FACULTY AND GOVERNING BOARD MEMBERS' PERCEPTIONS

AND EXPECTATIONS OF THE LEADERSHIP BEHAVIORS

OF SELECTED SMALL PROTESTANT CHURCH-RELATED

LIBERAL ARTS COLLEGE AND BIBLE

COLLEGE PRESIDENTS

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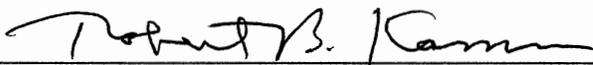for the Degree of
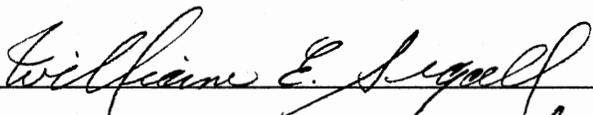DOCTOR OF EDUCATION
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CHAPTER I

INTRODUCTION

Private colleges and universities have a place in American higher education (Carnegie Council on Policy Studies, 1980). Protestant liberal arts colleges and Bible colleges are a part of this private college population. Many private colleges face a critical financial condition as the demographic circumstances worsen and the pool of available students lessens. To help weather these storms, strong presidential leadership must surface (Cleveland, 1985a; Howe, 1977). Cowley (1980, p. 70) stated that strong universities had this "commanding" leadership, but that "weak headmen" have resulted in colleges not reaching their full potential.

Kerr and Gade (1987) reinforced the president's importance. They concluded that presidents make a difference if they are good managers of the limited funds they receive, if they are effective at recruiting good faculty and students, and finally, if they are astute in public relations. Kerr and Gade further stated that effective leadership in private colleges will be exercised under a variety of conditions; therefore, the president cannot be limited to one strategy.

Cohen and Brawer (1982, p. 94) recognized that administration of a community college was "more akin to the management of a large business corporation." College presidents should be adept at the skills required to run a corporation as well as adept at academics. They deal with many different tasks and many different people.

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This two-tiered level of responsibility--task and people--has been studied by many researchers (Astin and Scherrai, 1980; Gribbin, 1981; Hall-Mosley, 1978; Halpin, 1966). Grill (1978) centered his research on the responses from administrative assistants of presidents at Protestant liberal arts colleges. He recognized the importance of presidents possessing the knowledge and skills to lead their institutions through the turbulent eighties. Milo Rediger, Chancellor of Taylor University (cited in Grill, 1978) stated:

> Research into the variety of expectations held for Christian college presidential leadership behavior is needed in order to provide presidents with the information necessary for understanding the situational factors facing Christian college presidents (p. 3).

Oosting (1985) also spent his research time on Christian liberal arts colleges. His assessment of 10 Christian liberal arts colleges viewed as being successful revealed seven management practices by the president that were important:

1. The president used his cabinent for advice.

2. The president emphasized his relationship with the board and faculty.

3. The president stressed planning.

4. The president insisted on the whole college being well managed.

5. The president delegated.

6. The president emphasized people.

7. The president was active in the community outside the college.

To surmount the problems of declining enrollments and fiscal shortages, the leadership of small Protestant liberal arts colleges and Bible colleges must be in harmony with the faculty and governing board. Therefore, it is important for the president to know the expectations and perceptions of his leadership behavior by these two groups, as well as

to see how these two groups differ in their respective perceptions and expectations.

This study specifically dealt with the following hypotheses:

Hypothesis 1. There is no statistically significant difference in Bible college faculty members' perceptions and expectations of the initiating structure dimension of the leadership behavior of the college president.

Hypothesis 2. There is no statistically significant difference in Bible college faculty members' perceptions and expectations of the consideration structure dimension of the leadership behavior of the college president.

Hypothesis 3. There is no statistically significant difference in Bible college governing board members' perceptions and expectations of the initiating structure dimension of the leadership behavior of the college president.

Hypothesis 4. There is no statistically significant difference in Bible college governing board members' perceptions and expectations of the consideration dimension of the leadership behavior of the college president.

Hypothesis 5. There is no statistically significant difference between the perceptions of presidential leadership behaviors of initiating structure between Bible college faculty and governing board members.

Hypothesis 6. There is no statistically significant difference between the perceptions of presidential leadership behaviors of consideration structure between Bible college faculty and governing board members.

Hypothesis 7. There is no statistically significant difference between the expectation of presidential leadership behaviors of

initiating structure between Bible college faculty and governing board members.

Hypothesis 8. There is no statistically significant difference between the expectations of presidential leadership behaviors of consideration structure between Bible college faculty and governing board members.

Hypothesis 9. There is no statistically significant difference in small Protestant church-related liberal arts college faculty members' perceptions and expectations of the initiating structure of the leadership behavior of the college president.

Hypothesis 10. There is no statistically significant difference in small Protestant church-related liberal arts college faculty members' perceptions and expectations of the consideration dimension of the leadership behavior of the college president.

Hypothesis 11. There is no statistically significant difference in small Protestant church-related liberal arts college governing board members' perceptions and expectations of the initiating structure dimension of the leadership behavior of the president.

Hypothesis 12. There is no statistically significant difference in small Protestant church-related liberal arts college governing board members' perceptions and expectations of the consideration structure dimension of the leadership behavior of the college president.

Hypothesis 13. There is no statistically significant difference between the perceptions of the presidential behaviors of initiating structure between the faculty and governing board members of small Protestant church-related colleges.

Hypothesis 14. There is no statistically significant difference between the perceptions of the presidential behaviors of consideration

structure between the faculty and governing board members of small Protestant church-related colleges.

Hypothesis 15. There is no statistically significant difference between the expectations of presidential leadership behaviors of initiating structure between faculty and governing board members of small Protestant church-related liberal arts colleges.

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Hypothesis 17. There is no statistically significant difference in the perceptions of the presidential leadership behaviors of initiating structure between Bible college and church-related liberal arts college board members.

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Hypothesis 21. There is no statistically significant difference in the perceptions of the presidential leadership behaviors of initiating

structure between Bible college and church-related liberal arts college faculty.

Hypothesis 22. There is no statistically significant difference in the perceptions of the presidential leadership behaviors of consideration between Bible college and church-related liberal college faculty.

Hypothesis 23. There is no statistically significant difference in the expectations of the presidential leadership behaviors of initiating structure between Bible college and church-related liberal arts college faculty.

Hypothesis 24. There is no statistically significant difference in the expectations of presidential leadership behaviors of consideration between Bible college and church-related liberal arts college faculty.

Hypothesis 25. There is no statistically significant difference between the perceptions of faculty and board members of both Bible colleges and church-related liberal arts colleges for the presidential leadership behavior of consideration structure.

Hypothesis 26. There is no statistically significant difference between the perceptions of faculty and board members of both Bible colleges and church-related liberal arts colleges for the presidential leadership behavior of initiating structure.

Hypothesis 27. There is no statistically significant difference between the expectations of faculty and board members of both Bible colleges and church-related liberal arts colleges for the presidential leadership behavior of consideration structure.

Hypothesis 28. There is no statistically significant difference between the expectations of faculty and board members of both Bible colleges and church-related liberal arts colleges for the presidential leadership behavior of initiating structure.

Definition of Terms

The following list of terms was used in this study:

Bible College. For purposes of the study, this term may be one of the following:

1. A college that has as its primary purpose "to prepare students for church-related vocations" (American Association of Bible Colleges Directory, 1983, p. 1), or "to train members of the clergy" (Carnegie Council on Policy Studies, 1980, p. xviii).

2. A college that offers a four-year bachelor's degree but that may also offer two- or three-year diplomas in Bible.

3. A college that requires a minimum of 30 semester hours in Bible (AABC Directory, 1986; Rengenberg, 1984).

4. A college accredited by the American Association of Bible Colleges (AABC). The AABC is "recognized by the U.S. Department of Education for the accreditation of Bible colleges offering undergraduate programs" (AABC Directory, 1986, p. 3).

5. For the purposes of this study, the Bible college must also have a minimum of 300 students.

Small Protestant Church-Related Liberal Arts Colleges. For purposes of the study, this term may be one of the following:

1. A college listed as a church-related or affiliated college in either Barron's Profiles of American Colleges (1986) or in the American Universities and Colleges Directory (deGruyte, 1983).

2. A college that offers a four-year bachelor's degree.

3. A college that offers an "education that cultivates the creative and active integration of faith and learning, of faith and culture" (Holmes, 1975, p. 13).

4. The small Protestant church-related liberal arts colleges which were limited to those with fewer than 100 faculty members.

Faculty Member. One who has responsibility for teaching or doing research for the college.

Governing Board Member, Trustee, or Board Member. One who is a member of the group which has final responsibility for governing the school, approving the budget, and hiring the president.

President. The chief executive officer in charge of the daily operation of the college.

Expectation. An evaluative standard applied to an incumbent of a position (Gross, Mason, and McEachern, 1958).

Perception. ". . . an immediate or intuitive cognition of judgment regarding a person's role" (Boapimp, 1983, p. 5).

Leadership Behavior of the President. Things that the president does in terms of initiating structure and consideration dimensions of the Leader Behavior Description Questionnaire (LBDQ).

Initiating Structure. The actions of the president in determining the relationship between himself or herself and faculty or board members while attempting to establish well-defined patterns of organization, channels of communication, and methods of procedure (Halpin, 1956).

Consideration. The actions of the president indicating warmth, mutual trust, friendship, and respect in his or her relationship with the faculty and board members.

Assumptions and Limitations

This study assumed that accurate information was recorded on the responses to the LBDQ Real and Ideal short form, and was limited to the following areas:

1. The definitions of the Bible college and the small Protestant church-related liberal arts college "is not always clear-cut and requires judgment" (Carnegie Council on Policy Studies, 1980, p. viii).

2. The Bible colleges were limited to those with more than 300 students.

3. None of the Bible colleges had more than 100 faculty members.

4. The small Protestant church-related liberal arts colleges were limited to those with fewer than 100 faculty members.

5. The percentage of small Protestant church-related liberal arts colleges was small.

6. Since the literature on this subject historically views Roman Catholic higher education in a unique light (Lawler, 1959; McCluskey, 1969; Shuster, 1967), this study was limited to Protestant church-related colleges.

7. The study did not attempt to analyze causes or effects for the role perceptions.

8. It was assumed that the faculty and governing board members were qualified to evaluate the president in the two areas of consideration and initiating structure (Kauffman, 1980; Nelson, 1960; Touyalti, 1981).

9. The study did not attempt to infer or analyze the causes of differences in perceptions or expectations between the board members or faculty members.

Significance of the Study

Little available research exists on the leadership behavior as perceived by the faculty for either Protestant liberal arts college presidents or Bible college presidents. Grill (1978) studied the Christian liberal arts college president's behavior as perceived and expected by

administrators and board members. In 1980, Gurubatham studied the behavior of the presidents of Seventh Day Adventist colleges. Most recently, Fleming (1987) used the "Presidential Roles Profile" to ascertain board chairman, president, and academic dean perception of the presidential role.

The literature of Bible college presidential leadership is even more limited. An attempt to show the interrelationship of leadership style and adaptability of Bible college presidents was done by Donovan (1982). The Bible school movement itself was studied by McKinney (1986).

An analysis of perceptions and expectations of Bible college and church-related college leaders adds to the possibility of smoother relationships among the president, the board, and the faculty. The purpose of this study was to study those perceptions and expectations.

CHAPTER II

REVIEW OF RELATED LITERATURE

The inability of maintaining a firm grasp on the concept of leadership and educational material makes a review of the literature essential (Cunningham, 1985; Dodds, 1962). The many concepts and recommendations must be reviewed before an attempt can be made to identify behavior.

The first section of the review dealt with the concept of leadership and then a presentation of the studies on educational leadership was done. The third section centered on the roles and expectations of the college president. The final section dealt with the research on the college president's leadership behavior.

