

A STUDY OF EDUCATIONAL BACKGROUND,
PHILOSOPHY OF HUMAN NATURE
AND SOCIAL ATTITUDES OF
AREA VOCATIONAL-TECHNICAL
SCHOOL ADMINISTRATORS
IN H.E.W. EDUCATIONAL
REGION VI

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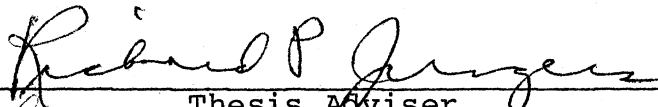
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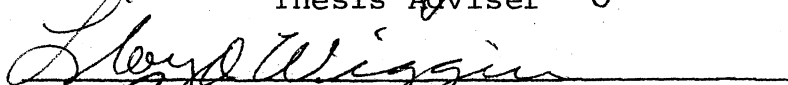
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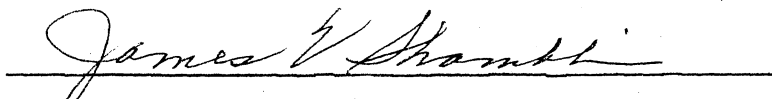
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CHAPTER I

INTRODUCTION

Significance of the Study

As America proceeds into the decade of the seventies, it is quite obvious to most educators that its system of education is undergoing a transformation. In such a period of transition, it is difficult to predict the outcome of the many ideas, plans, and innovations. Perhaps the best that can be done is to attempt to ascertain and study some of the primary changes that are taking place and to speculate as to the outcome of these changes. Even further, educators might delve into the reasons for these changes.

Education is affected by and is a part of the social scene. On the one hand, the schools are inevitably influenced by the culture of which they are a small part. On the other hand, the schools wield a very significant influence in shaping this very same culture. This is particularly true in the United States where there is a profound acceptance of the importance and dignity of man's growth--physically, mentally, and spiritually. Also, Americans have built a strong government and a stable economic system to support such an educational mode.

The early settlers of this country had great faith in education. They started a trend through the efforts of such men as Horace Mann, who set the stage for universal education. The American concept of education for the masses, with due respect for individual differences, is promulgated that the greatest social benefit can be obtained through education.

As education in the United States has progressed from the little red schoolhouse to the most modern facility we know today, many transitions have taken place in the administration of these schools. Initially, there was little need for an administrator; therefore, they were likely to have very little influence on education. Today, the picture is entirely different. The administrator, whether he be called superintendent, director, or whatever, does have a great deal of influence on individual schools and education in general.

The local school board is empowered by the state to set local policy concerning individual school districts throughout each state. The board, in turn, hires an administrative person to head the school. This administrator has influence over the local district through the following three ways as suggested by Bowman (1963).

- 1) On minor matters, the superintendent makes the decision for the board and this mode of influence is known as determining.
- 2) On most questions, the superintendent provides the board with information and this behavior is called informing.

- 3) When the superintendent not only informs but suggests a course of action, his behavior is called recommending (p. 4).

All three modes of behavior provide a means whereby the superintendent may participate in or influence the decisions of the board of education. Gross (1958), stated:

". . . superintendents and school board members, because they run our schools, are at the heart of any educational problem and its solution" (p. 2).

This research study was initiated because many writers have written statements such as Kemmer (1954): ". . . the attitude individuals and groups have about various aspects of their world are probably more determinative of behavior than mere cognitive understanding of it." Therefore, it follows that if administrators' attitudes help to determine their behavior, and their behavior can help to influence their school board who set policy for the district; then they, indirectly, are a very strong influencing factor in the present American school system.

In addition to varying attitudes which must exist between administrators, there is also a basic philosophical controversy underlying nearly all discussion of most American educational problems of today. This fundamental disagreement about the ends of education and the means to reach these ends can be seen in the arguments advanced regarding school construction, curriculum development, teacher education, multimedia, and equipment selection. This disagreement is not unique to our time; but

does, however seem to be growing in its scope and intensity.

As Dewey (1938) wrote:

If philosophy is for anything--if it is not a kind of mumbling in the dark, a form of busy work--it must shed some light upon the path. Life without it must be a different sort of thing from life with it. And the difference which it makes must be in us. Philosophy, then, is reflection upon social ideals, and education is the effort to actualize (those ideals) in human behavior (p. 1).

This influenced behavior then may be one of the factors which brings about the assumed varied attitudes and philosophies of area school administrators.

Area school administration has come into being primarily since the Vocational Act of 1963 which made possible the building of special area schools. As more and more area schools are constructed and certification of administrators for these schools is granted, a new chain of thought is developing concerning the programs leading to this certification. It has been the privilege of this writer to do extensive traveling and working with these administrators, not only in the State of Oklahoma, but also in the country of Thailand. As the writer came in contact with these administrators from different disciplines of training, he began to sense an assumed difference in their setting of priorities. Therefore, if this assumed view is true, then it must be due to some influencing factor during their formative period or life. For the sake of this

study, only the period of their educational life during their undergraduate work was considered.

The late American sociologist, C. Wright Mills (1959), wrote:

It is the political task of the social scientist --as of any liberal educator--continually to translate personal troubles into public issues, and public issues into terms of their human meaning for a variety of individuals (p. 187).

It was for this reason that this study was begun. It was hoped that the information from this study might provide a basis for insight into preservice and inservice training in educational administration and teacher education departments. As educators begin to lay the foundation of thinking for the 1980's, they must look at the qualitative aspects of training and education as never before. This is true because quantitatively fewer and fewer new schools will be opened; therefore, they will have more time to turn their attention to doing a better job with these fewer numbers.

Problem Statement

The major purpose of the study was to determine if a significant association exists between educational background, philosophy of human nature, and social attitudes of area school administrators in the states of Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. A secondary reason for conducting the study was to determine if a significant relationship exists between years in

administration, philosophy of human nature, and social attitudes of these same administrators.

Basic Assumptions

- 1) The responses of the administrators truly reflect their attitudes and philosophy toward society in general and education in particular.
- 2) The instruments used in obtaining the data are adequate.

Limitations of the Study

This study was limited to the expressed opinions of area school administrators within a five-state region which includes the states of Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. It appears unlikely that such a circumscribed expression of social attitude and philosophy of human nature could be conclusive evidence in an attitudinal and philosophical investigation in only five states out of fifty.

It must be stated, therefore, that the conclusions derived from this study were within the confines of the described limitations and were relative to this study only.

Definition of Terms

For the purposes of this study the following definitions were used:

Area Vocational-Technical School - A specialized school used principally for the provision of vocational-technical education to secondary, post secondary, and adult students and for persons who have academic, socioeconomic, or other handicaps who are available for study in preparation for entering the labor market, or to prepare individuals for enrollment in advanced technical education programs that do not lead to a baccalaureate degree.

Administrator - Any person who is employed to serve as the executive officer of the board of education and/or the administrative head of the school system of the particular district.

Educational Background - This term refers merely to the major college division from whence the undergraduate degree is received, such as the College of Business, the College of Agriculture, the College of Education, etc.

Philosophy - The beliefs, concepts, and attitudes of an individual or group. The six subscales of the instrument, Philosophies of Human Nature Scale, are measures of Trustworthiness, Strength of Will, Altruism, Independence, Complexity, and Variability.

Trustworthiness - The Trustworthiness scale measures the extent one views people as honest, moral, and ethical.

Strength of Will - The Strength of Will scale measures the extent one sees people as having the will power to determine the outcome in their lives.

Altruism - The Altruism scale measures the extent one views people as being unselfish and sincerely interested in helping others.

Independence - The Independence scale measures the extent one views people as able to make decisions without dependence upon others.

Complexity - The Complexity scale which cuts across the continua of the first four scales, Trustworthiness, Strength of Will, Altruism, and Independence, deals with the extent people are complex and hard to understand or simple and easy to understand.

Variability - The Variability scale also cuts across the first four dimensions of the PHN scale and relates to the extent of individual differences in basic nature and the basic changeability in human nature.

Positive View of Man - In this study, a Positive View of Man indicates a belief that man is inherently good and capable of achieving goals without external motivation or constraints. On Wrightsman's Philosophies of Human Nature Scale, if the summation of the scores on the first four subscales yields a plus score, a Positive View of Man is indicated.

Negative View of Man - In this study, a Negative View of Man indicates a belief that man is inherently bad and not capable of achieving goals without external motivation or constraints. On Wrightsman's Philosophies of Human Nature Scale, if the summation of the scores on the first

four subscales yields a negative score, a Negative View of Man is indicated.

Multiplexity - In this study, Multiplexity is a summation of scores of the Complexity and Variability scales.

Attitude - A readiness to react toward or against some situation, person, or thing, in a particular manner. For this study only two dimensions of attitude, Consideration and Structure, were measured. A high score on the structure dimension seems to be characteristic of individuals who prefer to direct and organize group activities, to schedule work and control the communication of information. Consideration is a dimension which is supposedly characterized by neutral respect, trust and concern for others, and empathy.

Consideration - This refers to behavior indicative of friendship, mutual trust, respect, and warmth in relationship between the leader and members of the group.

Initiating Structure - This term refers to the leader's behavior in delineating the relationship between himself and the members of his group, and in endeavoring to establish well-defined patterns of organization, channels of communication, and ways of getting the job done.

CHAPTER II

REVIEW OF LITERATURE

There was a child went forth every day;
And the first object he looked upon, that object he
became;
And that object became a part of him for the day, or
a certain part of the day, or for many years, or
stretching cycles of years.

Walt Whitman

This section of the dissertation includes a review of selected sources of information pertaining to concepts of philosophy and attitudes.

Philosophies of Human Nature

Philosophies of human nature are defined by Wrightsman (1964) "... as beliefs about people in general, with emphasis on their interpersonal aspects" (pp. 743-751).

An attempt is continually made by people to refer to the manner in which other people act and react in terms of their assumptions about human nature. It appears that we all form expectations about others because we have a strong need to know what to expect from others. But the question is: "Why are these expectations so different from person to person?"

Recently, social scientists have attempted to construct instruments to measure this mean difference between people's philosophies of human nature. A large amount of research has been done in this area by Lawrence S. Wrightsman, a Professor of Psychology at George Peabody College for Teachers.

One of the instruments used for this study, developed in 1964 by Wrightsman, is called the PHN or Philosophies of Human Nature Scale. The PHN has been used since its inception in 1964 to collect normative data to determine if the instrument can differentiate between various groups of people. This differentiation is based upon philosophical orientations.

Collins (1962) attempted to relate measures of maladjustment and aggressiveness in pre-adolescent and adolescent males. A secondary purpose was to determine agreement between teacher's classifications of their student's aggressiveness and the questionnaire responses of these students. A modified form of the Philosophies of Human Nature Scale, a Likert-type scale dealing with positive and negative aspects of human nature was used along with two other scales. No significant differences between grades were found, although across and within grades, significant relationships were found between conceptually-different measures of maladjustment.

Ashcraft (1963) conducted a study to discover whether general attitudes about human nature would be related to

the behavior of subjects in making judgements of specific persons. Subjects were 100 freshman girls at George Peabody College. The two dimensions of the scale under study were the Complexity of Human Nature and the Variability of Human Nature. Results suggested that attitudes toward complexity in human nature may be part of a total concept of cognitive complexity which can be related to findings of studies in other areas of perception and discrimination. Another study, Collins and Wrightsman (1967), tested 95 United States Marines, all enlisted men, while on Okinawa in preparation for duty in Vietnam. Means and standard deviations were computed and results indicated a belief that human nature possesses willpower and self-understanding, a slight distrust of human nature and much lower scores than college groups on Complexity and Variability.

Ligon (1963) sought to examine the relationship between religious training, participation, and attitudes and an individual's philosophy of human nature. The PHN was used in conjunction with two other scales to measure the religious variables of one hundred six college students. The results showed that apparently religious education techniques are not proving effective in helping young people integrate religious precepts into a functional philosophy of human nature. Additional studies attempted with the PHN scale have been Malony (1964), Ewing (1966),

and Kawamura and Wrightsman (1969) which primarily produced the same evidence as the Ligon study.

A study, entitled "Factor Analysis and Attitude Change," was cooperatively done by Wrightsman and Cook (1965). As a result of participating in a part-time work experience with a Negro, eleven white females became more favorable in their attitudes toward Negroes, but fourteen others did not. (Each subject worked with a Negro in a three-person group for a month.) It was concluded that subjects entering a contact experience with cynical, distrustful attitudes toward human nature have a poor prognosis for benefit from it. A follow-up study was done by Wrightsman and Cook (1967). As this was a replication of the finding in the first factor analysis, it appears that there is a factor which may justifiably be called Positive Attitudes Toward People. They are presently collecting data for a third factor analysis to test if this factor also includes other value measures.

Carlson (1966) found that people with high faith in human nature generally had liberal social attitudes, but belief in high control (people's success is determined by their own efforts) was related to conservative attitudes. Likewise, a study done by Irwin and Davis (1970) investigated the attitudes of two guard groups (lower echelon prison staff), one group hired under Civil Service and the other hired under a political patronage system. It was generally found that guards hired under a Civil Service

program held a more favorable view of human nature than guards hired under a political patronage system. The PHN should prove to be a useful instrument for those interested in the area of rehabilitation, personnel selection, and classification.

Another study done by Fitts (1969) found confirmation for relationship between a negative view of human nature and a negative view of self. There was little difference, for the total group, in PHN scores on pre- and post-tests, however, when the group was subdivided in terms of positive and negative change in self-concept, differences appeared in PHN scores.

Wrightsman and Nobel (1964) gave the PHN to thirty college students who had taken the scale fourteen months earlier along with a questionnaire assessing reactions to President Kennedy's death. Those students who agreed with Kennedy's policies and who felt a "great personal loss" showed less favorable views of human nature at the time of the post-assassination testing. Those less in agreement and less concerned showed no such change. Follow-up testing three months after the first retesting indicated that the disillusionment with human nature was apparently a temporary one.

A study entitled, "Psychological Correlates of Teacher Attitudes Toward School Desegregation," by Koepper (1966), classified southern teachers into groups according to their race and the status of their school (segregated or

desegregated) and their classroom (segregated or desegregated). In most groupings there was a significant positive correlation between the teacher's General Favorability score on PHN and the extent of his willingness to teach in a desegregated school.

The preceding study calls to the writer's attention a quote by Jacques Maritain (1943) in "Education at the Crossroads" which says:

Man is not merely an animal of nature, like a skylark or a bear. He is also an animal of culture, whose race can subsist only within the development of society and civilization, he is a historical animal: hence the multiplicity of cultural or ethico-historical patterns into which man is diversified; hence, too the essential importance of education (p. 2).

Richard, Mates, and Whitten (1967) did a study to measure the philosophy of human nature and some selected personality characteristics of adolescent girls who were confined to a state correctional school. Factor analytic studies of patterns of behavior of delinquent adolescents have revealed certain personality dimensions which include aggressiveness--conduct problems, anxiety--personality problems, and maturity--inadequacy problems. This study was designed to provide information regarding the correspondence of self-reported behavioral profiles to ways in which girls with behavior problems view the general population. The PHN scores of the girls were much more negative than those of other female groups, except on Independence, which was positive.

Dretz and Dretz (1969) made an attempt to determine the basic value orientation of social worker perception of people and to determine whether there were changes in this orientation during an eight-week period of exposure to extreme poverty. Comparison of initial test scores with retest scores for the program participant group revealed a negative change in attitude toward human nature, but the difference lacked statistical significance. Within the program participant population, intra-group comparisons reflected that some persons' general attitudes toward human nature were altered during the summer work experience. Statistically significant differences were found between the program participant group and the comparison groups on five variables indicating that the program participants had a much less favorable view of human nature than did the other groups.

