

MALE AND FEMALE STUDENT PERSONNEL ADMINISTRATORS'
PERCEPTIONS OF IDEAL LEADER BEHAVIOR
IN TWO AND FOUR YEAR HIGHER
EDUCATION INSTITUTIONS

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PREFACE

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CHAPTER I

NATURE OF THE PROBLEM

Introduction

Leadership has been defined in many ways, one who possesses certain personal characteristics which have been termed as "leader qualities", one who possesses the highest level of skill for a given task, or one whose office position is that which denotes leader (Denmark, 1977). Leadership is often viewed as a process of helping others to discover themselves in the achieving of aims which become intrinsic to them (Tead, 1935). Tead believes the proof of leading is in the qualitative growth of the members as individuals and as part of a group. When leadership is viewed as an interactive process between group and leader, then the leader cannot be fully understood apart from the group and both leader and group are affected by the interaction (Kemp, 1964). However, this interaction may at times be confronted with discrepancies. Stogdill (1950) states that it is a leader's obligation to reconcile these discrepancies between the needs of the individual members and the requirements of organizational demands. In the past, leadership studies have examined either personality traits or positions held. Denmark (1977) suggests leadership should not be viewed simply as the qualities of the person or the position maintained by an individual, but rather as an interactive process between the individual and the characteristics

of a given environment -- each affecting the other.

Cartwright and Zander (1953) described leadership studies focusing only on personality traits as a non-profitable approach. However, this does not mean that a designated leaders' behavior traits are not an important factor. Rather, when emphasizing the sharing of leadership functions, the personality of the designated leader should not be ignored. Personality trait studies usually do not discriminate between traits facilitating ascent to leadership and those enabling it to be maintained. As Lindesmith and Strauss (1949) suggest, many trait analysis have been influenced by popular conceptions that the leader possesses extraordinary powers when actually the interaction of the situation and the leader is the cause of the type of leadership behavior the leader chooses to use. Traits of leaders are not only limited by the traits of the individuals from which leadership is drawn, but are also limited by the group's specific activities (Gibb, 1947). He continues by suggesting that there is no one leadership type of personality. Leadership resides not exclusively in the individual, but in the relationship with other members of the group. Therefore, leadership is relative to the situation (Gibb, 1947).

There is a fine but distinguishing line involved when examining the area of leadership and leader behavior. These two areas although similar are not synonymous terms. Williams and Hoy (1971) distinguish leadership from leader behavior by defining leadership as the underlying need or structure of the individual which motivates behaviors. Leader behavior deals with particular acts in which a person engages in the process of directing and coordinating activities of a work unit. Leader behavior has been chosen in this study as an area of investigation to

determine the type of leader actions a person uses to interact with a situation in order to produce an outcome. There is little disagreement on the importance of leader behavior in student personnel work, yet there are conflicting thoughts regarding the subject of leader development (Jones, Carson, and Guy, 1979). To add to this problem, most of the research in leader behavior does not focus on administrators in student personnel. Unfortunately, student personnel work is regarded as having received a measure of acceptance as a needed support system for the academic program (Bloland, 1979). Another problem is that most leader studies have been and are concerned with male leaders. Gender as an important aspect of the situation has rarely been studied. Many times, in field studies, this deficiency may be due to the fact that few women occupy positions of leader through appointment by an outside authority or by assuming a leader position by the consensus of the group (Denmark, 1977). Kanter (1975) has noted that often women are conspicuously absent from positions of influence. She continues that leader behavior and performance by the few women in leadership positions should be studied as a function of membership in male dominated groups in which the culture of the organization and work behavior is shaped by males.

Importance of the Study

An area which should be focused on when establishing the importance of the present study is that there is a continuing number of women advancing to administrative ranks. Past studies have primarily examined males in positions of leadership since there were relatively few females that held such positions. However, since there continues to be a

growing number of women securing positions of leadership in organizations, no study of behavior would be complete without examining the relationship of gender to perceptions of leader behavior. A second important factor of this study lies in the investigation of perceptions of ideal leader behavior in a Dean of Student Affairs/Men/Women. There has not been a large number of studies in the area of leadership involving student personnel administrators. An examination of perceptions of ideal leader behavior of administrators in student personnel positions of leadership may increase an awareness of the function and role of student personnel administrators in higher education. A final factor is an investigation of the work situation in which persons in leadership positions are found. For the present study, male student personnel administrators will perceive ideal leader behavior of a male Dean of Student Affairs and female student personnel administrators will perceive ideal leader behavior of a female Dean of Student Affairs. This study will also focus on perceptions of ideal leader behavior and work situation of student personnel administrators in two year and four year state supported institutions of higher education.

If differences between male and female administrators' perceptions of ideal leader behavior exist, this study could provide the basis for further studies to investigate if the differences are due to gender or other factors not presently known. Also, if a significant difference between perceptions of ideal leader behavior and work setting exist, this study could be used as a beginning for future studies to determine whether the difference is due to philosophical institutional environment or to other factors not yet identified. If no difference should exist, this study would also add information to the complex problem of leader

behavior and suggest to educators that perhaps no one leader behavior is perceived by male and female student personnel administrators and that leader behavior is directly related to work setting.

Statement of the Problem

Since there is a number of women entering administrative ranks in today's organizations, the very nature of those in positions of leadership may be changing. There also exists minimal research in the area of leadership for those in student personnel administrative positions in higher education. Finally, an examination of two year and four year institutional work settings has not been investigated in order to determine if work setting has an influence on perceptions of leader behavior. The problem addressed by this study is an investigation of the perceptions of student personnel administrators on ideal leader behavior of a Dean of Student Affairs/Men/Women. This study is designed to answer the following question: Are perceptions of ideal leader behavior of a Dean of Student Affairs/Men/Women similar for male and female student personnel administrators in two and four year state supported institutions?

Basic Assumptions

The following basic assumptions were made:

1. Behavior is influenced by one's personal and professional background.
2. Participants will respond honestly to the questionnaire.

Research Questions

The .05 level of confidence has been adopted as the level of

significance in answering the following questions:

1. Are inventoried perceptions of ideal leader behavior of a female Dean of Student Affairs by female student personnel administrators similar to the perceptions of ideal leader behavior of a male Dean of Student Affairs by male student personnel administrators?
2. Are the inventoried perceptions of ideal leader behavior of their immediate supervisor similar (a) for males in two year state supported institutions and males in four year state supported institutions, (b) for females in two year state supported institutions and females in four year state supported institutions?
3. Are years of experience in present position, highest earned degree and/or age of student personnel administrators related to the inventoried perceptions of ideal leader behavior of their immediate supervisor in their employing institution?

Definition of Terms

The following definitions are presented to provide an understanding of the concepts and variables used in this study:

Leader Behavior is defined as an interactive process between the group and the leader; the contribution of a given individual to group effectiveness, mediate through the direct efforts of others rather than self (Stogdill, 1957). Leader behavior for this study is defined by the scales on the Leader Behavior Description Questionnaire-XII (LBDQ-XII) (Stogdill, 1963).

Representative: speaks and acts as the representative of

the group.

Demand Reconciliation: reconciles conflicting demands and reduces disorder to system.

Tolerance of Uncertainty: able to tolerate uncertainty and postponement without anxiety or upset.

Persuasiveness: uses persuasion and argument effectively; exhibits strong convictions.

Initiation of Structure: clearly defines own role, and lets followers know what is expected.

Tolerance of Freedom: allows followers scope for initiative decision and action.

Role Assumption: actively exercises the leadership role rather than surrendering leadership to others.

Consideration: regards the comfort, well being, status and contributions of others.

Production Emphasis: applies pressure for productive output.

Predictive Accuracy: exhibits foresight and ability to predict outcomes accurately.

Integration: maintains a closely knit organization; resolves intermember conflicts.

Superior Orientation: maintains cordial relations with supervisor; has influence with them and is striving for higher status.

Immediate Supervisor - Dean of Student Affairs/Men/Women is defined as directing student life activities solely concerned with male and female students. Functions may include, but are not limited to student housing, student affairs, student union, counseling, financial aids, placement, Greek organizations and life, and student programming.

Director of Student Placement is defined as coordinating student life activities concerned with placement and career/life planning. Also included is advisement and assistance in resume writing and interviewing skills (Monroe, 1972).

Director of Counseling is defined as coordinating student life activities concerned with counseling (i.e. group and individual) and testing students with personal and educational concerns (Monroe, 1972).

Director of Financial Aids is defined as coordinating financial aid operations and financial assistance programs for students. Programs included consist of loans, scholarships, fee waivers, and work-study programs (Monroe, 1972).

Director of Student Services is defined as coordinating student life activities which may include, but are not limited to student government, student organizations, Greek life and Greek organizations (Monroe, 1972).

Work Environment is defined as a two year (Community/Junior College) or a four year (College University) which is state supported.

Community/Junior College is defined as a two year state or state and local supported institution of higher education. There are twelve specific functions which guide the administration in formulating practices, curricula, and services. Those functions are: transfer, general studies, citizenship, occupational training, community, remedial, counseling, salvage, screening, goal-finding, custodial, and student-activity (Monroe, 1972).

College/University is defined as a four year state supported institution of higher education offering a minimum of a bachelor's degree. These institutions have as their mission, teaching, research, and

extension and emphasize one or all of these areas.

Perception is defined as a process of filtering through a combination of historical experiences, present needs, and the inherent properties of a stimulus (Wrench, 1964). Perceptions are defined for this study as responses on the LBDQ-XII.

Ideal Leader Behavior is defined as the perfect behavior believed possible in a situation.

Limitations

The following are limitations inherent to this study.

1. This study is limited to a regional sample of higher education administrators from two and four year state supported institutions of higher education. There is no attempt to "judge" the effectiveness of leader behavior or to compare leader behavior of individual administrators within the same institution.
2. The subjects involved in the study were limited to individuals holding an administrative position in student personnel services such as the Director of Student Placement, Director of Counseling, Director of Financial Aids, and the Director of Student Services.
3. The results of this study should not be generalized beyond the administrators in these institutions.

Organization of the Study

The following is presented to provide an understanding of the organization of the study. Chapter II is a review of selected

literature in the area of leader behavior with specific emphasis on the definition of leadership, leadership as traits, leadership as position or function held, male and female leader behavior and leadership/-environment interaction. Chapter III is a detailed discussion of the procedures used to collect and analyze the data. Attention is given to the procedures for identifying the sample, the description of the instrument used and the statistical treatment employed. Chapter IV presents an analysis of the data and the results of that analysis in terms of the stated research questions. Chapter V presents a summary conclusions, and recommendations for further study.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

Introduction

The concept of leadership focuses on problems of human performance and interaction. The demand for leadership is created by situational changes, fluctuations in human motivation, communication demands, personal needs, member needs, and organizational constraints. It is the person's responsibility who assumes the role of leadership to recognize these needs and respond in an effort to satisfy both the needs of the organization and the needs of the individual. The leader is then concerned with coordinating interactions and performances as necessary in order to accomplish the tasks at hand (Stogdill, 1957).

The leadership role in formal organizations appears to be a difficult one to perform to the satisfaction of all its members. Shartle (1950) stated that there seemed to be a basic conflict in member ideologies of leaders. He believes that members demand a person in the leadership position, but reject limitations a leader may place on members personal needs. The concept of leadership serves to specify one facet of role differentiation within an organized group. Therefore, the concept of leadership is important not only to individuals who assume leadership but also to members.