Leadership Overview

"Ours is a society without leaders" (Jennings, 1960, p. xv). So began Jennings in his book An Anatomy of Leadership. An overstatement, undoubtedly, but a statement that piques a need for an examination of what leadership is.

Leadership as an official study or emphasis appears in Greek writings. The idea of a "great man" or philosopher/king appeared in Plato's Republic. The idea reappeared in Machiavelli's Prince and was again resurrected by Carlyle, who felt that among the masses certain great men would arise (cited in Jennings, 1960).

The concept of leadership and educational leadership often escapes a concise definition (Cunningham, 1985; Dodds, 1962). A myriad of

definitions are available: "Leadership is principally an action-oriented interpersonal process" (Gribbin, 1981, p. 6); "Leadership is the exercise of influence" (Cunningham, 1985, p. 17); "Leadership is not an act; it is a dialogue" (Gardiner, 1987, p. 10); and ". . . it is an interaction" (Gardiner, 1987, p. 10).

Hoy and Miskel (1987) cited other definitions:

Leadership is power-based predominately on personal character-istics--Amitai Etzioni; Leadership in organizations involves the exercise of authority and the making of decisions--Robert Dubbin; Leadership is the process of influencing the activities of an organized group toward goal setting and goal achievement --Ralph M. Stogdill (pp. 270-271).

While leadership lacks a specific definition, the roles and character-istics of the leader have been the focus of a great amount of writing and recommendation.

The work that has become a modern classic on leadership by Burns (1978) gave a strong emphasis on the importance of a particular role:

Leaders can also shape and alter and elevate the motives and values and goals of followers through the vital teaching role of leadership. This is transforming leadership. The premise of this leadership is that whatever the separate interests persons might hold, they are presently or potentially united in the pursuit of 'higher goals,' the realization of which is tested by the achievement of significant change that represents the collective or pooled interests of leaders and followers (pp. 425-426).

Gribbin (1981) identified five roles that an effective leader fills: entrepreneur, corporateur, developer, craftsman, and gamesman. McCoby (1976) closely examined the gamesman as a leader and divided the charac-teristics of a leader into those dealing with the head (self-confidence, pride, cooperation, etc.) and those dealing with the heart (humility, honesty, compassion, generosity, idealism, etc.). He expanded his definition into four types of leaders with positive and negative traits, as displayed in Table I.

TABLE I

FOUR TYPES OF LEADERS

Leader Type	Trait	
	Positive	Negative
Craftsman	independent exacting	uncooperative inflexible
Jungle Fighter	brave protective	ruthless dominating
Company Man	loyal, prudent caring	servile soft, fearful
Gamesman	daring, risky fair, flexible	rash, gambling unfeeling

Tead (1935) discussed leadership as an art. According to Tead, leadership is "the activity of influencing people to cooperate toward some goal which they come to find desirable" (p. 20). Sayles (1979, p. 56) added that leadership "is active . . . authority must be exercised to be accepted."

A variety of ingredients are listed by Fischer (1967) as necessary for leadership: high intelligence, high energy, skill in communication, upward drive, respect for constituted authority, bringing order out of chaos, reliable in an emergency, and a workable personality.

Duke (1986) encouraged a more aesthetic or cognitive approach to leadership. He advocated looking at the "meaning attached to leadership and what they do" (p. 13). Leaders manifest the aesthetic properties of

direction--going on a path together, engagement--loyalty, fit, and originality.

The ideal behavior for leaders, according to Slezak (1984), is self-development and the sharing of power. Adair (1985) felt that leaders challenge followers to produce, in contrast to a manager who concentrates on the process. However, Adair felt that both must be present if the leader is to build a team.

The building of a team is reflected in the current literature. Gardiner (1987, p. 4) stated that "Leadership is more the providence of groups than individuals." Cunningham (1985) listed several skills for a leader to have, and included the ability to unite diverse groups. McCoby (1981) pointed out that an important leadership trait was the participatory approach.

One reason for the importance of this participatory model is that because knowledge is ever growing, the leader cannot "hoard" the knowledge for himself. Cleveland (1985a) emphasized that knowledge can only be shared, not owned. As a result, the leader becomes a generalist and sees the whole picture and the result of his leadership. The leader gets everyone involved in decisions. The leader no longer dictates policy to followers; instead, policy moves up to the leader from the followers.

In contrast to the new style, Argyis (1967) spoke of a pattern of leadership. He emphasized several personality characteristics for the leader: (1) constantly interacting and commanding; (2) personal goals, values, and feelings are primarily organizationally centered; (3) makes the organization a part of his self picture; (4) handles supervisors as individuals; (5) controls the transmission of important information; (6) emphasizes the present; and (7) sets realistic goals.

Gribbin (1981) supported Cleveland's (1985b) emphasis. Gribbin encouraged leaders to focus on ROI. ROI means a return on the following: (1) improvement and innovation, (2) individuals, (3) interaction, (4) integrity, and (5) "inthusiality" (pp. 6-8).

Leaders must overcome the credibility, commitment, and complexity gaps by instilling a vision in followers through transformational leadership (Bennis and Nanus, 1985). Bennis and Nanus state that, whereas managers are concerned with efficiency (doing the right thing), leaders are concerned with effectiveness (doing the thing right).

The concept of doing it right was emphasized by Shaeffer (1984). A major part of knowing how to do it right is strategic planning. The central mission of the chief executive officer was "to plan effective strategies to ensure the long-term survival and prosperity of the company" (Shaeffer, 1984, p. 14). The process involves the following: (1) decide who is involved in the decision, (2) establish and maintain a process, (3) be a group leader, (4) coach top management executives, (5) be a role model, (6) be involved but do not dominate, and (7) praise and reward.

In concluding this overview of leadership, a good summation can be seen in the statements of Potter (1980):

> Leaders have rational minds coupled with an absolute faith in their mission, which makes them relentless and willful; observant and sensitive, and decisive but never impulsive. Leaders who possess the inner discipline of genuine disciples will never go for the quick fix or anesthetize another human's dignity, talent or personal desire (p. 183).

Summary

For leadership to be effective it must involve action by the members of the group. The leader must be the right kind of person and must

manifest the character traits that the followers will value. The leader must show concern for those he leads and be willing to try to bring the followers to: (1) accept the goal or mission of the organization and (2) be willing to work toward that goal.

College Presidential Leadership Overview

The role of the college president has evolved over the last 350 years. The origins of presidential leadership in American colleges are in the headships of colleges within Oxford and Cambridge (Cowley, 1980). The early American university used different names for the officers. The president was more of a master teacher than the leader. Cowley and also Kauffman (1980) traced the evolution from the weak president of the colonial days through most of the eighteenth century. Then, in the nineteenth century, after the Morrill Act of 1862, the "Age of the Titans" or autocratic period began. This period lasted roughly until after the first world war. After World War II, the shift was to efficiency and management rather than strong leadership. Cowley (1980) gave four basic current responsibilities of the president: (1) superintendence, (2) facilitation, (3) development, and (4) leadership in policy making. Kauffman added leadership and direction toward a goal and communication.

McCabe (1984) concentrated his comments on the evolution of the community college presidency in the years between 1950 and 1980. The fifties were years when the community college experienced growth but had no definite mission, although the president had great control. In the sixties, presidents were no longer able to practice unquestioned authority. Dealing with funding problems, student decline, and competition occupied the time of the president in the seventies. Currently, for the

decade of the eighties, McCabe emphasized the importance of the presidential role of leadership in the political arena and in the area of reform.

Sharp (1984) reviewed college presidential leadership since World War II and stated several historical events and their results. As a result of how colleges and universities reacted to those events immediately following the war, Sharp felt that presidents did manifest the leadership characteristics of knowing what to do, knowing where they were going, and influencing others to follow them.

However, in spite of Sharp's (1984) evaluation, as higher education entered the eighties, several expressed concern over the president's role (Cohen and March, 1974; Kauffman, 1980; Kerr, 1982; McGrath, 1971). McGrath expressed concern that the president has lost his power because much of what happens on a college or university campus takes place without the president having the ability to stop or initiate it. Fisher (1984) called for more power for the presidency. Moore (1971) identified the community college president as a "blind man on a freeway" (p. xi) and felt that the president had no direction or preparation for the role.

Even with the apparent problems, Kerr (1982) expressed the opinion that the president was "still the most important single person in the life of a college or university" (p. 7). The role of this single important person has not been overlooked or neglected by the writers of college presidential literature.

Kamm (1982) collected data with a questionnaire he sent to past presidents of the National Association of State Universities and Land Grant Colleges. Kamm concluded that the president exercised his leadership role in the following ways: (1) identifying and furthering the mission of the school, (2) maintaining institutional freedom and

integrity (3) communicating, (4) being the right kind of person, (5) raising funds and budgeting, and (6) maintaining positive relations with others.

Other principles of leadership were mentioned by Hesburgh (1977), noted past president of Notre Dame: (1) make decisions based on what you think is right, not as a result of pressure or influence; (2) get good advice; (3) realize that you are not indispensable; (4) share the credit; (5) do not try to get out of the dirty work; and (6) be human.

Surviving the Eighties by Mayhew (1979) contains a chapter on the kind of leadership that will help keep colleges and universities afloat during declining enrollments. According to Mayhew, the president who survives the eighties:

1. Hires strong subordinates and replaces them when necessary.

2. Is aware of the detailed picture of the university.

3. Possesses financial acuteness.

4. Concentrates on the important.

5. Does not relinquish authority to the faculty but does garner faculty input.

6. are the masters of the enterprise over which they preside (p. 82).

Other authors also emphasized the need for changing leadership styles. Gardiner (1987) and Brown and Walworth (1985) dealt with the importance of the team approach and shared authority. Gardiner emphasized building a structure where collaboration is the norm. The respondents to his questionnaire recommended qualities like sincerity, responsiveness, vision, listening, and servanthood as qualities to describe a team builder. McCorkle and Archibald (1982) reinforced this idea. They mentioned characteristics like communication and involvement of others as important leadership qualities.

Astin and Scherrai (1980), in their exhaustive six-year study of presidential leadership, recommended five important aspects of presidential style: (1) give more credit to others for successes, (2) give more time to communication, (3) give more time to exploring student needs, (4) examine the role of others in the college, and (5) avoid using the small college as a stepping stone.

Kauffman (1980) offered his suggestions for the college president. He listed several challenges, including credibility, stagnant growth, inflation, and professional faculty. To overcome these challenges, the president must develop leadership that supports groups and use his political power to educate the public. In other words, begin practicing the transforming leadership that Burns (1978) described.

This transforming leadership helps followers to become what they ought to be. Kamm (1982) gave several ways for the presidential leader to develop leadership among followers: (1) set a high tone and expectations, (2) respect and recognize others, (3) be available and communicate, (4) establish a sense of community, (5) support the faculty and staff, and (6) pay attention to students.

Howe (1977), Meeth (1971), and Miller (1983) reiterated the importance of the president sharing information, being aware of others' concerns, and building a spirit of collegiality. Through these behaviors, the president manifests a strong leadership style for the coming years.

The successful college president internalizes certain basic principles of education and then makes decisions consistent with these principles, according to Brown (1979). He felt that this kind of behavior gives vitality to the presidency. Three skills that presidents need, according to Brown, are: (1) a sense of direction, (2) the ability to

project a sense of enthusiasm, and (3) the ability to furnish a structure for the implementation of objectives.

Not all the literature agreed on this collegial form of leadership. Richardson, Blocker, and Bender (1972) called for a participatory model which includes open decision-making, more communication, and openness. However, Baker (1984) and Fisher (1984) felt that more power is needed. Baker said that the administrator should be the controller of the faculty because the administrator can see the whole picture and can assess areas of need. For Baker, the leader should be more task-oriented and moti- vated. The community and junior college presidents were also addressed in the literature.

