D	E
7. He works without a plan.	A	B	C	D	E
8. He maintains definite standards of performance.	A	B	C	D	E
9. He emphasizes the meeting of deadlines.	A	B	C	D	E
10. He encourages the use of uniform procedures.	A	B	C	D	E
11. He makes sure that his part in the organization is understood by all members.	A	B	C	D	E
12. He asks that members follow standard rules and regulations.	A	B	C	D	E
13. He lets members know what is expected of them.	A	B	C	D	E

	Always	Often	Occasionally	Seldom	Never
14. He sees to it that members are working up to capacity.	A	B	C	D	E
15. He sees to it that the work of members is coordinated.	A	B	C	D	E
16. He does personal favors for members.	A	B	C	D	E
17. He does little things to make it pleasant to be a member.	A	B	C	D	E
18. He is easy to understand.	A	B	C	D	E
19. He finds time to listen to members.	A	B	C	D	E
20. He keeps to himself.	A	B	C	D	E
21. He looks out for the personal welfare of individual members.	A	B	C	D	E
22. He refuses to explain his actions.	A	B	C	D	E
23. He acts without consulting the members.	A	B	C	D	E
24. He is slow to accept new ideas.	A	B	C	D	E
25. He treats all members as his equals.	A	B	C	D	E
26. He is willing to make changes.	A	B	C	D	E
27. He is friendly and approachable.	A	B	C	D	E
28. He makes members feel at ease when talking with them.	A	B	C	D	E
29. He puts suggestions made by the members into operation.	A	B	C	D	E
30. He gets members' approval on important matters before going ahead.	A	B	C	D	E

APPENDIX E

COVER LETTER SENT TO PARTICIPATING BOARD
MEMBERS AND FACULTY MEMBERS



Oklahoma State University

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
AND HIGHER EDUCATION

STILLWATER, OKLAHOMA 74078
309 CUNDERSEN HALL
405/624-7244

February 25, 1983

Dear :

Significant changes affecting the growth and development of colleges during the 1980s will require unique leadership behaviors. Many behaviors are identified by researchers, administrators, and educators for the college president who most concede is the single most important individual within the institution. The president is a key to effective functioning within the college. Obviously, the president has to work closely with both trustees and faculty members. Your perceptions and expectations regarding the president's leadership behaviors affect not only the administrative process but also the general functioning of the college.

I am conducting a research study of the leadership behavior of rural two-year college presidents in the nation. The Leaders Behavior Description Questionnaire (LBDQ) is being used to collect data. The purpose of this questionnaire is to seek information regarding the expectations and perceptions of leadership behaviors of the two-year college president. This information will be used as part of my doctoral dissertation study at Oklahoma State University. You have been randomly selected as one of the board members to respond to the questionnaire.

Please be assured that your response to the questionnaire will be treated confidentially. Your president has agreed to participate in the study.

I would appreciate fifteen minutes of your time to respond to the enclosed research instrument. Please return the questionnaire to me in the enclosed self-addressed, stamped envelope.

Thank you for your help in this study.

Sincerely,

Surapol Boapimp
Doctoral Candidate
Higher Education Administration

Attachment
Project Supervised by:

Dr. John J. Gardiner
Major Advisor of the Student's Doctoral Dissertation

Dr. Robert B. Kamm
Chairman of the Student's Doctoral Committee



Oklahoma State University

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
AND HIGHER EDUCATION

STILLWATER, OKLAHOMA 74078
309 GUNDBERSEN HALL
405/ 624-7244

February 25, 1983

Dear :

Significant changes affecting the growth and development of colleges during the 1980s will require unique leadership behaviors. Many behaviors are identified by researchers, administrators, and educators for the college president who most concede is the single most important individual within the institution. The president is a key to effective functioning within the college. Obviously, the president has to work closely with both trustees and faculty members. Your perceptions and expectations regarding the president's leadership behaviors affect not only the administrative process but also the general functioning of the college.

I am conducting a research study of the leadership behavior of rural two-year college presidents in the nation. The Leaders Behavior Description Questionnaire (LBDQ) is being used to collect data. The purpose of this questionnaire is to seek information regarding the expectations and perceptions of leadership behaviors of the two-year college president. This information will be used as part of my doctoral dissertation study at Oklahoma State University. You have been randomly selected as one of the faculty members to respond to the questionnaire.

Please be assured that your response to the questionnaire will be treated confidentially. Your president has agreed to participate in the study.

I would appreciate fifteen minutes of your time to respond to the enclosed research instrument. Please return the questionnaire to me in the enclosed self-addressed, stamped envelope.

Thank you for your help in this study.

Sincerely,

Surapol Boapimp
Doctoral Candidate
Higher Education Administration

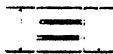
Attachment
Project Supervised by:

Dr. John J. Gardiner
Major Advisor of the Student's Doctoral Dissertation

Dr. Robert B. Kamm
Chairman of the Student's Doctoral Committee

APPENDIX F

FOLLOW-UP LETTER SENT TO BOARD
MEMBERS AND FACULTY MEMBERS



Oklahoma State University

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
AND HIGHER EDUCATION

STILLWATER, OKLAHOMA 74078
309 GUNDERSEN HALL
(405) 624-7244

April 14, 1983

Dear :

Approximately one month ago you were sent a questionnaire and letter requesting your participation in a research project which I am conducting. The project is concerned with the leadership behavior of rural two-year college presidents.

I realize that your busy schedule might not have allowed time for you to respond as yet. I would deeply appreciate it if you would kindly complete the questionnaire and return it to me at your earliest convenience.

Thank you very much for your time and consideration in helping me with this research project. You can be assured that your response will be greatly appreciated.

Sincerely,

Surapol Boapimp
Doctoral Candidate
Higher Education Administration

Project Supervised by:

Dr. John J. Gardiner
Major Advisor of the Student's Doctoral Dissertation

Dr. Robert B. Kamm
Chairman of the Student's Doctoral Committee

VITA

Surapol Boapimp

Candidate for the Degree of

Doctor of Education

Thesis: PERCEPTIONS AND EXPECTATIONS OF THE LEADERSHIP BEHAVIORS OF PRESIDENTS IN SELECTED RURAL, TWO-YEAR COLLEGES AS SEEN BY FACULTY AND GOVERNING BOARD MEMBERS

Major Field: Higher Education

Biographical:

Personal Data: Born in Ayutthaya, Thailand, April 28, 1939, the son of Mr. Suwan and Mrs. Kampan Boapimp, married to Mrs. Onthira Kirdchareon.

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Professional Experience: Teacher of Math at Ayutthaya Technical College, 1959-1960; Head of General Education Department at Ayutthaya Technical College, 1961-1969; Instructor of Psychology at Lampang Teachers College, 1971-1972; Head of Counseling and Guidance Center at Lampang Teachers College, 1972-1974; Instructor at Ayutthaya Teachers College, 1974-1975; Head of Counseling and Guidance at Ayutthaya Teachers College, 1975-1977; Head of College Planning and Development Center at Ayutthaya Teachers College, 1978-1980.