As we read and study various philosophies and attitudes, we come to realize that what man believes affects what man does and what man does affects all mankind. Therefore, we assume that our philosophy is to life as an atomic chain reaction is to chemistry. Clifford (1876) stated in his The Ethics of Belief:

And no man's belief is any case a private matter which concerns himself alone. Our lives are guided by that general conception of the course of things which has been created by society for social purposes. Our words, our phrases, our forms and processes and modes of thought, are common property, fashioned and perfected from age to age; an heirloom which every succeeding generation inherits as a precious

deposit and a sacred trust to be handed on to the next one, not unchanged but enlarged and purified, with some clear marks of its proper handiwork. Into this, for good or ill, is woven every belief of every man who has speech of his fellows. An awful privilege, and an awful responsibility, that we should help to create the world in which posterity will live (p. 19).

Throughout mankind's history, men have believed that there is a reason for our being and man's philosophy and attitudes toward this very existence makes a distinct difference as to the direction and speed with which a person moves along life's road. According to Morris (1969):

Philosophy guides and directs practical affairs. It does not specify and prescribe practice, but it does orient and rationalize. Philosophy is to practice what a road atlas is to an automobile trip. The atlas provides the larger context in which the movements are to be made. It rationalizes the procedures of travel. It shows the way without specifying the way; in this limited sense, it directs the traveler. Likewise, philosophy shows us the main features of the terrain of our thought; it provides a general scheme of ideas in relation to which we can make our way progressively to the analysis and solution of human problems (p. 2).

There is an old saying that philosophy bakes no bread. It is perhaps equally true that no bread ever has been baked without philosophy. For the act of baking implies a decision on the part of the baker to determine his own life's destiny. Bakers may not have often asked themselves, "Why am I baking this bread?"; but, the mere fact of their affirmative action in an attempt to answer the questions so vital to man's existence, says in essence that the question had been pondered in a former reflective moment.

Dewey (1916) said:

It is of assistance to connect philosophy with thinking in its distinction from knowledge. Knowledge, grounded knowledge, is science; it represents objects which have been settled, ordered, disposed of rationally. Thinking, on the other hand, is prospective in reference. It is occasioned by an unsettlement and it aims at overcoming a disturbance. Philosophy is thinking what the known demands of us--what responsive attitude it exacts (pp. 380-381).

Educators have recognized a theoretical relationship between man's training and his behavior for many centuries. This study, through the use of the Philosophies of Human Nature Scale, attempted to measure this relationship in terms of the aforementioned subscales.

Concepts of Attitude

A diverse sample of attitude definitions are listed as follows: Iriandis (1971) said:

... attitudes involve what people think about, feel about, and how they would like to behave toward an attitude object. Behavior is not only determined by what people would like to do but also by what they think they should do, that is, social norms, by what they have usually done, that is, habits, and by the expected consequences of the behavior (p. 14).

Good (1959) stated: "A readiness to react toward or against some situation, person, or thing in a particular manner" (p. 48).

Jahoda (1966) commented:

Attitude is in itself an interdisciplinary term, bridging psychology and sociology; for attitudes have social reference in their origins, development and in their objects, while at the same time they have psychological reference in that they are inherent in the individual and are a function of his psychological make-up (p. 15).

Allport (1935) defined attitude as:

... a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related (p. 810).

Smith, Bruner, and White (1955) related:

... an attitude is a predisposition to experience, to be motivated by, and to act toward, a class of objects in a predictable manner.

Osgood, Suci, and Tannenbaum (1957) remarked:

Attitudes are predispositions to respond, but are distinguished from other such states of readiness in that they predispose toward an evaluative response (p. 189).

Sarnoff (1960) wrote:

An attitude is a disposition to react favorably or unfavorably to a class of objects (p. 165).

According to Krech, Crutchfield, and Ballachey (1962):

... attitudes are enduring systems of positive or negative evaluations, emotional feelings, and pro or con action tendencies with respect to social objects ... (p. 139).

Doob (1948) spoke of attitude as:

... an implicit, drive-producing response considered socially significant in the individual's society (p. 29).

Though there are many definitions of attitude and opinion, Thurstone's (1959) definition of an attitude will be used to explain the two terms--Initiation Structure and Consideration--as they apply to this study.

An attitude is the sum total of man's inclinations and feelings, prejudice or fears, thoughts, and convictions about any specific topic (p. 216).

Breer and Locke (1965) presented extensive laboratory evidence in support of their theory that the beliefs, attitudes, and values of a group of people are determined by their task experiences. If members of a given culture receive rewards in situations in which they act as individuals their "individualism" will increase; if they receive rewards in situations in which they act as members of a group, their "collectivism" will increase.

Another important fact learned from social science about an attitude according to Sherif (1965) was:

... an attitude derived from a social norm (for example, the norm concerning the "dignity of the individual") cannot be represented properly as a single point on a continuum. An attitude is more adequately represented as a range or latitude of acceptance. We have found in our research that the concept of attitude gains significantly in precision when the acceptable range is articulated with its associated latitude of rejection and latitude of noncommitment (p. Preface vi).

The writer perceives the concept of attitudes as an attribute or characteristic of man that has been molded or formed by all the experiences of one's past life. Furthermore, they tend to vary in direction and intensity from one point in time to another point in time. These beliefs or attitudes according to Bem (1970) appear to have their foundations in human activities: thinking, feeling, behaving and interacting with others. He further states that collectively, a man's beliefs compose his understanding of himself and his environment.

Sherif and Sherif (1956) elaborated:

Attitudes are formed in relation to situation, person, or groups with which the individual comes into contact in the course of his development, once formed they determine that the individual reacts in a characteristic way to these or related situations, persons, or groups. This characteristic feature which is inferred from behavior (verbal or nonverbal), denotes a functional state of readiness in relation to stimulus situations which elicit it.

A visual example of the preceding would be to observe an "approach response" on the part of an individual to some subject (object, activity, or situation). If a person moved toward a subject, it would be assumed by this action to be of a positive nature. If, on the other hand, the person moved away from a subject, either physically, mentally, or otherwise, it would be assumed that the person had a negative attitude. This "readiness to react" toward or against some situation, person, or thing (attitude) is one of the areas under consideration in this study.

This review has attempted to highlight the theory that man is a totality of his prior life; that there is interaction between a person's background, his philosophy of human nature, and his social attitudes.

A basic theory of cognitive dissonance as stated by Festinger (1957) is as follows:

It is still overwhelming true that related opinions or attitudes are consistent with one another. Study after study reports such consistency among one person's political attitudes, social attitudes, and many others.

Through use of the LOQ or Leadership Opinion Questionnaire developed by the staff of the Personnel Research

Board, Ohio State University in 1957, an attempt was made to label some areas of attitude that may in turn be related to a particular educational background and philosophy of human nature.

An Administrator's Influence

The realistic role definition of an administrator according to Campbell (1966) is that he is supposed to be a paragon of personal virtue, a man of culture and charm, a professional who knows teaching and learning, an efficient manager of people and things, and finally an educational statesman of great wisdom and charisma. An administrator must have most of the previous named attributes but in addition must be aware of the balance of his strengths and weaknesses and be able to check these against the reaction that he is getting from his constituents.

This study considered the reactions of administrators about themselves. Another study could be done using the same instruments and have other school personnel indicate how they perceive the administrator.

Halpin (1956) studied the leadership behavior of fifty administrators of schools by inquiring about the expectations and perceptions of this behavior as seen by members of the staff, the board of education, and the administrators themselves. It was significant that he found differences among the groups both as to what was expected of the administrator and how his performance was

perceived. It was apparent that administrators do not see themselves as others see them. It was for this reason plus the tremendous influence that an administrator has in a school system that a call goes out for much more research to be done concerning an administrator's philosophy of human nature and social attitudes.

Woerdehof and Bentley (1959) state:

... in terms of probable inference, the school administrators are in a favorable position to exert influence on the curriculum design of the secondary school. Consequently, it is reasonable to assume that their viewpoints regarding vocational education contribute much toward the degree of acceptance or rejection of this phase of secondary education and the way the program is carried out (p. 287).

In summary, preparation programs for educational administrators need to be designed with increasing emphasis upon providing greater understanding of the factors which affect administrator behavior. Campbell (1958) suggested a few factors that could be carefully examined. They are:

- 1) His beliefs and values about authority and responsibility, about the role of the school, and about the role of educational administration.
- 2) The administrator's perception of himself as a person, as an administrator, and as a resolver of conflict.
- 3) The administrator's perception of others--his assessment of people, his concept of group interaction, his use of formal and informal

relationships, and the role that he sees for the reference groups with whom he works.

- 4) The work patterns which he finds rewarding including satisfying activities, and satisfying situations in which to work.
- 5) The administrator's concept of success.

CHAPTER III

DESIGN OF THE STUDY

Introduction

The major purpose of this study was to investigate the relationship between the educational background, which refers to the major college division from whence the undergraduate degree was received, such as the College of Business, the College of Agriculture, etc., and the philosophy of human nature, as measured by six subscales in the PHN scale, and social attitudes, as measured by two orthogonal dimensions in the LOQ scale.

A secondary purpose of this study was to compute a one way classification between each variable of philosophy of human nature and social attitude as listed in the questionnaire and the number of years in administration.

To obtain the information necessary to conduct the study a personal inventory sheet was prepared as a part of the questionnaire. The two instruments, the LOQ Scale or Leadership Opinion Questionnaire, and the PHN Scale or Philosophy of Human Nature Scale along with the Personal Inventory Sheet were mailed to all 241 area school administrators in the states of Arkansas, Louisiana, New Mexico,

Oklahoma, and Texas. A copy of the questionnaire can be found in Appendix A.

Leadership Opinion Questionnaire

According to Ralph M. Stogdill, Director of the Research Program in Leadership and Organizational Behavior at Ohio State University, the Studies in Leadership and Organizational Behavior, formerly known as the Ohio State Leadership Studies, constitute an internationally recognized program of research that was begun in 1945. The studies are concerned primarily with the relation of leader behavior to follower satisfaction and group performance. Results of the research have been published in twelve monographs and numerous journal articles.

The program is particularly noted for the development of methods for the measurement of leader behavior, organization structure, and work group performance. The Leadership Opinion Questionnaire and other instruments are widely used for research in leadership in the United States and Canada. In addition they have been translated into several foreign languages, including French, Italian, Spanish, German, and Japanese. The instruments have been used by Ohio State researchers in the study of more than 400 industrial, governmental, educational, and military organizations.

The Leadership Opinion Questionnaire (LOQ) provides a technique whereby group members, or in fact the leader

himself as was done in this study, may describe the leader behavior of designated leaders in formal organizations. The questionnaire contains items, each of which describes a specific way in which a leader may behave. The respondent indicates the frequency which he perceives the leader or himself as the case may be, to engage in each type of behavior by marking one of five adverbs--always, often, occasionally, seldom, never. The responses for this study were obtained from the administrators themselves.

The LOQ was developed by the staff of the Personnel Research Board, Ohio State University, as one project of the Ohio State Leadership Studies, directed by Carroll L. Shartle. Hemphill and Coons (1957) constructed the original form of the questionnaire; and Halpin and Winer (1952), in reporting the development of an Air Force adaptation of the instrument, identified Initiating Structure and Consideration as two fundamental dimensions of leader behavior. These dimensions were identified on the basis of a factor analysis of the responses of 300 B-29 crew members who described the leader behavior of their 52 aircraft commanders. Initiating Structure and Consideration accounted for approximately 34 to 50 per cent, respectively, of the common variance. In a subsequent study based upon a sample of 249 aircraft commanders, the correlation between the scores on the two dimensions was found to be .38.

Initiating Structure refers to the leader's behavior in delineating the relationship between himself and the members of his group, and in endeavoring to establish well-defined patterns of organization, channels of communication, and ways of getting the job done. Consideration refers to behavior indicative of friendship, mutual trust, respect, and warmth in relationship between the leader and members of the group.

The estimated reliability by the split-half method is .83 for the Initiating Structure scores, and .92 for the Consideration scores when corrected for attenuation.

A high score on the Structure dimension seems to be characteristic of individuals who prefer to direct and organize group activities, to schedule work and control the communication of information. It is probably unfair to characterize high scores on dimension as autocratic and authoritarian though one could easily expect them to lean this way.

Consideration is a dimension which is supposedly characterized by neutral respect, trust, and concern for others, and empathy.

Philosophies of Human Nature Scale

The Philosophies of Human Nature Scale (PHN) was utilized by the investigator to determine the administrator's basic beliefs concerning the nature of man and specifically his beliefs about the interpersonal aspects of

human nature. A survey of writings in philosophy, religion, and the social sciences led Dr. Lawrence Wrightsman, developer of the PHN scale, to conceptualize philosophies of human nature as possessing six bi-polar components: Trustworthiness, Altruism, Independence, Strength of Will, Complexity, and Variability. Likert-type items were written to measure each component. After two item analysis, a final form of Philosophies of Human Nature Scale, including 14 items on each of six subscales, was assembled. The subscales appear to have adequate internal consistency over time according to Wrightsman. As hypothesized by him, the first four components were intercorrelated to a modest degree, and these were independent of the last two components.

Wrightsmen (1964) reports that split-half reliability coefficients for the individual subscales are of acceptable magnitude ranging from .40 to .78. The test-retest reliability coefficients, with a three-month interval between testing were as follows: Trustworthiness, .75; Altruism, .83; Independence, .75; Strength of Will, .75; Complexity, .52; and Variability, .84. The scores on the first four subscales were summed to give a General Favorability of Human Nature Score; this score had a reliability of .90. Thus the subscales appear to be quite stable over time, and the reliability coefficients are higher than those measuring the internal consistency of the subscales.

The relationships among the first four subscales indicate that there is something common to the first four dimensions, as each of these six correlations is positive, above .30, and significant from zero. The highest correlations are among Trustworthiness, Altruism, and Independence; those ranging from .61 to .69. Correlations between these variables and Strength of Will are appreciable lower, in the .30's.

To test for validity, Wrightsman (1964) administered the PHN scale and other attitude scales in the same conceptual area to the same groups. There were negative correlations ranging from $-.58$ to $-.66$ and were significant at the .01 level between the Favorableness of Human Nature Scores and the Political Cynicism Scale according to Agger, Goldstin, and Pearl (1961).

Christie and Merton (1958) reported negative correlations between the Favorableness of Human Nature Scores and scores obtained on the Machiavellian Scale. The correlations between PHN Scores and the Machiavellianism Scale ranged from $-.38$ to $-.67$, which were significant at the .01 level.

There was a positive correlation, significant at the .01 level between the Favorability of Human Nature and the Faith in People Scale as shown by Rosenberg (1956). These correlations ranged from .39 to .75. This is to be expected, as both scales attempt to measure the goodness, worthiness, and improvability of human nature.

These correlation coefficients, both positive and negative, would be indicative that positive scores on the Favorableness of Human Nature would indicate a positive view of human nature. Also, negative scores on the Favorableness of Human Nature would be indicative of a negative view of human nature.

Population

The population considered was the total population consisting of all 241 area school administrators in the states of Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. The determination of who was an area school administrator was originally to be made by consulting the Directory for Area Vocational Education Schools, Fiscal Year 1973, U. S. Department of Health, Education, and Welfare. It was learned by the investigator that this was not feasible due to the sudden influx of the number of schools which were actually determined area schools and whose names had not as yet been added to the H.E.W. list. Therefore, the investigator called all five State Vocational-Technical Departments and requested an updated list of each individual state's area schools. A summarization of the study population by state is shown in Table I, page 32.