Rouche (1984) identified leadership as a function of personality and gave six leader attributes: (1) build a context for success, (2) have high expectations and standards, (3) be a model, (4) recognize and reward outstanding behavior, (5) give negative reinforcement for unproductive behavior, and (6) be consistent.

Gleazer (1980) had high expectations for the community college pres- ident. Such areas as facilitating the faculty to work on the answers to questions of mission and purpose and encouraging research and skill up- dating were mentioned. According to Gleazer, the president should build a competent staff so he can help the faculty.

Richardson (1984) and Sullins (1981) listed the qualities they felt were necessary for the community college president: (1) awareness of change, (2) ability to articulate the community college message, (3) politically astute, (4) communication with other leaders, (5) concerned with being effective, not just efficient, and (6) firmly committed to effective public evaluation.

Just as the community and junior college president faces unique challenges to his or her leadership, so does the small college president. Ingram (1981) pointed out how much more active small college boards are becoming. Carter (1982) recognized the importance of the small college in giving students a perspective on the humanities and not just giving occupational training.

Tuckman and Arcady (1985) recommended several leadership behaviors to help keep the small college viable:

1. Small college presidents must be more attuned to what goes on in the college, including such things as marketing, endowments, and student tastes.

2. In financial areas, the president must become familiar with audits, balance sheets, strategic planning, and revenue sources models.

Sammartino (1982) agreed with Tuckman and Arcady (1985), but added that the president must communicate with the faculty to avoid problems when changes must be made in the curriculum or in other areas. Sammartino also stated that it is a difficult job, one that has constant pressure, and one that requires the president to always be working.

An Overview of Research on Leadership
Behavior of the College President

The idea of academic leadership behavior has been studied by many researchers (Ang, 1985; Engbretson, 1987; Hassan, 1987; Hodgin, 1987; Kamona, 1985; Knight and Holen, 1985; Slezak, 1984). Since Halpin's development of the Leadership Behavior Description Questionnaire (LBDQ), other studies have concerned themselves with the leadership of the college president.

Hutchins (1963), Nelson (1960), and Stout (1962) were early researchers on college presidential behavior. They conducted research regarding the congruence of the presidential leadership style and the perceptions of board members, the president, and the department heads. Generally, they found congruence among these three groups.

Graham (1965), Stamm (1968), and Upton (1969) centered their research on the community and junior college president. Graham identified five areas of administrative tasks: planning, organizing, leading, controlling, and assessing.

Both current and past presidents were surveyed by Brown (1979) to ascertain their perceptions of the college president's role. Clements (1972), Conner (1972), and Prisco (1971) centered their research on decision-making.

In 1978, Hall-Mosley administered the LBDQ to the presidents of 122 public, private, and private denominational black college presidents. He analyzed the data from 88 of the presidents and discovered that there was a commonality in the areas of tolerance of uncertainty, initiation of structure, and role assumption.

Devore (1979) gave 14 university and college presidents personality tests and then analyzed the data using a Q-Sort. According to her findings, these presidents were more alike than not in most areas. However, two-year college presidents were more direct in their style. Liberal arts college presidents were more goal-oriented. Devore summarized the findings by indicating that most college presidents view their positions from a broad perspective, which indicates that they accept their role of academic statesman.

Fields (1980) studied college presidential leadership styles by using the Likert Profile of Organizational Climate. He searched for a

correlation between leadership style and organizational climate, and concluded by stating that there was a relationship between leadership and organizational climate. Fields found the following:

1. A high correlation between the leadership variable and the character of interaction-influence variable.

2. A positive correlation between the leadership variable and the motivation variable.

3. Little or no correlation between the leadership variable and communication.

4. Little or no correlation between the leadership variable and goal setting and control.

In 1980, Astin and Scherrai reported their results of a six-year study of college administrators. They reported that they had identified four leadership styles:

1. Bureaucrat--communicates through subordinates, the faculty think of him as remote, he is generally found in large colleges, and students are more apt to express dissatisfaction at the college he leads.

2. Intellectual--works closely with faculty and encourages faculty research.

3. Egalitarian--communicates with a wide variety of people, he or she does more teaching in the colleges, students feel comfortable with him or her.

4. Counselor--communicates well with those inside the college, students appear more satisfied.

College presidents in Thailand were studied by Ratanakiranaworn (1980), using the LBDQ-XII. Administrative staff, teaching staff, and the president were asked to respond to the LBDQ. The results are summarized below:

1. Administrative staff disagreed with the president on only three subscales of the LBDQ Real: representation, tolerance of uncertainty, and persuasiveness.

2. Teaching staff exhibited incongruence with the president on five areas of the ideal perceptions: consideration, integration, production emphasis, prediction accuracy, and superior orientation.

3. The ideal perceptions of presidents, administrative staff, and teaching staff agreed on all 12 subscales.

4. The integration subscale was rated as the most important behavior a president could possess.

A Profile of Organizational Characteristics was the instrument used by Hare (1981) to study private higher education institutions in the Washington, D.C. area. No difference between the management styles and administrative successes were found. Neither did the researcher find a difference between management styles and personal/professional characteristics. Finally, there was no statistically significant difference in management styles as perceived by self, superiors, or subordinates.

Benezet, Katz, and Magnusson (1981) identified six leadership styles in their study of the college presidency: (1) the take-charge president, (2) the standard bearer president--generally found at a secure college, (3) the organization president--one who keeps things going with as little friction as possible, (4) the moderator president, (5) the explorer president--personally involved in changing his or her school, and (6) the founding president. They concluded that the president does lead and does affect all areas of the college.

The "splendid agony" of the presidency was described by Corbone (1981, p. xv) as a result of his questionnaire sent to former presidents. Most former presidents pointed out that presidential work had shifted to

a managerial role. Personal characteristics of flexibility; tough-skinned; humanist in heart, soul, and mind; humble; builder of others; honest; fair; reasonable; decent; and not pompous were recommended.

Cotes' (1985) study of the relative importance of presidential roles attempted to find whether the "institutional president and governing board chairpersons have consensus about the importance of selected presidential roles" (p. 665). Cotes used an instrument revised from Mintzberg's (1973) 10 Managerial Roles and sent it to 129 college presidents and trustee members in Pennsylvania. The presidents and trustees agreed that the unique character of each institution was critical in determining what roles were important. Overall, the presidents and trustees agreed on what roles the president must fulfill.

Hersey and Blanchard's (1983) situational theory was tested in institutions of higher education by Clothier (1984). The Hersey-Blanchard theory is that as followers mature, the leader's style moves from highly task-oriented to highly task/highly relationship-oriented to relationship oriented, and finally, as the group reaches high maturity, the leader becomes more passive (Hoy and Forsyth, 1986). Clothier did not find that the leadership style of higher education administrators changed or achieved more effectiveness as the follower's level of maturity increased.

Whetten and Cameron (1985) summarized the research done by the National Center for Higher Education Management Systems (NCHEMS); they revealed eight leadership principles for college presidents:

1. Place equal emphasis on process and outcomes--the how of decisions is important.

2. Low fear of failure--a willingness to take risks.

3. Nuture the support of key constituents.

4. Do not succumb to the tyranny of "legitimate demands."

5. Leave a distinctive imprint on the college.

6. Err in favor of over-communicating.

7. Respect the power of organizational cultures.

8. Highlight sources of opportunity--do not emphasize decline and retrenchment.

Gridley (1985) hypothesized that just as certain leaders in industry entered companies with the necessary skills or experience to make the company a success at that time, so college presidents with certain skills could turn a struggling college around when the perfect match was found. The researcher studied 32 colleges and found that the hypothesis was correct. The leaders had made a difference.

Grilley, Fulmer, and Reithling-Schoefer (1986) interviewed and studied the presidents of 20 colleges that they identified as "on the move." They concluded that several presidential qualities were necessary to maintain this type of college or university: (1) intelligence and creativity, (2) far-ranging vision, (3) persistence, (4) shaping the working environment, (5) opportunity consciousness, (6) building and sustaining a team, (7) fostering good public relations, (8) a visible presence, (9) conservative gamblers, (10) no "little Napoleons," and (11) keeping the door open. The leaders of four-year colleges and universities have been studied extensively. Community and junior college presidents have also been the subject of research.

Glassock (1980) centered his research on the chief executive officers of Texas community and junior colleges. He used two instruments, the "Styles of Management Inventory" and the "Management Appraisal Survey." These two instruments were based on the Blake-Mouton Managerial Grid. Glassock selected 40 chief executive officers and asked each of

them to designate two administrators to provide assessments of his or her leadership style. Glassock discovered that most of the chief executive officers rated themselves 9,9; 1,9; or 1,1. These ratings indicated an emphasis on team management and a concern for people. The administrators under the chief executive officers did not agree with any of these ratings.

Academic administrative leaders or the chief academic officers in Pennsylvania community colleges were the subjects of a research study done by Petrucci (1985). He compared the faculty's perceptions of leader behavior style, style range, and style adaptability with the chief academic officers' perceptions. The instrument used was the Hersey and Blanchard "Leader Effectiveness and Adaptability Description" (LEAD). The faculty and chief academic officers agreed that the presidents were task-oriented and inflexible or unable to modify their styles to fit Hersey and Blanchard's four basic styles.

Garrison (1985) used the LBDQ to measure the "initiating structure" and "consideration for persons" as perceived by the president, faculties, and staff of Alabama junior and community colleges. He concluded the following:

1. Statewide perceptual differences were not statistically significant between presidents and their faculties and staffs.

2. The majority of presidents perceived that they had stronger presidential leadership than did their followers.

3. The majority of presidents felt that their major strength was "initiating structure."

Several major roles of leadership were the results that came from Wilch's (1987) study of Nebraska community college presidents:

1. There is a phenomenon of the leadership role.

2. It is a concern for people and problems.

3. Leadership is operational and organizational.

4. Leaders are satisfied with their work.

5. Leaders want to contribute to society.

6. Leaders are not concerned with money, power, or professional power.

7. Leaders consider themselves as men in the middle.

Studies dealing with the leadership styles of small Christian liberal arts college presidents have been less numerous. Kroeze (1987) developed an instrument to test the technical, human, and spiritual behaviors of Christian leaders. His "Christian Leadership Discernment Questionnaire" was administered to Christian leaders. He found the instrument to be reliable for testing spiritual discernment, but less reliable for technical and human behavior of the leader.

Grill (1978) studied the perceptions of administrative staff members, the president, and members of the board of trustees of 14 member colleges in the Christian College Coalition. He used the LBDQ Real and Ideal. His conclusions follow:

1. Presidents and administrative staff members showed congruence on ideal presidential behaviors of initiating structure.

2. Board members rated the president significantly higher on ideal initiating structure than did presidents or administrative staff members.

3. All three groups showed congruence on ideal consideration behavior.

4. Presidents reported ideal consideration behaviors higher than ideal initiation structure behaviors.

5. Members of the boards of trustees reported the same level of expectations for ideal consideration and initiating structure behavior.

6. Administrative staff members' expectations of ideal presidential consideration were significantly higher than ideal presidential initiating structure.

7. Presidents and administrative staff members reported similar perceptions relative to actual initiating structure behavior.

8. Board members' perceptions of actual initiating structure were significantly higher than presidents and administrative staffs' perceptions of initiating structure.

9. Presidents and board members reported similar perceptions relative to actual consideration behavior.

10. Perceptions of administrative staff members for consideration were significantly lower than perceptions of consideration by presidents or board members.

Fleming (1987) researched the board chairpersons, presidents, and academic deans of member colleges of the Christian College Coalition. He was attempting to ascertain the relative importance of selected college presidential roles using the Presidential Roles Profile developed for the Cote (1985) study. The results suggested that persons in all three positions shared a very high level of consensus regarding the importance of the roles.

Summary

The literature seems to abound with recommendations and suggestions for the college president. Most of the college presidential leadership studies attempt to measure leadership traits by assessing how group members or subordinates perceive the president. Generally, the studies found congruence about what members expect from the college president. Several studies indicated a difference between what the college president

perceived he was doing and what the members perceived him doing. The studies centered around the two basic traits of task orientation or initiating structure and relationship orientation or consideration.