A study of leadership involves a consideration of many complex

variables. It is very difficult to deal simultaneously with all of the variables that operate in a interaction-situation involving leadership. Current instruments that measure leader behavior may only examine one area such as traits or positions. The purpose of this chapter is to review research literature related to the definition of leadership, leadership as traits, as position held, perceptions of leader behavior, and leadership/environment interaction.

Definition of Leadership

The definition of leadership has proven to be an elusive problem and an attempt will be made to state the meaning of leadership as addressed in this study. Stogdill (1957) defined leadership as "the contribution of a given individual to group effectiveness, mediated through the direct efforts of others rather than himself." Leadership is defined by Stogdill as an interactive process between the group and the leader. There are at least four major variables involved in this interactive process: (1) the behavior and characteristics of the leader, (2) the behavior and characteristics of the members, (3) the behavior and characteristics of the organization, and (4) the social, economic, political situation (McGregor, 1960). McGregor (1960) contended that the leadership behavior displayed by those in a situation is based partly on a philosophical viewpoint. He uses a two theory dyad which he termed as Theory X and Theory Y. Theory X states basically that the individual inherently dislikes work and must be directed or coerced by a reward system in order to accomplish the wishes of the organization. Above all, the individual seeks a level of security. Theory Y states the individual seeks work as a natural outlet, accepts

responsibility and is committed to responsibility and will exercise imagination and creativity in order to obtain the objectives he/she has outlined to complete. Assumptions such as that of Theory X permit leadership to only conceive possible ways of organizing and directing the effort, but not the human. Theory Y's central principle is that of interaction; between the members, the leader and the situation. Theory Y's definition of leadership is a more appropriate premise in this study of leadership behavior.

Gibb (1954) conceived leadership as a quality within the group which must be carried out by the group. Leadership in this case would be considered shared leadership or "distributed leadership." Gibb contends that the real shift in definition should be from defining leadership to defining leader behavior. He feels that whether one chooses to define leader or leadership, the real focus is on the behavior of the leader.

Leadership as Traits

Geier (1967) investigated perceptions of identifiable traits that could be used to examine individuals who sought leadership. Participants in the study were enrolled in an upper level speech class at the University of Minnesota. No attempt was made to randomly draw a sample from the population. All participants were either seniors or graduate students who selected the course as an elective. A total of 80 participants composed the population.

The students were given two weeks of sensitivity training and information on group interaction. The regular instructor conducted the beginning sessions employed a lecture-discussion method of instruction.

Members entered sessions without an assigned role. At the conclusion of each session, members were asked to assess the role(s) that each of the other members assumed throughout the session. Predictive sheets and personal diaries were collected and the perceptions were recorded. Each participant was interviewed with the responses of the prediction sheets and diary incorporated into the session. Following the course, all participants completed an open-ended questionnaire designed by the researcher. Geier concluded from his findings that the listing of traits alone will not adequately describe individuals who seek leadership. Geier acknowledged that "leadership resides not exclusively in the individual, but in his functional relationship with fellow members and goal accomplishment" (p. 323). It was possible to classify certain factors that may be thought of as traits that tend to identify non-leaders. The results suggest that in this sense, a trait approach to leadership may have some merit in identifying non-leaders.

Zeleny (1939) examined characteristics of leaders and non-leaders in discussion groups to determine the degree of certain characteristics possessed by each. Two groups were studied, one with a group of 21 students and the other group with 35 students. These two groups were in turn split into discussion groups of five or six students with a designated student leader. No attempt was made to randomly select or assign the students to groups. The students were asked to rate the leadership ability of the designated student leaders using a rating scale developed by Zeleny. Special outside observers also counted and classified statements made by each member during the thirty minute session.

Correlations computed using the Pearson r resulted in a high

relationship between leadership and participation. Leadership and extracurricular participation showed a high relationship. Zeleny also examined leadership status and found it positively correlated to group participation, knowledge, and intelligence.

A second comparison of four leaders and four non-leaders were rated by the special outside observers. A third rating of 10 leaders and 10 non-leaders was also conducted by the special observers. The following traits were listed by the observers for leaders: participation, self-confidence, prestige, knowledge, voice, forcefulness, insight, tact, steadiness of purpose, intelligence, finality of decision, quickness of decision, appearance, and self-control. Zeleny concluded that the leader is one who is easily recognized by others in the group as the person who, because of certainty of participation, is the center of the social interaction of the group.

Dashiell (1930) conducted a study which examined personality traits of persons in different professions. A total of 50 human traits were assembled from various books and articles written on the psychological aspects of vocational guidance. This list was duplicated and sent to five professors in each of the five professional schools, Medicine, Commerce, Education, Engineering, and Law at the University of North Carolina. Each professor was asked to mark the ten traits in the list he/she considered most essential to success in the leader development in that profession. The results, correlated with the Pearson r formula, indicated no one trait or set of traits are necessary in the success of persons in the five professions. The traits necessary for a career in Commerce may not necessarily be needed for a career in Law. Dashiell also concluded that a given individual is likely to do almost as well in

one profession as in another, granted the same opportunities for training and the same motivation is present.

Punch and Ducharme (1972) examined the inverse relationship between maturity level of teachers and the degree to which they preferred task-oriented and relationship-oriented leader behavior. The sample consisted of 572 teachers from 29 elementary schools. No attempt was made to randomly select or assign the teachers. Maturity was divided into three areas which included achievement motivation, independence, and responsibility. Leader behavior was divided into two areas task-oriented and relationship-oriented. The Leader Behavior Description Questionnaire Form-XII (LBDQ-XII) was used to measure leader behavior with the LBDQ-XII reworded in order to measure actual leader behavior. The results correlated with the Pearson r formula indicated that no relationship existed between maturity level and preference for task-oriented leader behavior. There was also a direct relationship between maturity level and preference for relationship-oriented leader behavior. Punch and Ducharme concluded that the higher the maturity level of teachers, the more they prefer leader behavior which satisfies their socio-emotional needs. The authors also concluded that situationally specific dimensions need to be introduced in order to determine if these results are deemed appropriate in the overall structure of the organization.

Leadership as Position or Function Held

Van Miller (1951) stated at the National Conference of Professors of Educational Administration the following excerpt from the philosopher Laotsu, 600 B.C.; concerning the position held by the leader:

A leader is best
When people barely know that he exists:
Of a good leader, who talks little
When his work is done, his aim fulfilled
They will say, 'We did this ourselves,' (p. 39).

A leader's groundwork is often measured in terms of someone else's success. The better the leader succeeds in laying a foundation for others, the more accurately others performance can be evaluated. However, many times the role of the leader is often misunderstood.

McMaster (1966) feels that this is an abstract and subtle feature of the position of the leader and must be accepted as an inherent and positive part of the role. Thus, the role of the leader can present a problem, since tangible task success is considered as an important source of effective attitudes toward the task or work (Dahl, 1970).

The leadership position also denotes a special responsibility. The sense of responsibility is coupled with the possession of professional knowledge (Patten, 1968). Patten states that the leader is expected to carry out tasks for the benefit of others and above all to be dedicated to service. Often the person in the position of leader may find himself/herself in the role of special pleader. The interests of the institution, students, and community may be harmonious in the long run, but in day-to-day organizational reality may often be in conflict. The leadership position may in fact tear the person in this position apart while he/she is trying to integrate the interests of the students, institution, and community.

The method in which leadership is used in a position is based on several different assumptions. The chief differences can be grouped under locus of problem, locus of procedure and locus of evaluation

(Kemp, 1964). In authoritarian leadership; the locus of problem, procedure and evaluation rests within the leader. In democratic leadership; the locus is within the leader or within the group. In group-centered leadership; the locus of problem, procedure and evaluation is within the members. The interaction is three-way and the leader in this position uses reflection, acceptance, and clarification responses (Kemp, 1964).

Fleming (1935) examined personality traits and the ability to lead to determine if such an ability is associated with a certain cluster of personality traits. The criterion for leadership is based upon the positions of leadership actually held by the subjects during the ninth, tenth, and eleventh grades at a girls' school. Various leadership positions received an arbitrary number of points by the researcher. There were 71 girls involved in this study which comprised the junior and senior high school classes.

The teachers were given a list of 46 traits and asked to identify traits which could be attributed to each girl. The method of determining the degree of association between leadership and each of the traits on the list was by means of the Thurstone diagrams for securing the tetrachoric coefficients correlations.

The results indicated a positive relationship between leadership and personality. There were four traits which were significantly associated with leadership. Liveliness, wide interests, intelligence and being a "good sport" were more characteristic of leaders than of those who were not leaders. Fleming contended that leadership like personality traits itself, is apparently made up of a number of diverse elements, no one of which is of greater importance in relation to the

others.

Sward (1933) conducted a study which examined adult accomplishment from the standpoint of temperament. Campus student leaders at the University of Minnesota composed the experimental group. Extra-curricular activities were gauged by a point system in effect at the University of Minnesota. The control group was randomly selected from the University Address Book. A total of 125 students (59 males and 66 females) participated in the study.

Each student was interviewed privately and was asked to complete a Family History Blank. Three copies of the Heidbreder Scale (Heidbreder, 1927) designed to measure introversion were provided at the time, with instructions to return a self-rating and the ratings of two associates. The scales were returned in separate, self-addressed, stamped envelopes.

The general characteristics for the experimental group are as follows: superior social-economic status, greater college aptitude and scholastic attainment, and temperamental differences. Sward concluded (1) that direction of achievement is related to temperament in student leaders that participated in extra-curricular activities and (2) that direction of achievement is related to temperament in regard to the type of extra-curricular activities chosen by the campus student leaders.

Wilkins (1940) conducted a study on the distribution of extra-curricular activities and leadership positions in the extra-curricular activities. He secured a listing of membership of 110 organizations. All officers, committee chairmen, and committee members were obtained. A special rating scale was designed in which a designated letter was attributed to a student's name if he/she was an officer, committee chairman, membership and a special activity or membership only. A list

was then prepared with the names of those who had been listed as participants of several activities.

The results indicated that the percentage of participants were very constant, with 88.2% in the freshman year; 86.3% in the sophomore year; 88.2% in the junior year; and 88.4% in the senior year. The officer group was found to have an overall grade point average which was significantly higher than that of non-participating students. A comparison was made between the officer group and the entire student body on the basis of the scores made on the College Aptitude Test. The officer group was found to have higher overall scores.

Wilkins (1940) made no attempt to draw conclusions from his study. It does appear that those in a leadership position participated in more activities, had a higher overall grade point average and scored somewhat higher on the College Aptitude Test. The study, however; makes no attempt to point these trends out to the reader.

Male and Female Leader Behavior

Wexley and Hunt (1974), who examined the similarities and differences in behavior patterns and skills of male and female leaders, found that male and female leaders who perform similar functions were evaluated as equally effective in terms of performance and skills by their subordinates. Also, differences in the measured behaviors of male as well as female subordinates in groups supervised by male and female leaders were found. These differences of behaviors and skills of the leaders were not related to the sex of the subordinates.

A total of 224 individuals participated in the study with 32 Master's candidates (16 males and 16 females) from the College of

Business Administration serving as leaders. A total of 192 undergraduate students (96 males and 96 females) served as subordinates. Half of the male and half of the female leaders were randomly assigned subordinates of the same sex. Each leader was asked to participate in three sessions while each subordinate was asked to participate in one session. After the sessions Wexley and Hunt assessed the behavior patterns of the leaders and subordinates. The results of analysis of responses showed some differences in the behavior patterns of the leaders and subordinates. They found that female leaders could be described as exhibiting more release of tension (i.e., jokes, shows satisfaction), more agreement (i.e., passive, acceptance, concurs, complies, understands), asking for more suggestions (i.e., evaluation, analysis, expression of feelings of wish). The authors concluded that there is no reason to expect male and female leaders to behave the same way in order to perform equally well.

