THE LEADERSHIP BEHAVIOR OF THE ACADEMIC

DEPARTMENT CHAIRMAN: EXPECTATIONS AND

PERCEPTIONS OF DEANS; CHAIRMEN,

FACULTY MEMBERS, AND STUDENTS

AT SELECTED INSTITUTIONS OF

HIGHER LEARNING

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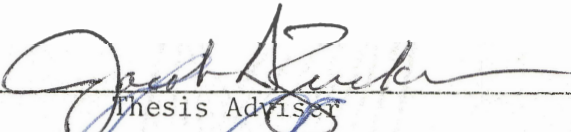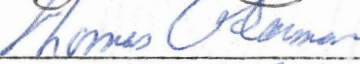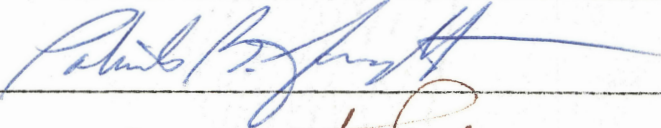Stillwater, Oklahoma
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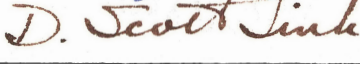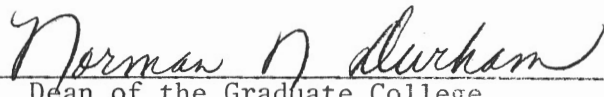

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PREFACE

The purposes of this study were to describe the expectations and perceptions of deans, chairmen, faculty members, and students at selected institutions of higher learning with regard to the leadership behavior of the academic department chairman, and to determine whether these groups' expectations and perceptions differed significantly from one another. It is necessary to point out that, throughout this study, the pronoun "he" referred to both the male and female subject.

The investigator wishes to express special appreciation to Dr. Jacob D. Zucker for his guidance and sincere interest in the preparation and completion of this thesis. Appreciation is also expressed to Dr. William D. Warde for his helpful suggestions concerning statistical analyses used in the study. Finally, the investigator wishes to thank Dr. Thomas A. Karman, Dr. Patrick B. Forsyth, and Dr. D. S. Sink for their guidance and encouragement.

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CHAPTER I

INTRODUCTION

Since 1950, a major trend in the study of educational administra-
tion has been that of focusing on the behavioral characteristics of
leadership. Educational leaders, on the one hand, have been advised
by students of classical organizational thought to be autocratic, to
make firm decisions within their areas of responsibility, to provide
directions to their subordinates, and to monitor their subordinates'
performance to ensure adherence to these directions. Scientific
management theory, from the earliest development to its contemporary
form, has supported this view by emphasizing the development and advance-
ment of methods which leaders could use to reach more rational and
objective decisions.[1] On the other hand, educational leaders have
been admonished by students of human relations thought to be more demo-
cratic in their actions, to call for increased participation on the
part of subordinates in decision-making and problem-solving. This
second orientation has been viewed in the literature as a means of
obtaining cooperation and a technique by which a leader can improve
morale and reduce resistance to new policies and decisions. This same
model has also been characterized in the literature as a means of
improving individual and organizational performance.[2] Until now,
however, neither the various forms of the latter model nor those forms

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that have been ascribed to the classical model of management have been well-defined in the literature of higher education administration. Advocates of the two theoretical models have been frequently blamed in the literature for having purposes other than those stated. Democratic supporters preoccupied themselves with human relations; autocratic advocates with methods of objective and rational group achievement. These two groups were also blamed for their failure to deal with challenges to their assumptions and beliefs.[3] The trend, therefore, has shifted in recent years to the study of leadership in terms of behavior in the hopes that through use of that orientation more light may be shed on understanding leadership. This study will focus on the leadership behavior of one important college and university leader, the academic department chairman.

The Problem

The academic department chairman, as a formally designated leader in the hierarchy of a college or university, is responsible to the dean for institutional matters and to the faculty for educational matters. The academic department chairman is also responsible to students whose voices are heard more persistently at the department level and whose powers have increased significantly as colleges and universities have been faced with fewer applicants and dropping enrollments. The dean, the faculty, and the students impose expectations upon the chairman regarding how he should behave as a leader. When the expectations are all essentially the same, the academic department chairman encounters little difficulty in determining his leadership behavior. To the degree to which these expectations are dissimilar, however, he is placed in a

position of potential role conflict. Just how should the chairman behave as a leader? Should he persist with his own style of leadership regardless of what the dean, the faculty, or the students may wish? Or should he behave principally according to the expectations of the dean, the faculty, and/or the students? These questions, while rather straight-forward in nature, plague most academic department chairmen.

The above questions cannot be answered unless empirical data are gathered regarding the leadership behavior of the academic department chairman. In addition to determining how deans, faculty members, and students expect the academic department chairman to behave, it is necessary to find out how they perceive the actual leadership behavior of the academic department chairman. Equally important are chairmen's expectations and perceptions of the leadership behavior of the academic department chairman.

What are the expectations and perceptions of deans, chairmen, faculty members, and students regarding the leadership behavior of the academic department chairman? Do these groups differ from one another in their expectations and perceptions of the leadership behavior of the academic department chairman? This study will attempt to answer these questions in one particular experimental setting.

Objectives of the Study

1. What are deans' expectations and perceptions of the Initiating Structure dimension of the leadership behavior of the academic department chairman?

2. What are chairmen's expectations and perceptions of the Initiating Structure dimension of the leadership behavior of the

academic department chairman?

3. What are faculty members' expectations and perceptions of the Initiating Structure dimension of the leadership behavior of the academic department chairman?

4. What are students' expectations and perceptions of the Initiating Structure dimension of the leadership behavior of the academic department chairman?

5. What are deans' expectations and perceptions of the Consideration dimension of the leadership behavior of the academic department chairman?

6. What are chairmen's expectations and perceptions of the Consideration dimension of the leadership behavior of the academic department chairman?

7. What are faculty members' expectations and perceptions of the Consideration dimension of the leadership behavior of the academic department chairman?

8. What are students' expectations and perceptions of the Consideration dimension of the leadership behavior of the academic department chairman?

9. Do deans and chairmen differ significantly in their expectations with regard to the Initiating Structure dimension of the leadership behavior of the academic department chairman?

10. Do deans and chairmen differ significantly in their expectations with regard to the Consideration dimension of the leadership behavior of the academic department chairman?

11. Do faculty members and chairmen differ significantly in their expectations with regard to the Initiating Structure dimension of the

leadership behavior of the academic department chairman?

12. Do faculty members and chairmen differ significantly in their expectations with regard to the Consideration dimension of the leadership behavior of the academic department chairman?

13. Do students and chairmen differ significantly in their expectations with regard to the Initiating Structure dimension of the leadership behavior of the academic department chairman?

14. Do students and chairmen differ significantly in their expectations with regard to the Consideration dimension of the leadership behavior of the academic department chairman?

15. Do deans and chairmen differ significantly in their perceptions with regard to the Initiating Structure dimension of the leadership behavior of the academic department chairman?

16. Do deans and chairmen differ significantly in their perceptions with regard to the Consideration dimension of the leadership behavior of the academic department chairman?

17. Do faculty members and chairmen differ significantly in their perceptions with regard to the Initiating Structure dimension of the leadership behavior of the academic department chairman?

18. Do faculty members and chairmen differ significantly in their perceptions with regard to the Consideration dimension of the leadership behavior of the academic department chairman?

19. Do students and chairmen differ significantly in their perceptions with regard to the Initiating Structure dimension of the leadership behavior of the academic department chairman?

20. Do students and chairmen differ significantly in their perceptions with regard to the Consideration dimension of the leadership

behavior of the academic department chairman?

Definitions of Critical Terms

For the purpose of this study, the following definitions were used:

1. <u>College</u> refers to the division within a college or university which is usually responsible for the coordination of all activities within a single academic area. This study excludes colleges that are without faculty members. (The term "college" is sometimes used interchangeably with the terms "division" and/or "school.")

2. <u>Academic Department</u> is a division within college which is usually responsible for instruction, research, and service within a specific discipline. (The term "academic department" is sometimes used interchangeably with "academic division.")

3. <u>Dean</u> is the person designated by the institution as the administrative head of a college. (The term "dean" is sometimes used interchangeably with "director" and/or "chairman.")

4. <u>Chairman</u> is the person designated by the institution as the official administrative head or coordinator of an academic department. He is responsible for the performance of the academic unit and its members, both faculty and students. (The term "chairman" is sometimes used interchangeably with "chairperson," "director," and/or "head.")

5. <u>Faculty Member</u> is a group member of an academic department who is engaged in instruction, research, and/or service for that academic unit.

6. <u>Student</u> is a group member of an academic department who is enrolled in a higher education institution in order to follow a

particular course of study.

7. <u>Leadership Behavior of the Academic Department Chairman</u> is defined in this study in terms of two dimensions: <u>Initiating Structure</u> and <u>Consideration</u>. "Initiating Structure" is the behavior of the academic department chairman in determining the relationship between himself and group members in attempting to establish well-defined patterns of organization, channels of communication, and methods of procedure. "Consideration" is behavior indicating friendship, mutual trust, respect, and warmth in the relationship between the academic department chairman and his group members.

8. <u>Expectation</u> is an evaluative standard applied to an incumbent of a position.[4] (In this study, deans, chairmen, faculty members, and students describe the leadership behavior of the academic department chairman in terms of how they believe he <u>should</u> behave as a leader.)

9. <u>Perception</u> is "an immediate or intuitive cognition or judgment."[5] (In this study, deans, chairmen, faculty members, and students describe the leadership behavior of the academic department chairman in terms of how he <u>actually</u> behaves as a leader.)

Scope and Limitations

In an attempt to study the leadership behavior of the academic department chairman as expected and perceived by deans, chairmen, faculty members, and students, four hundred and thirty subjects at eighteen comprehensive colleges and universities in the states of Arkansas, Kansas, and Oklahoma were selected to participate in the study. From this group, twenty-eight deans, thirty-nine chairmen, eighty-four faculty members, and seventy students completed the

research questionnaires. The size of the sample is identified at this point as one limiting factor involved in the conduct of this study. The study was further limited by the following assumptions that the investigator made.

1. Each respondent's knowledge of and experience with the academic structure of institutions of higher learning are adequate to enable him to describe the leadership behavior of the academic department chairman.

2. Each respondent's expectations and perceptions of the leadership behavior of the academic department chairman are related primarily to the position that he occupies in the academic structure of the institution of higher learning.

Need for the Study

As early as 1968, Heimler stated that "the academic frame of reference of the department chairman is a significant factor in the implementation of institutional policies." "The chairman," he further pointed out, "may reinforce existing resistence to educational change, provide creative leadership in formulating new policies and charting new direction." Yet, he noted, "unfortunately, up to this point, very little research has been done on the chairman's place in management and administration. We need more data on the institutional role of the chairman."[6] In 1972, Hughes noted:

> The academic department is . . . the focal point for social interaction, identity, power, special interest, status, professional affiliation, institutional change, and most importantly, it has responsibility for the pursuit and transmission of knowledge, which has traditionally been the outstanding public purpose of academic institutions.[7]

Given these features, he went on to say,

There appears to be sufficient warrant to assert that
effective departmental leadership in academic govern-
ance provides one of the significant keys to the
accomplishment of the institution's mission, i.e.,
effective teaching and meaningful learning.[8]

However, he noted, "It is surprising that . . . little attention has

been given to the question of departmental leadership."[9] More

recently, Smart and Montgomery stated:

Any attempt to understand and enhance the organizational
effectiveness of colleges and universities must recognize
the importance of academic departments, since they con-
stitute the fundamental organizational unit of the insti-
tution. Yet research on the functioning of academic
departments and the roles of their chairmen has been
minimal, especially if one excludes doctoral disserta-
tions which are not generally available in the literature.[10]

In light of these observations, it is increasingly apparent that

research on the leadership behavior of the academic department chairman

should be carried out. Such research could add to the systematic

knowledge that exists today concerning the two dimensions of the

academic department chairman's leadership behavior: Initiating

Structure and Consideration, particularly, as expected and perceived by

deans, chairmen, faculty members, and students.

FOOTNOTES

[1]H. K. Downey, Don Hellrigel, and John W. Slocum, Jr. (eds.), Organization Behavior: A Reader (New York, 1977), p. 203.

[2]Ibid., p. 234.

[3]James D. Thompson, Organization in Action (New York, 1967), p. 9.

[4]Neal Gross, Ward S. Mason, and Alexander W. McGachern, Exploration in Role Analysis: Studies of the School Superintendency Role (New York, 1958), p. 58.

[5]Maurice G. Verbeke, "The Junior College Academic Dean's Leadership Behavior as Viewed by Superiors and Faculty" (unpub. doctoral dissertation, Pennsylvania State University, 1966), p. 16.

[6]Charles H. Heimler, "The College Departmental Chairman," Educational Record, 48 (1967), pp. 158-163.

[7]Clarence E. Hughes, "The Crisis of Departmental Leadership in Academic Governance," College Student Journal, 10 (1976), p. 69.

[8]Ibid.

[9]Ibid.

[10]John C. Smart and James R. Montgomery (eds.), Examining Departmental Management (California, 1976), p. VII.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The review of literature is divided into three sections. The

first section presents early studies of leadership in terms of

behavior. The second section describes the development of the Leader

Behavior Description Questionnaire at Ohio State University. The

third section provides a review of the research findings from studies

which have used the Leader Behavior Description Questionnaire to

study the leadership behavior of educational administrators.

Leadership Behavior Studies

In the past, conditions which allowed an individual to become a

leader were assumed to be personal qualities of that individual.

These qualities were somehow believed to be located within the leader.