Time Schedule

The questionnaire was mailed May 2, 1974, together with a cover letter from the investigator and one from the

TABLE I
DISTRIBUTION OF POPULATION BY STATE

State	Number of Area School Administrators
Arkansas	31
Louisiana	31
New Mexico	13
Oklahoma	20
Texas	146
TOTAL	241

H.E.W. Regional Office in Dallas, Texas, endorsing the study. A follow-up letter was mailed June 6, 1974. A copy of these two cover letters may be found in Appendix E.

Approximately 47 percent of the questionnaire return was received prior to mailing the follow-up letter. An additional five plus percent return was received after the follow-up letter mailing.

A summary of responses is shown in Table II, page 34.

Hypotheses

- 1) There is no significant difference between the relationship of the educational background of the area school administrators in H.E.W. Region VI and their philosophy of human nature and social attitudes.
- 2) There is no significant difference between the relationship of the years of administration and the philosophy of human nature and social attitudes of the area school administrators in H.E.W. Region VI.

These hypotheses are both stated in the null for testing purposes. A substantive hypothesis itself, strictly speaking, is not testable according to Kerlinger (1964). A statistical hypothesis is a conjectural statement, in statistical terms, of statistical relations deduced from the relations of the substantive hypothesis, which can be tested with the proper statistical treatment.

TABLE II
DISTRIBUTION OF PERCENT OF RESPONSE RETURN BY STATE

State	Number of Area School Admin.	Number of Returns	Percent of Returns *
Arkansas	31	16	51
Louisiana	31	13	42
New Mexico	13	10	77
Oklahoma	20	17	85
Texas	146	71	49
TOTAL	241	127	53

* Percent rounded off to nearest whole number.

Statistical Analysis

The data in this study was analyzed using parametric statistics. A program was written to score the two instruments, the PHN scale and the LOQ scale.

A frequency count, shown in Table III, was calculated to determine the administrative groups based on number of years in administration. The stratification of these various groups is presented in Table IV.

Only 30 of the 40 items on the LOQ scale were scored; 15 for each of the two dimensions. The ten unscored items were retained in the questionnaire in order to keep the conditions of administration comparable to those used in standardizing the questionnaire. The scored items for each of the two dimension keys are listed on pages 39 and 40. The score for each dimension is the sum of the scores assigned to responses marked on each of the 15 items in the dimension. The possible range of scores on each dimension is 0 to 60. The scoring keys for Consideration and Initiating Structure scales are shown in Appendix B.

The investigator scored the six subscales of the PHN scale by adding up the minus items, reversing the sum, and adding that sum to the plus items. Only those items appropriate for that subscale were used. A scoring key listing those items for the PHN scale are illustrated in Appendix C.

The Positive - Negative score was obtained by adding up the scores for Trustworthiness, Strength of Will,

TABLE III
 FREQUENCY AND PERCENTAGE TABLE FOR NUMBER
 OF YEARS IN ADMINISTRATION

NOYRS	Frequency	Percent
1	3	2.36
2	3	2.36
3	5	3.94
4	12	9.45
5	4	3.15
6	1	0.79
7	3	2.36
8	5	3.94
9	4	3.15
10	6	4.72
11	1	0.79
12	9	7.09
13	6	4.72
14	3	2.36
15	9	7.09
16	3	2.36
17	6	4.72
18	1	0.79
19	4	3.15
20	5	3.94
21	1	0.79
22	7	5.51
24	2	1.58
25	1	0.79
26	1	0.79
27	2	1.58
28	3	2.36
29	1	0.79
30	1	0.79
31	1	0.79
32	1	0.79
33	3	2.36
34	1	0.79
35	4	3.15
37	1	0.79
39	1	0.79
40	1	0.79
41	2	1.58
TOTAL	127	100.00

TABLE IV
FREQUENCY GROUPING OF ADMINISTRATORS

Group	N	Years in Admin.
I	46	1-10
II	47	11-20
III	34	21 +

Altruism, and Independence. This combined score is a general measure of one's beliefs about the good or evil in human nature. By adding up the combined scores of Complexity and Variability the writer obtained a measure of Multiplexity, or one's beliefs about the individual differences in human nature.

Analysis of variances were run separately on the six subscales of the PHN scale, the combined scores of the first four scales of the PHN scale, the combined scores of the last two scales of the PHN scale, and the two subscales of the LOQ scale. These ten dimensions of analysis are listed as follows:

- T - Trustworthiness
- S - Strength of Will
- A - Altruism
- I - Independence
- C - Complexity
- V - Variability
- P-N- Positive - Negative (TSAI scores combined)
- M - Multiplexity (CV scores combined)
- CONSID - Consideration
- INITST - Initiating Structure

Items in the Consideration Scale

<u>Item No.</u>	<u>Item</u>
1.	He does personal favors for group members.
3.	He does little things to make it pleasant to be a member of the group.
6.	He is easy to understand.
8.	He finds time to listen to group members.
12.	He keeps to himself.*
13.	He looks out for the personal welfare of individual group members.
18.	He refuses to explain his actions.*
20.	He acts without consulting the group.*
21.	He backs up the members in their actions.
23.	He treats all group members as his equals.
26.	He is willing to make changes.
28.	He is friendly and approachable.
31.	He makes group members feel at ease when talking with them.
34.	He puts suggestions made by the group into operation.
38.	He gets group approval on important matters before going ahead.

Items 5, 10, 15, 19, 25, 30, 33, 36, 37, and 40 are not scored on either dimension.

*These items are scored in reverse.

Items in the Initiating Structure Scale

<u>Item No.</u>	<u>Item</u>
2.	He makes his attitudes clear to the group.
4.	He tries out his new ideas with the group.
7.	He rules with an iron hand.
9.	He criticizes poor work.
11.	He speaks in a manner not to be questioned.
14.	He assigns group members to particular tasks.
16.	He schedules the work to be done.
17.	He maintains definite standards of performance.
22.	He emphasizes the meeting of deadlines.
24.	He encourages the use of uniform procedures.
27.	He makes sure that his part in the organization is understood by all group members.
29.	He asks that group members follow standard rules and regulations.
32.	He lets group members know what is expected of them.
35.	He sees to it that group members are working up to capacity.
39.	He sees to it that the work of group members is coordinated.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The primary objective for conducting this study was to do an analysis of the relationship between the educational background, philosophies of human nature, and social attitudes of area school administrators in H. E. W. Region VI, as measured by the LOQ and the PHN scale.

In this chapter the presentation and analysis of the results of the data are reported as the data relates to the stated hypotheses. The writer accepted the statistical "levels" approach of accepting hypothesis which were supported at the .05 level of significance. The writer used the criterion that the probability of rejecting the null when it is true, a Type I error, should not exceed the .05 level.

The .05 and .01 levels have been widely advocated and accepted. According to Kerlinger (1964),

There is a newer trend of thinking that advocates reporting the significance level of all results. That is, if a result is significant at the .12 level, it should be reported accordingly (p. 154).

Comments about some of the probabilities that are greater

than the .05 level of significance were made in specific instances.

Testing the Hypotheses

The major hypothesis, as well as the secondary one, was tested using an analysis of covariance statistical test of significant relationships. The invention of the analysis of covariance by Ronald Fisher (1951) has extraordinary potential importance in education and psychological research. It is frequently necessary to study groups as they are, where subjects cannot be matched or randomly assigned. Analysis of covariance comes to the investigator's assistance. In essence, Fisher extended his basic notion of analyzing the total variance (sum of squares) of a set of measures into systematic and error variances (sums of squares) to the analysis of covariance.

Analysis of covariance is a form of analysis of variance that tests the significance of the differences between means of final experimental data by taking into account and adjusting initial differences in the data. That is, the analysis of covariance analyzes the differences between experimental groups on Y after taking into account either initial differences in the Y measures or differences in some pertinent independent variable, according to Kerlinger.

A frequency and percentage table for the undergraduate degree was computed and the results are listed in Table V.

TABLE V
FREQUENCY AND PERCENTAGE TABLE FOR UNDERGRADUATE DEGREE

Undergraduate Degree	Frequency	Percent
Agriculture	32	25.20
Arts and Sciences	24	18.90
Business	13	10.24
Education	54	42.52
Engineering	1	0.79
Home Economics	0	0.00
Other	3	2.36
TOTAL	127	100.00

The subjects educated in the College of Education comprise less than 50 percent of the total administrators directing the area vocational-technical schools in H. E. W. Region VI. In contrast the Colleges of Agriculture and Arts and Sciences educated 25 percent and 18 percent, respectively. The mere fact that this is true tends to bolster up the statement by Ulich (1964), "education, rather than leading, follows the society within which it operates." The College of Engineering produced only three administrators out of a total of 127, while the College of Home Economics produced none.

Hypothesis One

- 1 H_0 There is no significant difference between the relationship of the educational background of the area school administrators in H. E. W. Region VI and their philosophies of human nature and social attitudes.

To test Hypothesis One, the mean for each undergraduate area was obtained by adding the scores for each of the ten subscales on the Philosophies of Human Nature scale and the Leadership Opinion Questionnaire. Details of how to do the mechanics of obtaining the scores were outlined in Chapter III under subheading Statistical Treatment.

For clarification of subscales found on the two instruments the writer again wishes to list the following:

T - Trustworthiness

S - Strength of Will

A - Altruism

I - Independence

C - Complexity

V - Variability

P-N - Positive-Negative (TSAI scores combined)

M - Multiplexity

CONSID - Consideration

INITST - Initiating Structure

The means for a one way classification for undergraduates with variable Trustworthiness are listed in Table VI. There appeared to be no significant difference

between the group means of the first four groups, which include the Colleges of Agriculture, Arts and Sciences, Business, and Education. The remaining three groups were not considered due to the small number of participants. It would be unrealistic to make correlations with such small numbers. The small range of scores signify that persons representing each college tend to view people basically the same in regard to being honest, moral, and ethical.

TABLE VI
ONE WAY CLASSIFICATION FOR UNDERGRADUATES WITH
VARIABLE TRUSTWORTHINESS

Undergraduate Degree	Frequency	Means
Agriculture	32	13.06
Arts and Sciences	24	13.13
Business	13	13.62
Education	54	13.61
Engineering	1	10.00
Home Economics	0	0.00
Other	3	5.67
Overall Mean	127	13.17

Table VII is a one way classification for undergraduates with the variable Strength of Will. The means for the first four undergraduate degree programs are not as closely related as were the means for the variable Trustworthiness. The mean scores which range from 6.71 to 12.91 tend to indicate that graduates from the first four degree programs do not view people identically as having the will power to determine the outcome in their lives. A slightly lower overall mean score tends to indicate a less positive view of man in regards to variable Strength of Will when correlated with the variable Trustworthiness.

TABLE VII
ONE WAY CLASSIFICATION FOR UNDERGRADUATES WITH
VARIABLE STRENGTH OF WILL

Undergraduate Degree	Frequency	Means
Agriculture	32	12.91
Arts and Sciences	24	6.71
Business	13	9.15
Education	54	11.11
Engineering	1	-4.00
Home Economics	0	0.00
Other	3	10.67
Overall Mean	127	10.40

A summary of Table VIII shows approximately a five point mean difference between the graduates of the College of Agriculture and the graduates of the College of Business. Again the scores tend to indicate a lower positive view of man in regard to variable Altruism when correlated with both variables Trustworthiness and Strength of Will. This difference in mean score, 5.56 for a low to 10.69 for a high, likewise indicates a varied attitude by the graduates toward persons in regard to the variable Altruism. The variable Altruism reflects the extent to which one views people as being unselfish and sincerely interested in people.

TABLE VIII
ONE WAY CLASSIFICATION FOR UNDERGRADUATES WITH
VARIABLE ALTRUISM

Undergraduate Degree	Frequency	Means
Agriculture	32	5.56
Arts and Sciences	24	9.25
Business	13	10.69
Education	54	8.46
Engineering	1	0.00
Home Economics	0	0.00
Other	3	-4.00
Overall Mean	127	7.75

An analysis of the research data in Table IX indicates an overall lowering of the mean scores. This is the first time that the graduates of the College of Business mean scores have gone below 10.69, but in this particular instance their mean scores dropped to a low of 2.00 for the variable Independence. The Independence scale measures the extent to which one views people as able to make decisions without dependence on others. The overall inquiry shows the general graduate perception of people that they cannot make choices without relying on their fellowmen, especially those graduates in the College of Business. The graduates of the College of Arts and Sciences appear to possess more independence relative to the other three, Agriculture, Business, and Education.

TABLE IX
ONE WAY CLASSIFICATION FOR UNDERGRADUATES WITH
VARIABLE INDEPENDENCE

Undergraduate Degree	Frequency	Means
Agriculture	32	3.22
Arts and Sciences	24	5.79
Business	13	2.00
Education	54	4.91
Engineering	1	-4.00
Home Economics	0	0.00
Other	3	-4.33
Overall Mean	<u>127</u>	<u>4.06</u>

The variable of Complexity shows a greater range of means than previous comparisons as noted in Table X. If, however, one considers only the graduates of the first four undergraduate degree programs as has been done in the previous correlations, then this discrepancy does not exist relatively speaking. As has been stated previously, the Complexity scale cuts across the continua of the first four subscales, Trustworthiness, Strength of Will, Altruism, and Independence, and deals with the extent to which people are complex and hard to understand or simple or easy to understand. The low scores tend to register a less positive vote for man's view of man than has been the case in previous analogies by the prior scales.

TABLE X
ONE WAY CLASSIFICATION FOR UNDERGRADUATES WITH
VARIABLE COMPLEXITY

Undergraduate Degree	Frequency	Means
Agriculture	32	5.25
Arts and Sciences	24	6.46
Business	13	6.62
Education	54	8.48
Engineering	1	-5.00
Home Economics	0	0.00
Other	3	-8.00
Overall Mean	127	6.60

Table XI lists the means for the variable Variability depicting less overall fluctuation than any of the previous tables with the exception of the variable Trustworthiness. As previously stated, the investigator considered only the first four undergraduate degree programs due to lack of participants in the latter three. These close scores disclose the thinking of these graduates toward their fellowman as being basically the same. Variability relates to the extent of individual differences in basic nature and the basic changeability in human nature. As noted in Table XVI, variability was the variable whose F-Ratio (probability > 0.98) was the least likely to make possible the rejection of Hypothesis One.

TABLE XI
ONE WAY CLASSIFICATION FOR UNDERGRADUATES WITH
VARIABLE VARIABILITY

Undergraduate Degree	Frequency	Means
Agriculture	32	11.19
Arts and Sciences	24	11.75
Business	13	11.54
Education	54	11.46
Engineering	1	17.00
Home Economics	0	0.00
Other	3	13.67
Overall Mean	127	11.55

The scores for the Positive-Negative score were obtained by computing the scores for the variables Trustworthiness, Strength of Will, Altruism, and Independence. This is a general measure of one's beliefs about the good or evil in human nature. Although the first four scores are higher than recorded formerly, they tend to indicate a relative similarity in thinking of the graduates about their fellowman.

TABLE XII

ONE WAY CLASSIFICATION FOR UNDERGRADUATES WITH
VARIABLE POSITIVE-NEGATIVE

Undergraduate Degree	Frequency	Means
Agriculture	32	34.75
Arts and Sciences	24	34.88
Business	13	35.46
Education	54	38.09
Engineering	1	2.00
Home Economics	0	0.00
Other	3	8.00
Overall Mean	127	35.38

Multiplexity is a variable which in this study refers to the summation of the scores of the variables Complexity and Variability. A one way classification was calculated and small variances were found among the first four degree program participants, therefore, no F-Ratio was expected which would reject the null hypothesis. The F-Ratio for this particular variable was (probability > 0.62). An analysis of variances for all undergraduate variables may be found in Table XVI.