In addition to the above findings, Wexley and Hunt found that the performance of the leaders was not a function of the sex of their subordinates. This conclusion is based on the nonsignificant sex of supervision of sex of subordinate interactions. Consistent with these findings, male leaders showed the same behavior patterns toward both male and female subordinates. Similar results were found with female leaders. These results suggest that leadership behavior patterns and performance appear to be independent of whether leaders are supervising subordinates of the same or opposite sex.

Denmark and Diggory (1966) surveyed the members of 10 fraternities and 10 sororities to assess the sex differences in attitudes towards leaders' display of authoritarian behavior. The sample was drawn

randomly from a list of all sororities and fraternities of a large eastern university. There were a total of 194 completed questionnaires returned by male fraternity members and 114 completed questionnaires returned by female members of the sororities. After a two year period, the questionnaire was again given to male and female members of the sororities and fraternities. The findings from the two surveys indicated that male leaders used more power in an effort to aid in controlling group members and in accomplishing group goals. Male leaders also exhibited more authoritarian behavior during interaction with group members. Female leaders appeared to exceed male leaders in demonstrating authoritarian behavior only when persuading group members to use correct ritual forms of activity.

In a study on the effects of traditional sex roles on the perceptions of male and female leaders in a situation where leadership is assigned, Jacobson and Effertz (1974) found that there were no differences between male and female leaders on actual task performance. Specifically, the following was investigated: the effect of sex roles on the perceptions of male and female leaders and followers have of themselves and of one another in a situation where the leadership and followship roles are assigned and where the task is sufficiently complex so as to preclude clear-cut success. A total of 36 males and 36 females served as subjects. They were volunteers from an introductory psychology course at the University of Dayton. Jacobson and Effertz assumed that the actual task performance was equal among the groups and a task was chosen that did not favor males or females. The subjects had no prior experience in task performance. The study employed a 2 x 2 factorial design, varying sex of the group leader with sex of group

members. There were four types of subject groups: male leader with male group members, male leader with female group members, female leader with female group members and female leader with male group members.

As predicted by the authors, males were judged more harshly than females when they were leaders, but more leniently judged than females when they were followers. Contrary to prediction, male and females did not differ as to how much they enjoyed leadership.

Day and Stogdill (1972) designed a study using civil service employees, male and female supervisors in order to measure leader behavior, and to determine what relationships exist between their behavior and effectiveness and selected biographical variables. The sample consisted of 38 males and 38 female supervisors, each of whom was to be described by two male and two female subordinates. The male and female leaders were to be selected in pairs matched according to the following criteria: civil service grade, organizational level, kind of work engage in, and at least two male and two female subordinates.

One male and two female subjects were eliminated because of incomplete data. The final sample consisted of 37 male and 36 female supervisors. The Leader Behavior Description Questionnaire was used to obtain descriptions of leader behavior. The subscale scores for each supervisor in the sample consisted of the average of the description provided by the four (or fewer) subordinates of the supervisor. The findings indicated that on the average the male and female supervisors were perceived to exhibit similar patterns of leader behavior and to be similar in terms of effectiveness. Also, whereas leader behavior and biographical variables tended to be negatively related for males, they are positively related for female supervisors. The authors concluded

that male and female leaders will tend to exhibit similar patterns of leader behavior and that subordinates tend to perceive leader behavior and effectiveness relatively the same no matter if their supervisor is male or female.

Carey (1958) conducted a study examining problem-solving performance as related to sex differences. The author hypothesized that sex differences in problem-solving performance which are not the result of differences in general intelligence, special aptitudes or information are attributable to differences in attitude toward problem solving.

The participants were members of an elementary psychology class at Stanford University with the majority of the participants being sophomores. There was a total of 48 males and 48 females which were divided into 16 groups. Each group was composed of three males and three females and met for a total of three hours of each of three successive days. No attempt was made by the author to randomly assign participants to the groups. The data was analyzed according to the following five questions which were related to the main hypothesis: (1) can a scale be constructed that measures attitude toward problem-solving? (2) is there a sex difference on such a scale? (3) is problem-solving attitude related to problem-solving performance? (4) is an attempt to change problem-solving attitude experimentally followed by a change in performance? and (5) do females respond more favorably than males in an attempt to improve their attitudes?

The results indicated that males received significantly higher scores on the attitude scale than females. Seven of the eight correlations were in the predicted direction while two correlations were highly significant. There was a significant improvement in the performance of

the females and in problem-solving attitude of the females. A two-way analysis of variance design was used and it was found that sex differences in amount of improvement in performance was significant with females responding more favorably than males in the attempt to improve problem-solving attitudes.

Carey concluded that although a sex difference in improvement of problem-solving performance was the major prediction, it was also predicted that there would be a sex difference in improvement of attitude scores. She concluded that the lack of any improvement in attitude scores warrants further investigation.

Lee and Alvares (1977) placed 64 males and 64 female subordinates in a simulated industrial work setting in which four male and four female supervisors were trained to exhibit specific supervisory behaviors. Using the Leader Behavior Description Questionnaire, subordinates were asked to describe the leader behavior of their supervisor and evaluate his or her performance on a graphic rating scale.

The supervisors were four male and four females who were given training in their roles prior to the commencement of this study. The training consisted of familiarizing each supervisor with "supervisory scripts." All sessions were observed through a one-way mirror to ensure that the supervisors followed the prescribed scripts.

A 2 x 2 x 2 x 2 factorial design was employed in analyzing the data. The four factors were the sex of the leader, the sex of the subordinate, the level of consideration (high or low) and the level of initiating structure (high or low).

No differences were found in the descriptions and evaluations as a function of the sex of the supervisor, except in the case of one

supervisory style (high consideration-high structure). For this study of behavior, male supervisors were described as lower in initiating structure than were female supervisors. Additionally, female subordinates described the same supervisors as being higher in consideration than did male subordinates. The explanation of this difference is not apparent in the data. The authors contended that this finding is based upon earlier research evidence that indicates high levels of consideration may moderate the potentially negative impact that high initiating structure may have on the subordinate.

Leadership/Environment Interaction

Cowley (1929) examined the relationship between individual traits and situational requirements. He felt that there could be little understanding of individual traits that leaders possessed unless an examination of situational stresses were also conducted. Cowley stated in his study that two types of individuals existed in leadership situations. He defined leader as a person with a motive, a dream, who initiates a program. The other type of individual is a headman who, because of ability or prestige has attained the leadership position in the situation. With this distinction made, it is possible to study the relationship of certain traits necessary for a situation. Cowley noted that the distinction between leaders and headmen attain their headship only when the traits they possess are those demanded by the situation.

In this experiment conducted by Cowley to examine the relationship between individual traits and situational requirements, 132 people served as subjects, half as leaders and half as followers. There was 20 officers, 20 commissioned officers and 20 privates from the U.S.

Army, 20 criminal followers from the State Penitentiary, and also 16 student leaders and 16 student followers. The leaders were chosen because of leadership qualities and because associates felt that they would be leaders in almost any situation. The followers and leaders were chosen on the basis of standardized psychological tests. No attempt was made in this study to explain the tests and statistical treatment.

The scores were compared to discover if leaders reacted to a situation differently than followers and if leaders in different situations reacted in the same way. The results indicated that leaders in those three different situations do not possess even a single trait in common. The results also showed that leaders possess even a single trait in common. The results also showed that leaders possess different traits from the followers. Cowley contends that leadership is a function of a definite situation and that one cannot speak of leadership traits in general, but that leadership traits are associated with particular situations. One common function that Cowley did isolate in his study was that each leader had a motive, or a program to accomplish, no matter in what situation the leader was placed.

Smith and Hystron (1937) conducted an investigation of school leaders and non-leaders participation in extra-curricular activities in regard to positions of leadership in various activity situations. A group of leaders and non-leaders were selected from three Kansas high schools. Each teacher was asked to nominate 10 student leaders and 10 student non-leaders using their own criteria. From the lists, a final list was made containing those students who had received the most votes as a leader and those who had received the most votes as a non-leader.

All students were asked to complete a questionnaire designed by the researchers. No attempt was made by the researchers to explain the statistical treatment employed in this study.

The total number of activity participation by leaders in each of the 16 extra-curricular activities was 272, with an average of 17 leaders in each activity. The non-leaders had a total of 70 participations with an average of 4.5 for each non-leader. Each leader averaged 6.8 participations in activities while the non-leaders average 1.75 participations in activities. The leader exhibited four times as much participation as non-leaders in the extra-curricular activities. The authors felt that their study indicated that leadership rests on planning, foresight, and the ability to arrange an orderly system of involvement of time. Smith and Hystron also contended these traits were valuable to the success in leadership situations since arrangement of ideals and activities are an important aspect of the leadership process.

Caldwell (1926) investigated seven characteristics of children who were designated as leaders by their classmates in six situations. A total of 63 boys and 50 girls who were junior high school students participated in the study. Six types of leaders were represented: class presidents, student council members, magazine staff members, athletic captains and assistant captains, citizenship representatives, and science club officers. Seven characteristics were used in the comparison: chronological age, mental age, intelligence quotient, extroversion, scholarship, physical achievement, and height.

A number of tests were administered to all students and the results indicated that some students were leaders in more than one type of situation. Only one student was a leader in five situations, two students

were leaders in four situations, five in three situations, six in two situations and 26 students were leaders in one situation. No one student was a leader in all six situations. The results also indicated that only in scholarship did student leaders score highly. For the girls, mental ages and intelligence quotients were highest for the science club chairmen and next highest for student council members. For the boys, magazine staff members ranked highest in intelligence and athletic leaders ranked lowest. In all types of leadership situations, girls were ranked as extroverts. The boys tended to be more extroverted and introverted, but not to such a marked degree as the girls. The author draws no conclusions from his research, but the results indicated that the type of situation denoted what type of leader behavior was desired.

Williams and Hoy (1971) examined the relationship between leadership style and the degree to which the situation enables the leader to exert influence. It was predicted that favorableness of principal-staff relations was a significant situational mediator of leadership effectiveness. The sample consisted of 42 elementary schools from seventeen school districts. The districts sampled represented communities of different sizes, rates of growth, and socio-economic status; and included urban, rural, and suburban school systems. All schools had full-time elementary principals who were completing at least their second year as a principal. The Least-preferred Coworker Scale (LPC) (Fiedler, 1967) was personally administered by the researchers to all 42 principals and to all teachers in each school. Correlations were made with the Pearson r formula, and the results indicated that principal's leadership style failed to correlate significantly with effectiveness

until schools with favorable principal-teacher relations and schools with less favorable principal-teacher relations were analyzed separately. After this analysis, results indicated that principals that were well-supported by teachers used a task-oriented leadership style and were significantly effective in their school. In schools in which the principal was less well-supported by teachers, there was some tendency for a relationship-oriented style to be associated with school effectiveness.

Williams and Hoy concluded that teacher loyalty to task-oriented principals appears to be a facilitating condition for effectiveness. Also, even though a relationship-oriented leadership style was significantly correlated with teacher loyalty, relationship-oriented principals were less effective. The authors contended that where the leadership situation is favorable and the principal fulfills an expected task-oriented role, the development of the group is maintained. However; when the principal is less well-accepted by the group, then a task-oriented leadership style will alienate members of the group and reduce motivation to work.