It was often assumed that leadership could be explained in terms of

"traits" associated with the leader. Thus, a number of impressionistic

studies based upon biographical documents describing leaders and a

series of scientific studies based upon methods of observation were

undertaken in order to characterize leaders' traits.[1]

A number of reviews have been undertaken of the many studies of

leadership traits. Most of these reviews have found few significant

or consistent findings concerning the existence of universal leadership traits. One of the earliest surveys of leadership traits was compiled by Bird in 1940. Out of seventy-nine traits mentioned in twenty different studies, only five percent were common to four or more investigations.[2] In 1947, Jenkins reviewed seventy-four military studies and found that, although leaders tend to show some superiority over followers in at least one of a wide variety of qualities, there was little agreement as to the qualities characterizing leaders.[3]

In 1948, Stogdill, in a research survey of the literature on personal qualities of leaders, found the following qualities associated with leadership: capacity, achievement, responsibility, participation, and status. However, he discovered that the trait approach to the study of leadership, as it has been used in most research studies, has yielded negligible and often contradictory results.[4] From all these studies, he concluded that "there are either no general leadership traits or, if they do exist, they are not described in any of our familiar psychological or common sense terms."[5] He further noted:

> . . . The pattern of personal characteristics of the
> leader must bear some relevant relationship to the char-
> acteristics, activities and goals of the followers . . .
> It is not especially difficult to find persons who are
> leaders. It is quite another matter to place these
> persons where they will be able to function as leaders.
> It becomes clear that an adequate analysis of leadership
> involves not only a study of leaders but also of
> situation.[6]

In 1954, Gibb reviewed the literature and came to the similar conclusion that studies have failed to isolate any particular pattern of traits which are universally associated with all leaders.[7] He further commented:

A person does not become a leader by virtue of his
possession of any one particular pattern of personality
traits, but the pattern of personal characteristics of
the leader must bear some relevant relationship to the
present characteristics, activities, and goals of the
group of which he is a leader.[8]

Further support for leadership as a situational phenomenon was

provided by Ross and Henry.

It is not enough to have certain qualities of personality
. . . that one associates with leadership. Nor is it
enough to have experienced leadership acceptance in one
or more groups in the past. Leadership is a function of
the situation, the culture, content, and customs of a
group or organization, quite as much as it is a function
of personal attributes and group requirements.[9]

With the failure of the personality trait approach and the success

of the situational approach, the emphasis in leadership research

shifted to the study of the behaviors rather than the personal qualities

of leaders.[10] In other words, the emphasis was placed on the individual's

behavior while as a leader of a group or organization continually faced

with two interrelated tasks: (1) finding ways to deal with problems

that were associated with the attainment of agreed-upon goals (i.e.,

resolving task problems), and (2) finding ways to improve and strengthen

the group itself (i.e., resolving internal maintenance problems to

achieve goals).[11] As a result, several writers have attempted to

identify the set of behaviors associated with leadership task concerns

and the set of behaviors associated with leadership maintenance concerns.

For example, Benne and Sheats, in their analysis of functional group

member roles, developed in connection with the First National Training

Laboratory in Group Development, in 1947, identified the following set

of behaviors as associated with leadership task concerns:

    a.   initiating activity or suggesting ideas regarding the group

problem or goal;

    b.   seeking information concerning the problem being discussed;

    c.   seeking opinion pertinent to what the group is undertaking;

    d.   giving information related to the group problem;

    e.   giving opinion pertinent to suggestions made by the group;

    f.   elaborating suggestions made by the group in terms of developed meanings;

    g.   coordinating relationships among various ideas, suggestions, or activities of various group members;

    h.   orienting the group with respect to its goal;

    i.   evaluating or criticizing the group functioning in the context of the group task;

    j.   energizing, stimulating, or arousing the group to "greater" or "higher quality" activity.

    k.   expediting the group movement by doing things for the group;

    l.   recording suggestions, decisions, or the product of discussions.[12]

The two researchers also identified the following set of behaviors as associated with leadership maintenance concerns:

    a.   encouraging the contribution of others (i.e., accepting other points of view, ideas and suggestions);

    b.   harmonizing the differences between group members and reconciling disagreements;

    c.   compromising by yielding status, admitting error, or "coming half-way" in moving along with the group;

    d.   expediting and gate-keeping through keeping communication channels open or by proposing regulation of the flow of communication;

e. setting standards for the group to attempt to achieve in its functioning;

f. observing the group and commenting on various aspects of group process;

g. following the movement of the group and more or less accepting the ideas of others in rather passive ways.[13]

Another study that identified the behaviors associated with leadership tasks and maintenance concerns was conducted by Bales. He identified the following behaviors associated with leadership task concerns:

1. showing antagonism, deflating other's status, defending or asserting self;

2. disagreeing, showing passive rejection, keeping formal, or withholding help;

3. showing tension, asking for help, or withdrawing out of field;

4. asking for suggestion, direction, or possible ways of action.[14]

Bales also identified behaviors associated with leadership maintenance concerns. These include:

1. showing solidarity, raising other's status, giving help, or rewarding;

2. showing tension release, joking, laughing, or showing satisfaction;

3. agreeing, showing passive acceptance, understanding, concerning or complying;

4. giving suggestion, direction, or implying authority for others.[15]

Another attempt was made by Cartwright and Zander. Based on the findings of studies conducted by the Research Center for Group Dynamics at the University of Michigan, they identified the following as being associated with leadership task concerns: (1) initiating action, (2) keeping members' attention on the goal, (3) clarifying issues, and (4) developing procedural plans on the goal.[16] Cartwright and Zander also identified the following as being associated with maintenance concerns: (1) keeping interpersonal relations pleasant, (2) arbitrating disputes, (3) providing encouragement, (4) giving the minority a chance to be heard, (5) stimulating self-direction, and (6) increasing the interdependence among members.[17]

The most often cited research list of behaviors associated with task and maintenance concerns was identified by members of the Bureau of Business Research at Ohio State University who developed the Leader Behavior Description Questionnaire. The next section describes the development of that questionnaire. The two sets of behaviors incorporated are: (1) Initiating Structure activities describing behaviors associated with leadership task concerns, and (2) Consideration activities describing behaviors associated with leadership maintenance concerns. (A complete list of the two sets of behaviors is included in Chapter III, pp. 38-39.)

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Development of the Leader Behavior

Description Questionnaire

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The Leader Behavior Description Questionnaire grew out of the work of staff members of the Bureau of Business Research at Ohio State

University.[18] The questionnaire originally consisted of one hundred and fifty descriptive statements assigned to one or another of nine dimensions of leadership behavior.[19] The dimensions resulted from extensive conversations and discussions among staff members who represented various disciplines. The items were chosen from a list of one thousand, seven hundred, and ninety items generated by the staff and by the students of two graduate classes at Ohio State University. The subsequent empirical research resulted in the revision of the original form of the questionnaire and simplification of its conceptual framework.

In their research, Hemphill and Coons correlated and factor analyzed group mean scores for eleven dimensions of a sample composed largely of educational groups.[19] As a result, they obtained three dimensions describing leadership behavior:

1. Maintenance of Membership Behavior - behavior which allows a leader to be considered a "good fellow" by his subordinates; behavior which is socially agreeable to group members.

2. Objective Attainment Behavior - behavior related to output of the group; for example, taking positive action in establishing goals or objectives, structuring group activities in a way that members may work toward an objective, or serving as a representative to outside groups, agencies, forces, and so on.

3. Group Interaction Facilitation Behavior - behavior that structures communication among group members, encouraging pleasant group atmosphere, and reducing conflicts among members.[20]

The questionnaire was further revised and simplified in conceptual framework by Halpin and Winer.[21] In their factor analysis of the data

collected by administering a Leader Behavior Description Questionnaire consisting of eight dimensions and one hundred and thirty items to air-force crews, they obtained four orthogonal factors:

1. Initiating Structure - behavior that organizes and defines relationships or roles, and establishes well-defined patterns of organization, channels of communication, and ways of getting jobs done.

2. Consideration - behavior indicative of friendship, mutual trust, respect, and warmth.

3. Production Emphasis - behavior which makes up a manner of motivating the group to greater activity by emphasizing the mission or job to be done.

4. Sensitivity (Social Awareness) - sensitivity of the leader to, and his awareness of, social interrelationships and pressures inside or outside the group.[22]

Further factor analysis of the data by Halpin and Winer indicated that the two first factors, Initiating Structure and Consideration accounted for most (eighty-three percent) of the total variance.[23] In subsequent research, therefore, they concentrated their effort on developing the shortest possible questionnaire which could best describe Initiating Structure and Consideration as two major dimensions of leadership behavior. Consequently, from an eighty-item form of the questionnaire, they selected a set of fifteen items to measure the Initiating Structure dimension and another set of fifteen items to measure the Consideration dimension. They, then, incorporated the two sets of items into the final form of the Leader Behavior Description Questionnaire which has since then been used widely in research efforts.[24]

The questionnaire is designed in a way that allows not only the leader but the subordinates and the superordinates to describe the behavior of the leader on expected (ideal) and perceived (actual) levels. The questionnaire produces two scores, one with respect to the Initiating Structure dimension of the leadership behavior and another with respect to the Consideration dimension of the leadership behavior at both the expected and the perceived levels. These scores allow the investigator to make a comparison and to determine what leadership behavior the leader ideally and actually exhibits.

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Leadership Behavior Studies of

Educational Administrators

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The following section focuses on a review of the major findings of research studies which have used the Leader Behavior Description Questionnaire to investigate the leadership behavior of educational administrators as expected and perceived by administrators themselves, their superordinates, and subordinates. The review is presented in a chronological order beginning with 1956 when Halpin investigated the ideal and real leadership behavior of public school superintendents as perceived by themselves, their superordinates (public school boards), and subordinates (staff members).[25] In his study, Halpin found the following differences of expectations and perceptions among the three groups as to the leadership behavior of the public school superintendent.

1. The staff members perceived the leadership behavior of the public school superintendent as less considerate than did the superintendents or the board members.

2. The board members perceived the leadership behavior of the public school superintendent as being oriented more toward Initiating Structure than did either the staff members or the superintendents themselves.

3. The board members expected the leadership behavior of the public school superintendent to be high on Initiating Structure, much more so than the superintendents and the staff members themselves.

4. The expectations of the three groups differed from their perceptions of the leadership behavior of the public school superintendent.

During 1956, another study of leadership behavior was reported by Sharpe.[26] He investigated the leadership behavior of high school principals as described by teachers, staff members, and the principals themselves. The findings of this study revealed that the three groups held similar expectations regarding the leadership behavior of the school principal. The three groups, however, differed in their perceptions. The occupants of higher status positions described the leadership behavior of the school principal as deviating more from ideal norms than did those in lower status positions.

In 1959, Keys studied the expected and perceived leadership behavior of senior high school principals in the state of Minnesota as perceived by teachers, superintendents, and the principals themselves.[27] In his findings, Keys noted no significant differences in the expectations and perceptions of teachers and principals with regard to the leadership behavior of the school principal. Superintendents' scores, however, were found to be consistently higher in their perceptions and expectations of the leadership behavior of school principals than the

other two groups. The actual leadership behavior of principals fell

short of the expected or ideal leadership behavior of principals. The

gap between expected and perceived leadership behavior of school

principals was noted to be fairly consistent with regard to all three

groups. During the same year, another study of high school principals'

leadership behavior was reported by Evenson.[28] The findings of this

study revealed that there existed little if any agreement among the

three groups (principals, superintendents, and teachers) regarding their

perceptions of the Consideration dimension of the leadership behavior

of the high school principal. The evidence also suggested that there

was significant agreement between the superintendents' and subordinates'

perceptions regarding the Initiating Structure dimension of the leader-

ship behavior of the high school principal. Moreover, it was found

that the actual perceptions of the three groups differed from their ideal

perceptions with regard to the two dimensions of the leadership behavior

of the high school principal.

In 1963, Luckie obtained four hundred and thirty-four descriptions

of fifty-three directors of instructions by superintendents, staff

members, and the directors themselves.[29] The findings of this study

revealed that the directors behaved at a lower level of consideration

than superintendents, directors, and staff members considered ideal. It

was also found that superintendents and staff members expected the

directors to exhibit higher degrees of structure than the directors

considered ideal. During 1963, Roberts investigated the leadership

behavior of twenty-four elementary school principals.[30] The findings

of this study revealed significant differences in the expectations and

perceptions of staff members, superintendents, and principals regarding

the two dimensions of the elementary school principal's leadership behavior, Initiating Structure and Consideration. In 1963, still another study of leadership was reported by Lott.[31] It was a study of the real and ideal expectations held for the role of the instructional supervisor as described by chief administrative officers, principals, teachers, and supervisors themselves. The findings revealed that there existed significant differences among the reference groups regarding their expectations of the real and ideal role of the instructional supervisor.

In 1964, Spencer investigated the leadership behavior of twenty-three elementary school principals as described by the principals themselves, their respective faculty members, and supervising central administrators.[32] The findings of this study indicated relative agreement between reference groups describing principals' Consideration behavior but significant disagreement in the description of Initiating Structure. In the same year, Carson and Schultz obtained descriptions of junior college deans by college presidents, department heads, student leaders, and the deans themselves.[33] The greatest discrepancies reported by them were between presidents and student leaders, with respect to both their perceptions and expectations of the dean's leadership behavior. They, therefore, concluded that the greatest source of role conflict for the dean was based on divergent expectations of presidents and students.

Gott, in 1966, examined the relationship existing between perceptions and expectations of real and ideal leadership behavior of principals as viewed by three reference groups: principals, faculty members, and superintendents.[34] Among the findings of this study were the following:

1. The faculty members and superintendents agreed on their perceptions of the actual leadership behavior of principals.

2. The faculty members and superintendents agreed on their expectations of the ideal Consideration dimension of the leadership behavior of principals, but disagreed on Initiating Structure.

3. The principals' expectations of the ideal leadership behavior agreed with those of superintendents but with those of faculty members only on Initiating Structure.