CHAPTER III

METHODOLOGY

This chapter presents the specific elements and procedures of the research design. It includes design of the study, sample, research instrument, data collection procedure, and method for scoring the instrument.

Design

The study included the following steps: (1) a review of the related literature on leadership roles, review of the literature on leadership, and more specifically, education leadership behavior research, a review of the literature on the college president's roles and characteristics, and a review of the research dealing with the behavior of the college president; (2) a random selection of small Protestant church-related Christian liberal arts colleges and Bible colleges to be included in the study; (3) the collection; and (4) an analysis of the data.

Sample

The sample for this study was drawn from the following:

1. Faculty members of the selected small Protestant church-related liberal arts colleges.

2. Faculty members of the selected Bible colleges.

3. Governing board members of the selected small Protestant church-related liberal arts colleges.

4.   Governing board members of the selected Bible colleges.

Criteria for a Protestant church-related liberal arts college to be eligible for the study were the following:

1.   Listed in either Barron's Profiles of American Colleges (1986) or American Colleges and Universities (deGruyte, 1983), as a church-related or affiliated college.

2.   Having fewer than 100 faculty members.

3.   Offering a four-year bachelor's degree.

Criteria for the Bible colleges to be considered for the study were the following:

1.   Accredited by the American Association of Bible Colleges.

2.   Listed in the 1985-86 director of the AABC.

3.   Having more than 300 students.

4.   Offering a four-year bachelor's degree, although a two- or three-year diploma in Bible may also be offered.

5.   Requiring a minimum of 30 semester hours in Bible for all degree candidates.

The eligible institutions were put in a random selection order. Contact was made with the president of the institution to secure his or her permission. If the president refused, a letter was sent to the next institution on the random selection list. This procedure was followed until 11 Bible colleges and seven church-related colleges agreed to participate. The questionnaire was then mailed to each faculty and board member at the participating institution (see Appendix B).

Data Collection Procedure

A letter was sent to the president of each of the selected colleges asking for his cooperation and a list of the governing board members and

their home addresses, names of faculty members, and the name of someone in the college who might be a contact person to help the researcher distribute the questionnaires to the faculty. Each faculty and board member was sent a cover letter; a general background information form; a copy of the LBDQ Real and Ideal; and a stamped, self-addressed envelope. Three weeks later, a follow-up letter was mailed to those who had not responded. It contained another letter, a general background information form, another LBDQ Real and Ideal, and a stamped, self-addressed envelope (see Appendix C).

Instrument

The instrument was selected on the basis of its wide use in other similar studies and because of its effectiveness in measuring the desired information. The LBDQ Short Form measures leadership behavior on two scales--Initiating Structure and Consideration Structure. Initiating Structure deals with the actions of the president in determining the relationship between himself or herself and subordinates while attempting to establish well-defined patterns of organization, channels of communication, and methods of procedure. Consideration Structure deals with those presidential actions which indicated warmth, mutual trust, friendship, and respect in his or her relationships with subordinates (Halpin, 1956).

The LBDQ Real measures the perceived leadership behavior. The respondents are asked to tell how often the leader actually engages in the listed activities. The LBDQ Ideal measures what the respondents think the leader's behavior should be. They are asked to tell how often the leader should engage in the behavior described.

Halpin (1956) reported the reliability as .83 for the Initiating Structure scores and .92 for the Consideration scores, using the split-half method on the LBDQ Real. The estimates for the reliability of the LBDQ Ideal are .69 for Initiating Structure and .66 for Consideration scores, using the split-half method. Dipboye (1978), Halpin (1956), and Stogdill (1969) reported that the LBDQ measured the behaviors that it was supposed to measure; in other words, it contained construct validity.

Data Analyses

The data were analyzed to examine the following hypotheses:

Hypothesis 1. There is no statistically significant difference in Bible college faculty members' perceptions and expectations of the initiating structure dimension of the leadership behavior of the college president.

Hypothesis 2. There is no statistically significant difference in Bible college faculty members' perceptions and expectations of the consideration structure dimension of the leadership behavior of the college president.

Hypothesis 3. There is no statistically significant difference in Bible college governing board members' perceptions and expectations of the initiating structure dimension of the leadership behavior of the college president.

Hypothesis 4. There is no statistically significant difference in Bible college governing board members' perceptions and expectations of the consideration dimension of the leadership behavior of the college president.

Hypothesis 5. There is no statistically significant difference between the perceptions of presidential leadership behaviors of initiating structure between Bible college faculty and governing board members.

Hypothesis 6. There is no statistically significant difference between the perceptions of presidential leadership behaviors of consideration structure between Bible college faculty and governing board members.

Hypothesis 7. There is no statistically significant difference between the expectation of presidential leadership behaviors of initiating structure between Bible college faculty and governing board members.

Hypothesis 8. There is no statistically significant difference between the expectations of presidential leadership behaviors of consideration structure between Bible college faculty and governing board members.

Hypothesis 9. There is no statistically significant difference in small Protestant church-related liberal arts college faculty members' perceptions and expectations of the initiating structure of the leadership behavior of the college president.

Hypothesis 10. There is no statistically significant difference in small Protestant church-related liberal arts college faculty members' perceptions and expectations of the consideration dimension of the leadership behavior of the college president.

Hypothesis 11. There is no statistically significant difference in small Protestant church-related liberal arts college governing board members' perceptions and expectations of the initiating structure dimension of the leadership behavior of the president.

Hypothesis 12. There is no statistically significant difference in small Protestant church-related liberal arts college governing board

members' perceptions and expectations of the consideration structure dimension of the leadership behavior of the college president.

Hypothesis 13. There is no statistically significant difference between the perceptions of the presidential behaviors of initiating structure between the faculty and governing board members of small Protestant church-related colleges.

Hypothesis 14. There is no statistically significant difference between the perceptions of the presidential behaviors of consideration structure between the faculty and governing board members of small Protestant church-related colleges.

Hypothesis 15. There is no statistically significant difference between the expectations of presidential leadership behaviors of initiating structure between faculty and governing board members of small Protestant church-related liberal arts colleges.

Hypothesis 16. There is no statistically significant difference between the expectations of the presidential leadership behaviors of consideration between faculty and governing board members of small Protestant church-related liberal arts colleges.

Hypothesis 17. There is no statistically significant difference in the perceptions of the presidential leadership behaviors of initiating structure between Bible college and church-related liberal arts college board members.

Hypothesis 18. There is no statistically significant difference in the perceptions of the presidential leadership behavior of consideration structure between Bible college and church-related liberal arts college board members.

Hypothesis 19. There is no statistically significant difference in the expectations of the presidential leadership behaviors of initiating

structure between Bible college and church-related liberal arts college board members.

Hypothesis 20. There is no statistically significant difference in the expectations of the presidential leadership behaviors of consideration structure between Bible college and church-related liberal arts college board members.

Hypothesis 21. There is no statistically significant difference in the perceptions of the presidential leadership behaviors of initiating structure between Bible college and church-related liberal arts college faculty.

Hypothesis 22. There is no statistically significant difference in the perceptions of the presidential leadership behaviors of consideration between Bible college and church-related liberal college faculty.

Hypothesis 23. There is no statistically significant difference in the expectations of the presidential leadership behaviors of initiating structure between Bible college and church-related liberal arts college faculty.

Hypothesis 24. There is no statistically significant difference in the expectations of presidential leadership behaviors of consideration between Bible college and church-related liberal arts college faculty.

Hypothesis 25. There is no statistically significant difference between the perceptions of faculty and board members of both Bible colleges and church-related liberal arts colleges for the presidential leadership behavior of consideration structure.

Hypothesis 26. There is no statistically significant difference between the perceptions of faculty and board members of both Bible colleges and church-related liberal arts colleges for the presidential leadership behavior of initiating structure.

Hypothesis 27. There is no statistically significant difference between the expectations of faculty and board members of both Bible colleges and church-related liberal arts colleges for the presidential leadership behavior of consideration structure.

Hypothesis 28. There is no statistically significant difference between the expectations of faculty and board members of both Bible colleges and church-related liberal arts colleges for the presidential leadership behavior of initiating structure.

Method of Scoring

All information was collected and scored over a period of five months. The scores were entered into the computer data base. The data were computer analyzed using the SYSTAT program for microcomputers (Wilkinson, 1987).

The data were tested using an independent t-test, F ratio of .05 for between-group comparisons, and a paired samples t-test for within group comparisons (Gay, 1981; Jaccard, 1983).

CHAPTER IV

PRESENTATION AND ANALYSES OF THE DATA

Introduction

This fourth chapter reveals the results of the research question-
naires. Eighteen institutions were involved in the collection of data:
7 small Protestant church-related liberal arts colleges and 11 Bible
colleges. The faculty and governing board members of the institutions
were involved. The percentage of usable returns from these groups were
as follows: church-related liberal arts college board members--69.9%,
church-related liberal arts college faculty members--53.0%, Bible college
board members--63.0%, and Bible college faculty members--75.0%.

The questionnaires were calculated by giving a score for each item
of 0-4. The questionnaires yielded a total of four scores for each re-
spondent:

Real Initiating Structure (REALIS)--measured the respondent's <u>per-
ceptions</u> of the president's behavior in this area.

Real Consideration Structure (REALCS)--measured the respondent's
<u>perceptions</u> of the president's behavior in this area.

Ideal Initiating Structure (IDEALIS)--measured the respondent's <u>ex-
pectations</u> of the president's behavior in this area.

Ideal Consideration Structure (IDEALCS)--measured the respondent's
<u>expectation</u> of the president's behavior in this area.

The maximum score on any of these four areas was 60. Table II gives a summary of the mean scores for each group. For further summary statistics of these four groups, see Appendix A, Tables III-VI.

TABLE II

SUMMARY OF MEANS OF SCORES FOR EACH
OF THE FOUR GROUPS

Respondents	REALIS	REALCS	IDEALS	IDEALCS
Church Related Board Members	43.84	44.84	47.29	49.23
Church Related Faculty Members	39.60	34.34	44.95	45.80
Bible College Board Members	42.83	48.76	47.18	50.54
Bible College Faculty	38.07	38.85	44.38	46.27

An independent t-test was used to compare the means of the church-related liberal arts college board members and faculty with the Bible college board members and faculty. A paired samples t-test (or corre-lated t-test) was used to compare the means within the groups. The next section summarizes the results of these statistical tests.

Presentation of Data on Bible College

Board Members and Faculty

Hypotheses 1 through 4 dealt with the perceptions and expectations of Bible college faculty and board members in relation to their college presidents' leadership styles. One hundred and forty-six Bible college board members and 196 faculty members responded to the questionnaire to yield the following answers:

Hypothesis 1. There is no statistically significant difference in Bible college faculty members' perceptions and expectations of the initiating structure dimension of the leadership behavior of the college president.

Bible college faculty means were analyzed and it was found that faculty members' perceptions of the president's behavior of initiating structure had a mean of 43.88 and their expectations of these behaviors had a mean of 47.31. These means were significantly statistically different ($t=12.16$, $df=189$, $p<.05$). Bible college faculty members expected the president to manifest more initiating structure behavior than they perceived him manifesting (Appendix A, Table VII).

Hypothesis 2. There is no statistically significant difference in Bible college faculty members' perceptions and expectations of the consideration structure dimension of the leadership behavior of the college president.

The scores that Bible college faculty members generated for consideration structure also showed a statistically significant difference. The REALCS mean, which measures perceptions, was 44.94 and the IDEALCS mean, which measures expectations, was 49.27 ($t=11.62$, $df=189$, $p<.05$) (Appendix A, Table VIII).

Hypothesis 3. There is no statistically significant difference in Bible college governing board members' perceptions and expectations of the initiating structure dimension of the leadership behavior of the college president.