Summary

Leadership studies have provided contradictory results, although a large amount of research has been conducted in this area. When leadership or leader behavior is viewed from only one dimension such as a trait perspective, then it becomes not a process but a one dimensional end-product. Trait studies were developed in order to examine individuals who sought a position as leader. These studies have indicated that leadership does not reside entirely within the person, but within the

relationship he/she has with group members and group goals. No one trait or set of traits seem to be necessary in the development and description of a leader. Usually the leader is viewed as being the center of the process, but the involvement and interaction with group members appear to be of greater importance than a list of traits. Maturity level does not seem to be influential in leader behavior which demands that the leader be task-oriented, yet maturity level does appear to be necessary in a relationship orientation.

Studies in leadership have examined the area of position or function held as a variable. The method in which leader behavior used may be derived from the leader's assumptions and from the style of leadership he/she may use. The position of leader may be viewed with certain expectations from group members. That is, the leader may be expected to carry out certain duties because of the position that he/she assumes. These studies indicate that although a person in a position as leader will tend to become more active than others in a larger number of activities, there are many elements which should be considered, no one of which is of greater importance in relation to the others.

Male and female leader behavior studies have received some attention in recent years. The research studies reviewed indicated that given the same situation and the same task there will be no difference in task performance by male or female supervisors. Also suggested was leader behavior appears to be independent of whether the leader is supervising subordinates of the same or opposite sex and that subordinates' perceptions of leader behavior is relatively the same no matter if the supervisor is male or female. There is an indication that females seem to respond more favorably to ways of improving their

problem-solving attitudes than males respond, but males receive significantly higher scores on problem-solving attitude scales than females. This would suggest that sex is a factor in problem solving attitudes, but more research would be needed to verify the difference and the cause of it.

Leadership studies that have investigated the relationship between the leader and the situation contend that leadership is a function of the specific situation in which the leader and the group have been placed. The studies reviewed indicated one person will not be considered a leader in all situations, but when a person assumes the role as leader that person will usually have a motive or program to accomplish. Group members' attitudes toward the leader appear to have an influence on the leader behaviors a leader will demonstrate. This attitude or loyalty seems to be an important variable in the type of style (task or relationship) orientation the leader will choose to use in the situation he/she is placed.

CHAPTER III

PROCEDURES AND METHODOLOGY

The problem of this study is to investigate the perceptions of male and female student personnel administrators on ideal leader behavior of their immediate supervisor (i.e., Dean of Student Affairs Men/Women). Male student personnel administrators will perceive ideal leader behavior of a male Dean and female student personnel administrators will perceive ideal leader behavior of a female Dean. Also, this study will examine the student personnel administrator at the four year and two year state supported institution on perceptions of ideal leader behavior of their immediate supervisor.

The purpose of this chapter is to present the procedures for identifying the sample, the description of the instrument, the method for collecting data, and the description of the statistical procedures.

Procedures for Identifying the Sample

The population for the study was composed of all student personnel administrators of state supported institutions of higher education listed in the Education Directory Colleges and Universities, 1979-1980 (National Center for Education Statistics, 1980). The population for two year and four year institutions was composed of the following states: New Mexico, Oklahoma, Missouri, Arkansas, Colorado, Kansas, Nebraska, Wyoming, South Dakota, North Dakota, Arizona, Texas, and Utah. With the

exceptions of Utah and Texas, these states compose Region IV-West of the National Association of Student Personnel Administrators. This population consisted of 426 student personnel administrators, 250 males in two and four year state supported institutions and 176 females in two and four year state supported institutions. Both populations were identified by reviewing each selected institution's staff listing in the Education Directory. Since the Education Directory used the title of "Dr." or no title, first names were used primarily in identifying the population. For names that could have belonged to either a male or female, the College and Administrators Directory (Gale Research Company, 1980) was used to verify if the name belonged to a male or female administrator.

The table of random numbers was used to randomly draw females from two year and four year institutions in order to total 86 in each group. The same procedure was used to randomly draw males from two year and males from four year state supported institutions in order to total 86 in each group. From the 86 males in each population, a total of 43 or 50% of the population was randomly selected using the table of random numbers. From the 86 females in each population, a total of 43 females or 50% of the population was similarly selected.

The Description of the Instrument Used

The instrument used in this study is the Leader Behavior Description Questionnaire-XII (LBDQ-XII) which is a 100 item questionnaire (see Appendix A). The LBDQ was initially developed by Hemphill (1949). Stogdill (1959) was responsible for its current revision. The LBDQ-XII represents the fourth revision of the questionnaire. The LBDQ-XII is

constructed around 12 basic subscales and ends with a request for demographic information. The subscales are (1) representation, (2) demand reconciliation, (3) tolerance of uncertainty, (4) persuasiveness, (5) initiation of structure, (6) tolerance of freedom, (7) role assumption, (8) consideration, (9) production emphasis, (10) predictive accuracy, (11) integration, and (12) superior orientation. Demographic data includes age, sex, highest earned degree, position held, and number of years in present position.

The instrument is used to obtain perceptions of leader behavior of an immediate supervisor. For this study, the LBDQ-XII is used to measure perceived ideal leader behavior of a Dean (Student Affairs Men/-Women). The assignment of items to different subscales and scoring procedures are found in Appendix B. The LBDQ-XII is considered as the most widely used instrument in studies on leader behavior and has been used in over 150 such studies (Stogdill, 1963).

Reliability

Schriesheim and Stogdill (1975) analyzed the factor structure of the LBDQ-XII. They administered the questionnaire to 242 hourly employees at a midwestern university. These employees held jobs ranging from cafeteria aid to grounds maintenance assistance. The questionnaire was administered in small groups of 10-15 persons. Two forms of the questionnaire was administered with the order of items reversed. The forms were randomly distributed to control for order effects. The Kuder-Richardson reliabilities was computed for the Subscales Consideration and Initiation of Structure and found to be .898 for the Leader Behavior Description Questionnaire-XII.

Stogdill (1963) used a modified Kuder-Richardson formula to determine the reliability on the LBDQ-XII. The modification consists in the fact that each item was correlated with the remainder of the items in its subscale rather than with the subscale score including the item. This procedure yielded a conservative estimate of subscale reliability. The reliability coefficients are shown in Appendix C.

Validity

Stogdill (1969) examined the validity of the following subscales of the LBDQ-XII: consideration, structure, production, emphasis, tolerance of freedom, persuasiveness and representation. Budget limitations restricted his investigation of all 12 of the subscales. Validity implies that a given subscale measures the pattern of behavior that it is intended to measure. The items in a subscale of the LBDQ-XII define the pattern of behavior the subscale is intended to measure. Stogdill demonstrated the validity of a subscale by (1) preparing a scenario which depicted the leader acting out the pattern of behavior described by the items in the subscale, (2) using the items to describe the role which was acted out.

Five sets of adult actors which included a leader and two group members played two roles. The actors were business and professional men who had appeared in local television and community theater productions. The portrayal of roles were filmed and were shown to seven graduate students in Education who acted as describers. After watching the movie, the observers immediately described the behavior of the leader on six subscales of the LBDQ-XII. The movies were then shown to a second set of graduate students in Education with no overlap between

the two sets of describers.

The results showed no significant difference between the means for the two different actors portraying the same role. The two means for Tolerance of Freedom was identical 48.86. These findings show that two different actors portraying the same role will be described alike. For the same actor portraying different roles, the differences were found significant at the .01 level. Each actor was described higher in the role being portrayed than in the role not being portrayed. The results also indicated that there is a greater difference between Consideration and Production Emphasis subscales and between Structure and Tolerance of Freedom subscales than between the other pairs of roles (Influence and Representation, Freedom of Tolerance and Consideration and Structure and Production Emphasis). Stogdill contended that since no significant difference was found between two different actors portraying the same role and that each role was designed to portray the behaviors described by the items in its subscale, the findings constitute evidence that subscales of the LBDQ-XII measure what they are purported to measure and it is a valid instrument.

Normative Data

There are no norms for the LBDQ-XII. The questionnaire was designed for use as a research device.

The means and standard deviations for several highly selected samples are shown in Appendix D. The samples consist of commissioned and noncommissioned officers in an army combat division, the administrative officers in a state highway patrol headquarters office, the executives in an aircraft engineering staff, ministers of various

dominations of an Ohio Community, leaders in community development activities throughout the state of Ohio, presidents of "successful" corporations, presidents of labor unions, presidents of colleges and universities and United State Senators.

Procedure for Data Collection

On January 12, 1981; 172 questionnaires, explanatory cover letters (see Appendix E) and stamped, self-addressed return envelopes were mailed to the sample population (i.e. student personnel administrators in state supported two and four year institutions of higher education). Individual names were held in strict confidence. An initial return of 86 or 50.00% was received with 23 or 53.48% four year male respondents, 29 or 67.44% four year female respondents, 18 or 41.69% two year male respondents, and 16 or 37.20% two year female respondents.

On February 2, 1981; a follow-up letter, questionnaire, and self-addressed return envelopes were mailed to each of the participants who had not responded. A second return of 25 or 14.53% was received with 6 or 13.95% four year male respondents. 7 or 16.27% four year female respondents, 3 or 6.97% two year male respondents, and 9 or 20.93% two year female respondents.

On February 13, 1981; a third follow-up letter, questionnaire, and self-addressed return envelopes were mailed to each of the participants who had not responded. A return of 19 or 11.04% were received with 1 or 2.32% four year males, 1 or 2.32% four year females, 7 or 16.27% two year males, and 10 or 23.25% two year females. A return of 60% was the return rate required for completion of the study. A total return of 75.58% was received with 30 or 69.76% four year males, 37 or 86.04% four

year females, 28 or 65.11% two year males and 35 or 81.39% two year females. Table I (p. 40) indicates a summary of these data.

Statistical Procedures

The return questionnaires were coded, tabulated on record sheets, key-punched into data processing cards, and verified by the researcher of this study. The cards were then analyzed through the Oklahoma State University Computer Center.

The data were analyzed by two appropriate statistical procedures. For research questions one and two, the Mann-Whitney U was employed. This is one of the most powerful nonparametric tests and is used to test whether two independent groups have been drawn from the same population (Siegel, 1956).

For research question three, the Kruskal Wallis One-Way Analysis of Variance was employed. The Kruskal Wallis was found to be more efficient in this study because it converts scores to ranks and tests whether the independent samples could have been drawn from the same continuous population. It is also more sensitive to differences among the samples of scores (Siegel, 1956).

TABLE I

SAMPLE RESPONSE RATE ACCORDING TO TYPE OF INSTITUTION AND SEX

	Initial Return		Second Return		Third Return		Total Return	
	Number	%	Number	%	Number	%	Number	%
Four Year Male	23	53.48	6	13.95	1	2.32	30	69.76
Four Year Female	29	67.44	7	16.27	1	2.32	37	86.04
Two Year Male	18	41.69	3	6.97	7	16.27	28	65.11
Two Year Female	16	37.20	9	20.93	10	23.25	35	81.39
Total	86	50.00	25	14.53	19	11.04	130	75.58

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

Results

This study was designed to investigate the perceptions of male and female student personnel administrators on ideal leader behavior of their immediate supervisors (i.e. Dean of Student Affairs/Men/Women). Also, examined were perceptions of ideal leader behavior of their immediate supervisors by the student personnel administrator at the four year state supported institution and the student personnel administrator and two year state supported institutions. The analysis of data and presentation of results are reported for each of the research questions.