4. There were significant differences found between perceptions of real leadership behavior dimension scores and expectations of ideal leadership behavior dimension scores by each reference group.

During the same period of time, Verbeke studied the leadership behavior of the junior college academic dean as viewed by twenty-two presidents, twenty-two deans, and one hundred and seventy-five faculty members in twenty-two two-year junior or community colleges in Pennsylvania and New York.[35] The investigation revealed that there were some important disagreements between the three reference groups' ratings of the two dimensions of the leadership behavior of the academic dean, Initiating Structure and Consideration. The greatest discrepancies, however, were found to exist between faculty members and the deans. The faculty members both perceived and expected more Consideration than Initiating Structure in the academic deans' leadership behavior. It was, therefore, concluded that the major role conflict facing the deans might be between them and their faculty members. Thus, it was recommended that the deans seek an understanding of these differences and utilize the understanding in appropriate ways for achieving organizational goals.

In 1967, Hunt used the Leadership Behavior Description Questionnaire to study the expectations and perceptions of the leadership behavior of fifty New York State elementary school principals as seen by themselves and by their respective staff members.[36] The results indicated that there existed almost no relationship between the two reference groups' expectations regarding either the Initiating Structure dimension or Consideration dimension of the leadership behavior of the elementary school principal. The two reference groups' perceptions of the leadership behavior of the elementary school principal, however, were found to be in agreement. It was also found that the teachers expected significantly more Consideration and Initiating Structure from the principals than they perceived occurring. Another difference was found between the principals' expectations and perceptions regarding their own leadership behavior. They scored higher regarding their expectations on each dimension than they did regarding their perceptions of their own performance. In the same year, Hays conducted another study of the leadership behavior of the school principal as viewed by a sample of eight hundred and seventy-seven teacher education students in ten state colleges and universities in Texas.[37] Results indicated that student teachers expected more Consideration than Initiating Structure from the principal. In 1967, still another study of leadership behavior was reported by Moloney.[38] It was an investigation of the relationship between the perceptions and expectations of deans' leadership behavior as seen by their vice-presidents, by the deans themselves, and by selected faculty members. Analysis of the data revealed that with the exception of some significant relationships between the perceptions of deans and faculty and vice-presidents and faculty on the Consideration

dimension, there were no significant relationships between any of the three respondent groups with regard to the dean's perceived leadership behavior. Further analysis showed that there were no significant relationships between any of the three groups with regard to expected leadership behavior. Moreover, it was found that each of the three respondent groups showed significant differences between their perceptions and expectations of the dean's leadership behavior.

In 1969, Schroeder studied the leadership behavior of the department chairman as described by one hundred and eighteen chairmen, fifty-two deans, and one hundred and sixty-one faculty members in seventeen state institutions of higher education.[39] He found that the chairmen scored themselves significantly higher on both Consideration and Initiating Structure dimensions of leadership behavior than did their faculty members. He also found that the faculty members expected significantly more Consideration from the ideal chairman than deans expected. Conversely, deans expected more Initiating Structure from the ideal chairman than did the faculty. Furthermore, he found that the chairmen would display significantly more ideal Initiating Structure than the faculty desired, but ideal Consideration was viewed similarly by both groups.

In 1971, Carroll analyzed the data he collected from sixteen presidents, sixteen directors, and fifty-two professional personnel staff members in nine institutions within the North Carolina Community College system concerning the leadership behavior of the community college director of student personnel.[40] He found the following regarding the expectations and perceptions of the three reference groups concerning the community college director of student personnel's two

dimensions of leadership behavior, Initiating Structure and
Consideration:

1. The presidents perceived significantly more Consideration than
Initiating Structure in directors' real leadership behavior. The
amounts of the two dimensions expected were not significantly different.

2. Staff members perceived and expected the directors to show
equal amounts of both dimensions in their leadership behavior.

3. All reference groups expected the directors to exhibit
significantly more Initiating Structure in the ideal leadership behavior
than they perceived in the directors' real leadership behavior.

4. Both staff members and directors expected significantly more
Consideration in the leadership behavior of the directors than they
perceived, but this was not the case with the presidential reference
group.

In 1973, Katt investigated the leadership behavior of college and
university presidents at fourteen of the four year units of the State
University of New York as perceived by members of the local college
council, administrative staff, faculty, and student body.[41] Results
indicated that except for students, agreement existed among the groups.
Therefore, he recommended that presidential leadership behavior might
be modified to more accurately reflect the maturity level of the
students involved. During the same year, Call studied the role
expectations, leadership ideology, and leadership behavior of the
academic dean in the public and private four year colleges of the West
Virginia system as perceived by the presidents, division chairmen,
department chairmen, and the academic deans themselves.[42] Call identi-
fied no significant differences in the four groups' expectations with

regard to the ideal leadership behavior of the academic dean. The

four groups, however, were found to significantly differ in their

perceptions of real leadership behavior. The academic deans perceived

their actual leadership behavior as concerned more with friendship,

mutual trust, respect, and warmth in relationships between themselves

and others than did those above and below them in the administrative

hierarchy. Similarly, with regard to the academic dean's leadership

behavior in endeavoring to establish well-defined patterns of organiza-

tion, effective communication channels, and efficiency in getting the

job done, academic deans rated their behavior significantly higher than

did those above and below them in the administrative hierarchy. In

1973, another study concerned with leadership behavior was reported by

Carlson.[43] He examined the leadership behavior of the physical education

chairman as described by twenty physical education chairmen and their

faculties in public institutions of higher education in the Central

District of the American Association for Health, Physical Education, and

Recreation during the 1972-1973 school year. Each institution had a

student enrollment of eight thousand or more. Faculty members had to

have an academic rank of instructor or higher in order to participate.

The results of the study revealed that there was no significant

difference between the chairmen's actual leadership behavior as perceived

by the chairmen and by their faculties. Consistently higher scores

on Consideration than on Initiating Structure, however, pointed to the

importance of good human relations between chairmen and their faculties.

In 1973, still another study of leadership behavior was conducted by

Wagner.[44] It was an investigation of leadership behavior of twenty-

seven departments at Michigan State University. A total number of

fourteen leaders and one hundred and four subordinates were selected

to serve as subjects. The findings of this study revealed that there

were no significant differences between the two groups with regard to

their perceptions of the leadership behavior of the college administra-

tors. The findings of Ronning's study of the leadership behavior of the

college presidents at selected institutions of higher education in the

state of New York, also conducted in 1973, revealed similar results.[45]

In 1974, Cox investigated superiors' and subordinates' perceptions

and expectations of the leadership behavior of the dean of instruction

in a community college setting.[46] A total of one hundred and ninety-

nine faculty members, twenty-seven presidents, and twenty-seven deans

served as subjects for this study. The analysis of data revealed that

there were significant differences on a number of items between ratings

by faculty members and presidents, between faculty members and deans,

and between presidents and deans for real and ideal descriptions rela-

tive to Initiating Structure and Consideration dimensions of leadership

behavior. During the same year, a similar study of leadership behavior

was reported by Foy.[47] The study involved an analysis of the leadership

behavior of Texas community junior college deans of instruction. The

results of this study indicated that disagreement existed between

reference groups regarding both dimensions of leadership behavior.

The academic dean's leadership behavior was the subject of an

investigation conducted by Nicol in 1976.[48] The study investigated

various perceptions and expectations of the academic dean's leadership

behavior in community colleges and university branch campuses, as viewed

by the chief executive officer and his faculty. Nicol compared these

assessments with those of the dean himself. The results indicated that

the chief executive officers expected significantly more ideal
Initiating Structure behavior of the academic dean than did the faculty,
but ideal Consideration was viewed similarly by both groups. The
chief executive officers scored the deans significantly higher on both
real behaviors than did the faculty. It was also found that the deans
rated themselves significantly higher on both ideal behaviors and both
real behaviors than did the faculty. The research further revealed
that the chief executive officers and academic deans did not differ
from each other in their expectations and perceptions of the leadership
behavior of the academic dean.

Determining the differences between teachers' perceptions of ideal
principal leadership behaviors and their perceptions of the actual
behavior of their principals was part of an investigation which was
conducted by Wiederholt in 1978.[49] The results indicated that there
were some significant differences between teachers' perceptions of an
ideal principal and their perceptions of the actual leadership behaviors
of their principals. During 1978, another study regarding leadership
behavior was reported on by Grill.[50] The study was to determine the
nature and extent of differences concerning expectations and perceptions
reported by presidents, members of boards of trustees, and administra-
tive staff members relative to Christian college presidential leadership.
The data were collected from fourteen presidents, ninety-three members
of boards of trustees, and one hundred and two administrative staff
members from fourteen charter member colleges of the Christian College
Coalition. The following findings were derived from an analysis of
data.

1. Presidents and staff members reported similar expectations

relative to ideal Christian college presidential Initiating Structure behaviors.

2. Trustees' expectations were significantly higher than either presidents' or staff members' relative to ideal Christian college presidential Initiating Structure behaviors.

3. Presidents, trustees, and staff members reported the same level of expectations relative to ideal Christian college presidential Consideration behaviors.

4. Presidents reported higher expectations relative to ideal Christian college presidential Consideration behaviors than they did relative to ideal Christian college presidential Initiating Structure behaviors.

5. Trustees reported the same level of expectations relative to both ideal Christian college presidential Consideration behaviors and ideal Christian college presidential Initiating Structure behaviors.

7. Presidents and staff members reported similar expectations relative to real Christian presidential Initiating Structure behaviors.

8. Trustees scored their perceptions significantly higher than did either presidents or staff members relative to real Christian college presidential Initiating Structure behaviors.

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

10. Staff members reported lower perceptions relative to real Christian presidential Consideration behaviors than did either presidents or trustees.

Finally, in 1980, Brewer investigated the relationships existing between secondary school principals' leadership behavior and the

atmosphere of the school as perceived by trustees, principals, and superintendents.[51] He found that there was not significant difference between the perception of real leadership behavior of principals, Initiating Structure and Consideration, when perceived by superintendents, principals, and teachers. He also discovered no significant difference between the perception of ideal leadership behavior of principals, Initiating Structure and Consideration, when perceived by three reference groups. Moreover, he found no significant difference between real and ideal leadership behavior of principals when perceived by the three groups.

Summary

The research on leadership has evolved over the years. In the first section, a brief review of the early research in the study of leadership was presented in order to provide background for the current study of leadership in terms of behavior. This same section continued with a presentation of several early attempts to identify the sets of behaviors associated with two major dimensions of leadership: (1) the task concerns, and (2) the maintenance concerns. The attempt on the part of the staff members of the Bureau of Business Research at the Ohio State University to identify two sets of behaviors - one in terms of Initiating Structure and another in terms of Consideration - was presented in the second section entitled "Development of the Leader Behavior Description Questionnaire." In the third and final section, a review of the findings of some of the recent studies of educational administrators' leadership behavior was presented. Only those studies which had used the Leadership Behavior Description Questionnaire in their

attempt to investigate the leadership behavior of concerned educational leaders as perceived and expected by themselves, their subordinates and/or superordinates were reviewed. Those studies were thought to be most relevant with regard to this research investigation. This review of those studies points to the gap that exists in the literature with regard to the leadership behavior of the academic department chairman in comprehensive colleges and universities. This research investigation is an initial attempt to fill that gap.

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CHAPTER III

DESIGN OF THE STUDY

Introduction

In order to accomplish the research objectives identified in
Chapter I, information was gathered on the expectations and perceptions
of deans, chairmen, faculty members, and students regarding their
perceptions of the two dimensions of the leadership behavior of the
academic department chairman. The questionnaire used to gather the
required information was the Leadership Behavior Description
Questionnaire. The sample selected for this study consisted of four
hundred and thirty subjects at eighteen comprehensive colleges and
universities in the states of Arkansas, Kansas, and Oklahoma. In the
following sections, the parameters of the questionnaire and the sample
will be described in detail. Also, the procedures for collection of
data, for scoring the questionnaire, and for treatment of the data will
be reviewed.

The Questionnaire

The instrument used in this study was the Leadership Behavior
Description Questionnaire developed by Halpin to measure the two major
dimensions of the leadership behavior of public school superintendents:
Initiating Structure and Consideration.[1] These two dimensions were

defined in Chapter I. (For the remainder of this study, the Leadership Behavior Description Questionnaire will be referred to as the LBDQ.) It should be noted that the LBDQ was slightly modified in wording and instructions for purposes of this study. Items were then scrambled and placed in random order. Permission for use of the LBDQ was granted by the Macmillan Publishing Company for a fee of thirty-five dollars (see Appendices A and B).

A copy of the LBDQ, as worded and used for this study, is found in Appendix C. The items in the questionnaire which correspond to each dimension are as follows:

Initiating Structure

1. Making attitudes clear to the group.
2. Trying out his own ideas with the group.
3. Ruling with an iron hand.*
4. Criticizing poor work.
5. Speaking in a manner not to be questioned.
6. Assigning group members to particular tasks.
7. Working without a plan.*
8. Maintaining definite standards of performance.
9. Emphasizing the meeting of deadlines.
10. Encouraging the use of uniform procedure.
11. Making sure that his part in the organization is understood by group members.
12. Asking that group members follow standard rules and regulations.
13. Letting group members know what is expected of them.

14. Seeing to it that group members are working up to capacity.

15. Seeing to it that the work of group members is coordinated.

*This item is scored negatively.

Consideration

1. Doing personal favors for group members.

2. Doing little things to make it pleasant to be a member
    of the group.

3. Being easy to understand.

4. Finding time to listen to group members.

5. Keeping to himself.*

6. Looking out for the personal welfare of individual group
    members.

7. Refusing to explain his action.*

8. Acting without counsulting the group.

9. Slowly accepting new ideas.*

10. Treating all group members as his equal.

11. Being willing to make changes.

12. Being friendly and approachable.

13. Making group members feel at ease when talking with them.

14. Putting suggestions by the group members into operation.

15. Getting group approval on important matters before going ahead.

*These items are scored negatively.