The scores of the 146 Bible college board members were analyzed to compare the means of the scores for initiating structure. The means for REALIS and IDEALIS were significantly different (t=8.53, df=124, p<.05). Apparently, expectations for the behavior of the college president in initiating structure were not perceived by the board members as being met (Appendix A, Table IX).

Hypothesis 4. There is no statistically significant difference in Bible college governing board members' perceptions and expectations of the consideration dimension of the leadership behavior of the college president.

The mean score for REALCS was 48.76 and the mean score for IDEALCS was 50.54. The paired samples t-test was used and revealed a statistically significant difference between these two means (t=3.79, df=124, p<.05) (Appendix A, Table X).

The hypotheses for Bible college board members and faculty were tested using an independent t-test.

Hypothesis 5. There is no statistically significant difference between the perceptions of presidential leadership behaviors of initiating structure between Bible college faculty and governing board members.

The analysis revealed there was a statistically significant difference between the means of these two groups; therefore, the null hypothesis was rejected (t=5.96, df=334, p<.05). Faculty and governing board members did not perceive the initiating structure behaviors of the

Bible college president as being the same. The board tended to rate the president higher in these behaviors (Appendix A, Table XI).

Hypothesis 6. There is no statistically significant difference between the perceptions of presidential leadership behaviors of consideration structure between Bible college faculty and governing board members.

An analysis of the scores for these two groups showed a statistically significant difference between the means (t=10.98, df=334, p<.05). The null hypothesis was rejected. The Bible college board members rated the president higher on consideration behaviors than did the faculty. (Appendix A, Table XII).

Hypothesis 7. There is no statistically significant difference between the expectation of presidential leadership behaviors of initiating structure between Bible college faculty and governing board members.

The independent t-test yielded statistics to enable this null hypothesis to be rejected (t=4.56, df=318, p<.05). These two groups had different expectations of how much initiating structure the president should manifest (Appendix A, Table XIII).

Hypothesis 8. There is no statistically significant difference between the expectations of presidential leadership behaviors of consideration structure between Bible college faculty and governing board members.

The independent t-test revealed a statistically significant difference between these two means; therefore, the null hypothesis was rejected (t=7.23, df=318, p<.05). Board members expected the president to show more consideration structure behaviors than the faculty expected (Appendix A, Table XIV).

Presentation of Data for Small Protestant Church-

Related Liberal Arts College Faculty

and Governing Board Members

Seven small Protestant church-related liberal arts colleges participated in the study. The participants numbered 251 faculty members and 164 governing board members. A compilation and analyzation of the data provided the answers to the following hypotheses:

Hypothesis 9. There is no statistically significant difference in small Protestant church-related liberal arts college faculty members' perceptions and expectations of the initiating structure of the leadership behavior of the college president.

Church-related faculty members' scores for REALIS and IDEALIS showed a statistically significant difference between the means. The mean of 39.6 for REALIS showing faculty members' perceptions and 44.95 for IDEALIS showing faculty members' expectations was significantly different $(t=12.03, df=244, p<.05)$. These faculty members did not perceive the president to be showing as many initiating structure behaviors as they expected (Appendix A, Table XV).

Hypothesis 10. There is no statistically significant difference in small Protestant church-related liberal arts college faculty members' perceptions and expectations of the consideration dimension of the leadership behavior of the college president.

Faculty members rated a mean score of 34.34 on REALCS and 45.80 on IDEALCS. A paired sample t-test revealed a statistically significant difference between these two means $(t=15.11, df=245, p<.05)$. Faculty tended to expect more consideration behaviors from the college president than they perceived they were getting (Appendix A, Table XVI).

Hypothesis 11. There is no statistically significant difference in small Protestant church-related liberal arts college governing board members' perceptions and expectations of the initiating structure dimension of the leadership behavior of the president.

The governing board members of these church-related colleges tended to differ in their perceptions and expectations of presidential leadership behavior. Board members' means for perception of initiating structure were 44.84, while the expectation means were 47.29. A paired samples t-test revealed a statistically significant difference between these means (t=8.37, df=159, p<.05). Apparently, church-related college board members expected the president to manifest more initiating structure behaviors (Appendix A, Table XVII).

Hypothesis 12. There is no statistically significant difference in small Protestant church-related liberal arts college governing board members' perceptions and expectations of the consideration structure dimension of the leadership behavior of the college president.

The means for consideration structures for presidential behavior differed among these board members. The perceived consideration structure (REALCS) means were 44.84 and the expectation consideration structure (IDEALCS) means were 49.23. The paired samples t-test showed a statistically significant difference between these means (t=6.77, df=159, p<.05). It appeared that these board members expected more consideration structure behavior from the president than they perceived him or her manifesting (Appendix A, Table XVIII).

An independent t-test was used to test the means for the following four hypotheses:

Hypothesis 13. There is no statistically significant difference between the perceptions of the presidential behaviors of initiating

structure between the faculty and governing board members of small Protestant church-related colleges.

The independent t-test resulted in showing that a statistically significant difference did exist between these means (t=6.06, df=416, p<.05). The null hypothesis was rejected. Board members tended to rate the college president higher in initiating structure behaviors than did faculty (Appendix A, Table XIX).

Hypothesis 14. There is no statistically significant difference between the perceptions of the presidential behaviors of consideration structure between the faculty and governing board members of small Protestant church-related colleges.

This null hypothesis was rejected (t=10.24, df=417, p<.05). A difference did exist in how the faculty and board members of church-related colleges perceived the presidential behaviors of consideration. Board members rated the president higher on these behaviors (Appendix A, Table XX).

Hypothesis 15. There is no statistically significant difference between the expectations of presidential leadership behaviors of initiating structure between faculty and governing board members of small Protestant church-related liberal arts colleges.

The independent t-test done on the means of these two groups revealed a statistically significant difference between the means (t=4.41, df=404, p<.05). The null hypothesis was rejected. There did appear to be a difference in how the faculty expected the president to behave and how the board expected the president to behave, relative to initiating structure behaviors (Appendix A, Table XXI).

Hypothesis 16. There is no statistically significant difference between the expectations of the presidential leadership behaviors of

consideration between faculty and governing board members of small Protestant church-related liberal arts colleges.

Church-related college board members had a statistically higher mean than did faculty members in their expectations of consideration behaviors (t=5.94, df=404, p<.05). The null hypothesis was rejected (Appendix A, Table XXII).

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Presentation of Data Comparing Scores on the

LBDQ Real and Ideal Between Bible College

and Small Protestant Church-Related

Liberal Arts College Faculty and

Board Members

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The data in this section were tested using an independent t-test. First, the test was done on the means of the board members in each group, then the test was done on the faculty members of each group. The results of the independent t-tests done to test the hypotheses are presented in this section.

Hypothesis 17. There is no statistically significant difference in the perceptions of the presidential leadership behaviors of initiating structure between Bible college and church-related liberal arts college board members.

The independent t-test, done to compare the means of these two groups of board members, failed to show a statistically significant difference (t=1.40, df=308, n.s.) at the .05 level of significance. The null hypothesis was not rejected (Appendix A, Table XXIII).

Hypothesis 18. There is no statistically significant difference in the perceptions of the presidential leadership behavior of consideration

structure between Bible college and church-related liberal arts college board members.

The means of these two groups were significantly different (t=4.436, df=308, p<.05). The null hypothesis was rejected. The perceptions of Bible college board members were higher than those of church-related college board members; i.e., Bible college board members perceived the president showing more consideration behaviors than did church-related college board members (Appendix A, Table XXIV).

Hypothesis 19. There is no statistically significant difference in the expectations of the presidential leadership behaviors of initiating structure between Bible college and church-related liberal arts college board members.

The independent t-test on these means resulted in failing to reject the null hypothesis (t=.192, df=285, n.s.) at the .05 level of significance. These two groups of board members apparently expected the same amount of initiating structure behaviors from the college president (Appendix A, Table XXV).

Hypothesis 20. There is no statistically significant difference in the expectations of the presidential leadership behaviors of consideration structure between Bible college and church-related liberal arts college board members.

The null hypothesis was not rejected (t=1.96, df=285, n.s.) at the .05 level of significance. These two groups of board members apparently expected the same amount of consideration structure behaviors from the president (Appendix A, Table XXVI).

Hypothesis 21. There is no statistically significant difference in the perceptions of the presidential leadership behaviors of initiating

structure between Bible college and church-related liberal arts college faculty.

The difference between the two means of these two faculty groups was found to be not significant (t=2.0, df=442, n.s.) at the .05 level of confidence. The null hypothesis was not rejected. These two groups of faculty members perceived the president manifesting initiating structure behaviors at the same level (Appendix A, Table XXVII).

Hypothesis 22. There is no statistically significant difference in the perceptions of the presidential leadership behaviors of consideration between Bible college and church-related liberal arts college faculty.

An analysis of the two means of this hypothesis did reveal a statistically significant difference between the two means (t=4.47, df=443, p<.05). The null hypothesis was rejected. Bible college faculty perceived their president to manifest more consideration structure behaviors (Appendix A, Table XXVIII).

Hypothesis 23. There is no statistically significant difference in the expectations of the presidential leadership behaviors of initiating structure between Bible college and church-related liberal arts college faculty.

The null hypothesis was not rejected (t=1.07, df=438, n.s.) at the .05 level of confidence. Apparently, these two groups of faculty members expected the president to manifest the same level of initiating structure (Appendix A, Table XXIX).

Hypothesis 24. There is no statistically significant difference in the expectations of presidential leadership behaviors of consideration between Bible college and church-related liberal arts college faculty.

The independent t-test failed to show a statistically significant difference between these two means (t=.89, df=438, n.s.) at the .05 level

of confidence. These two groups expected the president to manifest the same level of consideration (Appendix A, Table XXX).

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Presentation of Data for Bible College and

Small Protestant Church-Related Liberal

Arts College Faculty and Board

Members Collectively

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These hypotheses and results are based on the scores from the LBDQ Real and Ideal for both faculty members and board members collectively. The hypotheses were tested using an independent t-test, F ratio of .05.

Hypothesis 25. There is no statistically significant difference between the perceptions of faculty and board members of both Bible colleges and church-related liberal arts colleges for the presidential leadership behavior of consideration structure.

The mean 46.69 for board members and 36.30 for faculty members was statistically different (t=14.54, df=753, p<.05). Collectively, the faculty and board members perceived the president's consideration behaviors differently. The board members perceived the president showing more consideration behaviors than did the faculty (Appendix A, Table XXXI).

Hypothesis 26. There is no statistically significant difference between the perceptions of faculty and board members of both Bible colleges and church-related liberal arts colleges for the presidential leadership behavior of initiating structure.

The collective scores resulted in a statistically significant difference between faculty and board members (t=8.32, df-752, p<.05). The board perceived the president as manifesting more initiating structures than the faculty (Appendix A, Table XXXII).

Hypothesis 27. There is no statistically significant difference between the expectations of faculty and board members of both Bible colleges and church-related liberal arts colleges for the presidential leadership behavior of consideration structure.

The expectations of these two groups (faculty and board members) differed significantly for consideration behaviors ($t=9.16$, $df=725$, $p<.05$). The board expected the president to manifest more consideration behaviors than the faculty (Appendix A, Table XXXIII).

Hypothesis 28. There is no statistically significant difference between the expectations of faculty and board members of both Bible colleges and church-related liberal arts colleges for the presidential leadership behavior of initiating structure.

The independent samples t-test on these means resulted in a rejection of the null hypothesis ($t=6.34$, $df=725$, $p<.05$). The two groups did differ in their expectations of the presidential behavior of initiating structure. Apparently, the board members expected the president to manifest more initiating structure behaviors than the faculty (Appendix A, Table XXXIV).

Summary

This chapter has presented the analyses of data collected by administering the LBDQ Real and Ideal to Bible college faculty and board members and small Protestant church-related liberal arts college faculty and board members. A paired samples t-test ($p<.05$) was used to test research hypotheses 1-4 and 9-12. A statistical difference was found for each of these hypotheses.