Demographic Data

Of the 172 persons surveyed, 130 or 75.58% responded. Of these returns, 30 or 69.76% were males in four year institutions, 37 or 86.04% were females in four year institutions, 28 or 65.11% were males in two year institutions and 35 or 81.39% were females in two year institutions. Demographic data of respondents is presented in Table II, (p. 42). Of the number and percent of males respondents in two year institutions by age range six (21.42%) were between 25-35 years old, nine (32.14%) were between 35-46 years old, nine (32.14%) were between 46-55 years old, and four (14.28%) were over 55 years old. Of the

TABLE II

RESPONDENTS' AGE, HIGHEST DEGREE EARNED, POSITION HELD, AND YEARS IN POSITION

	Two Year Male		Two Year Female		Four Year Male		Four Year Female	
	Number	%	Number	%	Number	%	Number	%
Age								
25-35	6	21.42	13	37.14	4	13.33	14	37.83
36-45	9	32.14	12	34.28	13	43.33	10	27.02
46-55	9	32.14	7	20.00	7	23.33	8	21.62
Over 55	4	14.28	3	8.57	6	20.00	5	13.51
Highest Degree Earned								
Ph.D.	2	7.14	2	5.71	5	16.66	5	13.51
Ed.D.	5	17.85	3	8.57	1	3.33	1	2.70
Master	17	60.71	21	60.00	17	56.66	16	43.24
Specialist	3	10.71	0	00.00	3	1.00	0	00.00
Bachelor	1	3.57	8	22.85	4	13.33	14	37.83
No Degree	0	00.00	1	2.85	0	00.00	1	2.70
Position Now Held								
Dir. Placement	5	17.85	2	5.71	9	30.00	7	18.91
Dir. Stud. Serv.	2	7.14	11	31.42	3	1.00	16	43.24
Dir. Counseling	7	25.00	8	22.85	6	20.00	4	10.81
Dir. Fin. Aids	14	50.00	14	40.00	12	40.00	10	27.02
Years in Position								
1-5	9	32.14	21	60.00	12	40.00	21	56.75
6-10	10	35.71	8	22.85	10	33.33	10	27.02
11-15	7	25.00	5	14.28	4	13.33	2	5.40
16-20	2	7.14	1	2.85	3	1.00	1	2.70
Over 20	0	00.00	0	00.00	1	3.33	3	8.10

female respondents in two year institutions thirteen (37.14%) were between 25-35 years old, twelve (34.28%) were between 36-45 years old, seven (20.00%) were between 46-55 years old, and three (8.57%) were over 55 years old. Of the male respondents in four year institutions by age range four (13.33%) were between 25-35 years old, thirteen (43.33%) were between 36-45 years old, seven (23.33%) were between 46-55 years old and, six (20.00%) were over 55 years old. Of the female respondents in four year institutions fourteen (37.83%) were between 25-35 years old, ten (27.02%) were between 36-45 years old, eight (21.62%) were between 46-55 years old, and five (13.51%) were over 55 years old.

Data in Table II (p. 42) indicates the number and percent of respondent's highest earned degree. Of the males in two year institutions two (7.14%) held the Doctor of Philosophy degree, five (17.85%) held the Doctor of Education degree, seventeen (60.71%) held a Master's degree, three (10.71%) held the Specialist degree, and one (3.57%) held a Bachelor's degree. Of the females in two year institutions two (5.71%) held the Doctor of Philosophy degree, three (8.57%) held the Doctor of Education degree, twenty-one (60.00%) held a Master's degree, eight (22.85%) held a Bachelor's degree and one (2.85%) held no degree. No female in two year institutions responding held the Specialist degree. Of the males in four year institutions five (16.66%) held the Doctor of Philosophy degree, one (3.33%) held the Doctor of Education degree, seventeen (56.66%) held a Master's degree, three (1.00%) held the Specialist degree, and four (13.33%) held a Bachelor's degree. Of the females in four year institutions responding five (13.51%) held the Doctor of Philosophy degree, one (2.70%) held the Doctor of Education degree, seventeen (56.66%) held a Master's degree, three (1.00%) held

the Specialist degree, and four (13.33%) held a Bachelor's degree. Of the females in four year institutions responding five (13.51%) held the Doctor of Philosophy degree, one (2.70%) held the Doctor of Education degree, sixteen (43.24%) held a Master's degree, fourteen (37.83%) held a Bachelor's degree, and one (2.70%) held no degree. No female in four year institutions responding held the Specialist degree.

Table II (p. 42) also presents the number and percent of respondents in each administrative position. Of the males in two year institutions five (17.85%) were Directors of Placement, two (7.14%) were Directors of Student Services, seven (25.00%) were Directors of Counseling, and fourteen (50.00%) were Directors of Financial Aids. Of the females in two year institutions two (5.71%) were Directors of Placement, eleven (31.42%) were Directors of Student Services, eight (22.85%) were Directors of Counseling, and fourteen (40.00%) were Directors of Financial Aid. Of the males in four year institutions, nine (30.00%) were Directors of Placement, three (1.00%) were Directors of Student Services, six (20.00%) were Directors of Counseling, and twelve (40.00%) were Directors of Financial Aid. Of the females in four year institutions seven (18.91%) were Directors of Placement, sixteen (43.24%) were Directors of Student Services, four (10.81%) were Directors of Counseling, and ten (27.02%) were Directors of Financial Aids.

Table II also presents the number of years in present position. Of the males in two year institutions nine (32.14%) had been in their position 1-5 years, ten (35.71%) had been in their position 6-10 years, seven (25.00%) had been in their position 11-15 years, two (7.14%) had been in their position 16-20 years, and no male had been in their position over 20 years. Of the females in two year institutions twenty-one

(60.00%) had been in their position 1-5 years, eight (22.85%) had been in their position 6-10 years, five (14.28%) had been in their position 11-15 years, one (2.85%) had been in their position 16-20 years and no female had been in their position over 20 years. Of the males in four year institutions responding twelve (40.00%) had been in their position 1-5 years, ten (33.33%) had been in their position 6-10 years, four (13.33%) had been in their position 11-15 years, three (1.00%) had been in their position 16-20 years, and one (3.33%) had been in their position over 20 years. Of the females in four year institutions twenty-one (56.75%) had been in their position 1-5 years, ten (27.02%) had been in their position 6-10 years, two (5.40%) had been in their position 11-15 years, one (2.70%) had been in their position 16-20 years, and three (8.10%) had been in their position over 20 years.

Research Question I

Are inventoried perceptions of ideal leader behavior of a female Dean of Student Affairs by female student personnel administrators similar to the perceptions of ideal leader behavior of a male Dean of Student Affairs by male student personnel administrators?

To investigate the first research question, statistical comparisons of perceptions of male and female student personnel administrators were made on each subscale of the Leader Behavior Description Questionnaire Form-XII (LBDQ-XII) using the Mann-Whitney U. A .05 level of confidence was adopted for this study. Only one statistical comparison, Superior Orientation was significant at the .05 level of confidence with a z value of -2.1280 and a p of 0.0333. Table III (p. 46) is a summary of comparisons. A significant difference on this subscale indicates that

TABLE III

MANN-WHITNEY U COMPARISON OF MALE AND FEMALE STUDENT PERSONNEL ADMINISTRATORS ON
THE SUBSCALES OF THE LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE-XII

	Mean Rank Male ^a	Mean Rank Female ^b	z	P
* Representative	70.18	61.73	-1.2940	0.1957
Demand				
Reconciliation	62.57	67.86	-0.8047	0.4210
Tolerance of Uncertainty	68.16	63.36	-0.7238	0.4692
Persuasiveness	61.36	68.83	-1.1275	0.2595
Initiation of Structure	65.66	65.37	-0.0447	0.9644
Tolerance of Freedom	65.00	65.90	-0.1363	0.8916
Role Assumption	65.66	65.38	-0.0423	0.9663
Consideration	63.77	66.90	-0.4724	0.6366
Production Emphasis	60.75	69.33	-1.2950	0.1953
Predictive Accuracy	63.39	67.20	-0.5831	0.5598
Integration	65.22	65.73	-0.0782	0.9377
Superior Orientation	57.70	71.78	-2.1280	0.0333*

p < .05

*Significance

^aN = 58^bN = 72

there is a difference in the manner in which male and female student personnel administrators maintain cordial relations with their supervisor and aspire to high status positions.

There were no significant differences between perceptions of female student personnel administrators on a female Dean of Student Affairs and perceptions of male student personnel administrators on a male Dean of Student Affairs on ideal leader behavior on the following leader behavior variables of the (LBDQ-XII): Representative, Demand Reconciliation, Tolerance of Uncertainty, Persuasiveness, Initiation of Structure, Tolerance of Freedom, Role Assumption, Consideration, Production Emphasis, Predictive Accuracy and Integration. No difference on these subscales indicate that male and female student personnel administrators act in an equal manner on these variables as perceived by student personnel administrators with position titles of Director of Placement, Director of Student Services, Director of Financial Aid, and Director of Counseling.

Research Question II

Are inventoried perceptions of ideal leader behavior of their immediate supervisor similar (a) for males in two year and males in four year state supported institutions and, (b) for females in two year and females in four year state supported institutions?

To investigate the second research question, statistical comparisons of males in two year and males in four year state supported institutions were made on each subscale of the LBDQ-XII using the Mann-Whitney U. Statistical comparison of females in two year and females in four year state supported institutions were also made on each subscale of the LBDQ-XII using the same statistical procedure. Table IV (p. 48)

TABLE IV

MANN-WHITNEY U COMPARISON OF TWO YEAR MALE AND FOUR YEAR MALE STUDENT PERSONNEL
ADMINISTRATORS ON THE SUBSCALES OF THE LEADER BEHAVIOR
DESCRIPTION QUESTIONNAIRE-XII

	Mean Rank Two Year Male ^a	Mean Rank Four Year Male ^b	z	P
Representative	26.86	31.97	-1.1767	0.2393
Demand				
Reconciliation	28.71	30.23	-0.3456	0.7296
Tolerance of Uncertainty	27.66	31.22	-0.8056	0.4205
Persuasiveness	29.93	29.10	-0.1874	0.8513
Initiation of Structure	30.71	28.37	-0.5318	0.5949
Tolerance of Freedom	30.25	28.80	-0.3282	0.7428
Role				
Assumption	28.96	30.00	-0.2341	0.8149
Consideration	27.80	31.08	-0.7412	0.4586
Production				
Emphasis	30.54	28.53	-0.4526	0.6509
Predictive				
Accuracy	29.46	29.53	-0.0158	0.9874
Integration	26.93	31.90	-1.1363	0.2558
Superior				
Orientation	29.80	29.22	-0.1328	0.8944

p < .05

^aN = 28^bN = 30

and Table V (p. 50) presents these results. There is no significant differences between perceptions of males in two year and males in four year state supported institutions on ideal leader behavior of a Dean of Student Affairs on the following leader behavior variables of the (LBDQ-XII): Representative, Demand Reconciliation, Tolerance of Uncertainty, Persuasiveness, Initiation of Structure, Tolerance of Freedom, Role Assumption, Consideration, Production Emphasis, Predictive Accuracy, Integration, and Superior Orientation. There were no significant differences between perceptions of females in two year and females in four year state supported institutions on ideal leader behavior of a Dean of Student Affairs on the following leader behavior variables of the (LBDQ-XII): Representative, Demand Reconciliation, Tolerance of Uncertainty, Persuasiveness, Initiation of Structure, Tolerance of Freedom, Role Assumption, Consideration, Production Emphasis, Predictive Accuracy, Integration, and Superior Orientation. Males in four year institutions and males in two year institutions act in the same manner on these variables as perceived by student personnel administrators with position titles of Director of Placement, Director of Student Services, Director of Financial Aid, and Director of Counseling. Females in four year institutions and females in two year institutions act in the same manner on these variables as perceived by student personnel administrators with position titles of Director of Placement, Director of Student Services, Director of Financial Aid, and Director of Counseling.