As suggested by Halpin, the LBDQ with some modifications in
wording and instructions can be used in both Ideal and Real forms.[2] In
this study all of the selected deans, chairmen, faculty members, and

students were sent a copy of the LBDQ-Ideal on which they were asked to indicate the frequency with which they expected that the academic department chairman should behave as a leader. These same people were also sent a copy of the LBDQ-Real on which they were asked to indicate the frequency with which they perceived that the academic department chairman actually behaved as a leader.

According to Halpin, the estimated reliability by the split-half method is .69 for the Initiating Structure scores and .66 for the Consideration scores with regard to the LBDQ-Ideal. Concerning the same dimensions for the LBDQ-Real, however, Halpin reported higher estimates of reliability: .83 for Initiating Structure scores and .92 for Consideration scores.[3] Concerning the questionnaire, Kerr, Schriesheim, Murphy, and Stogdill have made the following observations:

- It is theoretically meaningful and can be linked to other research "traits" in the literature.

- It has the advantage of being factor analytically determined.

- It is descriptive of behaviors which are readily identifiable, and raters can agree on what behaviors they have observed.

- It has a common sense look about it which is appealing to the practicing manager, who will often permit entree to his work group.

- Numerous studies have used the questionnaire. Much of this research has been of good quality, and normative data have been accumulated.[4]

The Sample

Initially, letters were sent to the chief academic officers of the

twelve institutions classified by The Carnegie Council on Policy Studies in Higher Education as comprehensive colleges and universities in the state of Oklahoma.[5] The names and addresses of the chief academic officers were obtained from The Yearbook of Higher Education, 1979-80.[6]

Letters to chief academic officers described the purpose and nature of the study being undertaken. The limited existing research regarding leadership behavior of the academic department chairman was noted. It was emphasized that further research was necessary in order to understand this complex subject better. In these letters, the chief academic officers were asked to indicate their willingness or unwillingness to allow the investigator to conduct the study on their respective campuses. A form was included on which they were asked to indicate their approval or disapproval; a stamped, self-addressed envelope was enclosed for their convenience (see Appendix D). A follow-up letter, along with an additional form and stamped, self-addressed envelop, was sent to those chief academic officers who had not replied within two weeks to the first letter (see Appendix E). Only five chief academic officers had replied favorably within three weeks. Two of the remaining seven officers indicated that they would not give their consent, and five officers did not respond to either of the letters.

The investigator, therefore, decided to expand the sample by adding comparable institutions from the states of Arkansas and Kansas. The investigator determined the need to expand the sample since only eighteen deans were found in the five institutions which had responded favorably to the earlier requests. One important fact needs to be noted at this juncture. No attempt was made to secure the permission of the

chief academic officers of the fourteen institutions which were
selected from the states of Arkansas and Kansas. Instead, the investi-
gator informed the chief academic officers of the research proceedings
at the same time that letters were sent to all deans on their
respective campuses (see Appendix F). The names and addresses of the
fourteen chief academic officers and all the deans of colleges were
obtained from The Yearbook of Higher Education, 1979-80.[7]

On May 8, 1980, letters were sent to the deans of colleges in the
fourteen institutions in Arkansas and Kansas and to the deans of
colleges in the five institutions agreeing to participate in Oklahoma.
As in the case of the letters sent to the chief academic officers of
the twelve selected institutions in Oklahoma, these letters described
the purpose and nature of the study being undertaken. The limited
research regarding leadership behavior of the academic department chair-
man was noted. It was emphasized that further research was necessary
in order to better understand this complex subject. In these letters,
the deans were requested by the investigator to grant permission to
conduct the study in their respective colleges. The investigator also
requested that each consenting dean list the names and addresses of up
to five department chairmen in his college who might participate in the
study along with the dean. All of this information was called for on
a form which was attached to the letter (see Appendix G). A return
stamped, self-addressed envelope was included. In addition, a follow-up
letter, along with a form and a stamped, self-addressed envelope, were
sent to those deans who had not responded within two weeks (see Appendix
H).

Out of seventy-two deans who were asked, thirty-nine responded

favorably and listed the names and addresses of eighty-three of their department chairmen. On June 8, 1980, a letter was sent to each of these department chairmen. This letter, similar to the one sent to the deans, described the purpose and nature of the study. It further explained the need for research regarding the leadership behavior of the academic department chairman. In the letters, the chairmen were asked to grant permission to conduct the study in their departments. They were also asked to indicate their willingness or unwillingness to participate in the study by listing the names and addresses of up to four faculty members and up to four students who, in their opinion, could adequately describe the leadership behavior of the academic department chairman. All of this information was called for on the form which was attached to the letter (see Appendix I). A return stamped, self-addressed envelope was also included.

At the end of this procedure, thirty-nine deans and fifty-one chairmen indicated their willingness to participate in this study. They were all included in the sample. The participating chairmen provided a list of the names and addresses of one hundred and seventy-four faculty members and one hundred and sixty-six students who were also included in the sample. The number of deans, chairmen, faculty members, and students from each participating institution are indicated in Table I.

Procedure for the Collection of the Data

Prior to the collection of the data, the names of the deans, chairmen, faculty members, and students included in the sample were coded according to their respective states, institutions, and colleges. Code numbers were transferred to questionnaires which were mailed to

TABLE I

NUMBER OF DEANS, CHAIRMEN, FACULTY MEMBERS, AND STUDENTS
INCLUDED IN THE SAMPLE FROM EACH INSTITUTION

STATE	Institutions	No. of Deans	No. of Chairmen	No. of Faculty Members	No. of Students
ARKANSAS	1. Henderson State Univ.	2	2	8	4
	2. Univ. of Arkansas at Little Rock	2	3	11	3
	3. Univ. of Central Arkansas	3	7	22	24
	4. Univ. of Arkansas at Pine Bluff	1	1	4	4
	5. Arkansas State Univ.	4	6	19	21
	6. Arkansas Technical Univ.	3	2	8	7
	7. Harding Univ.	1	0	0	0
	8. Ouachita Baptist Univ.	1	0	0	0
	9. Southern Arkansas Univ.	2	1	4	3
KANSAS	1. Wichita State Univ.	4	3	10	9
	2. Pittsburg State Univ.	3	5	18	16
	3. Emporia State Univ.	2	5	18	19
	4. Fort Hays State Univ.	1	3	11	12
OKLAHOMA	1. Central State Univ.	3	7	22	21
	2. Northeastern Oklahoma State Univ.	1	2	7	8
	3. Southeastern Oklahoma State Univ.	3	1	3	4
	4. Oklahoma Panhandle State Univ.	1	1	3	4
	5. Oklahoma Baptist Univ.	2	2	6	7
3	18	39	51	174	166

sample participants on July 3, 1980. Along with the questionnaires that were sent to deans and chairmen, a letter was enclosed that reminded them of the permission they had granted to conduct the study in their respective colleges and departments (see Appendices J and K). Along with the questionnaires sent to faculty members and students, a letter was enclosed that explained the nature of the study and assured them that their responses would be kept confidential (see Appendix L). An autobiographical form consisting of seven questions in the case of deans, chairmen, and faculty members, and six questions in the case of students was also included (see Appendices M and N). Enclosed, in addition, was a stamped, self-addressed envelope. Those deans and chairmen who had not responded after three weeks were mailed a follow-up letter, copies of the questionnaires, an autobiographical form, and an additional stamped, self-addressed envelope (see Appendices O and P).

On August 26, 1980, collection of the data was concluded. Of the thirty-nine deans sampled, thirty-two (82%) responded; of the fifty-one chairmen, forty-two (82%) replied; of the one hundred and seventy-four faculty members, ninety-three (53%) reported; and of the one hundred and sixty-six students, eighty-three (50%) completed their questionnaires. Questionnaires returned by four deans, three chairmen, nine faculty members, and thirteen students, however, were not complete in response and thus were not included in the analysis.

Biographical Information

Deans

Of the twenty-eight deans who participated in this study, only four

(14%) were between 30 and 40 years old. Seventeen (61%) were between 40 and 50, and the remaining seven (25%) were 50 or older. All of the deans were male. The annual income of only five deans was less than $30,000. Eighteen percent of the deans served in education, fourteen percent in business administration and related professions, eleven percent in engineering and related fields, eleven percent in social sciences and humanities, eleven percent in physical and biological sciences, and thirty-five percent in other academic areas. Over seventy-eight percent of the deans were professors by rank and had sixteen or more years of involvement in higher education teaching and/or administration. Forty-three percent of the deans had five or more years of experience in their current positions.

Chairmen

Of the thirty-nine chairmen who participated in the study, eighteen (46%) were between 40 and 50 years old; twelve (31%) were between 50 and 60; and three (8%) were between 60 and 70 years old. The rest were 39 years old or under. Over eighty-four percent of the chairmen were male. The annual income reported by more than eighty percent of the chairmen was more than $25,000. Thirty-one percent of the chairmen served in education; thirteen percent in business administration and related professions; thirteen percent in social sciences and humanities; fifteen percent in physical and biological sciences; eight percent in mathematics, engineering and related fields, and health services; and twenty percent in other academic areas. Nearly seventy-seven percent of the chairmen were professors by rank. Of all the chairmen, only three percent had less than ten years of teaching and/or

administrative experience in higher education; only seven percent were in their present position for less than four years.

Faculty Members

Of eighty-four faculty members who participated in the study, four (5%) were between 20 and 30 years old; twenty-five (30%) were between 30 and 40; twenty-six (31%) were between 40 and 50; twenty-one (25%) were between 40 and 60; and nine (9%) were between 50 and 60 years old. Nearly ninety percent of faculty members were male. The annual income reported by almost sixty-six percent of faculty members was between $15,000 and $30,000. Thirty-six percent of faculty members served in education, thirteen percent in business administration and related professions, fifteen percent in social sciences and humanities, fifteen percent in physical and biological sciences, one percent in mathematics, and twenty percent in other academic areas. Of the total number of faculty members, thirty were professors; eighteen were associate professors; and twenty-eight were assistant professors. Only seven percent of the faculty members were instructors by rank. Forty-seven faculty members (56%) had more than thirteen years of experience in higher education teaching and/or administration. Nearly seventy-five percent of faculty members were in their current positions for more than five years.

Students

Of seventy students who participated in this study, thirty-eight (54%) were between 20 and 24, and eight (11%) were between 25 and 30

TABLE II

BIOGRAPHICAL INFORMATION IN FREQUENCY, FREQUENCY PERCENTAGE, AND CUMULATIVE FREQUENCY PERCENTAGE REGARDING DEANS, CHAIRMEN, AND FACULTY MEMBERS

	Deans			Chairmen			Faculty Members		
	Frequency	Frequency %	Cumulative Frequency %	Frequency	Frequency %	Cumulative Frequency %	Frequency	Frequency %	Cumulative Frequency %
Age									
20-29	0	0.00	0.00	0	0.00	0.00	4	4.76	4.76
30-39	4	14.29	14.29	6	15.38	15.38	25	29.76	34.52
40-49	17	60.71	75.00	18	46.15	61.53	26	30.95	65.47
50-59	6	21.43	96.43	12	30.77	92.30	21	25.00	90.47
60-69	1	3.57	100.00	3	7.70	100.00	8	9.53	100.00
Over 70	0	0.00	100.00	0	0.00	100.00	0	0.00	100.00
Sex									
Female	0	0.00	0.00	6	15.38	15.38	9	10.71	10.71
Male	28	100.00	100.00	33	84.62	100.00	75	89.29	100.00
Income									
$10,000-$14,999	0	0.00	0.00	0	0.00	0.00	9	10.71	10.71
$15,000-$19,999	1	3.57	3.57	2	5.13	5.13	18	21.43	32.14
$20,000-$24,999	1	3.57	7.14	4	10.26	15.39	31	36.91	69.05
$25,000-$29,999	3	10.72	17.86	13	33.33	48.72	15	17.85	86.90
$30,000-$34,999	9	32.14	50.00	14	35.90	84.62	7	8.33	95.23
$35,000-$39,999	7	25.00	75.00	5	12.82	97.44	1	1.19	96.42
Above $40,000	7	25.00	100.00	1	2.56	100.00	3	3.58	100.00
Academic Area									
Social Sciences	1	3.57	3.57	3	7.70	7.70	6	7.14	7.14
Humanities	2	7.14	10.71	2	5.13	12.83	7	8.33	15.47
Physical Sciences	2	7.14	17.85	2	5.13	17.96	6	7.14	23.61
Biological Sciences	1	3.57	21.42	4	10.25	28.21	7	8.33	31.94
Mathematics	0	0.00	21.42	1	2.56	30.78	1	1.19	33.13
Business Administration & Related Professions	4	14.29	35.71	5	12.82	43.60	11	13.09	46.22
Education	5	17.86	53.57	12	30.77	74.37	30	35.72	81.94

TABLE II (Continued)

	Deans			Chairmen			Faculty Members		
	Frequency	Frequency %	Cumulative Frequency %	Frequency	Frequency %	Cumulative Frequency %	Frequency	Frequency %	Cumulative Frequency %
Engineering & Related Fields	3	10.72	64.29	1	2.56	76.93	0	0.00	81.94
Health Services	0	0.00	64.29	1	2.56	79.49	0	0.00	81.94
Others	10	35.71	100.00	8	20.51	100.00	16	18.06	100.00
Current Rank									
Professor	22	78.58	78.58	30	76.93	76.93	30	35.72	35.72
Associate Professor	3	10.71	89.29	8	20.51	97.44	18	21.43	57.15
Assistant Professor	0	0.00	89.29	1	2.56	100.00	28	33.33	90.48
Instructor	0	0.00	89.29	0	0.00	100.00	6	7.14	97.62
Other	3	10.71	100.00	0	0.00	100.00	2	2.38	100.00
Teaching/Administration Involvement									
0-3	0	0.00	0.00	0	0.00	0.00	8	9.53	9.53
4-6	0	0.00	0.00	0	0.00	0.00	8	9.53	19.06
7-9	0	0.00	0.00	3	7.70	7.70	12	14.29	33.35
10-12	5	17.86	17.86	10	25.64	33.34	9	10.71	44.06
13-15	4	14.29	32.15	9	23.07	56.41	18	21.43	65.49
Over 16	19	67.85	100.00	17	43.59	100.00	29	34.51	10.00
Time in Present Position									
less than a year	2	7.14	7.14	1	2.56	2.56	2	2.38	2.38
less than two years	2	7.14	14.28	4	10.26	12.82	5	5.95	8.33
less than three years	2	7.14	21.42	2	5.13	17.95	8	9.53	17.86
less than four years	6	21.43	42.85	3	7.70	25.65	5	5.95	23.81
less than five years	4	14.29	57.14	3	7.70	33.35	7	8.33	32.14
five years or more	12	42.86	100.00	26	66.65	100.00	57	67.86	100.00

years old. Only five students (7%) were less than twenty years old; nineteen students (27%) were over thirty years old. About fifty-two percent of students were male. Approximately fifty-one percent of students were full-time undergraduate students. None of the undergraduate students and none of the graduate students were part-time students. Fifteen students (21%) were teaching assistants and nine students (13%) were research assistants. Approximately thirty-two percent of the students were in education, nine percent in business administration and related professions, thirteen percent in social sciences and humanities, fourteen percent in physical and biological sciences, ten percent in engineering and related fields and health services, and twenty-two percent were in other academic areas (see Table III).