TABLE XIII

ONE WAY CLASSIFICATION FOR UNDERGRADUATES WITH
VARIABLE MULTIPLEXITY

Undergraduate Degree	Frequency	Means
Agriculture	32	16.44
Arts and Sciences	24	18.21
Business	13	18.15
Education	54	19.94
Engineering	1	12.00
Home Economics	0	0.00
Other	3	5.67
Overall Mean	127	18.15

The last two variables of comparison are two areas of attitude. They are first, Consideration, and second, Initiating Structure. The variable Consideration refers to behavior indicative of friendship, mutual trust, respect, and warmth in relationship between the leader and members of the group. The variable Initiating Structure ascribes to the leader's behavior in portraying the relationship between himself and the members of his group, and in attempting to establish well-defined patterns of organization, channels of communication, and ways of getting the job done. The means for the various undergraduates with variable Consideration appear to occur within a smaller range than do any of the other variables considered. These approximate mean scores support Hypothesis One in illustrating no significant difference between the undergraduate mean scores of the various colleges.

The last variable, that of Initiating Structure, appears to also have means which group very closely together relatively speaking. There appears to be no relationship of significance at the .05 level when investigating the F-Ratios in Table XVI. Mention can be made though of the difference between the two F-Ratio of variables Consideration and Initiating Structure (probability > 0.37) and (probability > 0.17), respectively. As noted earlier, according to Kerlinger, the results should be reflected as they exist.

TABLE XIV
ONE WAY CLASSIFICATION FOR UNDERGRADUATES WITH
VARIABLE CONSIDERATION

Undergraduate Degree	Frequency	Means
Agriculture	32	42.22
Arts and Sciences	24	40.92
Business	13	43.23
Education	54	42.37
Engineering	1	42.00
Home Economics	0	0.00
Other	3	41.33
Overall Mean	127	42.12

TABLE XV
ONE WAY CLASSIFICATION FOR UNDERGRADUATES WITH
VARIABLE INITIATING STRUCTURE

Undergraduate Degree	Frequency	Means
Agriculture	32	46.69
Arts and Sciences	24	44.75
Business	13	48.62
Education	54	45.11
Engineering	1	43.00
Home Economics	0	0.00
Other	3	47.00
Overall Mean	127	45.83

The following Table XVI is a compilation of probabilities listing the ten variables considered. The F-Ratios range from (probability > 0.17) for variable Strength of Will to (probability > 0.98) for variable Variability. In summary an overview of Table XVI shows all probabilities in excess of .05 level of significance which means failure to reject Hypothesis One.

Hypothesis Two

- 2 H_0 There is no significant difference between the years of administration and the philosophies of human nature and social attitudes of the area school administrators in H. E. W. Region VI.

To test Hypothesis Two a frequency count of administrators was calculated and then assembled in three groups according to years in administration. Chapter III, Table IV, denotes the breakdown by group, frequency in each group, and years in administration in each group.

A one way classification for years in administration was computed with each of the ten variables, Trustworthiness, Strength of Will, Altruism, Independence, Complexity, Variability, Positive-Negative, Multiplicity, Consideration, and Initiating Structure.

An analysis of variance was calculated to analyze the total variance (sum of squares) of each set of measures.

The variable Trustworthiness when correlated with years in administration indicates a small range for all

TABLE XVI
ANALYSIS OF VARIANCE FOR UNDERGRADUATE VARIABLES

Variable and Source of Variance	Sum of Squares	df	Mean Squares	F-Ratio
<u>Trustworthiness</u>				
Between Group	192.45	5	38.49	Prob > 0.89
Within Group	13735.08	121	113.51	
<u>Strength of Will</u>				
Between Group	783.15	5	156.63	Prob > 0.17
Within Group	11975.37	121	98.97	
<u>Altruism</u>				
Between Group	821.37	5	164.27	Prob > 0.28
Within Group	15618.57	121	129.08	
<u>Independence</u>				
Between Group	464.87	5	92.97	Prob > 0.56
Within Group	14234.63	121	117.64	
<u>Complexity</u>				
Between Group	1024.00	5	204.80	Prob > 0.06
Within Group	11460.52	121	94.72	
<u>Variability</u>				
Between Group	48.72	5	9.74	Prob > 0.98
Within Group	9386.70	121	77.58	
<u>Positive-Negative</u>				
Between Group	3779.47	5	755.89	Prob > 0.71
Within Group	153974.39	121	1272.52	
<u>Multiplicity</u>				
Between Group	773.13	5	154.63	Prob > 0.62
Within Group	26131.03	121	215.96	
<u>Consideration</u>				
Between Group	56.36	5	11.27	Prob > 0.37
Within Group	1244.87	121	10.29	
<u>Initiating Structure</u>				
Between Group	192.40	5	38.48	Prob > 0.17
Within Group	2967.79	121	24.53	

three groups, only a 3.05 mean difference. This would portend that how administrators view people as being honest, moral, and ethical tends to change very little over a period of 20 or more years in administration. However, it appears that persons in Group II view people as being more honest, moral, and ethical than does either Group I or Group III, but not significantly.

TABLE XVII

ONE WAY CLASSIFICATION FOR NUMBER OF YEARS IN ADMINISTRATION WITH VARIABLE TRUSTWORTHINESS

Group	Frequency	Means
I (1-10 yrs)	46	11.57
II (11-20 yrs)	47	14.62
III (21 + yrs)	34	13.33
Overall Mean	127	13.17

Table XVIII illustrates a slight difference of administrators toward how they observe people as having the will power to determine the outcomes of their lives. Administrators who have been in administrative positions 21 or more years tend to view people as having slightly less strength of will toward determining the outcomes of their

own lives, although relatively speaking, there was still not an enormous drop in mean scores between Group III and Groups I and II. Mention should be made of the F-Ratio (probability > 0.08) calculated for variable Strength of Will as denoted in Table XXVII.

TABLE XVIII

ONE WAY CLASSIFICATION FOR NUMBER OF YEARS IN ADMINISTRATION WITH VARIABLE STRENGTH OF WILL

Group	Frequency	Means
I (1-10 yrs)	46	11.96
II (11-20 yrs)	47	11.26
III (20 + yrs)	34	7.12
Overall Mean	127	10.40

The above collection of mean scores indicate a trend as did the mean scores for the variable Trustworthiness. Group II appears to view people as being more unselfish and sincerely interested in helping others than either Groups I or III. This trend is also illustrated in Table XIX having to do with the variable Independence, but not to as great an extent. A look at Table XXVII shows an F-Ratio (probability > 0.07). Relative to other F-Ratios

of the other subscales of the PHN scale this is significant, but not at the .05 level of rejection.

TABLE XIX

ONE WAY CLASSIFICATION FOR NUMBER OF YEARS IN ADMINISTRATION WITH VARIABLE ALTRUISM

Group	Frequency	Means
I (1-10 yrs)	46	5.30
II (11-20 yrs)	47	10.64
III (21 + yrs)	34	7.06
Overall Mean	127	7.75

There appears to be a trend for the mean scores to become smaller as one progresses through the study. The overall mean scores have been 13.17, 10.40, 7.75, and now 4.06 for variables Trustworthiness, Strength of Will, Altruism, and Independence, respectively. A lower score indicates a less positive view of man. On Wrightsman's Philosophies of Human Nature Scale, if the summation of the scores on the first four subscales yields a plus score, a positive view of man is indicated. If the summation of the scores yields a negative score, a negative view of man is indicated. Mention should be made that the overall mean

score is relatively close to the zero point but does indicate a slight positive view of man by a mere 4.06 mean points.

TABLE XX

ONE WAY CLASSIFICATION FOR NUMBER OF YEARS IN ADMINISTRATION
WITH VARIABLE INDEPENDENCE

Group	Frequency	Means
I (1-10 yrs)	46	3.43
II (11-20 yrs)	47	4.66
III (21 + yrs)	34	4.09
Overall Mean	127	4.06

A one way classification for number of years in administration when correlated with variable Complexity demonstrates a slight increase in mean scores as administrators work longer at their profession. The subscale Complexity cuts across the continua of the first four subscales, Trustworthiness, Strength of Will, Altruism, and Independence, and deals with the extent to which people are complex and hard to understand or simple and easy to understand.

TABLE XXI

ONE WAY CLASSIFICATION FOR NUMBER OF YEARS IN ADMINISTRATION
WITH VARIABLE COMPLEXITY

Group	Frequency	Means
I (1-10 yrs)	46	6.40
II (11-20 yrs)	47	6.43
III (21 + yrs)	34	7.12
Overall Mean	127	6.60

The Variability scale bisects the first four dimensions of the PHN scale as does the Complexity scale. It relates to the extent of individual differences in basic nature and the basic changeability in human nature. The mean scores tend to decrease in direct proportion to the increase in number of years that an administrator remains in his position. As the mean scores of the variable Variability are higher than the mean scores of the variable Complexity, so the F-Ratio of the variable Variability is lower than the F-Ratio of the variable Complexity found in Table XXVII. They are in direct relation one to the other.

Table XXVIII is another illustration of the mean score being both lower for Groups I and III than they are for Group II. This phenomenon likewise was reported in three previous tables. They were those dealing with the variables Trustworthiness, Altruism, and Independence. To

TABLE XXII

ONE WAY CLASSIFICATION FOR NUMBER OF YEARS IN ADMINISTRATION
WITH VARIABLE VARIABILITY

Group	Frequency	Means
I (1-10 yrs)	46	12.33
II (11-20 yrs)	47	12.04
III (21 + yrs)	34	9.82
Overall Mean	127	11.55

TABLE XXIII

ONE WAY CLASSIFICATION FOR NUMBER OF YEARS IN ADMINISTRATION
WITH VARIABLE POSITIVE-NEGATIVE

Group	Frequency	Means
I (1-10 yrs)	46	32.26
II (11-20 yrs)	47	41.17
III (21 + yrs)	34	31.59
Overall Mean	127	35.38

reiterate, the Positive-Negative View of Man indicates a belief that man is inherently good and capable of achieving goals without external motivations or constraints or just the reverse, that man is inherently bad and not capable of achieving goals without this same motivation or constraints. The scores are very definitely on the positive side, therefore the administrators consider man to be inherently good and capable of achieving goals without external motivation or constraints.

The subscale Multiplexity is a summation of scores of the Complexity and Variability scales. Looking at the two scales simultaneously, the results show a trend of decrease in scores. This suggests that administrators have feelings toward their fellowman slightly different at one point in time compared to another point in time during their working years. This is to be expected as most people change somewhat the aspects of their thinking as they progress through the cycle of life. Relatively speaking, a 1.78 mean score range represents very little change of credence.

Table XXV portrays means of slight differences. This slight difference tends to signify that administrators attitude toward variable Consideration changes very little over a period of 20 plus years. Consideration refers to behavior indicative of friendship, mutual trust, respect, and warmth in relationship between the leader and members of the group.

TABLE XXIV

ONE WAY CLASSIFICATION FOR NUMBER OF YEARS IN ADMINISTRATION
WITH VARIABLE MULTIPLICITY

Group	Frequency	Means
I (1-10 yrs)	46	18.72
II (11-20 yrs)	47	18.47
III (21 + yrs)	34	16.94
Overall Mean	127	18.15

TABLE XXV

ONE WAY CLASSIFICATION FOR NUMBER OF YEARS IN ADMINISTRATION
WITH VARIABLE CONSIDERATION

Group	Frequency	Means
I (1-10 yrs)	46	41.39
II (11-20 yrs)	47	42.49
III (21 + yrs)	34	42.59
Overall Mean	127	42.12

Initiating Structure is the variable which refers to the leader's behavior in delineating the relationship between himself and the members of his group, and in attempting to establish well-defined patterns of organizations, channels of communication, and ways of getting the job done. The mean scores appear to display very little change in the attitudinal thinking of administrators throughout their career. Mention should be made of the F-Ratios in Table XXVII. They show (probability > 0.15) and (probability > 0.20) for variables Consideration and Initiating Structure, respectively.

TABLE XXVI

ONE WAY CLASSIFICATION FOR NUMBER OF YEARS IN ADMINISTRATION WITH VARIABLE INITIATING STRUCTURE

Group	Frequency	Means
I (1-10 yrs)	46	45.70
II (11-20 yrs)	47	46.74
III (21 + yrs)	34	44.74
Overall Mean	127	45.83

TABLE XXVII

ANALYSIS OF VARIANCE FOR NUMBER OF YEARS IN ADMINISTRATION

Variable and Source of Variance	Sum of Squares	df	Mean Squares	F-Ratio
<u>Trustworthiness</u>				
Between Group	217.68	2	108.84	Prob > 0.62
Within Group	13709.85	124	110.56	
<u>Strength of Will</u>				
Between Group	512.14	2	256.07	Prob > 0.08
Within Group	12246.38	124	98.76	
<u>Altruism</u>				
Between Group	683.46	2	341.73	Prob > 0.07
Within Group	15756.47	124	127.07	
<u>Independence</u>				
Between Group	34.90	2	17.45	Prob > 0.86
Within Group	14664.59	124	118.26	
<u>Complexity</u>				
Between Group	12.54	2	6.27	Prob > 0.94
Within Group	12471.98	124	100.58	
<u>Variability</u>				
Between Group	140.45	2	70.23	Prob > 0.60
Within Group	9294.96	124	74.96	
<u>Positive-Negative</u>				
Between Group	2512.12	2	1256.06	Prob > 0.87
Within Group	155241.74	124	1251.95	
<u>Multiplicity</u>				
Between Group	69.25	2	34.62	Prob > 0.85
Within Group	26834.91	124	216.41	
<u>Consideration</u>				
Between Group	38.29	2	19.15	Prob > 0.15
Within Group	1262.94	124	10.18	
<u>Initiating Structure</u>				
Between Group	80.90	2	40.45	Prob > 0.20
Within Group	3079.29	124	24.83	

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

This study has examined some areas of philosophies of human nature and social attitudes of a selected group of school administrators. The results were presented in such a manner as to enable the investigator to ascertain if there were significant differences between the thinking of these administrators due to training received during their undergraduate degree program and/or years of service in their field of expertise.

As has been stated by various writers, the administrators become the educational leaders for the school systems and communities because of their ability to cope with the issues related to education. Likewise, it has been noted numerous times that a person's ability to handle the affairs of a school system may be due in part to his philosophy of human nature and social attitude.

To collect research data to verify if, in fact, a significant difference of philosophy of human nature and social attitudes did exist, a questionnaire was prepared and mailed to all vocational-technical area school

administrators in H. E. W. Region VI. The instrument contained a personal inventory sheet and two prepared scales which attempted to measure people's attitude toward and philosophy of their fellow man.

The research design of this study sought to secure background information about these administrators. Information gleaned pertinent to this study was area of undergraduate degree and years spent in administration. Six subscales of philosophies of human nature and two combinations of these six in addition to two subscales of attitude making a total of ten subscales were used. These were correlated with the undergraduate degree area and with number of years spent in administration.

In summary, the investigator failed to reject both Hypotheses One and Two at the .05 level of significance. There were results, though, that the writer considers of enough importance to warrant consideration. One was the F-Ratio (probability > 0.06) of the variable Complexity as a subscale of the PHN scale when correlated with the variable Undergraduate Degree as illustrated in Table XVI. Two other variables of note were Strength of Will and Altruism, which exhibited F-Ratios (probability > 0.08) and (probability > 0.07), respectively, when correlated with variable Number of Years in Administration as evidenced in Table XXVII.