Research Question III

Are years of experience in present position, highest degree earned and/or age of student personnel administrators related to the

TABLE V

MANN-WHITNEY U COMPARISONS OF TWO YEAR FEMALE AND FOUR YEAR FEMALE STUDENT
PERSONNEL ADMINISTRATORS ON THE SUBSCALES OF THE LEADER
BEHAVIOR DESCRIPTION QUESTIONNAIRE-XII

	Mean Rank Two Year Female ^a	Mean Rank Four Year Female ^b	z	p
Representative	37.96	35.12	-0.5833	0.5597
Demand Reconciliation	34.10	38.77	-0.9613	0.3364
Tolerance of Uncertainty	35.63	37.32	-0.3452	0.7300
Persuasiveness	36.06	36.92	-0.1752	0.8610
Initiation of Structure	37.01	36.01	-0.2036	0.8387
Tolerance of Freedom	36.31	36.68	-0.0735	0.9414
Role Assumption	37.76	35.31	-0.4976	0.6187
Consideration	41.37	31.89	-1.9307	0.0535
Production Emphasis	34.16	38.72	-0.9296	0.3526
Predictive Accuracy	34.93	27.99	-0.6316	0.5277
Integration	38.04	35.04	-0.6154	0.5383
Superior Orientation	33.90	38.96	-1.0313	0.3024

p < .05

^aN = 35^bN = 37

inventoried perceptions of ideal leader behavior of their immediate supervisor in their employing institutions?

To investigate the third research question, statistical comparisons of demographic data were made on each subscale of the Leader Behavior Description Questionnaire Form-XII (LBDQ-XII) using the Kruskal Wallis. Table VI (p. 52) presents a summary of the data. The subscales Demand Reconciliation and Predictive Accuracy were found significant at the .05 level of confidence. For the subscale Demand Reconciliation, a χ^2 of 9.609 and a p of 0.048 was calculated. On the subscale Predictive Accuracy a χ^2 of 9.552 and a p of 0.049 was calculated when grouping student personnel administrators according to years of experience in present position. The following subscales indicated no difference when grouped according to years of experience: Representative, Tolerance of Uncertainty, Persuasiveness, Initiation of Structure, Tolerance of Freedom, Role Assumption, Consideration, Production Emphasis, Integration, and Superior Orientation. Student personnel administrators act in the same manner on perceived ideal leader behavior variables when grouped according to years of experience.

To investigate the difference in perceptions of ideal leader behavior of student personnel administrators when grouped by highest earned degree, a .05 level of significance was adopted. Table VII (p. 53) presents a summary of data. There were no differences found in any of the subscales of the (LBDQ-XII). The analysis was correlated for ties and the more conservative value was accepted for this study. Since there were no differences found in perceptions of ideal leader behavior when student personnel administrators were grouped by highest earned degree level of education did not have an effect on the manner in which

TABLE VI

DEMOGRAPHIC DATA AND MEAN RANKS FOR YEARS OF EXPERIENCE OF THE RESPONDENTS ON THE SUBSCALES OF THE LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE-XII USING KRUSKAL WALLIS

	Years					χ^2	p
	1-5	6-10	11-15	16-20	Over 20		
Representative	65.99	69.96	56.84	49.71	75.38	3.024	0.554
Demand Reconciliation	70.23	65.90	44.53	51.57	95.25	9.609	0.048*
Tolerance of Uncertainty	65.57	64.22	66.59	60.71	81.13	0.867	0.929
Persuasiveness	67.86	66.94	50.13	65.21	76.00	3.301	0.509
Initiation of Structure	63.14	69.65	62.59	58.50	85.00	2.158	0.707
Tolerance of Freedom	63.44	69.29	67.47	55.43	69.88	1.200	0.878
Role Assumption	67.35	67.60	49.63	61.21	86.38	4.459	0.347
Consideration	66.47	61.07	80.16	46.57	69.00	4.852	0.303
Production Emphasis	65.83	70.36	63.22	35.71	73.00	5.303	0.258
Predictive Accuracy	70.12	68.88	48.41	36.29	78.50	9.552	0.049*
Integration	65.73	67.36	63.03	47.64	84.38	2.810	0.590
Superior Orientation	67.16	67.17	48.18	68.50	86.75	4.950	0.292
N =	63	38	18	7	4		

p < .05

*Significance

TABLE VII

DEMOGRAPHIC DATA AND MEAN RANKS FOR HIGHEST EARNED DEGREE OF THE RESPONDENTS ON THE SUBSCALES
OF THE LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE-XII USING KRUSKAL WALLIS

	Degree						χ^2	p
	Ph.D.	Ed.D.	Ed.S.	Mast.	Bach.	No Deg.		
Representative	77.64	42.40	38.60	69.51	63.98	39.50	9.915	0.078
Demand								
Reconciliation	73.68	66.70	36.20	67.76	59.56	74.50	4.842	0.436
Tolerance of								
Uncertainty	77.25	56.60	65.70	65.24	62.61	75.75	2.246	0.814
Persuasiveness	66.93	74.75	40.20	66.70	62.50	73.50	3.220	0.666
Initiation of								
Structure	67.79	59.75	27.70	65.51	66.78	83.00	6.037	0.303
Tolerance of								
Freedom	68.21	56.50	48.90	67.42	64.93	71.75	1.876	0.866
Role Assumption	75.07	64.65	38.90	65.42	64.59	84.25	3.933	0.559
Consideration	74.46	57.55	36.10	67.64	64.37	54.25	4.753	0.447
Production								
Emphasis	67.96	57.85	26.90	68.55	66.35	61.75	6.272	0.281
Predictive								
Accuracy	72.21	82.55	43.00	66.92	55.80	69.50	6.396	0.270
Integration	78.79	52.15	47.60	67.35	62.44	58.75	4.647	0.460
Superior								
Orientation	81.29	47.15	49.90	64.00	70.69	69.75	6.392	0.270
N =	14	10	6	71	27	2		

p < .05

student personnel administrators were perceived to demonstrate ideal leader behaviors.

In investigating the difference in perceptions of student personnel administrators on ideal leader behavior when grouped according to age of administrators, a .05 level of confidence was adopted. No differences were found using the Kruskal Wallis. Since the analysis was corrected for ties, the more conservative value was used in the results of this study. Table VIII (p. 55) presents a summary of the data. Age of administrators did not have an effect on the manner in which student personnel administrators were perceived demonstrating ideal leader behaviors.

Summary

There was a significant difference between perceptions of a female Dean of Student Affairs by female student personnel administrators and perceptions of a male Dean of Student Affairs by male student personnel administrators on ideal leader behavior as measured by the (LBDQ-XII) on the subscale Superior Orientation. A significant difference on this subscale indicates that there is a difference in the way student personnel administrators maintains cordial relations with their supervisor and strategies for obtaining higher status. There were no significant differences between perceptions of a female Dean of Student Affairs by female student personnel administrators and perceptions of a male Dean of Student Affairs by male student personnel administrators on the following leader behavior variables of the (LBDQ-XII): Representative, Demand Reconciliation, Tolerance of Uncertainty, Persuasiveness, Initiation of Structure, Tolerance of Freedom, Role Assumption, Consideration,

TABLE VIII

DEMOGRAPHIC DATA AND MEAN RANKS FOR AGE OF THE RESPONDENTS ON THE SUBSCALES
OF THE LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE-XII USING KRUSKAL WALLIS

	Age				χ^2	P
	25-35	36-45	46-55	Over 55		
Representative	65.83	67.85	64.40	60.68	0.496	0.920
Demand						
Reconciliation	69.43	65.74	65.39	56.29	1.463	0.691
Tolerance of						
Uncertainty	64.38	61.23	71.24	68.59	1.444	0.695
Persuasiveness	71.39	65.10	59.19	64.85	1.820	0.611
Initiation of						
Structure	64.66	66.81	62.58	69.32	0.437	0.933
Tolerance of						
Freedom	67.64	59.58	71.31	65.44	1.961	0.581
Role Assumption	68.89	62.32	66.10	65.06	0.636	0.888
Consideration	66.17	62.34	72.44	59.53	1.812	0.612
Production						
Emphasis	72.91	60.38	69.06	55.71	3.737	0.291
Predictive						
Accuracy	72.92	65.26	63.69	52.82	3.587	0.310
Integration	68.21	68.11	59.88	62.44	1.192	0.755
Superior						
Orientation	69.11	64.02	59.87	71.53	1.556	0.669
N =	37	44	31	18		

p < .05

Production Emphasis, Predictive Accuracy, and Integration.

There were no significant differences between perceptions of males in two year and males in four year state supported institutions on ideal leader behavior of a Dean of Student Affairs on the following leader behavior variables of the (LBDQ-XII): Representative, Demand Reconciliation, Tolerance of Uncertainty, Persuasiveness, Initiation of Structure, Tolerance of Freedom, Role Assumption, Consideration, Production Emphasis, Predictive Accuracy, Integration, and Superior Orientation. There were no significant differences between perceptions of females in two year and females in four year state supported institutions on ideal leader behavior of a Dean of Student Affairs on the following leader behavior variables of the (LBDQ-XII): Representative, Demand Reconciliation, Tolerance of Uncertainty, Persuasiveness, Initiation of Structure, Tolerance of Freedom, Role Assumption, Consideration, Production Emphasis. Predictive Accuracy, Integration, and Superior Orientation. In this study the subscales of the (LBDQ-XII) did not indicate any significant differences in the way student personnel administrators in two year institutions and four year institutions perceived ideal leader behavior in their immediate supervisor (Dean of Student Affairs).

There was a significant difference in the way student personnel administrators perceived ideal leader behavior in a Dean of Student Affairs when grouped according to years of experience in present position. This difference was shown in the subscales Demand Reconciliation and Predictive Accuracy. Stogdill (1957) described Demand Reconciliation as reconciling conflicting demands and reducing disorder. He also described Predictive Accuracy as the ability to exhibit foresight and

future planning procedures. There were no significant differences on the subscales Representative, Tolerance of Uncertainty, Persuasiveness, Initiation of Structure, Tolerance of Freedom, Role Assumption, Consideration, Production Emphasis, Integration, and Superior Orientation in comparing perceptions of ideal leader behavior by student personnel administrators when grouped according to years of experience in present position.

There were no significant differences in the way student personnel administrators perceived ideal leader behavior in a Dean of Students when grouped according to highest earned degree and age on the following leader behavior variables: Representative, Demand Reconciliation, Tolerance of Uncertainty, Persuasiveness, Initiation of Structure, Tolerance of Freedom, Role Assumption, Consideration, Production Emphasis, Predictive Accuracy, Integration, and Superior Orientation. The subscales were used to measure perceptions of ideal leader behavior when grouped according to specific demographic data (years of experience, highest earned degree, and age). In only two subscales Demand Reconciliation and Predictive Accuracy were significant differences found when grouped by years of experience. Other demographic data was not found to produce any significant differences in this study.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study was designed to answer the following questions: (1) Are inventoried perceptions of ideal leader behavior a female Dean of Student Affairs by female student personnel administrators similar to the perceptions of ideal leader behavior of a male Dean of Student Affairs by male student personnel administrators? (2) Are the inventoried perceptions of ideal leader behavior of their immediate supervisor similar (a) for males in two year state supported institutions and males in four year state supported institutions, (b) for females in two year state supported institutions and females in four year state supported institutions? (3) Are years of experience in present position, highest earned degree and/or age of student personnel administrators related to the inventoried perceptions of ideal leader behavior of their immediate supervisor in their employing institution?