Procedure for Scoring of the Questionnaire

Responses to each of the two questionnaires received from the respondents were scored as soon as the survey instruments were received by the investigator. The procedure for scoring the responses was as follows.

Two unscored questionnaires were prepared. On one of them, holes were provided for the fifteen items which measured the Initiating Structure dimension of the leadership behavior of the academic department chairman. The investigator placed a star (*) on the right hand side of the one of the fifteen items which had to be scored negatively. On the other unscored questionnaire, holes were provided for the other fifteen items which measured the Consideration dimension of the leadership behavior of the academic department chairman. The response to three of

TABLE III

BIOGRAPHICAL INFORMATION IN FREQUENCY, FREQUENCY
PERCENTAGE, CUMULATIVE FREQUENCY PERCENTAGE
REGARDING STUDENTS

	Students		
Questions	Frequency	Frequency %	Cumulative Frequency %
1. What is your current age?			
a. less than 20	5	7.14	7.14
b. 20-24	38	54.29	61.43
c. 25-29	8	11.43	72.86
d. over 30	19	27.14	100.00
2. What is your sex?			
a. female	33	47.14	47.14
b. male	37	52.86	100.00
3. What is your current rank?			
a. Full-time undergraduate student	36	51.43	51.43
b. Part-time undergraduate student	0	0.00	51.43
c. Full-time graduate student	25	35.71	87.14
d. Part-time graduate student	9	12.86	100.00
4. Are you a teaching assistant?			
a. yes	15	21.43	21.43
b. no	55	78.57	100.00
5. Are you a research assistant?			
a. yes	9	12.86	12.86
b. no	61	87.14	100.00
6. In what area do you serve?			
a. Social Sciences	7	10.00	10.00
b. Humanities	2	2.86	12.86
c. Physical Sciences	4	5.71	18.57
d. Biological Sciences	6	8.57	27.14
e. Mathematics	0	0.00	27.14
f. Business Administration and Related Profession	6	8.57	35.71
g. Education	23	32.86	68.57
h. Engineering and Related Fields	4	5.71	74.28
i. Health Services	3	4.29	78.57
j. Other	15	21.43	100.00

these items had to be scored negatively. Therefore, the investigator placed three stars (*) on the right hand side of these three items.

The first scoring key was used to evaluate the responses to the fifteen items which measured the Initiating Structure dimension and the second scoring key was used to score the responses to the other fifteen items which measured the Consideration dimension. This was done for both the LBDQ-Ideal and the LBDQ-Real instruments.

Numerical values assigned to the five responses were: 4 points for "always," 3 points for "often," 2 points for "occasionally," 1 point for "seldom," and 0 points for "never." For items which had to be scored negatively, the values given to the five responses were: 0 points for "always," 1 point for "often," 2 points for "occasionally," 3 points for "seldom," and 4 points for "never."

Through the above scoring procedure, the investigator determined two scores for each of the two questionnaires received from each respondent. The two scores which were recorded for the LBDQ-Ideal were:

1. The score for the expected Initiating Structure dimension of the leadership behavior of the academic department chairman; and

2. The score for the expected Consideration dimension of the leadership behavior of the academic department chairman.
The two scores which were recorded for the LBDQ Real were:

1. The score for the perceived Initiating Structure dimension of the leadership behavior of the academic department chairman; and

2. The score for the perceived Consideration dimension of the leadership behavior of the academic department chairman.

None of the above scores could be higher than 60 points considering

the facts that there were fifteen items per dimension and that there was a maximum score of four for each item.

Procedure for Treatment of the Data

The data were treated according to requirements of the research objectives. The data concerning the first eight objectives were treated by means of descriptive statistics: means $(\bar{x})$ and variances (S^2). The data concerning the rest of the research objectives were treated by inferential statistics: analyses of variance, one-way between-subjects design. According to Huck, Cormier, and Bounds, Jr., a one-way analysis of variance is an inferential statistical method which can be used for comparing two or more groups in terms of the mean scores.[8] The method produces F ratios which indicate whether or not there exist statistically significant differences between group mean scores concerning the selected dimensions. It must be noted that all data concerning the research objectives were tested at the .05 level of confidence. Significant findings were reported at the .05 and .01 levels.

FOOTNOTES

[1]Andrew W. Halpin, The Leadership Behavior of Superintendents, the Perceptions and Expectations of Board Members, Staff Members, and Superintendents (Ohio, 1956), pp. 7-8.

[2]Ibid., p. 8.

[3]Ibid., pp. 8-9.

[4]Steven Kerr, Chester A. Schriescheim, Charles J. Murphy, and Ralph M. Stogdill, "Toward a Contingency Theory of Leadership Based Upon the Consideration and Initiating Structure Literature," Organization-al Behavior and Human Performance, 12 (1974), p. 64.

[5]Carnegie Council on Policy Studies in Higher Education, A Classification of Institutions of Higher Education (California, 1976), pp. 13-35.

[6]Marquis Academic Media, Yearbook of Higher Education, 1979-80. Eleventh Edition (Illinois, 1979).

[7]Ibid.

[8]Schuyler W. Huck, William H. Cormier, and William G. Bounds, Jr., Reading Statistics and Research (New York, 1974), p. 58.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

The first purpose of this study was to describe the expectations and perceptions of deans, chairmen, faculty members, and students regarding the leadership behavior of the academic department chairman. The second purpose of the study, closely related to the first one, was to determine whether these groups' expectations and perceptions differed significantly from one another.

Respondents in this study were twenty-eight deans, thirty-nine chairmen, eighty-four/ faculty members, and seventy students from eighteen selected institutions of higher learning in the states of Arkansas, Kansas, and Oklahoma. Each of these respondents completed the LBDQ-Ideal instrument in which they were asked to describe how the academic department chairman should exercise leadership. The respondents also completed the LBDQ-Real instrument in which they were asked to describe how the academic department chairman was actually exercising leadership.

Four scores were generated from the responses to the two questionnaires received from each respondent: (1) the score for the expected Initiating Structure; (2) the score for the expected Consideration; (3) the score for the perceived Initiating Structure; and (4) the score for the perceived Consideration dimension of the leadership behavior of the academic department chairman. The range of scores

was from 0 to 60 points for each dimension for each respondent.

In order to accomplish the first purpose of the study, eight research objectives (objectives 1 to 8) were developed. The data concerning each of these objectives were treated through use of descriptive statistics, means and variances. In order to accomplish the second purpose of the study, twelve research objectives (objectives 9 to 20) were developed. The data concerning each of these objectives were treated by means of inferential statistics: analyses of variance, one-way between subjects design. Data concerning the latter objectives were tested at the .05 level of confidence. Significant findings were reported at the .05 and .01 levels.

Presentation and Analysis of the Data

Concerning Research Objectives

One Through Four

Research Objective 1: What are deans' expectations and perceptions of the Initiating Structure dimension of the leadership behavior of the academic department chairman?

Research Objective 2: What are chairmen's expectations and perceptions of the Initiating Structure dimension of the leadership behavior of the academic department chairman?

Research Objective 3: What are faculty members' expectations and perceptions of the Initiating Structure dimension of the leadership behavior of the academic department chairman?

Research Objective 4: What are students' expectations and perceptions of the Initiating Structure dimension of the leadership

behavior of the academic department chairman?

The deans', chairmen's, faculty members', and students' scores for the expected and perceived Initiating Structure dimension of the leadership behavior of the academic department chairman are depicted in Tables IV, V, VI, and VII, respectively. As noted before, the range of scores was from 0 to 60 points for each dimension for each respondent. The deans' scores for the expected Initiating Structure ranged from 30 to 58 and for the perceived Initiating Structure ranged from 20 to 46. For the expected same dimension, the chairmen's scores ranged from 31 to 54, the faculty members' scores from 31 to 55, and the students' scores from 34 to 56. For the perceived same dimension, the chairmen's scores ranged from 24 to 45, the faculty members' scores from 19 to 54, and the students' scores from 13 to 55.

The mean (the best single statistical value describing central tendency of a set of scores)[1] and the variance (a statistical measure of variability based on the average squared deviation of the individual scores from the mean)[2] of each of the eight depicted sets of scores are shown in Table VIII.

As evidenced in the table, in all cases, the means of the expected scores were greater than the means of the perceived scores for the Initiating Structure dimension of the leadership behavior of the academic department chairman. This seems to indicate that the levels of the four groups' perceptions of the Initiating Structure dimension tend to be higher at the expected than at the perceived levels. Among the four groups, however, the difference between the expected and perceived means of the deans' and faculty members' scores exceeded the difference between the expected and perceived means of the chairmen's

TABLE IV

SCORES OF DEANS FOR EXPECTED AND PERCEIVED
INITIATING STRUCTURE DIMENSION

N	E.IS.	P.IS.
1	58	33
2	39	24
3	30	32
4	39	39
5	43	25
6	39	20
7	48	38
8	33	42
9	48	40
10	38	27
11	48	31
12	47	33
13	45	40
14	48	39
15	49	40
16	46	30
17	31	46
18	48	40
19	45	35
20	46	27
21	47	30
22	42	39
23	46	41
24	47	35
25	40	38
26	36	31
27	40	39
28	45	36
Ranges:	30-58	20-46

*The initials N, E.IS., and P.IS. denote Subject Number ,
Expected Initiating Structure, and Perceived Initiating Structure
scores respectively.

TABLE V

SCORES OF CHAIRMEN FOR EXPECTED AND PERCEIVED
INITIATING STRUCTURE DIMENSION

N	E.IS.	P.IS.	N	E.IS.	P.IS.
1	36	33	21	53	42
2	47	45	22	35	38
3	48	43	23	46	36
4	39	40	24	41	30
5	46	31	25	45	41
6	34	24	26	41	37
7	43	32	27	54	31
8	43	36	28	42	43
9	45	36	29	49	33
10	35	40	30	37	29
11	37	33	31	42	38
12	40	32	32	53	44
13	42	38	33	43	34
14	43	39	34	36	37
15	41	32	35	35	45
16	53	35	36	49	45
17	46	42	37	46	39
18	46	39	38	52	40
19	45	37	39	31	29
20	36	29	Ranges:	31-54	24-45

*The initials N, E.IS., and P.IS. denote Subject Number,
Expected Initiating Structure, and Perceived Initiating Structure
scores respectively.

TABLE VI

SCORES OF FACULTY MEMBERS FOR EXPECTED AND PERCEIVED
INITIATING STRUCTURE DIMENSION

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

*The initials N, E.IS., and P.IS. denote Subject Number,
Expected Initiating Structure, and Perceived Initiating Structure
scores respectively.

TABLE VII

SCORES OF STUDENTS FOR EXPECTED AND PERCEIVED
INITIATING STRUCTURE DIMENSION

N	E.IS.	P.IS.	N	E.IS.	P.IS.	N	E.IS.	P.IS.
1	47	32	25	42	35	49	43	42
2	43	40	26	48	45	50	47	37
3	34	34	27	42	29	51	44	43
4	53	55	28	47	45	52	49	41
5	54	43	29	42	39	53	41	36
6	46	46	30	50	39	54	50	50
7	39	33	31	51	51	55	44	40
8	53	49	32	52	50	56	36	13
9	42	35	33	43	42	57	47	42
10	49	42	34	50	47	58	40	40
11	43	42	35	55	54	59	42	32
12	51	50	36	49	36	60	54	28
13	35	32	37	45	34	61	43	37
14	54	51	38	44	41	62	34	34
15	46	40	39	45	41	63	42	42
16	56	46	40	50	49	64	58	44
17	47	37	41	49	25	65	45	45
18	52	43	42	46	32	66	45	44
19	34	31	43	51	42	67	42	34
20	49	35	44	46	39	68	48	33
21	45	40	45	35	34	69	38	36
22	42	34	46	43	26	70	46	39
23	47	46	47	50	50	Ranges:	34-56	13-55
24	43	36	48	48	38			

*The initials N, E.IS., and P.IS. denote Subject Number,
Expected Initiating Structure, and Perceived Initiating Structure
scores respectively.

and students' two sets of scores. This seems to indicate that even though the chairmen's and students' levels of expectations tended to be higher than their levels of perceptions of the Initiating Structure dimension, the differences between their respective levels were not as high as the difference between the deans' and faculty members' two levels of perceptions. In other words, dissonance was greater for deans' and faculty members' expectations and perceptions.