"I do not say it is good; I do not say it is bad;
I say it is the way it is."

-- Talleyrand

Conclusions

It was concluded, based on the findings of the analysis of the research data, that the following statements of null hypotheses were true as postulated:

- 1) There is no significant difference between the relationship of the educational background of area school administrators in H.E. W. Region VI and their philosophy of human nature and social attitudes.
- 2) There is no significant difference between the relationship of number of years in administration and the philosophy of human nature and social attitudes of area school administrators in H. E. W. Region VI.

It is the opinion of the investigator that the following variables be given further consideration. They are as follows:

- 1) Complexity, which measures the extent to which people are complex and hard to deal with, as correlated with variable Undergraduate Degree training.
- 2) Strength of Will, which measures the extent to which one sees people as having the will power to determine the outcome of their lives, as correlated with the variable Years in Administration.

- 3) Altruism, which measures the extent to which one views people as being unselfish and sincerely interested in helping others, as correlated with the variable Years in Administration.

Human nature, which research psychologists and sociologists appear to ignore to a certain extent, continues to be a variable that must be dealt with continually throughout man's existence on earth. It seems only natural to the writer, that researchers must continue to devise means to conceptualize, construct, and validate methods for measuring characteristics of human nature.

As Plato has said:

... the true lover of knowledge is always striving after being -- that is his nature; he will not rest in the multiplicity of individuals which is an appearance only, but will go on -- the keen edge will not be blunted, nor the force of his desire abate until he has attained the knowledge of the true nature of every essence by a sympathetic and kindred power in the soul, and by that power drawing near and mingling and becoming incorporate with every being, having begotten mind and truth, he will have knowledge and will live and grow truly, and then, and not till then, will he cease from his travail (p. 376).

Myers (1973), illustrates in Figure 1, page 71, the influence of various persons and groups toward four areas of education within the American school system. The areas of influence considered were salary, personnel, curriculum, and organization. The figure represents a graphical index of relative educational power. As portrayed, the administrator/superintendent wields the most relative power in three out of four areas under consideration. If this is

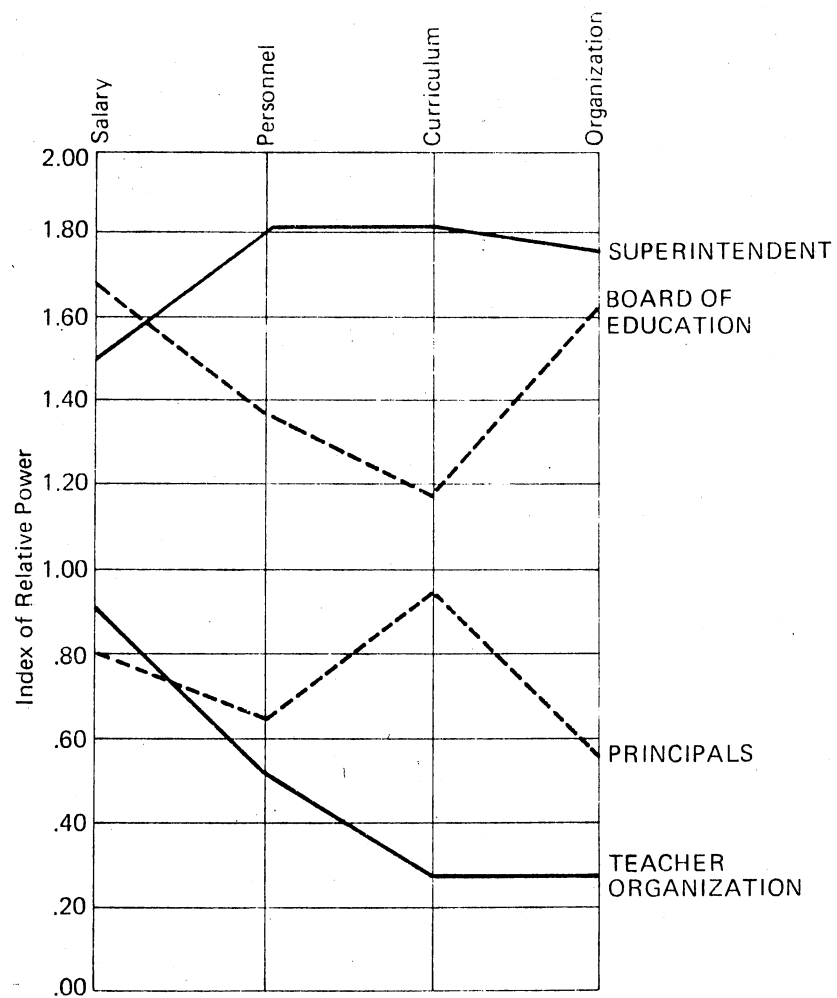


Figure 1. A Graphical Index of Relative Educational Power

in fact true, then the writer considers the philosophy and attitude of an administrator toward his fellowman most important.

In today's modern American educational system a greater emphasis is being placed on the establishment of area schools as a part of the Career Education concept; therefore, a challenge is extended to other researchers to focus studies specifically on the variables Complexity as correlated with Undergraduate Degree, Strength of Will and Altruism as correlated with Years in Administration. When and if these personal characteristics can be categorized as a significant influence in the operation of a school, then greater reliability can be provided area school board members in selecting administrators compatible with needs required by a particular area school.

As an example, if a school was in need of a superintendent who was easy to deal with, it would be very beneficial to know the degree of complexity, relative to other superintendents. Likewise, there are instances when the characteristic Strength of Will should be a most important factor in the life of an administrator. If, in fact, administrators do not have the will power to determine the outcome of their own lives, how can they be expected to influence school personnel to determine the outcome of their lives. Furthermore, if they cannot view people as being unselfish and sincerely interested in helping others, how can they be expected to wield the influence generally

required of area school administrators as they attempt to serve an ever increasing clientele in our American school system.

Future studies of this type should not be limited to area school administrators. It would conceivably be of importance to study the philosophy of human nature and social attitudes applicable to all educational administrators.

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APPENDIXES

APPENDIX A

QUESTIONNAIRE

PERSONAL INVENTORY

1. Name: _____
2. Address: _____
3. Age: _____
4. Sex: Male Female
5. Number of years in administration: _____
6. Year graduated with Bachelor's Degree: _____
7. Undergraduate degree category: (This term refers merely to the major college division from whence the undergraduate degree was received, such as the College of Business, the College of Agriculture, the College of Education, etc.)

Please check one

- Agriculture
 - Arts and Sciences
 - Business
 - Education
 - Engineering
 - Home Economics
 - Other (please specify) _____
8. Major field of study: _____
(This term refers merely to the major field of study within the college division, such as accounting in the College of Business, horticulture in the College of Agriculture, etc.)

LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE

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 SHOULD always, often, occasionally, seldom, or never act 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.

NOTE: The term "group," as employed in the following items, refers to a department, division, or other unit of organization which is supervised by the leader.

	Always	Often	Occasionally	Seldom	Never
What the IDEAL leader SHOULD do:					
1. Do personal favors for group members.----	A	B	C	D	E
2. Make his attitudes clear to the group.---	A	B	C	D	E
3. Do little things to make it pleasant to be a member of the group.-----	A	B	C	D	E
4. Try out new ideas with the group.-----	A	B	C	D	E
5. Act as the real leader of the group.-----	A	B	C	D	E
6. Be easy to understand.-----	A	B	C	D	E
7. Rule with an iron hand.-----	A	B	C	D	E
8. Find time to listen to group members.----	A	B	C	D	E
9. Criticize poor work.-----	A	B	C	D	E
10. Give advance notice of changes.-----	A	B	C	D	E
11. Speak in a manner not to be questioned.--	A	B	C	D	E
12. Keep to himself.-----	A	B	C	D	E

13. Look out for the personal welfare of individual group members.----- A B C D E
14. Assign group members to particular tasks. A B C D E
15. Be the spokesman of the group.----- A B C D E
16. Schedule the work to be done.----- A B C D E
17. Maintain definite standards of performance.----- A B C D E
18. Refuse to explain his actions.----- A B C D E
19. Keep the group informed.----- A B C D E
20. Act without consulting the group.----- A B C D E
21. Back up the members in their actions.----- A B C D E
22. Emphasize the meeting of deadlines.----- A B C D E
23. Treat all group members as his equals.--- A B C D E
24. Encourage the use of uniform procedures.- A B C D E
25. Get what he asks for from his superiors.- A B C D E
26. Be willing to make changes.----- A B C D E
27. Make sure that his part in the organization is understood by group members.--- A B C D E
28. Be friendly and approachable.----- A B C D E
29. Ask that group members follow standard rules and regulations.----- A B C D E
30. Fail to take necessary action.----- A B C D E
31. Make group members feel at ease when talking with them.----- A B C D E
32. Let group members know what is expected of them.----- A B C D E
33. Speak as the representative of the group. A B C D E
34. Put suggestions made by the group into operation.----- A B C D E
35. See to it that group members are working up to capacity.----- A B C D E

36. Let other people take away his leadership in the group.----- A B C D E
37. Get his superiors to act for the welfare of the group members.----- A B C D E
38. Get group approval in important matters before going ahead.----- A B C D E
39. See to it that the work of group members is coordinated.----- A B C D E
40. Keep the group working together as a team.----- A B C D E

PHN SCALE

The next section of this questionnaire is a series of attitude statements. Each represents a commonly held opinion and there is no right or wrong answer. You will probably disagree with some items and agree with others. We are interested in the extent to which you agree or disagree with matters of opinion.

First impressions are usually best in such matters. Please read each statement, decide if you agree or disagree and the strength of your opinion, and then circle the appropriate number.

AgreeDisagree

strongly--circle +3
somewhat--circle +2
slightly--circle +1

slightly--circle -1
somewhat--circle -2
strongly--circle -3

	Agree			Disagree		
	Strongly	Somewhat	Slightly	Slightly	Somewhat	Strongly
1. Great successes in life, like great artists and inventors are usually motivated by forces they are unaware of.-----	+3	+2	+1	-1	-2	-3
2. Most students will tell the instructor when he has made a mistake in adding up their score, even if he had given them more points than they deserved.-----	+3	+2	+1	-1	-2	-3
3. Most people will change the opinion they express as a result of an onslaught of criticism, even though they really don't change the way they feel.-----	+3	+2	+1	-1	-2	-3
4. Most people try to apply the Golden Rule even in today's complex society.-----	+3	+2	+1	-1	-2	-3

5. A person's reaction to things differ from one situation to another.----- +3 +2 +1 -1 -2 -3
6. I find that my first impression of a person is usually correct.----- +3 +2 +1 -1 -2 -3
7. Our success in life is pretty much determined by forces outside our own control.----- +3 +2 +1 -1 -2 -3
8. If you will give the average person a job to do and leave him to do it, he will finish it successfully.----- +3 +2 +1 -1 -2 -3
9. Nowadays many people won't make a move until they find out what other people think.----- +3 +2 +1 -1 -2 -3
10. Most people do not hesitate to go out of their way to help someone in trouble.----- +3 +2 +1 -1 -2 -3
11. Different people react to the same situation in different ways.----- +3 +2 +1 -1 -2 -3
12. People can be described accurately by one term, such as "introverted," or "moral," or "sociable."----- +3 +2 +1 -1 -2 -3
13. Attempts to understand ourselves are usually futile.----- +3 +2 +1 -1 -2 -3
14. People usually tell the truth, even when they know they would be better off by lying.----- +3 +2 +1 -1 -2 -3
15. The important thing in being successful nowadays is not how hard you work, but how you fit with the crowd.----- +3 +2 +1 -1 -2 -3
16. Most people will act as "Good Samaritans" if given the opportunity.----- +3 +2 +1 -1 -2 -3
17. Each person's personality is different from the personality of every other person.----- +3 +2 +1 -1 -2 -3

18.	It's not hard to understand what really is important to a person.-----	+3	+2	+1	-1	-2	-3
19.	There's little one can do to alter his fate in life.-----	+3	+2	+1	-1	-2	-3
20.	Most students do not cheat when taking an exam.-----	+3	+2	+1	-1	-2	-3
21.	The typical student will cheat on a test when everybody else does though he has a set of ethical standards.-----	+3	+2	+1	-1	-2	-3
22.	"Do unto others as you would have them do unto you" is a motto most people follow.-----	+3	+2	+1	-1	-2	-3
23.	People are quite different in their basic interests.-----	+3	+2	+1	-1	-2	-3
24.	I think I get a good idea of a person's basic nature after a brief conversation with him.--	+3	+2	+1	-1	-2	-3
25.	Most people have little influence over the things that happen to them.-----	+3	+2	+1	-1	-2	-3
26.	Most people are basically honest.-----	+3	+2	+1	-1	-2	-3
27.	It's a rare person who will go against the crowd.-----	+3	+2	+1	-1	-2	-3
28.	The typical person is sincerely concerned about the problems of others.-----	+3	+2	+1	-1	-2	-3
29.	People are pretty different from one another in "what makes them tick."-----	+3	+2	+1	-1	-2	-3
30.	If I could ask a person three questions about himself (and assuming he would answer them honestly), I would know a great deal about him.-----	+3	+2	+1	-1	-2	-3
31.	Most people have an unrealistic favorable view of their own capabilities.-----	+3	+2	+1	-1	-2	-3

32. If you act in good faith with people, almost all of them will reciprocate with fairness toward you.----- +3 +2 +1 -1 -2 -3
33. Most people have to rely on someone else to make their important decisions for them.- +3 +2 +1 -1 -2 -3
34. Most people with a fallout shelter would let their neighbors stay in it during a nuclear attack.----- +3 +2 +1 -1 -2 -3
35. Often a person's basic personality is altered by such things as religious conversation, psychotherapy, or a charm course.----- +3 +2 +1 -1 -2 -3
36. When I meet a person, I look for one basic characteristic through which I try to understand him.----- +3 +2 +1 -1 -2 -3
37. Most people vote for a political candidate on the basis of unimportant characteristics such as his appearance or name, rather than because of his stand on the issues.----- +3 +2 +1 -1 -2 -3
38. Most people lead clean, decent lives.----- +3 +2 +1 -1 -2 -3
39. The average person will rarely express his opinion in a group when he sees others disagree with him----- +3 +2 +1 -1 -2 -3
40. Most people would stop and help a person whose car is disabled.+3 +2 +1 -1 -2 -3
41. People are unpredictable in how they'll act from one situation to another.----- +3 +2 +1 -1 -2 -3
42. Give me a few facts about a person and I'll have a good idea whether I'll like him or not.----- +3 +2 +1 -1 -2 -3

43.	If a person tries hard enough, he will usually reach his goals in life.-----	+3	+2	+1	-1	-2	-3
44.	People claim they have ethical standards regarding honesty and morality, but few people stick to them when the chips are down.-----	+3	+2	+1	-1	-2	-3
45.	Most people have the courage of their convictions.-----	+3	+2	+1	-1	-2	-3
46.	The average person is conceited.-----	+3	+2	+1	-1	-2	-3
47.	People are pretty much alike in their basic interests.-----	+3	+2	+1	-1	-2	-3
48.	I find that my first impressions of people are frequently wrong.-----	+3	+2	+1	-1	-2	-3
49.	The average person has an accurate understanding of the reasons for his behavior.-----	+3	+2	+1	-1	-2	-3
50.	If you want people to do a job right, you should explain things to them in great detail and supervise them closely.---	+3	+2	+1	-1	-2	-3
51.	Most people can make their own decision, uninfluenced by public opinion.-----	+3	+2	+1	-1	-2	-3
52.	It's only a rare person who would risk his own life and limb to help someone else.----	+3	+2	+1	-1	-2	-3
53.	People are basically similar in their personalities.-----	+3	+2	+1	-1	-2	-3
54.	Some people are too complicated for me to figure out.---	+3	+2	+1	-1	-2	-3
55.	If people try hard enough, wars can be prevented in the future.-----	+3	+2	+1	-1	-2	-3