For the remaining hypotheses, the data base was edited to create two independent groups and an independent t-test ($p<.05$) was used. A

statistical difference between the means was found for hypotheses 5-8, 13-16, 18, 22, and 25-28.   The next chapter presents a summary of the statistical findings, conclusions, and recommendations.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND
RECOMMENDATIONS

This chapter contains a summary of the research effort, findings, conclusions that may be drawn from these findings, and recommendations for policy and research.

Summary of the Research Project

Eighteen institutions were selected for the study. All institutions used in the study fulfilled the required definitions. Twenty-eight Bible colleges fit the definition. These 28 colleges were put in order by random selection. Beginning November 20, 1987, letters were sent to the first 10 Bible college presidents on the list. After three weeks, a second contact was made by telephone and a follow-up letter. When a president refused participation or did not respond to the second contact, the process was begun with the next Bible college on the list. This process was repeated until 11 Bible colleges agreed to participate in the study. Approximately 144 Bible college board members and 194 faculty members participated in the study.

Over 200 colleges fit the definition for small Protestant church-related liberal arts colleges. These 200 were put in numerical order using a random selection table. Beginning November 20, 1987, letters were sent to the presidents of the first 11 colleges. After three weeks, contact was made by telephone and second letter. This process was

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repeated until 38 church-related colleges were contacted. Approximately 160 board members and 250 faculty members from seven small Protestant church-related liberal arts colleges agreed to participate in the study.

The LBDQ Real and Ideal, as well as a background information sheet, were mailed directly to each board member. Faculty received their questionnaires through a contact person at the college involved. A self-addressed, stamped envelope was included in each packet of material. After three weeks, a follow-up letter was sent if there had been no response.

Findings Based on Research Data

The following findings resulted from this study's research data:

1. Bible college faculty members' expectations of the president's initiating structure behavior differed from their perceptions of the president's initiating structure behavior.

2. Bible college faculty members' expectations of the president's consideration behaviors differed from their perceptions of the president's consideration behaviors.

3. Bible college governing board members' expectations of the president's initiating structure behaviors differed from their perceptions of the president's initiating structure behaviors.

4. Bible college governing board members' expectations of the president's consideration behaviors differed from their perceptions of the president's consideration behaviors.

5. Bible college faculty and governing board members differed in their perceptions of the president's initiating structure behaviors.

6. Bible college faculty and governing board members differed in their perceptions of the president's consideration structure behaviors.

7. Bible college faculty and governing board members differed in their expectations of the president's initiating structure behavior.

8. Bible college faculty and governing board members differed in their expectations of the president's consideration behaviors.

9. Small Protestant church-related liberal arts college faculty members' expectations of the president's initiating structure behaviors differed from their perceptions of the president's initiating structure behaviors.

10. Small Protestant church-related liberal arts college faculty members' expectations of the president's consideration behaviors differed from their perceptions of the president's consideration behaviors.

11. Small Protestant church-related liberal arts college governing board members' expectations of the president's initiating structure behaviors differed from their perceptions of the president's initiating structure behaviors.

12. Small Protestant church-related liberal arts college board members' expectations of the president's consideration behaviors differed from their perceptions of the president's consideration behaviors.

13. Small Protestant church-related liberal arts college faculty and governing board members differed in their perceptions of the president's initiating structure behaviors.

14. Small Protestant church-related liberal arts college faculty and governing board members differed in their perceptions of the president's consideration behavior.

15. Small Protestant church-related liberal arts college faculty and governing board members differed in their expectations of the president's initiating structure behaviors.

16. Small Protestant church-related liberal arts college faculty and governing board members differed in their expectations of the president's consideration behaviors.

17. Bible college and church-related liberal arts college board members reported similar perceptions of the college president's initiating structure behaviors.

18. Bible college and church-related liberal arts college board members differed in their perceptions of the president's consideration behaviors.

19. Bible college and church-related liberal arts college board members reported similar expectations of the president's initiating structure behaviors.

20. Bible college and church-related liberal arts college board members reported similar expectations of the president's consideration behaviors.

21. Bible college and church-related liberal arts college faculty reported similar perceptions of the president's initiating structure behavior.

22. Bible college and church-related liberal arts college faculty differed in their perceptions of the president's consideration behaviors.

23. Bible college and church-related liberal arts college faculty reported similar expectations of the president's initiating structure behaviors.

24. Bible college and church-related liberal arts college faculty reported similar expectations of the president's consideration behaviors.

25. Board members and faculty members collectively differed in their expectations and perceptions of the president's leadership behaviors of consideration and initiating structure.

Conclusions

The following conclusions are based on careful analyses of the findings of this research study:

1. Faculty and governing board members have different expectations of the president's leadership behaviors than they actually perceive the president to be manifesting. This dichotomy of perceptions and expectations may lead to a conflict of interest between the groups. Possibly, the president could be put in a position of fulfilling the expectations of one group but not the other.

2. Bible college faculty and board members and church-related liberal arts college faculty and board members do not have the same perceptions or expectations of what behaviors a college president manifests or should manifest. Apparently, a different leadership style is needed based upon the mission of the university. The two types of institutions have different missons; therefore, the president manifests different behaviors.

3. Bible college board members and faculty have higher perceptions of the college president's consideration behaviors than church-related liberal arts college board members and faculty. The mission of the institution again enters the picture. Since the smaller Bible colleges enable the president to be more available to the faculty and board members, it is possible they perceive him as showing more of these consideration behaviors.

4. Faculty of these types of institutions have similar expectations of the president's initiating structure and consideration behaviors. This conclusion shows that the faculty expect the president to be a leader in seeing that policies and procedures are carried out.

5. Church-related liberal arts college presidents are perceived as more task-oriented (initiating structure) than are Bible college presidents.

Recommendations

The following recommendations for policy and research are based on a careful analysis of the research findings and literature review:

Recommendations for Policy

1. The Bible college movement should stress the importance of informing college presidents of what behaviors are necessary for the successful leadership of a Bible college.

2. Church-related liberal arts college presidents and Bible college presidents should be made aware of the fact that the board and faculty often expect different behaviors.

3. Communication patterns between president, board, and faculty should be studied for their efficiency and effectiveness.

Recommendations for Research

1. A follow-up study should be conducted of successful Bible colleges and a correlational study between that study and one that identifies presidential leadership styles.

2. A study should be conducted using the "Organizational Climate Descriptive Questionnaire" to determine if there is a relationship between organization climate and presidential leadership behaviors.

3. The presidents of the participating colleges should be administered the LBDQ Real and Ideal to see if their expectations and perceptions differ from those of the faculty and governing board.

It is important for the leadership of the religious college movement, both Bible colleges and church-related liberal arts colleges, to be open to the findings of research. It is easy to hide autocracy behind the guise of religion. As a result of this study, it can be seen that the presidents of these institutions are concerned with how well they are leading.

As the religious college movement faces the turbulent future, it will be important for definite expectations to be clearly given by board members to the president. The president must understand that faculty members have expectations as well. The religious college president must realize that, as the movement continues to mature, faculty will insist on a stronger voice (perhaps even a vote) in what leadership styles they will be willing to accommodate. It will be necessary to continue to investigate these changing faculty expectations.

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APPENDIXES

APPENDIX A

TABLES

TABLE III

NUMBER OF CASES, MINIMUM AND MAXIMUM VALUES,
RANGE, VARIANCE, AND STANDARD DEVIATIONS
OF SCORES OF THE LBDQ REAL AND IDEAL
FOR BIBLE COLLEGE BOARD MEMBERS

	REALCS	REALIS	IDEALCS	IDEALIS
NUMBER OF CASES	144	144	127	127
MIN.	21.00	24.00	35.00	30.00
MAX.	60.00	58.00	60.00	59.00
RANGE	39.00	34.00	25.00	29.00
MEAN	48.76	42.83	50.54	47.18
VARIANCE	38.91	49.92	23.22	30.50
STAND. DEV.	6.24	7.07	4.82	5.52

TABLE IV

NUMBER OF CASES, MINIMUM AND MAXIMUM VALUES,
RANGE, VARIANCE, AND STANDARD DEVIATIONS
OF SCORES OF THE LBDQ REAL AND IDEAL
FOR BIBLE COLLEGE FACULTY MEMBERS

	REALCS	REALIS	IDEALCS	IDEALIS
NUMBER OF CASES	192	192	194	194
MIN.	9.00	20.00	33.00	25.00
MAX.	58.00	55.00	59.00	56.00
RANGE	49.00	35.00	26.00	31.00
MEAN	38.85	38.07	46.23	44.48
VARIANCE	88.28	54.07	29.42	27.66
STAND. DEV.	9.40	7.35	5.42	5.26

TABLE V

NUMBER OF CASES, MINIMUM AND MAXIMUM VALUES,
RANGE, VARIANCE, AND STANDARD DEVIATIONS
OF SCORES OF THE LBDQ REAL AND IDEAL
FOR SMALL PROTESTANT CHURCH-
RELATED BOARD MEMBERS

	REALCS	REALIS	IDEALCS	IDEALIS
NUMBER OF CASES	164	164	158	158
MIN.	19.00	27.00	22.00	27.00
MAX.	60.00	59.00	60.00	60.00
RANGE	41.00	32.00	38.00	33.00
MEAN	44.84	43.84	49.23	47.29
VARIANCE	77.15	38.70	34.84	30.17
STAND. DEV.	8.78	6.22	5.90	5.49

TABLE VI

NUMBER OF CASES, MINIMUM AND MAXIMUM VALUES,
RANGE, VARIANCE, AND STANDARD DEVIATIONS
OF SCORES OF THE LBDQ REAL AND IDEAL
FOR SMALL PROTESTANT CHURCH-
RELATED FACULTY MEMBERS

	REALCS	REALIS	IDEALCS	IDEALIS
NUMBER OF CASES	251	250	245	245
MIN.	2.00	19.00	21.00	28.00
MAX.	57.00	56.00	60.00	58.00
RANGE	55.00	37.00	39.00	30.00
MEAN	34.34	39.60	45.80	44.95
VARIANCE	127.15	59.72	32.47	27.51
STAND. DEV.	11.28	7.73	5.70	5.25

TABLE VII

RESULTS OF PAIRED SAMPLES t-TEST ON BIBLE
COLLEGE FACULTY SCORES ON LBDQ REAL
AND IDEAL FOR INITIATING STRUCTURE

MEAN DIFF.	SD DIFF.	DF	t
-6.43	7.39	189	12.16*

*p<.05

TABLE VIII

RESULTS OF PAIRED SAMPLES t-TEST ON BIBLE
COLLEGE FACULTY SCORES ON LBDQ REAL
AND IDEAL FOR CONSIDERATION
STRUCTURE

MEAN. DIFF.	SD DIFF.	DF.	t
-7.58	8.10	189	11.62*

*p<.05

TABLE IX

RESULTS OF PAIRED SAMPLES t-TEST ON BIBLE
COLLEGE GOVERNING BOARD MEMBERS' SCORES
ON LBDQ REAL AND IDEAL FOR INITIATING
STRUCTURE

MEAN DIFF.	SD DIFF.	DF.	t
-4.09	5.36	124	8.53*

*P<.05

TABLE X

RESULTS OF PAIRED SAMPLES t-TEST ON BIBLE
COLLEGE GOVERNING BOARD MEMBERS' SCORES
ON LBDQ REAL AND IDEAL FOR
CONSIDERATION STRUCTURE

MEAN DIFF.	SD DIFF.	DF.	t
-1.81	5.74	124	3.69*

*P<.05

TABLE XI

RESULTS OF INDEPENDENT t-TEST ON LBDQ REAL
SCORES FOR BIBLE COLLEGE FACULTY AND
GOVERNING BOARD MEMBERS FOR
INITIATING STRUCTURE