TABLE VIII

MEANS AND VARIANCES OF DEANS', CHAIRMEN'S, FACULTY
MEMBERS', AND STUDENTS' SCORES FOR EXPECTED
AND PERCEIVED INITIATING
STRUCTURE DIMENSION

	Deans		Chairmen		Faculty Members		Students	
	E.IS.	P.IS	E.IS.	P.IS.	E.IS.	P.IS.	E.IS.	P.IS.
Means	43.25	34.64	42.94	36.53	44.83	36.67	45.6	39.97
Variances	36.62	37.10	35.71	27.28	39.74	52.70	27.24	56.93

*The initials E.IS. and P.IS. denote Expected Initiating Structure and Perceived Initiating Structure respectively.

Also, as may be noted in the table, the mean of the expected scores for students was the highest; of faculty members second highest; and of deans third highest among the four groups. This seems to further

reinforce that the students' level of expectations regarding the Initiating Structure dimension of the leadership behavior of the academic department chairman tends to be slightly higher than that of the faculty members (.77 points); higher than that of the deans (2.35 points); and higher than that of the chairmen (2.66 points). The means of perceived scores of students and faculty members were also the first and the second highest among the four groups. The chairmen's and the deans' perceived scores were third and the fourth. This seems to again point to the students' highest level of perceptions regarding the Initiating Structure dimension of the leadership behavior of the academic department chairman.

Also, as indicated in the table, in all cases except that of the chairmen, the expected sets of scores varied less from their respective mean scores than did the perceived sets of scores. This seems to indicate that the homogeneity of each of the three groups tends to be more with regard to expectations than with regard to perceptions of the Initiating Structure dimension of the leadership behavior of the academic department chairman:

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Presentation and Analysis of the Data

Concerning Research Objectives

Five Through Eight

</div>

Research Objective 5: What are deans' expectations and perceptions of the Consideration dimension of the leadership behavior of the academic department chairman?

Research Objective 6: What are chairmen's expectations and perceptions of the Consideration dimension of the leadership behavior of

the academic department chairman?

Research Objective 7: What are faculty members' expectations and perceptions of the Consideration dimension of the leadership behavior of the academic department chairman?

Research Objective 8: What are students' expectations and perceptions of the Consideration dimension of the leadership behavior of the academic department chairman?

The deans', chairmen's, faculty members', and students' scores for the expected and perceived Consideration dimension of the leadership behavior of the academic department chairman are found in Tables IX, X, XI, and XII respectively. The deans' scores for expected Consideration ranged from 34 to 53 and for perceived Consideration from 26 to 47. For the expected same dimension, the chairmen's scores ranged from 41 to 57, the faculty members' scores from 30 to 55, and the students' scores from 33 to 55. For the perceived same dimension, the chairmen's scores ranged from 33 to 53, the faculty members' scores from 13 to 53, and the students' scores from 24 to 55.

The means and variances of the eight sets of scores are presented in Table XIII. As noted in the table, in all cases, the means of the expected scores were greater than the means of the perceived scores for the Consideration dimension of the leadership behavior of the academic department chairman. This seems to indicate that the levels of the four groups' perceptions of the Consideration dimension tend to be higher at the expected than the perceived levels. Among the four groups, however, the difference between the two means of the deans was larger than the difference between the two means of the chairmen, faculty members, and students. This seems to indicate that even though chairmen's,

TABLE IX

SCORES OF DEANS FOR EXPECTED AND PERCEIVED
CONSIDERATION DIMENSION

N	E.C.	P.C.
1	48	33
2	40	26
3	46	35
4	37	33
5	50	32
6	43	34
7	48	46
8	45	43
9	52	41
10	50	41
11	44	39
12	48	38
13	44	40
14	40	39
15	34	43
16	48	43
17	40	47
18	47	44
19	42	45
20	53	43
21	51	40
22	45	41
23	45	36
24	46	44
25	48	38
26	51	47
27	44	43
28	47	40
Ranges:	34-53	26-47

*The initials N, E.C., and P.C. denote Subject Number, Expected Consideration, and Perceived Consideration respectively.

TABLE X

SCORES OF CHAIRMEN FOR EXPECTED AND PERCEIVED
CONSIDERATION DIMENSION

N	E.C.	P.C.	N	E.C.	P.C.
1	44	43	21	53	52
2	42	44	22	48	41
3	42	46	23	49	47
4	47	47	24	51	42
5	50	39	25	47	48
6	41	37	26	42	36
7	48	47	27	53	40
8	43	40	28	50	45
9	51	44	29	50	33
10	48	46	30	44	41
11	48	51	31	50	37
12	52	36	32	49	41
13	50	50	33	50	40
14	46	41	34	42	45
15	43	41	35	52	47
16	49	43	36	57	47
17	52	48	37	54	53
18	45	40	38	51	45
19	44	38	39	47	44
20	47	44	Ranges:	41-57	33-53

*The initials N, E.C., and P.C. denote Subject Number, Expected
Consideration, and Perceived Consideration respectively.

TABLE XI

SCORES OF FACULTY MEMBERS FOR EXPECTED AND
PERCEIVED CONSIDERATION DIMENSION

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

*The initials N, E.C., and P.C. denote Subject Number, Expected Consideration, and Perceived Consideration respectively.

TABLE XII

SCORES OF STUDENTS FOR EXPECTED AND PERCEIVED
CONSIDERATION DIMENSION

N	E.C.	P.C.	N	E.C.	P.C.	N	E.C.	P.C.
1	40	37	25	49	45	49	46	52
2	46	49	26	42	40	50	47	41
3	41	46	27	44	28	51	49	50
4	43	33	28	45	39	52	44	43
5	45	52	29	45	44	53	41	40
6	46	46	30	51	39	54	46	46
7	42	47	31	48	46	55	41	42
8	51	55	32	49	48	56	40	34
9	41	35	33	53	46	57	44	44
10	53	47	34	51	47	58	38	45
11	55	42	35	51	49	59	42	40
12	44	47	36	50	50	60	53	24
13	34	28	37	49	38	61	54	39
14	44	43	38	40	32	62	46	36
15	40	44	39	42	39	63	45	41
16	51	50	40	49	43	64	38	26
17	46	49	41	47	25	65	44	43
18	45	28	42	42	36	66	43	35
19	33	33	43	38	38	67	35	40
20	43	28	44	45	46	68	33	26
21	46	47	45	45	37	69	44	49
22	40	32	46	44	42	70	49	42
23	49	41	47	54	52	Ranges:	33-55	24-55
24	41	27	48	46	40			

*The initials N, E.C., and P.C. denote Subject Number, Expected
Consideration, and Perceived Consideration respectively.

faculty members', and students' levels of expectations tended to be higher than their levels of perceptions regarding the Consideration dimension, the difference between their respective two levels were not as high as the difference between the deans' two levels.

TABLE XIII

MEANS AND VARIANCES OF DEANS', CHAIRMEN'S, FACULTY
MEMBERS', AND STUDENTS' SCORES FOR EXPECTED
AND PERCEIVED CONSIDERATION DIMENSION

	Deans		Chairmen		Faculty Members		Students	
	E.C.	P.C.	E.C.	P.C.	E.C.	P.C.	E.C.	P.C.
Means	45.57	39.78	47.97	43.3	46.21	41.83	44.85	40.9
Variances	20.2	24.85	14.75	21.75	14.70	46.02	22.93	55.84

*The initials E.C. and P.C. denote Expected Consideration and Perceived Consideration respectively.

Also, as found in the table, the mean of the expected scores of the chairmen was the highest, of the faculty members second, and of the deans third among the four groups. This seems to further indicate that the chairmen's level of expectations regarding the Consideration dimension of the leadership behavior of the academic department chairman tends to be higher than that of faculty members (1.76 points), than that of deans (2.40 points), and than that of students (3.12 points).

The means of perceived scores of chairmen and faculty members were also highest among the four groups. Students' and deans' perceived scores, however, were the lowest. This seems to again indicate that the chairmen's level of perceptions regarding the Consideration dimension of the leadership behavior of the academic department chairman tends to be higher than that of faculty members (1.47 points), than that of students (2.40 points), and than that of deans (3.52 points).

Also, as indicated in the table, in all cases, the expected sets of scores varied less from their respective mean scores than did the perceived sets of scores. This seems to indicate greater homogeneity on the part of the four groups with regard to expectations than with regard to perceptions of the Consideration dimension of the leadership behavior of the academic department chairman.

<div align="center">

Analysis of the Data Concerning Research

Objectives Nine Through Twenty

</div>

One-way analysis of variance was the statistical method used to provide a response to each of the remaining twelve research objectives. Results of each analysis are reported immediately after the respective research objective is identified.

Research Objective 9: Do deans and chairmen differ significantly in their expectations with regard to the Initiating Structure dimension of the leadership behavior of the academic department chairman?

TABLE XIV

ONE-WAY ANALYSIS OF VARIANCE COMPUTED FROM SCORES
OF DEANS AND CHAIRMEN FOR EXPECTED
INITIATING STRUCTURE DIMENSION

Score	dF*	SS	MS	F
Between	1	2	2	.06
Within	65	2373	37	
Total	66	2375		

*The initials dF, SS, and MS denote Degrees of Freedom, Sum of Squares, and Mean Square respectively.

No statistically significant difference was found between the deans' and chairmen's scores. Therefore, the deans' expectations were determined to be virtually the same as the expectations of the chairmen with regard to the Initiating Structure dimension of the leadership behavior of the academic department chairman.

Research Objective 10: Do deans and chairmen differ significantly in their expectations with regard to the Consideration dimension of the leadership behavior of the academic department chairman?

No statistically significant difference was found between the scores of deans and chairmen. The deans' expectations were, therefore, determined to be virtually the same as the expectations of chairmen with regard to this dimension of the leadership behavior of the academic department chairman.

TABLE XV

ONE-WAY ANALYSIS OF VARIANCE COMPUTED FROM SCORES OF
DEANS AND CHAIRMEN FOR EXPECTED
CONSIDERATION DIMENSION

Score	dF	SS	MS	F
Between	1	1	1	.05
Within	65	1209	19	
Total	66	1210		

Research Objective 11: Do faculty members and chairmen differ
significantly in their expectations with regard to the Initiating
Structure dimension of the leadership behavior of the academic
department chairman?

TABLE XVI

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

Score	dF	SS	MS	F
Between	1	94	94	2.46
Within	121	4636	38	
Total	122	4730		

Faculty members' scores were not found to be significantly different from chairmen's scores. Therefore, the expectations of faculty members were determined to be virtually the same as the expectations of chairmen with regard to the Initiating Structure dimension of the leadership behavior of the academic department chairman.

Research Objective 12: Do faculty members and chairmen differ significantly in their expectations with regard to the Consideration dimension of the leadership behavior of the academic department chairman?

TABLE XVII

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

Score	dF	SS	MS	F
Between	1	83	83	5.53*
Within	121	1761	15	
Total	122	1844		

*Significant at .05 level.

Because the obtained F ratio met the .05 level of confidence of 3.92, it was determined that there did exist a statistically significant

difference between faculty members' and chairmen's scores for expected
Consideration. Since the respective mean of the faculty members' scores
(46.21) was smaller than the respective mean of the chairmen's scores
(47.97), it was determined that the faculty members' level of expecta-
tions was significantly lower than the chairmen's level of expectations
with regard to the Consideration dimension of the leadership behavior
of the academic department chairman.

Research Objective 13: Do students and chairmen differ signifi-
cantly in their expectations with regard to the Initiating Structure
dimension of the leadership behavior of the academic department chairman?

TABLE XVIII

ONE-WAY ANALYSIS OF VARIANCE COMPUTED FROM SCORES OF
STUDENTS AND CHAIRMEN FOR EXPECTED INITIATING
STRUCTURE DIMENSION

Score	dF	SS	MS	F
Between	1	176	176	5.87*
Within	107	3255	30	
Total	108	3431		

*Significant at .05 level.

Because the obtained F ratio met the .05 level of confidence of 3.94, it was determined that there did exist a statistically significant difference between students' and chairmen's scores for the expected Initiating Structure. Since the respective mean of the students' scores (45.6) was greater than the respective mean of the chairmen's scores (42.94), it was inferred that the students' level of expectations was significantly higher than the chairmen's level of expectations with regard to the Initiating Structure dimension of the leadership behavior of the academic department chairman.

Research Objective 14: Do students and chairmen differ significantly in their expectations with regard to the Consideration dimension of the leadership behavior of the academic department chairman?

TABLE XIX

ONE-WAY ANALYSIS OF VARIANCE COMPUTED FROM SCORES OF
STUDENTS AND CHAIRMEN FOR EXPECTED
CONSIDERATION DIMENSION

Score	dF	SS	MS	F
Between	1	243	243	12.46*
Within	107	2120	19.5	
Total	108	2363		

*Significant at .01 level.

As indicated in the table, the obtained F ratio met the .01 level of confidence of 6.90. Thus, it was determined that there existed a statistically significant difference between students' and chairmen's scores for the expected Consideration dimension. Because the respective mean of the students' scores (44.85) was smaller than the respective mean of the chairmen's scores (47.97), it was inferred that the students' level of expectations was significantly lower than the chairmen's level of expectations with regard to the Consideration dimension of the leadership behavior of the academic department chairman.

Research Objective 15: Do deans and chairmen differ significantly in their perceptions with regard to the Initiating Structure dimension of the leadership behavior of the academic department chairman?

TABLE XX

ONE-WAY ANALYSIS OF VARIANCE COMPUTED FROM SCORES OF
DEANS AND CHAIRMEN FOR PERCEIVED
INITIATING STRUCTURE DIMENSION

Score	dF	SS	MS	F
Between	1	59	59	1.83
Within	65	2089	32.27	
Total	66	2147		

No statistically significant difference was found between the deans' and chairmen's scores. Therefore, the deans' perceptions were determined to be virtually the same as the perceptions of chairmen with regard to the Initiating Structure dimension of the leadership behavior of the academic department chairman.