56. If most people could get into a movie without paying and be sure he was not seen, they would do it.----- +3 +2 +1 -1 -2 -3
57. It is achievement, rather than popularity with others, that gets you ahead nowadays.----- +3 +2 +1 -1 -2 -3
58. It's pathetic to see an unselfish person in today's world because so many take advantage of him.----- +3 +2 +1 -1 -2 -3
59. If you have a good idea about how several people will react to a certain situation, you can expect most people to react the same way.----- +3 +2 +1 -1 -2 -3
60. I think you can never really understand the feelings of other people.----- +3 +2 +1 -1 -2 -3
61. The average person is largely the master of his own fate.--- +3 +2 +1 -1 -2 -3
62. Most people are not really honest, but act that way because they are afraid they will get caught.----- +3 +2 +1 -1 -2 -3
63. The average person will stick to his opinion if he thinks he's right, even if others disagree.----- +3 +2 +1 -1 -2 -3
64. People pretend to care more about one another than they really do.----- +3 +2 +1 -1 -2 -3
65. Most people are consistent from situation to situation in the way they react to things.----- +3 +2 +1 -1 -2 -3
66. You can't accurately describe a person in just a few words.- +3 +2 +1 -1 -2 -3
67. In a local or national election, most people select a candidate rationally and logically.----- +3 +2 +1 -1 -2 -3

68.	Most people would tell a lie if they could gain by it.-----	+3	+2	+1	-1	-2	-3
69.	If a student does not believe in cheating, he will avoid it even if he sees many others doing it.-----	+3	+2	+1	-1	-2	-3
70.	Most people inwardly dislike putting themselves out to help others.-----	+3	+2	+1	-1	-2	-3
71.	A child who is popular will be popular as an adult, too.-----	+3	+2	+1	-1	-2	-3
72.	You can't classify everyone as good or bad.-----	+3	+2	+1	-1	-2	-3
73.	Most persons have a lot of control over what happens to them in life.-----	+3	+2	+1	-1	-2	-3
74.	Most people would cheat on their income tax if they had a chance.-----	+3	+2	+1	-1	-2	-3
75.	The person with novel ideas is respected in our society.--	+3	+2	+1	-1	-2	-3
76.	Most people exaggerate their troubles in order to get sympathy.-----	+3	+2	+1	-1	-2	-3
77.	If I can see how a person reacts in one situation, I have a good idea of how he will react to other situations.-----	+3	+2	+1	-1	-2	-3
78.	People are too complex to ever be understood fully.-----	+3	+2	+1	-1	-2	-3
79.	Most people have a good idea of what their strengths and weaknesses are.-----	+3	+2	+1	-1	-2	-3
80.	Nowdays people commit a lot of crimes and sins that no one else ever hears about.-----	+3	+2	+1	-1	-2	-3
81.	Most people will speak out for what they believe in.-----	+3	+2	+1	-1	-2	-3

82. People are usually out for
their own good.----- +3 +2 +1 -1 -2 -3
83. When you get right down to
it, people are quite alike
in their emotional makeup.---- +3 +2 +1 -1 -2 -3
84. People are so complex, it is
hard to know what "makes them
tick."----- +3 +2 +1 -1 -2 -3

APPENDIX B

SCORING KEYS FOR LOQ SCALE

SCORING KEY FOR CONSIDERATION

<u>Item No.</u>	<u>Always</u>	<u>Often</u>	<u>Occasionally</u>	<u>Seldom</u>	<u>Never</u>
1	5	4	3	2	1
3	5	4	3	2	1
6	5	4	3	2	1
8	5	4	3	2	1
* 12	1	2	3	4	5
13	5	4	3	2	1
* 18	1	2	3	4	5
* 20	1	2	3	4	5
21	5	4	3	2	1
23	5	4	3	2	1
26	5	4	3	2	1
28	5	4	3	2	1
31	5	4	3	2	1
34	5	4	3	2	1
38	5	4	3	2	1

*These items scores in reverse.

SCORING KEY FOR INITIATING STRUCTURE

<u>Item No.</u>	<u>Always</u>	<u>Often</u>	<u>Occasionally</u>	<u>Seldom</u>	<u>Never</u>
2	5	4	3	2	1
4	5	4	3	2	1
7	5	4	3	2	1
9	5	4	3	2	1
11	5	4	3	2	1
14	5	4	3	2	1
16	5	4	3	2	1
17	5	4	3	2	1
22	5	4	3	2	1
24	5	4	3	2	1
27	5	4	3	2	1
29	5	4	3	2	1
32	5	4	3	2	1
35	5	4	3	2	1
39	5	4	3	2	1

APPENDIX C

SCORING KEY FOR PHN SCALE

Scoring Key--PHN Scale

1. S-	22. A+	43. S+	64. A-
2. T+	23. V+	44. T-	65. V-
3. I-	24. C-	45. I+	66. C+
4. A+	25. S-	46. A-	67. S+
5. V+	26. T+	47. V-	68. T-
6. C-	27. I-	48. C+	69. I+
7. S-	28. A+	49. S+	70. A-
8. T+	29. V+	50. T-	71. V-
9. I-	30. C-	51. I+	72. C+
10. A+	31. S-	52. A-	73. S+
11. V+	32. T+	53. V-	74. T-
12. C-	33. I-	54. C+	75. I+
13. S-	34. A+	55. S+	76. A-
14. T+	35. V+	56. T-	77. V-
15. I-	36. C-	57. I+	78. C+
16. A+	37. S-	58. A-	79. S+
17. V+	38. T+	59. V-	80. T-
18. C-	39. I-	60. C+	81. I+
19. S-	40. A+	61. S+	82. A-
20. T+	41. V+	62. T-	83. V-
21. I-	42. C-	63. I+	84. C+

KEY--

T - Trustworthiness
 S - Strength of Will
 A - Altruism

I - Independence
 C - Complexity
 V - Variability

APPENDIX D

RESPONDENT RAW SCORES

RESPONDENT RAW SCORES

		S	T	I	A	V	C	P-N	M	CONSID	INITST
3	148119494	11	20	11	10	23	22	52	45	44	44
3	25017431	19	12	20	5	14	19	54	33	40	43
3	348112531	4	19	-4	19	1	-6	38	-5	40	47
3	442111584	30	29	18	25	25	19	102	41	42	41
3	54814502	13	-3	-11	-1	26	23	-2	49	41	48
3	64418511	28	20	-2	8	7	15	54	22	46	49
3	74215591	9	12	9	-3	4	-5	27	-1	39	46
3	852115501	20	11	12	8	1	1	51	2	43	48
3	954210402	8	30	-3	22	19	25	57	44	39	49
3	1063141324	5	5	-1	-1	4	14	8	18	40	43
3	115614401	-7	17	-7	2	-4	-5	5	-9	39	40
3	124814491	37	32	-3	8	27	-1	69	26	45	41
3	133113651	10	21	12	7	1	-3	55	-2	41	41
3	1446112464	10	5	6	5	11	6	31	17	44	48
3	1549122492	17	26	6	23	29	10	72	39	44	57
3	163214641	3	0	1	1	7	-1	5	6	43	42
3	1748113472	-10	-2	-3	-9	10	11	-26	21	39	43
3	1841120504	19	20	10	9	-2	4	58	2	43	45
3	1954128310	4	15	3	5	12	6	27	18	40	45
3	204114641	-3	9	-5	0	13	8	1	21	46	53
3	2155125401	4	11	3	-2	1	2	16	3	41	43
3	2247112542	14	12	4	0	4	11	30	15	42	48
3	2364141314	22	8	16	6	8	4	52	12	42	44
3	2461135354	-6	9	-11	-11	15	26	-19	41	42	43
3	2542117554	11	32	1	31	10	26	93	46	34	43
3	264115331	12	7	-3	6	11	-6	22	5	43	47
3	2743112101	-2	1	-5	-10	22	10	-16	32	39	49
3	2846119442	6	7	-1	5	19	13	17	32	39	40
3	295019494	33	42	36	42	14	9	153	23	46	38
3	303514604	-2	12	-9	-4	-8	-4	-3	-12	37	36
3	3161114334	30	35	24	23	13	2	112	15	46	44
3	327115493	-14	-5	-9	1	0	10	-37	20	43	46
3	3341113534	-2	-9	-12	-5	24	22	-28	46	40	51
3	3455120412	10	19	6	1	13	-3	40	5	44	57
3	353714614	0	12	8	4	11	12	24	23	41	45
3	3648121474	19	16	12	18	4	20	65	24	42	44
3	3741112603	10	14	4	5	8	8	33	16	46	47
3	3842111554	19	18	1	10	9	-4	77	5	40	36
3	3953113331	10	17	6	5	26	7	38	33	37	36
3	4063130401	3	17	1	20	15	34	35	46	46	54
3	4161118352	-8	-2	-20	12	10	0	-19	10	42	52
3	4238112574	14	18	14	12	-4	0	58	-4	41	44
3	43314663	20	26	0	26	16	5	72	21	38	50
3	4447115614	15	15	13	13	23	-5	56	16	45	48
3	45411101	4	15	-14	-13	18	21	-8	39	35	47
3	463415654	11	11	1	6	7	2	29	9	43	41
3	4751122482	-10	6	-6	3	8	-2	-7	6	46	39
3	4848112533	14	19	11	17	25	7	61	32	43	45
3	4945113504	3	9	0	4	14	11	16	25	46	48
3	505012481	6	3	-16	-2	-1	12	-9	11	36	49
3	514215584	4	4	5	11	11	9	29	20	41	40
3	523913581	5	6	-8	-2	5	0	1	5	40	42
3	5350112431	6	12	-2	11	-1	5	29	4	33	45
3	544111617	23	7	8	7	20	-14	45	6	36	44
3	5544115011	15	10	10	33	-4	3	85	-1	45	48
3	5622118494	-1	4	0	-3	5	-16	0	-11	41	47
3	574214574	9	-15	-13	-27	24	16	-55	40	34	47
3	5850114514	11	23	-8	14	13	-6	40	12	45	52
3	5947119502	12	14	12	21	14	0	60	14	39	40
3	605215684	18	17	9	29	20	5	73	25	49	43
3	6158127392	15	26	22	17	11	6	82	17	37	45
3	623315631	22	14	23	11	7	-1	70	6	47	49
3	6348114483	18	15	6	10	9	7	49	16	40	42

(Continued)

	S	T	I	A	V	C	P-N	M	CONSID	INITST
3 6455120462	12	22	17	23	-5	12	74	7	39	46
3 6539113594	7	19	-5	4	22	-3	25	19	43	44
3 66511 4461	0	2	-3	-2	10	24	-3	34	39	44
3 67341 4641	14	21	26	19	25	27	80	52	46	45
3 68591 5504	3	14	10	-2	13	21	25	34	42	52
3 69431 7541	27	8	6	13	-1	8	54	7	44	48
3 7048122482	22	28	20	25	14	7	96	21	44	46
3 7163135322	-15	3	8	-5	2	5	-9	7	44	46
3 7247115531	24	32	4	19	23	9	79	32	44	54
3 73421 2531	21	13	20	13	5	18	67	23	43	50
3 7459133372	14	19	12	17	3	19	62	22	39	39
3 7567137322	4	22	11	14	4	-16	51	-12	40	45
3 76311 4654	-6	2	8	13	15	0	17	15	37	45
3 77431 8541	17	24	-4	10	23	-1	47	22	40	47
3 7865140314	-4	1	3	-6	11	12	5	23	47	48
3 7957124372	13	26	20	15	17	3	79	20	42	39
3 8066129312	3	7	5	-5	10	0	10	10	43	51
3 8160133394	2	6	-8	3	-2	3	5	1	45	44
3 8261135353	2	6	-6	-6	14	0	-4	14	45	46
3 8358132394	17	32	6	7	15	18	62	33	45	45
3 84441 8524	16	15	4	8	2	-1	43	1	49	43
3 8551115474	23	27	15	33	30	4	98	34	48	57
3 8648115494	8	7	8	-6	20	5	15	25	45	49
3 8753115471	4	10	-22	-11	7	8	-19	15	43	48
3 88401 6551	17	14	3	12	15	4	46	19	42	47
3 89501 4494	14	-9	-3	-8	4	10	-6	14	39	43
3 9055120474	8	2	4	9	13	4	23	17	45	45
3 9141112551	12	13	-4	3	0	-7	24	-7	47	45
3 9255127474	13	25	10	9	20	16	57	36	44	41
3 93561 3574	7	-3	-3	-9	14	10	-8	24	40	50
3 94271 1681	1	17	9	9	22	14	50	36	42	49
3 9557133373	1	22	-2	11	3	4	38	7	43	52
3 9664126484	13	12	-4	20	17	11	41	28	43	42
3 972116434	9	27	-2	13	-2	4	47	2	44	49
3 98351 8602	5	17	17	10	16	8	49	24	38	46
3 99312 2654	13	16	6	14	20	8	49	28	39	44
310055116461	13	8	6	14	10	0	41	10	47	53
3101351 8582	18	25	21	14	17	-6	78	11	40	37
310259112524	0	8	11	4	6	-6	23	0	36	43
310352113524	1	15	-5	4	6	17	15	23	45	48
310461135322	0	13	-3	7	1	6	17	7	39	42
310545114504	19	22	3	13	-4	0	57	-4	42	45
310642110534	10	-2	-12	2	2	6	-2	8	42	41
310755122474	16	14	6	4	5	-2	40	3	42	38
310849122472	3	1	-2	2	18	19	7	37	41	47
310954122423	1	16	-2	16	12	17	41	29	44	51
311059117401	1	25	-1	24	29	-11	74	18	42	47
311161134344	19	5	8	-2	6	10	30	16	43	37
311256131387	0	-1	-12	-4	17	1	-21	18	37	43
311346117494	18	5	3	13	17	18	39	35	48	52
311455116464	10	13	6	18	13	10	47	28	39	55
3115481 3491	14	-8	4	-15	17	0	-5	17	45	56
311646110511	26	18	16	13	15	0	73	15	46	46
311742117574	22	33	14	29	1	23	103	23	43	50
311864124347	-15	-1	-7	-2	8	-7	-25	1	42	48
3119371 1601	4	-4	-5	-12	21	11	-17	32	43	44
312058139402	9	0	24	10	5	8	40	13	43	40
312152110517	24	11	-14	-17	13	-3	4	10	45	49
312260117464	19	9	11	15	11	-3	54	8	42	43
312352110534	22	15	16	15	13	0	73	13	38	42
3124521 9525	-4	0	-4	0	17	-5	2	12	42	43
312550120503	25	4	29	15	21	17	73	38	46	55
312650117464	14	6	-3	0	23	39	14	62	48	54
312741115534	8	15	10	14	7	2	51	9	36	42

APPENDIX E

LETTERS

405 South Stallard
Stillwater, Oklahoma 74074
February 26, 1974

Dr. Edward J. Baca
Regional Commissioner
Office of Education, DHEW
1114 Commerce Street
Dallas, Texas 75202

Dear Dr. Baca:

I am presently enrolled as a graduate student at Oklahoma State University, Stillwater, Oklahoma. My study is one concerning vocational-technical school administrators in the five states of Region VI. I picked up a copy of the directory of Area Vocational Education Schools for fiscal year 1973 at the State office here in Stillwater. The area school division suggested I contact your office for a list of the names of the directors of these schools. As you know, the directory lists only the location of the schools.