	N	MEAN	SD	DF	t
BOARD MEMBERS	144	42.83	6.07	334	5.96*
FACULTY	192	38.07	7.35		

*p<.05

TABLE XII

RESULTS OF INDEPENDENT t-TEST ON LBDQ REAL
SCORES FOR BIBLE COLLEGE FACULTY AND
GOVERNING BOARD MEMBERS FOR
CONSIDERATION STRUCTURE

	N	MEAN	SD	DF	t
BOARD MEMBERS	144	48.76	6.24	334	10.98*
FACULTY	192	38.85	9.40		

*p<.05

TABLE XIII

RESULTS OF INDEPENDENT t-TEST ON LBDQ REAL
SCORES FOR BIBLE COLLEGE FACULTY AND
GOVERNING BOARD MEMBERS FOR
INITIATING STRUCTURE

	N	MEAN	SD	DF	t
BOARD MEMBERS	127	47.18	5.52	318	4.56*
FACULTY	193	44.38	5.27		
*p<.05					

TABLE XIV

RESULTS OF INDEPENDENT t-TEST ON LBDQ IDEAL
SCORES FOR BIBLE COLLEGE FACULTY AND
GOVERNING BOARD MEMBERS FOR
CONSIDERATION STRUCTURE

	N	MEAN	SD	DF	t
BOARD MEMBERS	127	50.54	4.82	318	7.23*
FACULTY	193	46.24	5.43		
*p<.05					

TABLE XV

RESULTS OF PAIRED SAMPLES t-TEST ON CHURCH-
RELATED COLLEGE FACULTY MEMBERS' SCORES
ON LBDQ REAL AND IDEAL FOR
INITIATING STRUCTURE

MEAN DIFF.	SD DIFF.	DF.	t
-5.37	6.98	244	12.03*

*P<.05

TABLE XVI

RESULTS OF PAIRED SAMPLES t-TEST ON CHURCH-
RELATED COLLEGE FACULTY MEMBERS' SCORES
ON LBDQ REAL AND IDEAL FOR
CONSIDERATION STRUCTURE

MEAN DIFF.	SD DIFF.	DF.	t
-11.52	11.96	245	15.11*

*P<.05

TABLE XVII

RESULTS OF PAIRED SAMPLES t-TEST ON CHURCH-
RELATED COLLEGE BOARD MEMBERS' SCORES
ON LBDQ REAL AND IDEAL FOR
INITIATING STRUCTURE

MEAN DIFF.	SD DIFF.	DF.	t
-3.40	5.14	159	8.37*

*P<.05

TABLE XVIII

RESULTS OF PAIRED SAMPLES t-TEST ON CHURCH-
RELATED COLLEGE BOARD MEMBERS' SCORES
ON LBDQ REAL AND IDEAL FOR
CONSIDERATION STRUCTURE

MEAN DIFF.	SD DIFF.	DF.	t
-4.29	8.02	159	6.77*

*p<.05

TABLE XIX

RESULTS OF INDEPENDENT t-TEST ON LBDQ REAL
SCORES FOR CHURCH-RELATED LIBERAL ARTS
COLLEGE FACULTY AND GOVERNING BOARD
MEMBERS FOR SCORES ON
INITIATING STRUCTURE

	$\underline{N}$	MEAN	$\underline{SD}$	$\underline{DF}$	$\underline{t}$
BOARD MEMBERS	166	43.88	6.20	416	6.06*
FACULTY	252	39.53	7.76		
	*p<.05				

TABLE XX

RESULTS OF INDEPENDENT t-TEST ON LBDQ REAL
SCORES FOR CHURCH-RELATED LIBERAL ARTS
COLLEGE FACULTY AND GOVERNING BOARD
MEMBERS FOR SCORES ON CONSIDERA-
TION STRUCTURE

	$\underline{N}$	MEAN	$\underline{SD}$	$\underline{DF}$	$\underline{t}$
BOARD MEMBERS	166	44.94	8.78	417	10.24*
FACULTY	253	34.37	11.24		
	*p<.05				

TABLE XXI

RESULTS OF INDEPENDENT t-TEST ON LBDQ IDEAL SCORES FOR CHURCH-RELATED LIBERAL ARTS COLLEGE FACULTY AND GOVERNING BOARD MEMBERS FOR SCORES ON INITIATING STRUCTURE

	N	MEAN	SD	DF	t
BOARD MEMBERS	160	47.31	5.46	404	4.41*
FACULTY	246	44.92	5.264		
	*p<.05				

TABLE XXII

RESULTS OF INDEPENDENT t-TEST ON LBDQ IDEAL SCORES FOR CHURCH-RELATED LIBERAL ARTS COLLEGE FACULTY AND GOVERNING BOARD MEMBERS FOR SCORES ON CONSIDERA- TION STRUCTURE

	N	MEAN	SD	DF	t
BOARD MEMBERS	160	49.27	5.88	404	5.94*
FACULTY	246	45.79	5.69		
	*p<.05				

TABLE XXIII

RESULTS OF INDEPENDENT t-TEST ON LBDQ REAL
SCORES FOR CHURCH-RELATED LIBERAL ARTS
COLLEGE AND BIBLE COLLEGE BOARD
MEMBERS FOR SCORES ON
INITIATING STRUCTURE

	N	MEAN	SD	DF	t
CHURCH-RELATED COLLEGE BOARD MEM.	166	43.88	6.20	308	1.40
BIBLE COLL. BOARD MEM.	144	42.83	7.07		

TABLE XXIV

RESULTS OF INDEPENDENT t-TEST ON LBDQ REAL
SCORES FOR CHURCH-RELATED LIBERAL ARTS
COLLEGE AND BIBLE COLLEGE BOARD
MEMBERS FOR SCORES ON CONSIDER-
ATION STRUCTURE

	N	MEAN	SD	DF	t
CHURCH-RELATED COLLEGE BOARD MEM.	166	44.94	8.78	308	4.34*
BIBLE COLL. BOARD MEM.	144	48.76	6.24		
*p<.05					

TABLE XXV

RESULTS OF INDEPENDENT t-TEST ON LBDQ IDEAL
SCORES FOR CHURCH-RELATED LIBERAL ARTS
COLLEGE AND BIBLE COLLEGE BOARD
MEMBERS FOR SCORES ON
INITIATING STRUCTURE

	N	MEAN	SD	DF	t
CHURCH-RELATED COLLEGE BOARD MEM.	160	47.31	5.46	285	.192
BIBLE COLL. BOARD MEM.	127	47.18	5.52		

TABLE XXVI

RESULTS OF INDEPENDENT t-TEST ON LBDQ IDEAL
SCORES FOR CHURCH-RELATED LIBERAL ARTS
COLLEGE AND BIBLE COLLEGE BOARD
MEMBERS FOR SCORES ON CONSID-
ERATION STRUCTURE

	N	MEAN	SD	DF	t
CHURCH-RELATED COLLEGE BOARD MEM.	160	49.27	5.88	285	1.96
BIBLE COLL. BOARD MEM.	127	50.54	4.82		

TABLE XXVII

RESULTS OF INDEPENDENT t-TEST ON LBDQ REAL
SCORES FOR BIBLE COLLEGE AND CHURCH-
RELATED LIBERAL ARTS COLLEGE
FACULTY MEMBERS FOR SCORES
ON INITIATING STRUCTURE

	$\underline{N}$	$\underline{MEAN}$	$\underline{SD}$	$\underline{DF}$	$\underline{t}$
BIBLE COLLEGE FACULTY	192	38.07	7.35	442	2.00
CHURCH-RELATED COLLEGE FACULTY	127	50.54	4.82		

TABLE XXVIII

RESULTS OF INDEPENDENT t-TEST ON LBDQ REAL
SCORES FOR BIBLE COLLEGE AND CHURCH-
RELATED LIBERAL ARTS COLLEGE
FACULTY MEMBERS FOR SCORES
ON CONSIDERATION
STRUCTURE

	$\underline{N}$	$\underline{MEAN}$	$\underline{SD}$	$\underline{DF}$	$\underline{t}$
BIBLE COLLEGE FACULTY	192	38.85	9.40	443	4.47*
CHURCH-RELATED COLLEGE FACULTY	253	34.37	11.24		
	*p<.05				

TABLE XXIX

RESULTS OF INDEPENDENT t-TEST ON LBDQ IDEAL
SCORES FOR BIBLE COLLEGE AND CHURCH-
RELATED LIBERAL ARTS COLLEGE
FACULTY MEMBERS FOR SCORES
ON INITIATING STRUCTURE

	N	MEAN	SD	DF	t
BIBLE COLLEGE FACULTY	194	44.38	5.26	438	1.07
CHURCH-RELATED COLLEGE FACULTY	246	44.92	5.26		

TABLE XXX

RESULTS OF INDEPENDENT t-TEST ON LBDQ IDEAL
SCORES FOR BIBLE COLLEGE AND CHURCH-
RELATED LIBERAL ARTS COLLEGE
FACULTY MEMBERS FOR SCORES
ON CONSIDERATION
STRUCTURE

	N	MEAN	SD	DF	t
BIBLE COLLEGE FACULTY	194	46.23	5.42	438	.89
CHURCH-RELATED COLLEGE FACULTY	246	45.79	5.69		

TABLE XXXI

RESULTS OF INDEPENDENT t-TEST ON THE COLLEC-
TIVE SCORES ON THE LBDQ REAL FOR FACULTY
AND BOARD MEMBERS OF BIBLE COLLEGES
AND CHURCH-RELATED LIBERAL ARTS
COLLEGES FOR PERCEPTIONS OF
PRESIDENTIAL BEHAVIORS
OF CONSIDERATION

	N	MEAN	SD	DF	t
FACULTY	444	36.30	10.72	753	14.55*
BOARD MEMBERS	311	46.69	7.93		

*p<.05

TABLE XXXII

RESULTS OF INDEPENDENT t-TEST ON THE COLLEC-
TIVE SCORES ON THE LBDQ REAL FOR FACULTY
AND BOARD MEMBERS OF BIBLE COLLEGES
AND CHURCH-RELATED LIBERAL ARTS
COLLEGES FOR PERCEPTIONS OF
PRESIDENTIAL BEHAVIORS OF
INITIATING STRUCTURE

	N	MEAN	SD	DF	t
FACULTY	443	38.91	7.62	752	8.33*
BOARD	311	43.36	6.63		

*p<.05

TABLE XXXIII

RESULTS OF INDEPENDENT t-TEST ON THE COLLEC-
TIVE SCORES ON THE LBDQ IDEAL FOR FACULTY
AND BOARD MEMBERS OF BIBLE COLLEGES
AND CHURCH-RELATED LIBERAL ARTS
COLLEGES FOR EXPECTATIONS OF
PRESIDENTIAL BEHAVIORS
OF CONSIDERATION

	N	MEAN	SD	DF	t
FACULTY	438	45.99	5.58	725	9.16*
BOARD	289	49.82	5.55		
	*p<.05				

TABLE XXXIV

RESULTS OF INDEPENDENT t-TEST ON THE COLLEC-
TIVE SCORES ON THE LBDQ IDEAL FOR FACULTY
AND BOARD MEMBERS OF BIBLE COLLEGES
AND CHURCH-RELATED LIBERAL ARTS
COLLEGES FOR EXPECTATIONS OF
PRESIDENTIAL BEHAVIORS OF
INITIATING STRUCTURE

	N	MEAN	SD	DF	t
FACULTY	438	44.67	5.23	725	6.34*
BOARD	289	47.24	5.47		
	*p<.05				

APPENDIX B

COLLEGES PARTICIPATING IN THE STUDY

Randomly Selected Bible Colleges

Lancaster Bible College, Lancaster, Pennsylvania

The Criswell College, Dallas, Texas

Saint Paul Bible College, Bible College, Minnesota

Colorado Christian College, Lakewood, Colorado

Johnson Bible College, Knoxville, Tennessee

Columbia Bible College, Columbia, South Carolina

Multnomah School of the Bible, Portland, Oregon

Bethany Bible College, Ft. Wayne, Indiana

Ft. Wayne Bible College, Ft. Wayne, Indiana

Calvary Bible College, Kansas City, Missouri

William Tyndale College, Farmington Hills, Michigan

Randomly Selected Small Protestant Church-Related Liberal Arts Colleges

Southern Nazarene University, Bethany, Oklahoma

Eastern Nazarene College, Quincy, Massachusetts

Wilmington College, Wilmington, Ohio

Olivet Nazarene University, Kankakee, Illinois

Cedarville College, Cedarville, Ohio

Bartlesville Weslyan College, Bartlesville, Oklahoma

John Brown University, Siloam Springs, Arkansas

APPENDIX C

CORRESPONDENCE

"Great is Thy Faithfulness"

Dayton Christian Schools, Inc. • 325 Homewood Avenue ✦ Dayton, Ohio 45405 • (513) 278-9645

March 10, 1988

Dr. Paul Dixon
President
Cedarville College
Box 601
Cedarville, OH 45314

Dear Dr. Dixon:

I am currently enrolled at Oklahoma State University working on a doctoral
degree in higher education administration. In conjunction with that work, I
am conducting a research study on the leadership behavior of Bible college
presidents and church-related college presidents in the United States. The
church-related college movement has had a significant influence on the
development of higher education in America. Behaviors of the movement's
leaders need to be studied in order to appreciate its current status.