Research Objective 16: Do deans and chairmen differ significantly in their perceptions with regard to the Consideration dimension of the leadership behavior of the academic department chairman?

TABLE XXI

ONE-WAY ANALYSIS OF VARIANCE COMPUTED FROM SCORES OF
DEANS AND CHAIRMEN FOR PERCEIVED
CONSIDERATION DIMENSION

Score	dF	SS	MS	F
Between	1	203	203	8.77*
Within	65	1505	23.15	
Total	66	1708		

*Significant at .01 level.

Because the obtained F ratio met the .01 level of confidence of 7.04, it was determined that there did exist a statistically significant difference between the deans' and chairmen's scores for the

perceived Consideration. And since the respective mean of the deans'
scores (39.78) was lower than the respective mean of the chairmen's
scores (43.30), it was inferred that the deans' level of perceptions
was significantly lower than the chairmen's level of perceptions with
regard to the Consideration dimension of the leadership behavior of the
academic department chairman.

Research Objective 17: Do faculty members and chairmen differ
significantly in their perceptions with regard to the Initiating
Structure dimension of the leadership behavior of the academic
department chairman?

TABLE XXII

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

Score	dF	SS	MS	F
Between	1	0	0	0
Within	121	5415	44.75	
Total	122	5415		

No statistically significant difference was found between faculty
members' and chairmen's scores. Therefore, faculty members'

perceptions were determined to be virtually the same as chairmen's
perceptions with regard to the Initiating Structure dimension of the
leadership behavior of the academic department chairman.

Research Objective 18: Do faculty members and chairmen differ
significantly in their perceptions with regard to the Consideration
dimension of the leadership behavior of the academic department
chairman?

TABLE XXIII

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

Score	dF	SS	MS	F
Between	1	58	58	1.43
Within	121	4665	39	
Total	122	4723		

No statistically significant difference was found between the
scores of faculty members and chairmen. Faculty members' perceptions
were, therefore, determined to be virtually the same as the
perceptions of chairmen with regard to the Consideration dimension
of the leadership behavior of the academic department chairman.

Research Objective 19: Do students and chairmen differ signifi-
cantly in their perceptions with regard to the Initiating Structure
dimension of the leadership behavior of the academic department chairman?

TABLE XXIV

ONE-WAY ANALYSIS OF VARIANCE COMPUTED FROM SCORES OF
STUDENTS AND CHAIRMEN FOR PERCEIVED
INITIATING STRUCTURE DIMENSION

Score	dF	SS	MS	F
Between	1	295	295	6.28*
Within	107	5017	47	
Total	108	5312		

*Significant at .05 level.

Because the obtained F ratio met the .05 level of confidence of
3.94, it was determined that there did exist a statistically significant
difference between the students' and chairmen's scores for the
perceived Initiating Structure. And since the respective mean of the
students' scores (39.97) was greater than the respective mean of the
chairmen's scores (36.53), it was inferred that the students' level of
perceptions was significantly higher than the chairmen's level of
perceptions with regard to the Initiating Structure dimension of the

leadership behavior of the academic department chairman.

Research Objective 20: Do students and chairmen differ significantly in their perceptions with regard to the Consideration dimension of the leadership behavior of the academic department chairman?

TABLE XXV

ONE-WAY ANALYSIS OF VARIANCE COMPUTED FROM
SCORES OF STUDENTS AND CHAIRMEN FOR
PERCEIVED CONSIDERATION DIMENSION

Score	dF	SS	MS	F
Between	1	146	146	3.31
Within	107	4731	44	
Total	108	4877		

No statistically significant difference was found between the scores of the students and the chairmen. Therefore, it was determined that students' perceptions were virtually the same as chairmen's perceptions with regard to the Consideration dimension of the leadership behavior of the academic department chairman.

FOOTNOTES

[1]Albert E. Bartz, Basic Statistical Concepts in Education and the Behavioral Sciences (Minnesota, 1976), p. 49.

[2]Ibid., p. 270.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The first purpose of this study was to describe the expectations
and perceptions of deans, chairmen, faculty members, and students
regarding the leadership behavior of the academic department chairman.
A second purpose of this study, closely related to the first one, was
to determine whether these groups' expectations and perceptions
differed significantly from one another.

The leadership behavior of the academic department chairman was
defined in Chapter I in terms of two dimensions: Initiating Structure
and Consideration. Initiating Structure referred to the behavior of
the academic department chairman in attempting to establish well-defined
patterns of organization, channels of communication, and methods of
procedure. Consideration referred to behavior indicating friendship,
mutual trust, respect, and warmth in the relationship between the
academic department chairman and his group members. In this study, the
two dimensions were measured by a slightly modified Leadership Behavior
Description Questionnaire at both the expected and perceived levels.

The sample population for the study consisted of thirty-nine deans,
fifty-one chairmen, one hundred and seventy-four faculty members, and
one hundred and sixty-six students in eighteen selected institutions of

higher learning in the states of Arkansas, Kansas, and Oklahoma. The LBDQ-Ideal and the LBDQ-Real were sent to each of the subjects included in the sample in order to gather information regarding their expectations and their perceptions of the two dimensions of the leadership behavior of the academic department chairman. Of the thirty-nine deans sampled, thirty-two (82%) replied; of the fifty-one chairmen, forty-two (82%) responded; of the one hundred and seventy-four faculty members, ninety-three (53%) reported; and of the one hundred and sixty-six students, eighty-three (50%) completed their questionnaires. Questionnaires returned by four deans, three chairmen, nine faculty members, and thirteen students were not complete in response and, therefore, were not included in the analysis.

Four scores were generated from the responses to the two questionnaires received from each respondent: (1) the score for the expected Initiating Structure, (2) the score for the expected Consideration, (3) the score for the perceived Initiating Structure, and (4) the score for the perceived Consideration dimension of the leadership behavior of the academic department chairman. Scores ranging from 0 to 60 points were obtained for each dimension for each respondent.

In order to accomplish the first purpose of this study, eight research objectives (objectives 1 to 8) were developed. In order to accomplish the second purpose of the study, twelve research objectives (objectives 9 to 20) were developed. The data concerning the first eight objectives were treated by means of descriptive statistics, means and variances. The data concerning the rest of the objectives were treated by inferential statistics: analyses of variance, one-way between subjects design. Data concerning the latter objectives were

tested at the .05 level of confidence. Significant findings were reported at the .05 and .01 levels.

Six major findings resulted from the descriptive analysis of the data in response to the first purpose of the study. They are as follows:

1. The deans' level of expectations appeared to be slightly higher than that of the chairmen with regard to Initiating Structure dimension (.31 points). With regard to the Consideration dimension of the leadership behavior of the academic department chairman, however, the deans' level of expectations appeared to be fairly lower than that of the chairmen (2.4 points).

2. Faculty members' level of expectations appeared to be slightly higher than that of chairmen with regard to Initiating Structure dimension of the leadership behavior of the academic department chairman (1.89 points). With regard to the Consideration dimension, however, the faculty members' level of expectations appeared to be slightly lower than that of the chairmen (1.76 points).

3. Students' level of expectations appeared to be somewhat higher than that of the chairmen with regard to the Initiating Structure dimension of the leadership behavior of the academic department chairman (2.66 points). With regard to Consideration dimension, students' level of expectations appeared to be lower than that of the chairmen (3.12 points).

4. Deans' level of perceptions appeared to be slightly lower than that of chairmen with regard to Initiating Structure dimension of the leadership behavior of the academic department chairman (1.89 points). Deans' level of perceptions of Consideration dimension also appeared to

be lower than that of the chairmen (3.52 points).

5. Faculty members' level of perceptions appeared to be slightly higher than that of the chairmen with regard to Initiating Structure dimension of the leadership behavior of the academic department chairman (.14 points). With regard to Consideration dimension, however, faculty members' level of perceptions appeared to be slightly lower than that of the chairmen (1.47 points).

6. Students' level of perceptions appeared to be somewhat higher than that of chairmen with regard to Initiating Structure dimension of the leadership behavior of the academic department chairman (3.44 points). With regard to Consideration dimension, however, students' level of perceptions appeared to be somewhat lower than that of chairmen (2.4 points).

Twelve findings resulted from inferential statistical analysis of the data in response to the second purpose of the study. They are as follows:

1. The deans' level of expectations did not differ significantly from the level of the expectations of chairmen with regard to the Initiating Structure dimension of the leadership behavior of the academic department chairman.

2. The deans' level of expectations did not differ significantly from the level of the expectations of chairmen with regard to the Consideration dimension of the leadership behavior of the academic department chairman.

3. The faculty members' level of expectations did not differ significantly from the level of the expectations of chairmen with regard to the Initiating Structure dimension of the leadership behavior of the

academic department chairman.

4. The faculty members' level of expectations was found to be significantly lower than the level of the expectations of chairmen with regard to the Consideration dimension of the leadership behavior of the academic department chairman.

5. The students' level of expectations was found to be significantly higher than the level of the expectations of chairmen with regard to the Initiating Structure dimension of the leadership behavior of the academic department chairman.

6. The students' level of expectations was found to be significantly lower than the level of the expectations of chairmen with regard to the Consideration dimension of the leadership behavior of the academic department chairman.

7. The deans' level of perceptions did not differ significantly from the level of the perceptions of chairmen with regard to the Initiating Structure dimension of the actual leadership behavior of the academic department chairman.

8. The deans' level of perceptions was found to be significantly lower than the level of the perceptions of chairmen with regard to the Consideration dimension of the actual leadership behavior of the academic department chairman.

9. The faculty members' level of perceptions did not differ significantly from the level of the perceptions of chairmen with regard to the Initiating Structure dimension of the actual leadership behavior of the academic department chairman.

10. The faculty members' level of perceptions did not differ significantly from the level of the perceptions of chairmen with regard

to the Consideration dimension of the actual leadership behavior of the academic department chairman.

11. The students' level of perceptions was found to be significantly higher than the level of the perceptions of chairmen with regard to the Initiating Structure dimension of the actual leadership behavior of the academic department chairman.

12. The students' level of perceptions did not differ significantly from the level of the perceptions of chairmen with regard to the Consideration dimension of the actual leadership behavior of the academic department chairman.

Conclusions

In Chapter I, the investigator stated the problem of the study. Within this section, it was noted that the dean, the faculty, and the students impose expectations upon the chairman regarding how he should behave as a leader. It was further stated that, when the expectations are essentially the same, the academic department chairman encounters little difficulty in determining his leadership behavior. To the degree that these expectations are dissimilar, however, it was noted that the academic department chairman is placed in a position of potential role conflict. Taking the findings into consideration, it was concluded that the academic department chairman is placed in a position where he encounters conflicting expectations in his relationship with group members.

The findings presented in response to research objectives one through eight and research objectives nine through fourteen identified the similarities and dissimilarities between the deans', chairmen's,

faculty members', and students' descriptions of ideal Initiating

Structure and Consideration dimensions of the leadership behavior of

the academic department chairman. Specifically, as observed in the

latter six findings, no statistically significant differences were

discovered between deans' and chairmen's descriptions of either ideal

dimension. Also, no statistically significant difference was

discovered between faculty members' and chairmen's descriptions of

ideal Initiating Structure dimension. While faculty members disagreed

with chairmen only in their descriptions of ideal Consideration dimen-

sion, students disagreed with chairmen in their descriptions of both

ideal Initiating Structure and Consideration dimensions of the leader-

ship behavior of the academic department chairman. From these findings,

the investigator reached a second conclusion of this study. The

academic department chairman is placed in a position where he encounters

conflicting expectations in his relationship with faculty regarding the

Consideration dimension and with students regarding both Consideration

and Initiating Structure dimensions. It seems that the academic

department chairman may lead more effectively if he determines his

leadership behavior as being less concerned with friendship, mutual

trust, respect, and warmth in his relationship with faculty and students,

and as being more concerned with establishing well-defined patterns of

organization, channels of communication, and methods of procedure in

his relationship with students.

The findings presented in response to research objectives one

through eight and research objectives fifteen through twenty identified

the similarities and dissimilarities between the deans', chairmen's,

faculty members', and students' descriptions of actual Initiating

Structure and Consideration dimensions of the leadership behavior of the academic department chairman. Specifically, as noted in the latter six findings, no statistically significant differences were discovered between the descriptions of deans, chairmen, and faculty members with regard to the actual Initiating Structure dimension of the leadership behavior of the academic department chairman. Also, no statistically significant differences were discovered between the descriptions of chairmen, faculty members, and students with regard to the actual Consideration dimension of the leadership behavior of the academic department chairman. Deans and students, however, disagreed with chairmen in their descriptions of actual Consideration dimension and actual Initiating Structure dimension respectively. While deans described the actual leadership behavior of the academic department chairman as being less considerate than did chairmen, students described the actual leadership behavior of the academic department chairman as being more initiating than did chairmen. From these findings, the investigator reached a third and final conclusion, namely, that the academic department chairman was placed in a position where he encountered conflicting expectations in his relationship with the dean regarding the Consideration dimension and with students regarding the Initiating Structure dimension. It appeared that the academic department chairman could lead more effectively if he were exercising leadership less concerned with maintenance considerations (i.e., keeping interpersonal relationships pleasant, arbitrating disputes, providing encouragement, giving minority a chance to be heard, stimulating self direction, and increasing interdependence among members) in his relationship with the dean, and more concerned with

task considerations (i.e., initiating action, keeping members'
attention on the goal, clarifying issues, and developing procedural
plans on the goal) in his relationship with students.

Recommendations

As a result of this investigation, the following recommendations
regarding further study are made.