Your consideration of this matter will be most appreciated. Thank you in advance.

Sincerely,

M. Doyle Butler



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
REGIONAL OFFICE
1114 COMMERCE STREET
DALLAS, TEXAS 75202

OFFICE OF EDUCATION

March 21, 1974

Mr. M. Doyle Butler
405 South Stallard
Stillwater, Oklahoma 74074

Dear Mr. Butler:

At Mr. Baca's request, we are enclosing the listing of area vocational schools in this five state region, for Fiscal Year 1971. We do not have a later edition of this directory, nor do we have the names of the administrators. We are sorry we cannot help you further in this matter; however, you may want to write to the individual schools to find who is currently the administrator.

If we may be of any further assistance, please do not hesitate to contact us.

Sincerely,

William F. Sands

William F. Sands
Vocational and Technical Education
Program Officer

Enclosures

April 11, 1974

Mr. M. A. Browning, Director
Bureau of Adult and Vocational Education
Regional Representative
Department of H.E.W.
1114 Commerce Street
Dallas, Texas 75202

Dear Mr. Browning:

A study entitled "A Study of Educational Background, Philosophy of Human Nature and Social Attitudes of Area Vocational-Technical School Administrators in H.E.W. Educational Region VI" is being done cooperatively by the Oklahoma State Department of Vocational and Technical Education and Oklahoma State University Department of Occupational and Adult Education. The principal investigator is Mr. M. Doyle Butler, a former teacher educator at Oklahoma State University.

We would appreciate your endorsement signature on the enclosed letter which will be duplicated and mailed along with the questionnaire with your permission.

Thanking you in advance for your interest and cooperation. Please indicate if you would desire a copy of the study.

Sincerely,

Francis Tuttle, State Director
Vocational and Technical Education

Enclosures

FT/XKA-01/13



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
REGIONAL OFFICE
1114 COMMERCE STREET
DALLAS, TEXAS 75202

OFFICE OF EDUCATION

April 15, 1974

Dr. Francis Tuttle, State Director
Vocational and Technical Education
Oklahoma State Department of Vocational
and Technical Education
1515 West Sixth Avenue
Stillwater, Oklahoma 74074

Dear Dr. Tuttle:

Attached is the signed letter you requested. We would
like to have a copy of the study when it is completed.

Best regards.

Sincerely,

A handwritten signature in black ink, appearing to read "M. A. Browning". The signature is fluid and cursive, with a large loop at the end.

M. A. Browning, Regional Director
Occupational and Adult Education

Attachment

April 26, 1974

Dear Colleague:

The enclosed instruments are for the purpose of attempting to measure only a few selected factors of leader behavior. The first simply asks you to describe what an ideal leader ought to do in supervising his group. The term "group", as employed in the following items, refers to a department, division, or other unit of organization which is supervised by the leader.

The next section of this questionnaire is a series of attitude statements. Each represents a commonly held opinion and there are no right or wrong answers. You will probably disagree with some items and agree with others. We are interested in the extent to which you agree or disagree with matters of opinion.

The purpose of this study is to determine areas of primary concern for direction in developing future administrative educational programs.

If you have any questions, please write me at the address below. Thank you for your assistance in this research effort.

Sincerely,

M. Doyle Butler
Principal Investigator
405 Stallard
Stillwater, Oklahoma 74074

Enclosures



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
REGIONAL OFFICE
1114 COMMERCE STREET
DALLAS, TEXAS 75202

OFFICE OF EDUCATION

April 15, 1974

Dear Administrator:

The enclosed questionnaire is one of interest to the Regional Office of Education. A study entitled "A Study of Educational Background, Philosophy of Human Nature and Social Attitudes of Area Vocational-Technical School Administrators in H.E.W. Educational Region VI" is being conducted cooperatively by Oklahoma State Department of Vocational-Technical Education and Oklahoma State University Department of Occupational and Adult Education. The principal investigator is Mr. M. Doyle Butler, a former teacher educator at Oklahoma State University.

In addition to varying attitudes held by any group of persons concerning any given subject there is always a basic controversy underlying nearly all discussion of most American educational problems of today. This particular study attempts to view statistically a small number of subscales of the basic philosophy and attitudes of the area school administrators in the H.E.W. Educational Region VI.

Thank you in advance for your consideration of this matter.

Sincerely,

M. A. Browning, Regional Director
Occupational and Adult Education

405 South Stallard
Stillwater, Oklahoma 74074
March 21, 1974

Drs. R. N. Stodgill & A. E. Coons
Bureau of Business Research
Ohio State University
Columbus, Ohio

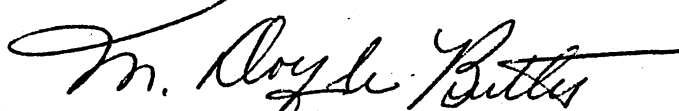
Dear Sirs:

I am presently enrolled as a graduate student at Oklahoma State University, Stillwater, Oklahoma. One portion of the study I plan to do for my dissertation entails the collection of data concerning attitudinal patterns of school administrators.

The instrument entitled Leadership Opinion Questionnaire (Stodgill and Coons, 1957) would serve very well for a portion of this study. Would you please advise what I must do to receive approximately 225 copies of this scale and permission to use same. Another alternative would be if I could receive just one copy and reproduce it myself.

Thank you for your consideration.

Sincerely,

A handwritten signature in cursive script that reads "Mr. Doyle Butler". The signature is written in dark ink and is positioned above the typed name.

Doyle Butler

THE OHIO STATE UNIVERSITY1775 SOUTH COLLEGE ROAD
COLUMBUS, OHIO 43210U.S.A.

614-422-2120

TELEPHONE: GENESEE

COLLEGE OF
ADMINISTRATIVE SCIENCE
DIVISION OF RESEARCH
PROGRAM FOR RESEARCH IN
LEADERSHIP AND ORGANIZATIONResearch Program in Leadership and Organizational Behavior

Ralph M. Stogdill, Director

The Studies in Leadership and Organizational Behavior, formerly known as The Ohio State Leadership Studies, constitute an internationally recognized program of research that was begun in 1945. The studies are concerned primarily with the relation of leader behavior to follower satisfaction and group performance. Results of the research have been published in twelve monographs and numerous journal articles.

The program is particularly noted for the development of methods for the measurement of leader behavior, organization structure, and work group performance. The Leader Behavior Description Questionnaire and other instruments are widely used for research on leadership in the United States and Canada. In addition, they have been translated into several foreign languages, including French, Italian, Spanish, German, and Japanese. The instruments have been used by Ohio State researchers in the study of more than 400 industrial, governmental, educational, and military organizations.

Students of military leadership have been particularly attracted to The Ohio State University for doctoral studies in leadership and organizational behavior. Several professors from abroad have conducted post-doctoral studies at Ohio State under the sponsorship of the program.

STATEMENT OF POLICY

Concerning the Leader Behavior Description Questionnaire and Related Forms

Permission is granted without formal request to use the Leader Behavior Description Questionnaire and other related forms developed at The Ohio State University, subject to the following conditions:

1. Use: The forms may be used in research projects. They may not be used for promotional activities or for producing income on behalf of individuals or organizations other than The Ohio State University.
2. Adaptation and Revision: The directions and the form of the items may be adapted to specific situations when such steps are considered desirable.
3. Duplication: Sufficient copies for a specific research project may be duplicated.
4. Inclusion in dissertations: Copies of the questionnaire may be included in theses and dissertations. Permission is granted for the duplication of such dissertations when filed with the University Microfilms Service at Ann Arbor, Michigan 48106 U.S.A.
5. Copyright: In granting permission to modify or duplicate the questionnaire, we do not surrender our copyright. Duplicated questionnaires and all adaptations should contain the notation "Copyright, 19--, by The Ohio State University."
6. Inquiries: Communications should be addressed to:

Center for Business and Economic Research
The Ohio State University
1775 South College Road
Columbus, Ohio 43210 U.S.A.

November, 1973

405 South Stallard
Stillwater, Oklahoma 74074
February 26, 1974

Lawrence S. Wrightsman, Ph.D.
Box 512, Department of Philosophy
George Peabody College for Teachers
Nashville, Tennessee 37203

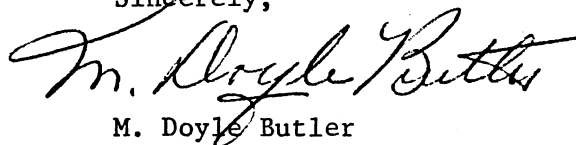
Dear Sir:

I am presently enrolled as a graduate student at Oklahoma State University, Stillwater, Oklahoma. One portion of the study I plan to do for my dissertation entails the collection of data concerning the philosophy of human nature.

The instrument, developed in 1964, called the PHN or Philosophies of Human Nature Scale would serve very well for this purpose. May I have your permission to administer this test to my selected population of approximately 225 school administrators? If so, please advise me as to what to do in order to receive copies of the test.

Thank you in advance for your consideration.

Sincerely,



M. Doyle Butler

PHN SCALE

MEMORANDUM

TO: Persons and institutions inquiring about use and/or purchase of the
Philosophies of Human Nature scale

FROM: Lawrence S. Wrightsman

I am glad to learn that you are considering using the Philosophies of Human Nature scale. I have enclosed a packet of relevant materials, including:

1. A copy of the scale (PHN scale) and answer sheet;
2. A set of scoring instructions and keyed answers;
3. The most recent version of our annotated bibliography describing 160 studies with the scale;
4. A set of norms for various groups;
5. Reprints of published research (as available).

The scale is not published or copyrighted and multiple copies are not for sale. If you wish to use the scale, feel free to duplicate or reproduce multiple copies of the test and scoring sheet.

We do request a payment of \$1.00 from those institutions or persons who plan to keep the enclosed materials, to facilitate our production of the materials, and our data analysis. Please make out checks to Sanford/Wrightsman Fund and send care of

Dr. L. S. Wrightsman
Box 512
George Peabody College for Teachers
Nashville, Tenn. 37203

Do not hesitate to write if I can be of assistance. Thank you for your interest. Please forgive the impersonal means of reply, recent increased interest in the scale has forced us to use this means for initial replies to inquiries.

LSW/rl

P.S. A book which reports all the research that has been done on the Philosophies of Human Nature scale may be ordered from the Brooks/Cole Publishing Co. if you are interested.

Title: Assumptions about Human Nature: A Social Psychological Approach
Author: L. S. Wrightsman plus chapter authors
Publication date: April 29, 1974
Publisher: Brooks/Cole Publishing Co., 540 Abrego St., Monterey, Calif. 93940
Length: Approx. 400 pp., including Appendices, References, and Index
Price: Approx. \$7.50 to \$6.50

June 6, 1974

Dear Colleague:

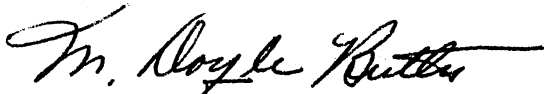
I hope you are having an enjoyable summer and a break from a very heavy school responsibility.

This is just a reminder to ask you to mail me the questionnaire you received in April of this year. This study, entitled "A Study of Educational Background, Philosophy of Human Nature and Social Attitudes of Area Vocational-Technical School Administrators in H. E. W. Educational Region VI," is of interest to the regional office, the State Department of Vocational Technical Education and the Oklahoma State University Department of Occupational and Adult Education.

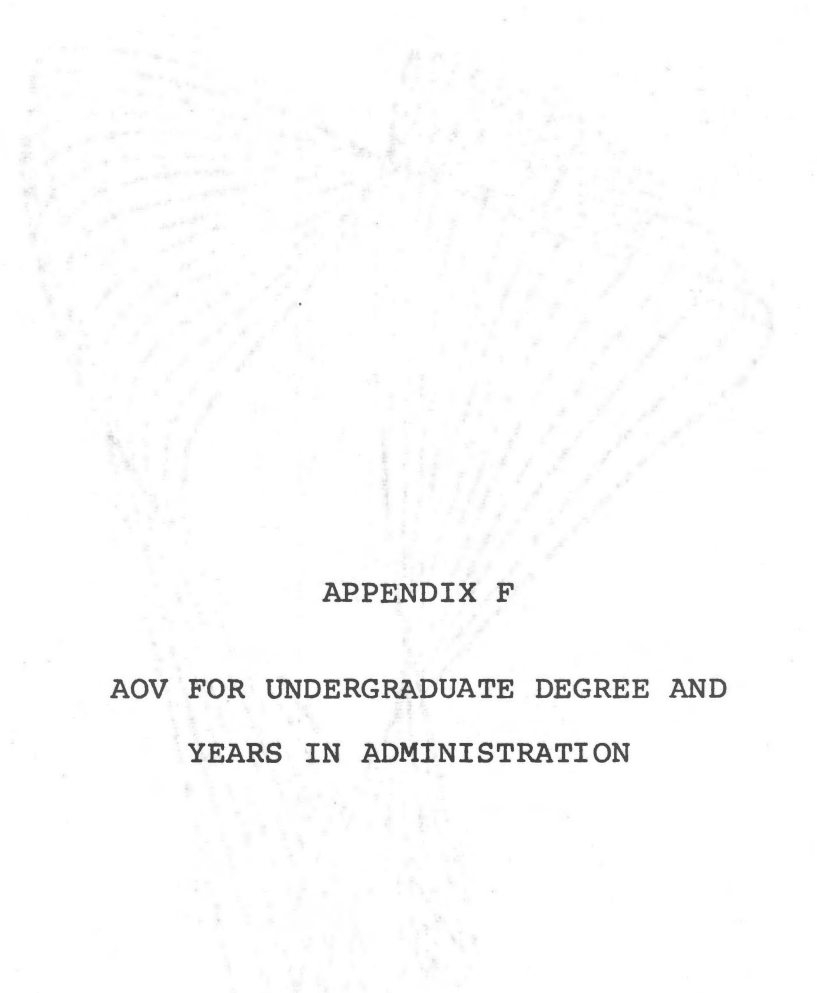
Completion of this instrument will help make the study more valid. If you have any questions, please feel free to contact me.

Thank you in advance for your assistance.