The population for the study was composed of all student personnel administrators of state supported institutions of higher education listed in the Education Directory Colleges and Universities (National Center for Education Statistics, 1980) in the following midwestern states: New Mexico, Oklahoma, Missouri, Arkansas, Colorado, Kansas, Nebraska, Wyoming, South Dakota, North Dakota, Arizona, Texas, and Utah. With the

exception of Utah and Texas, these states compose Region IV-West of the National Association of Student Personnel Administrators. This population consisted of 426 student personnel administrators, 250 males in two and four year state supported institutions and 176 females in two and four year state supported institutions.

The table of random numbers was used to randomly draw females from two year and four year institutions in order to total 86 in each group. The same procedure was used to randomly draw males in two year and males in four year state supported institutions in order to total 86 in each group. From the 86 males in each population, a total of 43 or 50% of the population was randomly selected using the table of random numbers. From the 86 females in each population a total of 43 females or 50% of the population was similarly selected.

The Leader Behavior Description Questionnaire-Form XII (LBDQ-XII) was selected as the instrument to measure perceptions of leader behavior. In early January, 172 questionnaires, cover-letters and stamped, self-addressed envelopes were mailed to the sample. A initial return of 86 or (50.00%) was received. Two follow-up letters were sent to the sample with a total return of 130 or (75.58%) responding. Of these returns, 30 were males in four year institutions, 37 were females in four year institutions, 28 were males in two year institutions, and 35 were females in two year institutions.

The questionnaires were then coded, tabulated, key-punched and verified. All research questions were subject to a .05 level of significance. The collected data was analyzed using the Mann-Whitney U and Kruskal Wallis One-Way Analysis of Variance.

The findings of this study indicated that generally significant

differences did not exist among student personnel administrators' perceptions regarding leader behavior based on sex, work setting, years of experience, highest earned degree and age. The only significant differences that were found regarding perceptions of leader behavior of male and female student personnel administrators was on the LBDQ-XII subscale variable, Superior Orientation. Also, there was a significant difference in perceptions of student personal administrators when grouped according to years of experience on the subscales Demand Reconciliation and Predictive Accuracy. The data should be interpreted with caution since a large number of statistical tests were used.

Conclusions

The following conclusions are made based upon the findings of this study:

1. Leader behavior of student personnel administrators is not generally sex-related. That is, sex is not related to whether or not an administrator is perceived by other student personnel administrators as possessing leader behaviors. However, since the subscale Superior Orientation indicated a significant difference, there may exist a difference in the manner male and female student personnel administrators maintain cordial relations with their supervisors and there may exist a difference in the strategies males and females use in obtaining higher status positions.

2. Since there was no significant differences on the LBDQ-XII on perceptions of females in two year and females in four year institutions, and males in two year and males in four year institutions, work setting in this study does not seem to influence the way student

personnel administrators perceive ideal leader behavior in a Dean of Student Affairs.

3. There was a significant difference in perceptions of ideal leader behavior of student personnel administrators when grouped according to years of experience. The subscales demonstrating this difference were Demand Reconciliation and Predictive Accuracy. This indicates that years of experience in a position may have an effect on the way administrators reconcile conflicts and demonstrate foresight and planning ahead for future problems. In respect to highest degree and age, it could be concluded that these elements have no bearing on perceptions of leader behavior as far as this sample of student personnel administrators were concerned. Moreover, if social roles and traditional societal expectations affect female attitudes, then the present study suggests that societal roles and expectations have not affected the perceptions of ideal leader behavior of the same of females in the study.

Recommendations

Based on the findings and conclusions of this study, the following research recommendations were made:

1. This study should be replicated with the same population to ascertain whether the findings remain constant.
2. A similar study needs to be conducted in other sections of the country in order to determine if the present study's findings are applicable to other regions of the country.
3. Since the results of the study did not indicate perceptions were different due to work setting, using a different population such

as, administrators from student personnel, and administrators from business and industry should be conducted.

4. An examination of the types of situations that student personnel administrators may find themselves involved in and then using specific situations to determine if situation interacts with leader behavior may be an alternative in investigating leader/environment.

5. Additional research is needed to determine what variables contribute to the similarity between male and female student personnel administrators.

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APPENDIXES

APPENDIX A

THE RESEARCH INSTRUMENT

LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE-XII

The sentences that follow are to help you describe the ideal leader behavior of a Dean of Student Affairs/Men/Women. The sentences do not judge whether the actions are good or bad. Therefore in answering the questions, do not consider whether you think the leader is a good or bad leader, try to describe what you think is the ideal leader behavior.

You are asked to describe a Dean of Student Affairs. If you are a male, please describe ideal leader behavior of a male Dean of Student Affairs, If you are a female, please describe ideal leader behavior of a female Dean of Student Affairs.

You are describing ideal leader behavior of a MALE, FEMALE Dean of Student Affairs? Circle One

DIRECTIONS:

- a. READ each item carefully.
- b. THINK about how frequently the leader should engage in the behavior described by the item.
- c. DECIDE which one of the five answers most nearly expresses the frequency with which the leader should engage in the behavior.
- d. DRAW A CIRCLE around one of the five letters (A B C D E) following the item to show the answer you have selected.

A = Always

B = Often

C = Occasionally

D = Seldom

E = Never

e. MARK your answers as shown in the examples below.

EXAMPLE: Often acts as described A B C D E

EXAMPLE: Never acts as described A B C D E

EXAMPLE: Occasionally acts as described A B C D E

1. Acts as the spokesperson of the group A B C D E

2. Waits patiently for the results of a decision A B C D E

3. Makes pep talks to stimulate the group A B C D E

4. Lets group members know what is expected of them A B C D E

5. Allows the members complete freedom in their work A B C D E

6. Is hesitant about taking initiative in the group A B C D E

7. Is friendly and approachable A B C D E

8. Encourages overtime work A B C D E

9. Makes accurate decisions A B C D E

10. Gets along well with the people above him/her A B C D E

11. Publicizes the activities of the group A B C D E

12. Becomes anxious when he/she cannot find out what is next. A B C D E

13. His/Her arguments are convincing A B C D E

14. Encourages the use of uniform procedures A B C D E

15. Permits the members to use their own judgement in solving
problems A B C D E

16. Fails to take necessary action A B C D E

17. Does little things to make it pleasant to be a member
of the group A B C D E
18. Stresses being ahead of competing groups A B C D E
19. Keeps the group working together as a team A B C D E
20. Keeps the group in good standing with higher authority . A B C D E
21. Speaks as the representative of the group A B C D E
22. Accepts defeat in stride A B C D E
23. Argues persuasively for his/her point of view A B C D E
24. Tries out his/her ideas in the group A B C D E
25. Encourages initiative in the group members A B C D E
26. Lets other persons take away his/her leadership in
the group A B C D E
27. Puts suggestions made by the group into operation A B C D E
28. Needles members for greater effort A B C D E
29. Seems able to predict what is coming next A B C D E
30. Is working hard for a promotion A B C D E
31. Speaks for the group when visitors are present A B C D E
32. Accepts delays without becoming upset A B C D E
33. Is a very persuasive talker A B C D E
34. Makes his/her attitudes clear to the group A B C D E
35. Lets the members do their work the way they think best . A B C D E
36. Lets some members take advantage of him/her A B C D E
37. Treats all group members as his/her equals A B C D E
38. Keeps the work moving at a rapid pace A B C D E
39. Settles conflicts when they occur in the group A B C D E
40. His/her superiors act favorably on most of his/her
suggestions A B C D E

41. Represents the group at outside meetings A B C D E
42. Becomes anxious when waiting for new developments A B C D E
43. Is very skillful in an argument A B C D E
44. Decides what shall be done and how it shall be done A B C D E
45. Assigns a task, then lets the members handle it A B C D E
46. Is the leader of the group in name only A B C D E
47. Gives advance notice of changes A B C D E
48. Pushes for increased production A B C D E
49. Things usually turn out as he/she predicts A B C D E
50. Enjoys the privileges of his/her position A B C D E
51. Handles complex problems efficiently A B C D E
52. Is able to tolerate postponement and uncertainty A B C D E
53. Is not a very convincing talker A B C D E
54. Assigns group members to particular tasks A B C D E
55. Turns the members loose on a job, and lets them go to it A B C D E
56. Backs down when he/she ought to stand firm A B C D E
57. Keeps to himself/herself A B C D E
58. Asks the members to work hard A B C D E
59. Is accurate in predicting the trend of events A B C D E
60. Gets his/her superiors to act for the welfare of the
group members A B C D E
61. Gets swamped by details A B C D E
62. Can wait just so long, then blows up A B C D E
63. Speaks from a strong inner conviction A B C D E
64. Makes sure that his/her part in the group is understood
by the group members A B C D E
65. Is reluctant to allow the members any freedom of action A B C D E

66. Lets some members have authority that he/she
should keep A B C D E
67. Looks out for the personal welfare of group members . . . A B C D E
68. Permits the members to take it easy in their work A B C D E
69. Sees to it that the work of the group is coordinated . . A B C D E
70. His/her word carries weight with superiors A B C D E
71. Gets things all tangled up A B C D E
72. Remains calm when uncertain about coming events A B C D E
73. Is an inspiring talker A B C D E
74. Schedules the work to be done A B C D E
75. Allows the group a high degree of initiative A B C D E
76. Takes full charge when emergencies arise A B C D E
77. Is willing to make changes A B C D E
78. Drives hard when there is a job to be done A B C D E
79. Helps group members settle their differences A B C D E
80. Gets what he/she asks for from his/her superiors A B C D E
81. Can reduce a madhouse to system and order A B C D E
82. Is able to delay action until the proper time A B C D E
83. Persuades others that his/her ideas are to their
advantage A B C D E
84. Maintains definite standards of performance A B C D E
85. Trusts members to exercise good judgement A B C D E
86. Overcomes attempts made to challenge his/her leadership . A B C D E
87. Refuses to explain his/her actions A B C D E
88. Urges the group to beat its previous record A B C D E
89. Anticipates problems and plans for them A B C D E
90. Is working his/her way to the top A B C D E

91. Gets confused when too many demands are made of him/her . A B C D E
92. Worries about the outcome of any new procedure A B C D E
93. Can inspire enthusiasm for a project A B C D E
94. Asks that group members follow standard rules and
regulations A B C D E
95. Permits the group to set its own pace A B C D E
96. Is easily recognized as the leader of the group A B C D E
97. Acts without consulting the group A B C D E
98. Keeps the group working us to capacity A B C D E
99. Maintains a closely knit group A B C D E
100. Maintains cordial relations with superiors A B C D E

DEMOGRAPHIC INFORMATION

1. Sex (a) female (b) male
2. Age (a) 25-35; (b) 36-45; (c) 46-55; (d) over 55
3. Highest Degree Earned (a) Ph.D.; (b) Ed.D.; (c) Master;
(d) Bachelor; (e) Other specify _____
4. Position Now Held _____
5. Years in Position (a) 1-5; (b) 6-10; (c) 11-15; (d) 16-20;
(e) over 20
6. If you wish to receive a summary of the results of this study,
please indicate by providing your name and address below:

Thank you for your participation. Please return the completed questionnaire in the enclosed stamped, self-addressed envelope to:

Vicki Laughter McNeil

Office of Teacher Education

Gundersen Hall, Room 101

Oklahoma State University

Stillwater, Oklahoma 74078

APPENDIX B

RECORD SHEET

The Record Sheet and Scoring Procedures

The assignment of items to different subscales is indicated on the Record Sheet. For example, the Representative subscale consists of items 1, 11, 21, 31, and 41. The sum of the scores for the five items constitutes the score for the Subscale Representative. By transferring the item scores from the questionnaire to the Record Sheet, it is possible to add the items quickly in order to obtain an accurate score for each subscale.