The study will examine the perceptions and expectations of both the faculty
and governing board members using the Leadership Behavior Descriptive
Questionnaire (LBDQ). Your college was randomly selected from the colleges
that are listed in *Barron's Guide to Colleges and Universities* as colleges
with religious affiliation.

Your help is needed if this study is to be successful. Please send me a list
of your current faculty members and the names and home addresses of your
governing board members. The name of someone in the administration who could
be a "contact" person would also be most helpful.

As is always the case, the cooperation and assistance of the president is
essential if the study is to be valuable. No individual college results will
be released, and all responses will be held in the strictest confidence.
Results of the study will be sent to you upon request to show my appreciation
for your help. I have enclosed a self-addressed stamped envelope for your
reply and a copy of the LBDQ Real and LBDQ Ideal for your information. I
look forward to hearing from you soon.

Sincerely yours,
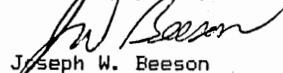
Joseph W. Beeson

Attachment

Dissertation Adviser:
Dr. John J. Gardiner

Committee Chairman:
Dr. Robert B. Kamm

"*Great is Thy Faithfulness!*"

Dayton Christian Schools, Inc. • 325 Homewood Avenue • Dayton, Ohio 45405 • (513) 278-9645

Spring, 1988

Dear Faculty Member:

As a part of my doctoral program in higher education administration at
Oklahoma State University, I am conducting a research study on the perceived
and expected leadership style of the college president.

Your institution was randomly selected from the colleges accredited by the
American Association of Bible Colleges. Your president has graciously agreed
for your college to participate in the study.

Would you please take a few moments to respond to the enclosed questionnaire?
The *LBDQ Real* measures perceptions of leadership behavior, and the *LBDQ* Ideal
measures the expectations of leadership behavior. The result of the study
will be to provide a clearer understanding of presidential leadership styles
at religious affiliated institutions.

We need your help because you as a faculty member have unique insights into
the president's style of leadership. Your response should take about twenty
minutes. All replies will remain confidential, and no individual college
results will be released. I have enclosed a self-addressed stamped envelope
for your convenience. An abstract of the study will be sent to you if you
desire. Thank you for your help.

Sincerely yours,

Joseph W. Beeson

Enclosures

Dissertation Adviser:
Dr. John Gardiner

Committee Chairman:
Dr. Robert B. Kamm

"Great is Thy Faithfulness"

Dayton Christian Schools, Inc. ● 325 Homewood Avenue ● Dayton, Ohio 45405 ● (513) 278-9645

Spring, 1988

Dear Board Member:

As a part of my doctoral program in higher education administration at Oklahoma State University, I am conducting a research study on the perceived and expected leadership style of the college president.

Your institution was randomly selected from the colleges accredited by the American Association of Bible Colleges. Your president has graciously agreed for your college to participate in the study.

Would you please take a few moments to respond to the enclosed questionnaire? The *LBDQ Real* measures perceptions of leadership behavior, and the *LBDQ Ideal* measures the expectations of leadership behavior. The result of the study will be to provide a clearer understanding of presidential leadership styles at religious affiliated institutions.

We need your help because you as a board member have unique insights into the president's style of leadership. Your response should take about twenty minutes. All replies will remain confidential, and no individual college results will be released. I have enclosed a self-addressed stamped envelope for your convenience. An abstract of the study will be sent to you if you desire. Thank you for your help.

Sincerely yours,

Joseph W. Beeson

Enclosures

Dissertation Adviser:
Dr. John Gardiner

Committee Chairman:
Dr. Robert B. Kamm

DAYTON CHRISTIAN SCHOOLS, INC.

Educating For Eternity

Dayton Christian Schools, Inc. • 325 Homewood Avenue • Dayton, Ohio 45405 • (513) 278-9645

Spring, 1988

Dear Board Member:

As a part of my doctoral program in higher education administration at Oklahoma State University, I am conducting a research study on the perceived and expected leadership style of the college president.

Your institution was randomly selected from the colleges listed in *Barron's Guide to Colleges and Universities* that have a religious affiliation. Your president has graciously agreed for your college to participate in the study.

Would you please take a few moments to respond to the enclosed questionnaire? The *LBDQ Real* measures <u>perceptions</u> of leadership behavior, and the *LBDQ Ideal* measures the <u>expectations</u> of leadership behavior. The result of the study will be to provide a clearer understanding of presidential leadership styles at religious affiliated institutions.

We need your help because you as a board member have unique insights into the president's style of leadership. Your response should take about twenty minutes. All replies will remain confidential, and no individual college results will be released. I have enclosed a self-addressed stamped envelope for your convenience. An abstract of the study will be sent to you if you desire. Thank you for your help.

Sincerely yours,

Joseph W. Beeson

Enclosures

Dissertation Adviser:
Dr. John Gardiner

Committee Chairman:
Dr. Robert B. Kamm

"Great is Thy Faithfulness!"

Dayton Christian Schools, Inc. ● 325 Homewood Avenue ● Dayton, Ohio 45405 ● (513) 278-9645

Spring, 1988

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Oklahoma State University, I am conducting a research study on the perceived
and expected leadership style of the college president.

Your institution was randomly selected from the colleges listed in *Barron's
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president has graciously agreed for your college to participate in the study.

Would you please take a few moments to respond to the enclosed questionnaire?
The *LBDQ Real* measures perceptions of leadership behavior, and the *LBDQ* Ideal
measures the expectations of leadership behavior. The result of the study
will be to provide a clearer understanding of presidential leadership styles
at religious affiliated institutions.

We need your help because you as a faculty member have unique insights into
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results will be released. I have enclosed a self-addressed stamped envelope
for your convenience. An abstract of the study will be sent to you if you
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Sincerely yours,

Joseph W. Beeson

Enclosures

Dissertation Adviser:
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"Great is Thy Faithfulness!"

Dayton Christian Schools, Inc. ● 325 Homewood Avenue ● Dayton, Ohio 45405 ● (513) 278-9645

Spring, 1988

Dear Faculty Member:

Recently I sent a letter to you requesting your cooperation concerning a research study. Your busy schedule may not have allowed you to respond to that letter.

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

Your cooperation and assistance will be greatly appreciated. All responses will be held in confidence, and no individual college results will be released. For your convenience, I have enclosed a copy of my original correspondence, additional copies of the *Leadership Behavior Description Questionnaire-Ideal and Real*, and another self-addressed stamped envelope.

Thank you for your help in this study.

Sincerely yours,

Joseph W. Beeson

Enclosures

Dissertation Adviser:
Dr. John Gardiner

Committee Chairman:
Dr. Robert B. Kamm

"Great is Thy Faithfulness!"

Dayton Christian Schools, Inc. • 325 Homewood Avenue • Dayton, Ohio 45405 • (513) 278-9645

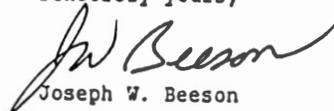Spring, 1988

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

Your cooperation and assistance will be greatly appreciated. All responses will be held in confidence, and no individual college results will be released. For your convenience, I have enclosed a copy of my original correspondence, additional copies of the *Leadership Behavior Description Questionnaire-Ideal and Real*, and another self-addressed stamped envelope.

Thank you for your help in this study.

Sincerely yours,

Joseph W. Beeson

Enclosures

Dissertation Adviser:
Dr. John Gardiner

Committee Chairman:
Dr. Robert B. Kamm

APPENDIX D

QUESTIONNAIRE AND PERMISSION LETTER

BOARD MEMBER'S QUESTIONNAIRE

General Background Information

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

1. Your sex:
____ Male   ____ Female

2. Your age:
____ Under 25 years   ____ 25-34 years   ____ 35-44 years
____ 45-54 years   ____ 55-64 years   ____ Over 65 years

3. Your highest level of education:
____ Baccalaureate   ____ Master's   ____ Specialist's
____ Doctorate   ____ Other

4. Total number of years serving in board committee:
____ Less than 4 years ____ 4-6 years   ____ 7-9 years
____ Over 10 years

5. Total number of years you have known your president:
____ Less than 3 years ____ 3-4 years   ____ 5-6 years
____ 7-8 years   ____ 9-10 years   ____ Over 10 years

6. Your current occupation (please be specific)

_____
_____
_____

FACULTY'S QUESTIONNAIRE

General Background Information

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

1. Your academic rank:
   _____ Professor   _____ Associate Professor
   _____ Assistant Professor   _____ Instructor   _____ Other

2. Your sex:
   _____ Male   _____ Female

3. Your age:
   _____ Under 25 years   _____ 25-34 years   _____ 35-44 years
   _____ 45-54 years   _____ 55-64 years   _____ Over 65 years

4. Your highest level of education:
   _____ Baccalaureate   _____ Master's   _____ Specialist's
   _____ Doctorate   _____ Other

5. Total number of years teaching experience:
   _____ Less than 5 years _____ 5-10 years   _____ 11-15 years
   _____ 16-20 years   _____ Over 20 years

6. Total number of years you have known your president:
   _____ Less than 3 years _____ 3-4 years   _____ 5-6 years
   _____ 7-8 years   _____ 9-10 years   _____ Over 10 years

Leadership Behavior Description Questionnaire

LBDQ - Real

Directions:

    a. *READ each item carefully.*

    b. *THINK about how frequently the president ACTUALLY engages in the behavior described by the item.*

    c. *DECIDE whether he/she A) always, B) often, C) occasionally, D) seldom or E) never acts as described by the item.*

    d. *DRAW A CIRCLE around one of the five letters following the item to show the answer you have selected.*

    e. *ANSWER ALL QUESTIONS in a manner you feel most accurately describes the frequency of your president's behavior.*

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

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

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

Leadership Behavior Description Questionnaire
LBDQ - Ideal

Directions:

a. <u>READ</u> each item carefully.

b. <u>THINK</u> about how frequently the leader <u>SHOULD</u> engage in the behavior described by the item.

c. <u>DECIDE</u> whether he/she A) always, B) often, C) occasionally, D) seldom, or E) never acts as described by the item.

d. <u>DRAW A CIRCLE</u> around one of the letters following the item to show the answer you have selected.

e. <u>ANSWER ALL QUESTIONS</u> in a manner you feel most accurately describes how frequently your <u>PRESIDENT SHOULD</u> behave.

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

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

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

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November 25, 1987

Joseph W. Beeson, Principal
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VITA

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Doctor of Education

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