Sincerely,



M. Doyle Butler
Principal Investigator
405 Stallard
Stillwater, Oklahoma 74074



APPENDIX F

AOV FOR UNDERGRADUATE DEGREE AND
YEARS IN ADMINISTRATION

ONE WAY CLASSIFICATION FOR UNDERGRADUATES WITH VARIABLE TRUSTWORTHINESS

ANALYSIS OF VARIANCE FOR VARIABLE T		MEAN	13.1653543	C.V.	30.9264157 %
SOURCE	DF	SUM OF SQUARES	MEAN SQUARE		
UNDGR	5	192.4506	38.490127		
RESIDUAL	121	13735.0769	113.513032		
CORRECTED TOTAL	126	13927.5276	110.535933		

TESTS	SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB > F
NUMERATOR:	UNDGR	5	192.4506	38.490127	0.33908	0.3334
DENOMINATOR:	RESIDUAL	121	13735.0769	113.513032		

ONE WAY CLASSIFICATION FOR UNDERGRADUATES WITH VARIABLE STRENGTH OF WILL

ANALYSIS OF VARIANCE FOR VARIABLE S		MEAN	10.4015748	C.V.	95.6428871 %
SOURCE	DF	SUM OF SQUARES	MEAN SQUARE		
UNDGR	5	783.1503	156.630059		
RESIDUAL	121	11975.3694	98.969995		
CORRECTED TOTAL	126	12758.5197	101.258093		

TESTS	SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB > F
NUMERATOR:	UNDGR	5	783.1503	156.630059	1.58260	0.1591
DENOMINATOR:	RESIDUAL	121	11975.3694	98.969995		

ONE WAY CLASSIFICATION FOR UNDERGRADUATES WITH VARIABLE ALTRUISM

ANALYSIS OF VARIANCE FOR VARIABLE A		MEAN	7.74803150	S.V.	146.634639 8
SOURCE	DF	SUM OF SQUARES	MEAN SQUARE		
UNDP	5	821.3569	164.273370		
RESIDUAL	121	15618.5702	129.079092		
CORRECTED TOTAL	126	16439.9370	130.475891		

TESTS	SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB > F
NUMERATOR:	UNDP	5	821.3569	164.273370	1.27266	0.2793
DENOMINATOR:	RESIDUAL	121	15618.5702	129.079092		

ONE WAY CLASSIFICATION FOR UNDERGRADUATES WITH VARIABLE INDEPENDENCE

ANALYSIS OF VARIANCE FOR VARIABLE I		MEAN	4.06299213	C.V.	266.952774 %
SOURCE	DF	SUM OF SQUARES	MEAN SQUARE		
UNDGR	5	464.8653	92.973055		
RESIDUAL	121	14234.6308	117.641577		
CORRECTED TOTAL	126	14699.4951	116.662667		

TESTS	SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB > F
NUMERATOR:	UNDGR	5	464.8653	92.973055	0.79331	0.5504
DENOMINATOR:	RESIDUAL	121	14234.6308	117.641577		

ONE WAY CLASSIFICATION FOR UNDERGRADUATES WITH VARIABLE COMPLEXITY

ANALYSIS OF VARIANCE FOR VARIABLE C		MEAN	6.59842520	C.V.	147.492222 %
SOURCE	DF	SUM OF SQUARES	MEAN SQUARE		
UNDGR	5	1024.0029	204.800589		
RESIDUAL	121	11460.5167	94.715014		
CORRECTED TOTAL	126	12484.5197	99.033490		

TESTS	SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB > F
NUMERATOR:	UNDGR	5	1024.0029	204.800589	2.16228	0.0520
DENOMINATOR:	RESIDUAL	121	11460.5167	94.715014		

ONE WAY CLASSIFICATION FOR UNDERGRADUATES WITH VARIABLE VARIABILITY

ANALYSIS OF VARIANCE FOR VARIABLE V		MEAN	11.5511811	C.V.	75.2495520 %
SOURCE	DF	SUM OF SQUARES	MEAN SQUARE		
UNDGR	5	48.71896	9.7437922		
RESIDUAL	121	9386.69836	77.5760195		
CORRECTED TOTAL	126	9435.41732	74.8842645		

TESTS	SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB > F
NUMERATOR:	UNDGR	5	48.71896	9.7437922	0.12560	0.9343
DENOMINATOR:	RESIDUAL	121	9386.69836	77.5760195		

ONE WAY CLASSIFICATION FOR UNDERGRADUATES WITH VARIABLE POSITIVE-NEGATIVE

ANALYSIS OF VARIANCE FOR VARIABLE P_N		MEAN	35.3779528	C.V.	100.832113 %
SOURCE	DF	SUM OF SQUARES	MEAN SQUARE		
UNDGR	5	3779.465	755.89309		
RESIDUAL	121	153974.393	1272.51564		
CORRECTED TOTAL	126	157753.858	1252.01475		

TESTS	SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB > F
NUMERATOR:	UNDGR	5	3779.465	755.89309	0.59401	0.7072
DENOMINATOR:	RESIDUAL	121	153974.393	1272.51564		

ONE WAY CLASSIFICATION FOR UNDERGRADUATES WITH VARIABLE MULTIPLEXITY

ANALYSIS OF VARIANCE FOR VARIABLE MULTI		MEAN	18.1496063	C.V.	30.9689177 %
SOURCE	DF	SUM OF SQUARES	MEAN SQUARE		
UNDGR	5	773.1318	154.626368		
RESIDUAL	121	26131.0256	215.958890		
CORRECTED TOTAL	126	26904.1575	213.525059		

TESTS	SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB > F
NUMERATOR:	UNDGR	5	773.1318	154.626368	0.71600	0.5149
DENOMINATOR:	RESIDUAL	121	26131.0256	215.958890		

ONE WAY CLASSIFICATION FOR UNDERGRADUATES WITH VARIABLE CONSIDERATION

ANALYSIS OF VARIANCE FOR VARIABLE CONSID		MEAN	42.1181102	C.V.	7.61553240 %
SOURCE	DF	SUM OF SQUARES	MEAN SQUARE		
UNDGR	5	56.35931	11.2718623		
RESIDUAL	121	1244.86903	10.2881738		
CORRECTED TOTAL	126	1301.22835	10.3272091		

TESTS	SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB > F
NUMERATOR:	UNDGR	5	56.35931	11.2718623	1.09561	0.3554
DENOMINATOR:	RESIDUAL	121	1244.86903	10.2881738		

ONE WAY CLASSIFICATION FOR UNDERGRADUATES WITH VARIABLE INITIATING STRUCTURE

ANALYSIS OF VARIANCE FOR VARIABLE INITST		MEAN	4.8267717	C.V.	10.8069785	Z
SOURCE	DF	SUM OF SQUARES	MEAN SQUARE			
UNDGR	5	192.40372	38.4807440			
RESIDUAL	121	2967.78526	24.5271509			
CORRECTED TOTAL	126	3160.18898	25.0808649			

TESTS	SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB > F
NUMERATOR:	UNDGR	5	192.40372	38.4807440	1.56890	0.1730
DENOMINATOR:	RESIDUAL	121	2967.78526	24.5271509		

ONE WAY CLASSIFICATION FOR NUMBER OF YEARS IN ADMINISTRATION
FOR VARIABLE TRUSTWORTHINESS

ANALYSIS OF VARIANCE FOR VARIABLE T		MEAN	13.1853543	C.V.	79.8680327 %
SOURCE	DF	SUM OF SQUARES	MEAN SQUARE		
GROUP	2	217.6757	108.837826		
RESIDUAL	124	13709.8519	110.563322		
CORRECTED TOTAL	126	13927.5276	110.535933		

TESTS	SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB > F
NUMERATOR:	GROUP	2	217.6757	108.837826	0.98439	0.6217
DENOMINATOR:	RESIDUAL	124	13709.8519	110.563322		

ONE WAY CLASSIFICATION FOR NUMBER OF YEARS IN ADMINISTRATION
FOR VARIABLE STRENGTH OF WILL

ANALYSIS OF VARIANCE FOR VARIABLE S		MEAN	10.4015748	C.V.	95.5419052 %
SOURCE	DF	SUM OF SQUARES	MEAN SQUARE		
GROUP	2	512.1411	256.070530		
RESIDUAL	124	12246.3786	98.761118		
CORRECTED TOTAL	126	12758.5197	101.258093		

TESTS	SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PRJB > F
NUMERATOR:	GROUP	2	512.1411	256.070530	2.59283	0.0770
DENOMINATOR:	RESIDUAL	124	12246.3786	98.761118		

ONE WAY CLASSIFICATION FOR NUMBER OF YEARS IN ADMINISTRATION
FOR VARIABLE ALTRUISM

ANALYSIS OF VARIANCE FOR VARIABLE A		MEAN	7.74803150	C.V.	145.488035 %
SOURCE	DF	SUM OF SQUARES	MEAN SQUARE		
GROUP	2	683.4645	341.732230		
RESIDUAL	124	15756.4725	127.068327		
CORRECTED TOTAL	126	16439.9370	130.475691		

TESTS	SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB > F
NUMERATOR:	GROUP	2	683.4645	341.732230	2.58936	0.0701
DENOMINATOR:	RESIDUAL	124	15756.4725	127.068327		

ONE WAY CLASSIFICATION FOR NUMBER OF YEARS IN ADMINISTRATION
FOR VARIABLE INDEPENDENCE

ANALYSIS OF VARIANCE FOR VARIABLE I	MEAN	4.05299213	C.V.	267.656738 2
SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	
GROUP	2	34.9032	17.451615	
RESIDUAL	124	14664.5928	118.262845	
CORRECTED TOTAL	126	14699.4961	116.662667	

TESTS	SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB > F
NUMERATOR:	GROUP	2	34.9032	17.451615	0.14757	0.8534
DENOMINATOR:	RESIDUAL	124	14664.5928	118.262845		

ONE WAY CLASSIFICATION FOR NUMBER OF YEARS IN ADMINISTRATION
FOR VARIABLE COMPLEXITY

ANALYSIS OF VARIANCE FOR VARIABLE C		MEAN	6.59842520	S.V.	151.990513 2
SOURCE	DF	SUM OF SQUARES	MEAN SQUARE		
GROUP	2	12.5444	6.272195		
RESIDUAL	124	12471.9753	100.580446		
CORRECTED TOTAL	126	12484.5197	99.083490		

TESTS	SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB > F
NUMERATOR:	GROUP	2	12.5444	6.272195	0.06236	0.9393
DENOMINATOR:	RESIDUAL	124	12471.9753	100.580446		

ONE WAY CLASSIFICATION OF NUMBER OF YEARS IN ADMINISTRATION
FOR VARIABLE VARIABILITY

ANALYSIS OF VARIANCE FOR VARIABLE V		MEAN	11.5511811	C.V.	74.9525889 %
SOURCE	DF	SUM OF SQUARES	MEAN SQUARE		
GROUP	2	140.45256	70.2262785		
RESIDUAL	124	9294.96477	74.9593933		
CORRECTED TOTAL	126	9435.41732	74.8842645		

TESTS	SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB > F
NUMERATOR:	GROUP	2	140.45256	70.2262785	0.93686	0.6332
DENOMINATOR:	RESIDUAL	124	9294.96477	74.9593933		

ONE WAY CLASSIFICATION FOR NUMBER OF YEARS IN ADMINISTRATION
FOR VARIABLE POSITIVE-NEGATIVE

ANALYSIS OF VARIANCE FOR VARIABLE P ₁₄		MEAN	35.3779528	C.V.	100.013981 %
SOURCE	DF	SUM OF SQUARES	MEAN SQUARE		
GROUP	2	2512.115	1256.05756		
RESIDUAL	124	155241.743	1251.94954		
CORRECTED TOTAL	126	157753.858	1252.01475		

TESTS	SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB > F
NUMERATOR:	GROUP	2	2512.115	1256.05756	1.00328	0.3711
DENOMINATOR:	RESIDUAL	124	155241.743	1251.94954		

ONE WAY CLASSIFICATION FOR NUMBER OF YEARS IN ADMINISTRATION
FOR VARIABLE MULTIPLICITY

ANALYSIS OF VARIANCE FOR VARIABLE MULTI		MEAN	18.1496863	C.V.	31.0535470 %
SOURCE	DF	SUM OF SQUARES	MEAN SQUARE		
GROUP	2	69.2469	34.623456		
RESIDUAL	124	26834.9106	216.410569		
CORRECTED TOTAL	126	26904.1575	213.525059		

TESTS	SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB > F
NUMERATOR:	GROUP	2	69.2469	34.623456	0.15999	0.3530
DENOMINATOR:	RESIDUAL	124	26834.9106	216.410569		

ONE WAY CLASSIFICATION FOR NUMBER OF YEARS IN ADMINISTRATION
FOR VARIABLE CONSIDERATION

ANALYSIS OF VARIANCE FOR VARIABLE CONSID		MEAN	42.1181102	C.V.	7.57723990	z
SOURCE	DF	SUM OF SQUARES	MEAN SQUARE			
GROUP	2	38.29185	19.1459249			
RESIDUAL	124	1262.93650	10.1849717			
CORRECTED TOTAL	126	1301.22835	10.3272091			

TESTS	SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PROB > F
NUMERATOR:	GROUP	2	38.29185	19.1459249	1.87982	0.1549
DENOMINATOR:	RESIDUAL	124	1262.93650	10.1849717		

ONE WAY CLASSIFICATION FOR NUMBER OF YEARS IN ADMINISTRATION
FOR VARIABLE INITIATING STRUCTURE

ANALYSIS OF VARIANCE FOR VARIABLE INITST		MEAN	45.8257717	C.V.	10.8741520 %
SOURCE	DF	SUM OF SQUARES	MEAN SQUARE		
GROUP	2	80.89603	40.4480143		
RESIDUAL	124	3079.29295	24.8330075		
CORRECTED TOTAL	126	3160.18898	25.0808649		

TESTS	SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PRJB > F
NUMERATOR:	GROUP	2	80.89603	40.4480143	1.52880	0.1985
DENOMINATOR:	RESIDUAL	124	3079.29295	24.8330076		

ONE WAY CLASSIFICATION FOR NUMBER OF YEARS IN ADMINISTRATION

		MEANS							
GROUP	N	S	T	I	A	V	C	P_N	
1	46	11.9565217	11.5652174	3.43473261	5.3043478	12.3263870	6.39130435	32.2608595	
		MULTI	CONSID	INITST	NOYRS				
		18.7173913	41.3913043	45.6956522	5.5434783				
2	47	11.2553191	14.6173213	4.65957447	10.6382979	12.0425532	5.42553191	41.1702123	
		MULTI	CONSID	INITST	NOYRS				
		18.4880851	42.4893617	46.7446809	15.2755957				
3	34	7.1176471	13.5235294	4.08823529	7.0588235	9.3235294	7.11764705	31.5882353	
		MULTI	CONSID	INITST	NOYRS				
		18.9411765	42.5882353	44.7352941	29.5588235				

OVERALL MEANS	127	10.4015748	13.1653543	4.06299213	7.7480315	11.5511811	5.59842520	35.3779528	
		MULTI	CONSID	INITST	NOYRS				
		18.1496063	42.1181102	45.8267717	15.5748031				

VITA

Merrell Doyle Butler

Candidate for the Degree of

Doctor of Education

Thesis: A STUDY OF EDUCATIONAL BACKGROUND, PHILOSOPHY OF HUMAN NATURE AND SOCIAL ATTITUDES OF AREA VOCATIONAL-TECHNICAL SCHOOL ADMINISTRATORS IN H.E.W. EDUCATIONAL REGION VI

Major Field: Educational Administration

Biographical:

Personal Data: Born in Perkins, Oklahoma, June 14, 1929, the son of Mr. and Mrs. M. H. Butler.

Education: Attended elementary school in Star Valley School District, Stillwater, Oklahoma, and Perkins, Oklahoma; graduated from Perkins High School, Perkins, Oklahoma, in 1947; received Bachelor of Science degree from Oklahoma State University with a major in Industrial Arts in 1962; received the Master of Science degree from Oklahoma State University with a major in Trade and Industrial Education in 1968; did graduate study in Education at Colorado State University in summer, 1969; completed requirements for the Doctor of Education degree in May, 1975.

Professional Experience: Taught Industrial Arts, Stillwater, Payne County, Oklahoma High School 1963-64; taught Vocational Carpentry, Stillwater, Payne County, Oklahoma High School 1964-65; supervised construction department, Oklahoma State University School of Technical Training, Okmulgee, Okmulgee County, Oklahoma 1967-69; Assistant Professor in the College of Education, Oklahoma State University, 1969-74 (OSU/AID project in Thailand 1970); EPDA 552 fellow and State Senate intern 1973-74; presently coordinator of Vocational-Technical Teacher Education, Idaho State University, Pocatello, Idaho.

Professional Organizations: National Association of Industrial and Technical Teacher Educators; National Association of State Supervisors Trade and Industrial Education; National Association of Trade and Industrial Education; American Vocational Association; Iota Lambda Sigma; Phi Delta Kappa.