In order to determine the score of each subscale the participant will indicate his/her response by drawing a circle around one of the five letters (A, B, C, D, E) following the item. These letters in turn will receive a numerical score: A B C D E is equal to 5 4 3 2 1. A circle around A gives the item a score of 5; a circle around B gives it a score of 4 and a circle around E gives the item a score of 1. The following questions will be scored in a different fashion: 6, 12, 16, 26, 36, 42, 46, 53, 56, 57, 61, 62, 65, 66, 68, 71, 87, 91, 92, and 97. These 20 items are scored in the reverse direction, as follows A B C D E is equal to 1 2 3 4 5.

LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE-XII

Record Sheet

											<u>TOTALS</u>
1. Representative	1	11	21	31	41						()
2. Reconciliation						51	61	71	81	91	()
3. Tol. Uncertainty	2	12	22	32	42	52	62	72	82	92	()
4. Persuasion	3	13	23	33	43	53	63	73	83	93	()
5. Structure	4	14	24	34	44	54	64	74	84	94	()
6. Tol. Freedom	5	15	25	35	45	55	65	75	85	95	()
7. Role Assumption	6	16	26	36	46	56	66	76	86	96	()
8. Consideration	7	17	27	37	47	57	67	77	87	97	()
9. Production Emph.	8	18	28	38	48	58	68	78	88	98	()
10. Predictive Acc.	9		29		49	59			89		()
11. Integration			19		39		69	79		99	()
12. Superior Orient.	10	20	30	40	50	60	70	80	90	100	()

APPENDIX C

RELIABILITY COEFFICIENTS OF THE LEADER BEHAVIOR
DESCRIPTION QUESTIONNAIRE-XII USING THE
MODIFIED KUDER-RICHARDSON

TABLE IX

RELIABILITY COEFFICIENTS OF THE LEADER BEHAVIOR DESCRIPTION
QUESTIONNAIRE-XII USING THE MODIFIED KUDER-RICHARDSON

Subscale	Army Division	Highway Patrol	Air craft Execu- tives	Ministers	Community Leaders	Corpora- tion Presi- dents	Labor Presi- dents	College Presi- dents	Senators
1. Representative	.82	.85	.74	.55	.59	.54	.70	.66	.80
2. Demand Reconciliation			.73	.77	.58	.59	.81		.81
3. Tolerance Uncertainty	.58	.66	.82	.84	.85	.79	.82	.80	.83
4. Persuasiveness	.84	.85	.84	.77	.79	.69	.80	.76	.82
5. Initiating Structure	.79	.75	.78	.70	.72	.77	.78	.80	.72
6. Tolerance Freedom	.81	.79	.86	.75	.86	.84	.58	.73	.64
7. Role Assumption	.85	.84	.84	.75	.83	.57	.86	.75	.65
8. Consideration	.76	.87	.84	.85	.77	.78	.83	.76	.85
9. Production Emphasis	.70	.79	.79	.59	.79	.71	.65	.74	.38
10. Predictive Accuracy	.76	.82	.91	.83	.62	.84	.87		
11. Integration	.73	.79							
12. Superior Orientation	.64	.75	.81			.66		.60	

APPENDIX D

SUBSCALE MEANS AND STANDARD DEVIATIONS OF THE
LEADER BEHAVIOR DESCRIPTION
QUESTIONNAIRE-XII

TABLE X

SUBSCALE MEANS AND STANDARD DEVIATIONS OF THE LEADER
BEHAVIOR DESCRIPTION QUESTIONNAIRE-XII

Subscale	Army Division		Highway Patrol		Aircraft		Ministers		Community Leaders	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
1. Representative	20.0	3.0	19.9	2.8	19.8	2.8	20.4	2.4	19.6	2.4
2. Demand Reconciliation					19.2	2.8	19.8	3.1	19.7	3.3
3. Tolerance Uncertainty	36.2	4.7	35.6	4.6	33.2	6.2	37.5	6.3	37.7	5.6
4. Persuasiveness	38.3	6.2	37.9	5.9	36.5	5.5	42.1	4.7	39.5	5.5
5. Initiating Structure	38.6	5.7	39.7	4.5	36.6	5.4	38.7	4.9	37.2	5.7
6. Tolerance Freedom	35.9	6.5	36.3	5.3	38.0	5.9	37.5	6.0	36.4	5.0
7. Role Assumption	42.7	6.1	42.7	5.3	40.9	5.6	41.5	5.4	39.8	5.6
8. Consideration	37.1	5.6	36.9	6.5	37.1	5.8	42.5	5.8	41.1	4.7
9. Production Emphasis	36.3	5.1	35.8	5.7	36.1	5.6	34.9	5.1	35.4	6.8
10. Predictive Accuracy	18.1	2.1	17.8	2.1	19.2	2.6	20.5	2.3	19.8	2.5
11. Integration	19.5	2.6	19.1	2.7						
12. Superior Orientation	39.9	4.9	39.1	5.1	38.6	4.2				
Number of Cases	235		185		165		103		57	

TABLE X (Continued)

Subscale	Corporation Presidents		Labor Presidents		College Presidents		Senators	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
1. Representative	20.5	1.8	22.2	2.2	21.4	1.9	20.7	2.5
2. Demand Reconciliation	20.6	2.7	21.5	3.2			20.7	3.5
3. Tolerance Uncertainty	35.9	5.4	40.4	5.6	37.2	5.5	35.3	7.6
4. Persuasiveness	40.1	4.2	43.1	4.8	41.1	4.2	42.5	4.6
5. Initiating Structure	38.5	5.0	38.3	5.6	37.7	4.2	38.8	5.5
6. Tolerance Freedom	38.9	4.9	38.0	4.0	39.6	3.9	36.6	6.2
7. Role Assumption	42.7	3.5	43.3	5.5	43.5	4.5	41.0	5.7
8. Consideration	41.5	4.0	42.3	5.5	41.3	4.1	41.1	5.9
9. Production Emphasis	38.9	4.4	36.0	5.0	36.2	5.0	41.2	5.2
10. Predictive Accuracy	20.1	1.8	20.9	2.0				
11. Integration								
12. Superior Orientation	43.2	3.1			42.9	2.9		
Number of Cases	55		44		55		44	

APPENDIX E

COVER LETTERS



Oklahoma State University

OFFICE OF TEACHER EDUCATION AND CERTIFICATION

STILLWATER, OKLAHOMA 74074
GUNDERSEN HALL 101
(405) 624-6252

We are conducting a study of leader behavior in higher education student personnel administrators. Specifically, this step in the research requires us to investigate administrators' perceptions of ideal leader behavior in a Dean of Student Affairs/Men/Women.

You have been selected as a student personnel administrator to participate in this survey and we hope you will take ten minutes from your busy day to complete the enclosed questionnaire. You can be absolutely assured that your responses will remain anonymous. While each questionnaire is coded in order to identify non-respondents, no individual or institution will be identified in the records.

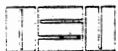
Since partial responses will have to be discarded, please answer all questions. If you would like a summary of the report, check the appropriate box at the end of the questionnaire. We have enclosed an addressed, stamped envelope for your completed questionnaire.

We thank you very much for your cooperation.

Sincerely,

Vicki Laughter McNeil
Graduate Research Associate

Dr. Judith E. Dobson, Professor
Applied Behavioral Studies in
Education



Oklahoma State University

OFFICE OF TEACHER EDUCATION AND CERTIFICATION

STILLWATER, OKLAHOMA 74074
GUNDERSEN HALL 101
(405) 624-6252

A few weeks ago a questionnaire was mailed to you in conjunction with a study on the perceptions of ideal leader behavior in a Dean of Student Affairs/Men/Women. Your response to the questionnaire is needed to assist us in investigating student personnel administrators' perceptions of leader behavior. We ask your assistance in making this study a success. Enclosed you will find a questionnaire and an addressed, stamped envelope. If you are concerned about the nature of the information requested of you on the questionnaire, you can be assured that your responses will remain anonymous.

If your copy of the completed instrument is in the mail, please disregard this letter. Thank you for taking a few minutes from your busy schedule for this worthwhile study.

Sincerely,

Vicki Laughter McNeil
Graduate Research Associate

Dr. Judith E. Dobson, Professor
Applied Behavioral Studies in
Education



Oklahoma State University

OFFICE OF TEACHER EDUCATION AND CERTIFICATION

STILLWATER, OKLAHOMA 74074
CUNDRSEN HALL 101
(405) 624-6252

On February 2, 1981; a questionnaire was mailed to you in conjunction with a study of student personnel administrators' perceptions of ideal leader behavior in a Dean of Student Affairs/Men/Women. Your participation in this study is important in order to examine this facet of leader behavior. Will you please complete and return the questionnaire by February 24, 1981. If your copy of the completed instrument is in the mail, please disregard this letter.

Thank you for your participation.

Sincerely,

Vicki Laughter McNeil
Graduate Research Associate

VITA

Vicki Laughter McNeil

Candidate for the Degree of

Doctor of Education

Thesis: MALE AND FEMALE STUDENT PERSONNEL ADMINISTRATORS'
PERCEPTIONS OF IDEAL LEADER BEHAVIOR IN TWO AND FOUR
YEAR HIGHER EDUCATION INSTITUTIONS

Major Field: Student Personnel and Guidance

Biographical:

Personal Data: Born in Pawnee, Oklahoma, September 24, 1955, the daughter of Fred and Ilena Laughter.

Education: Graduated from Pawnee High School, Pawnee, Oklahoma, in 1973; received the Bachelor of Music Education degree with a Vocal Certificate from Oklahoma State University, Stillwater, Oklahoma, in May, 1977; received the Master of Science degree in Curriculum and Instruction from Oklahoma State University, Stillwater, Oklahoma, in July, 1978; and completed the requirements for the Doctor of Education degree at Oklahoma State University with a major in Student Personnel and Guidance, July, 1981.

Professional Experience: Appointed Assistant Teacher for junior and senior high school vocal groups at Pawnee High School, Pawnee, Oklahoma in August, 1977; Job Development Specialist, Cooperative Education at Oklahoma State University, December, 1978; Intern-Academic Advisor, College of Arts and Sciences Student Services at Oklahoma State University, January, 1980; Intern-Career Counselor, University Counseling Services at Oklahoma State University, January, 1981; Graduate Research Associate, Office of Teacher Education, June 1978 to present.

Professional Organizations: Kappa Delta Pi, Omicron Delta Kappa, Sigma Alpha Iota, National Association Student Personnel Administrators, Oklahoma Personnel and Guidance Association, Oklahoma College Personnel Association, American Personnel and Guidance Association.