1. A replication of this study using different leadership
instruments should help to further validate the findings.

2. A replication of this study including a larger sample
population should help to further validate the findings.

3. Similar research should be conducted at other institutions
of higher learning.

4. In conducting future research efforts, close attention should
be paid to such variables as age, income, experience, discipline, and
size of department.

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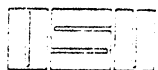
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APPENDIX A

LETTER SENT TO MACMILLAN PUBLISHING CO., INC.

FOR OBTAINING PERMISSION TO USE THE

THIRTY-ITEM LBDQ

Oklahoma State University

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
AND HIGHER EDUCATION

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

March 1, 1980

MacMillan Publishing Co., Inc.
866 Third Avenue
New York, NY 10022

Dear Sir:

I would like to request permission to use the thirty-item Leadership
Behavior Description Questionnaire, which was used by Andrew W. Halpin
in his study of "The Leadership Behavior of School Superintendents" in
1956.

I plan to use the LBDQ in my doctoral dissertation. The study is
concerned with perceived and expected leadership behavior of the academic
department chairmen in selected institutions of higher learning in
the state of Oklahoma.

I would appreciate your prompt consideration regarding this matter.
Thank you for your help.

Sincerely,

Mansour Toulyati

APPENDIX B

PERMISSION FOR USE OF THE THIRTY-ITEM LBDQ AS

GRANTED BY MACMILLAN PUBLISHING CO., INC.

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

March 12, 1980

Mr. Mansour Toulyati
Oklahoma State University
Dept. of Educational Adminstration
and Higher Education
Room 309 Gundersen Hall
Stillwater, OK 74074

Dear Mr. Toulyati:

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

Permission is granted for usage of the material in the manner and for the purpose as
specified in your letter. Note: if your doctoral dissertation is published, other
than by University Microfilms, it is necessary to reapply for permission;
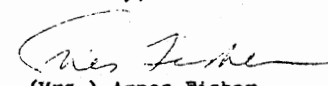
Permission is granted for a fee of $35.00. This fee is payable upon signing;

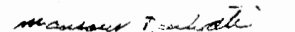Full credit must be given on every copy reproduced as follows:

> Reprinted with permission of Macmillan Publishing Co., Inc.
> from THEORY AND RESEARCH IN ADMINISTRATION by Andrew W. Halpin.
> © Copyright by Andrew W. Halpin, 1966.

If you are in agreement, please sign both copies of this letter in the space provided
below and return one copy and your remittance to this department.

Sincerely,

(Mrs.) Agnes Fisher
Contracts Supervisor

AGREED TO AND ACCEPTED:

MANSOUR TOULYATI

APPENDIX C

THIRTY-ITEM LBDQ IDEAL AND REAL FORMS

AS WORDED FOR THIS STUDY

LBDQ - IDEAL

Please read each item carefully and consider how frequently the academic department chairman <u>should</u> engage in the behavior described by that item "always", "often", "occasionally", "seldom", or "never". Circle the one which most closely corresponds to your answer.

		ALWAYS	OFTEN	OCCASIONALLY	SELDOM	NEVER
1.	Maintaining definite standards of performance.	4	3	2	1	0
2.	Encouraging the use of uniform procedures.	4	3	2	1	0
3.	Treating all group members as his equal.	4	3	2	1	0
4.	Making group members feel at ease when talking with them.	4	3	2	1	0
5.	Looking out for the personal welfare of individual group members.	4	3	2	1	0
6.	Letting group members know what is expected of them.	4	3	2	1	0
7.	Seeing to it that group members are working up to capacity.	4	3	2	1	0
8.	Speaking in a manner not to be questioned.	4	3	2	1	0
9.	Ruling with an iron hand.	4	3	2	1	0
10.	Making attitudes clear to the group.	4	3	2	1	0
11.	Doing little things to make it pleasant to be a member of the group.	4	3	2	1	0
12.	Doing personal favors for group members.	4	3	2	1	0
13.	Being willing to make changes.	4	3	2	1	0
14.	Being friendly and approachable.	4	3	2	1	0
15.	Refusing to explain his actions.	4	3	2	1	0
16.	Putting suggestions by the group members into operation.	4	3	2	1	0

|	ALWAYS	OFTEN	OCCASIONALLY	SELDOM	NEVER
17. Finding time to listen to group members	4	3	2	1	0
18. Seeing to it that the work of group members is co-ordinated.	4	3	2	1	0
19. Assigning group members to particular tasks.	4	3	2	1	0
20. Criticizing poor work.	4	3	2	1	0
21. Making sure that his part in the organization is understood by all members.	4	3	2	1	0
22. Working without a plan.	4	3	2	1	0
23. Being easy to understand.	4	3	2	1	0
24. Keeping to himself.	4	3	2	1	0
25. Acting without consulting the group.	4	3	2	1	0
26. Getting group approval on important matters before going ahead.	4	3	2	1	0
27. Trying out his new ideas with the group.	4	3	2	1	0
28. Emphasizing the meeting of deadlines.	4	3	2	1	0
29. Being slow to accept new ideas.	4	3	2	1	0
30. Asking that group members follow standard rules and regulations.	4	3	2	1	0

LBDQ – REAL

Please read each item carefully and consider how frequently the academic department chairman <u>actually</u> engages in the behavior described by that item "always", "often", "occasionally", "seldom", or "never". Circle the one which most closely corresponds to your answer.

		ALWAYS	OFTEN	OCCASIONALLY	SELDOM	NEVER
1.	Maintaining definite standards of performance.	4	3	2	1	0
2.	Encouraging the use of uniform procedures.	4	3	2	1	0
3.	Treating all group members as his equal.	4	3	2	1	0
4.	Making group members feel at ease when talking with them.	4	3	2	1	0
5.	Looking out for the personal welfare of individual group members	4	3	2	1	0
6.	Letting group members know what is expected of them.	4	3	2	1	0
7.	Seeing to it that group members are working up to capacity.	4	3	2	1	0
8.	Speaking in a manner not to be questioned.	4	3	2	1	0
9.	Ruling with an iron hand.	4	3	2	1	0
10.	Making attitudes clear to the group.	4	3	2	1	0
11.	Doing little things to make it pleasant to be a member of the group.	4	3	2	1	0
12.	Doing personal favors for group members.	4	3	2	1	0
13.	Being willing to make changes.	4	3	2	1	0
14.	Being friendly and approachable.	4	3	2	1	0
15.	Refusing to explain his actions.	4	3	2	1	0
16.	Putting suggestions by the group members into operation.	4	3	2	1	0

	ALWAYS	OFTEN	OCCASIONALLY	SELDOM	NEVER
17. Finding time to listen to group members	4	3	2	1	0
18. Seeing to it that the work of group members is co-ordinated.	4	3	2	1	0
19. Assigning group members to particular tasks.	4	3	2	1	0
20. Criticizing poor work.	4	3	2	1	0
21. Making sure that his part in the organization is understood by all members.	4	3	2	1	0
22. Working without a plan.	4	3	2	1	0
23. Being easy to understand.	4	3	2	1	0
24. Keeping to himself.	4	3	2	1	0
25. Acting without consulting the group.	4	3	2	1	0
26. Getting group approval on important matters before going ahead.	4	3	2	1	0
27. Trying out his new ideas with the group.	4	3	2	1	0
28. Emphasizing the meeting of deadlines.	4	3	2	1	0
29. Being slow to accept new ideas.	4	3	2	1	0
30. Asking that group members follow standard rules and regulations.	4	3	2	1	0

APPENDIX D

LETTER ALONG WITH APPROVAL/DISAPPROVAL FORM SENT

TO CHIEF ACADEMIC OFFICERS OF SELECTED

INSTITUTIONS OF HIGHER LEARNING IN

THE STATE OF OKLAHOMA
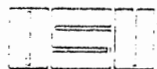
Oklahoma State University   STILLWATER, OKLAHOMA 74078
                               309 GUNDERSEN HALL
DEPARTMENT OF EDUCATIONAL ADMINISTRATION   (405) 624-7244
AND HIGHER EDUCATION

April 5, 1980

Name
College
Address
City, State

Dear   :

Many students of college and university administration maintain that
research in administrative process can significantly contribute to the
improvement of teaching, research, and other services of colleges and
universities. Yet, literature indicates that few systematic research
projects are conducted regarding the administrative process in higher
education. The paucity of research is especially evident at the
department level, particularly as it relates to the role of the department
chairman.

Consequently, I am preparing a study which is concerned with the leader-
ship behavior of the academic department chairman as perceived and
expected by deans, chairmen, faculty members, and students within
selected institutions of higher learning in the state of Oklahoma. The
study will consist of two Leadership Behavior Description Questionnaires
(LBDQ): the thirty-item LBDQ-Ideal on which the dean of each college, up to
five department chairmen in the college, and up to four faculty members
and four students of the department may describe how they believe the
academic department chairman should exercise leadership, and the thirty-
item LBDQ-Real on which these same people may indicate how the academic
department chairman actually is exercising leadership.

The purpose of this letter is to request your cooperation regarding the
study by granting me permission to conduct a survey on your campus. Of
course, all data will be treated confidentially. Should you be willing
to grant permission, I will be glad to send you a report on the study's
findings as soon as the data are analyzed.

For your convenience, I have attached a form on which you may indicate your willingness to cooperate in the study. Please return the form in the enclosed stamped self-addressed envelope at your earliest convenience. Thank you for your help.

Sincerely,

Mansour Toulyati

Attachment

Project Supervised by:

Dr. Jacob D. Zucker
Major Advisor of the Student's
  Doctoral Dissertation

Dr. Thomas A. Karman
Chairman of the Student's Doctoral Committee

Please check one of the following:

( )   You may proceed to conduct your study on this campus.

( )   You may not proceed to conduct your study on this campus.

<div align="center">

_____

Name

_____

Institution

</div>

APPENDIX E

FOLLOW-UP LETTER SENT TO CHIEF ACADEMIC

OFFICERS OF SELECTED INSTITUTIONS

OF HIGHER LEARNING IN THE STATE
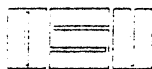
OF OKLAHOMA

Oklahoma State University

STILLWATER. OKLAHOMA 74078
309 CUNDERSEN HALL
(405) 624-7244

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
AND HIGHER EDUCATION

April 19, 1980

Name
College
Address
City, State

Dear   :

On April 5, 1980, a letter was sent to your office requesting your cooperation concerning a doctoral dissertation study. The letter explained the nature of the research study and requested your permission to conduct the survey on your campus.

Your busy schedule may have not allowed you to respond to the letter.

Therefore, I am enclosing another form on which you may indicate whether or not I may conduct the study on your campus. I am also enclosing a stamped, self-addressed envelope for your convenience. Thank you for your help.
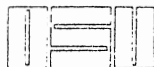
Sincerely,

Mansour Toulyati

Enclosure

APPENDIX F

LETTER SENT TO CHIEF ACADEMIC OFFICERS OF

SELECTED INSTITUTIONS OF HIGHER

LEARNING IN THE STATES OF

ARKANSAS AND KANSAS

Oklahoma State University

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
AND HIGHER EDUCATION

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

May 8, 1980

Name
College
Address
City, State

Dear   :

The purpose of this letter is to inform you of a letter which has been
recently mailed to the deans of colleges on your campus concerning a
doctoral dissertation study which I am conducting at Oklahoma State
University.

The dissertation is concerned with the leadership behavior of the
academic department chairman as perceived and expected by deans,
department chairmen, faculty members, and students in selected institu-
tions of higher learning in the states of Arkansas, Kansas, and
Oklahoma. Your university is one of the institutions that was selected
for this study.

The study will consist of two leadership Behavior Description Question-
naires (LBDQ); the thirty-item LBDQ-Ideal on which the dean of each
academic college, up to five department chairmen in the college, up to
four faculty members, and up to four students may describe how the
academic department chairman should exercise leadership, and the thirty-
item LBDQ-Real on which these same people may indicate how the academic
department chairman actually is exercising leadership.

The sequence for collecting the data will be as follows:

The first step involves sending letters to the deans of academic
colleges in each campus. In these letters, the deans are requested to
indicate their willingness to participate in the study, and their
willingness to grant permission to conduct a survey within their
colleges. In the same letter, each academic dean will also be asked to
list the names of up to five department chairmen in his or her college.

The second step will involve sending letters to the department chairmen
whose names are listed by respective deans. In these letters the
department chairmen will be asked to indicate first, their willingness
to participate in the study, and second, their willingness to grant

permission to conduct a survey in their departments. In the same letter, each chairman will also be asked to list the names of up to four faculty members and up to four students who he or she feels can describe the leadership behavior of the academic department chairman.

The final step will involve mailing the questionnaires to the people involved.

Through this process, it is hoped that reliable information will be collected regarding the leadership behavior of the academic department chairman at several institutions of higher learning.

I plan to send you a summary on the research findings as soon as the data are analyzed. Thank you for your understanding.
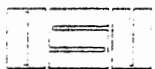
                              Sincerely,

                              Mansour Toulyati

APPENDIX G

LETTER ALONG WITH APPROVAL/DISAPPROVAL

FORM SENT TO DEANS

Oklahoma State University

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
AND HIGHER EDUCATION

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

May 8, 1980

Name
College
Address
City, State

Dear   :

Many students of college and university administration maintain that
research in administrative process can significantly contribute to the
improvement of teaching, research, and other services of colleges and
universities. Yet, literature indicates that few systematic research
projects are conducted regarding the administrative process in higher
education. The paucity of research is especially evident at the
department level, particularly as it relates to the role of the academic
department chairman.

Consequently, I am preparing a study which is concerned with the leader-
ship behavior of the academic department chairman as perceived and
expected by deans, chairmen, faculty members, and students within
selected institutions of higher learning in the states of Arkansas,
Kansas, and Oklahoma. The study will consist of two Leadership Behavior
Description Questionnaires (LBDQ): the thirty-item LBDQ-Ideal on which
the dean of each college, up to five department chairmen in the college,
and up to four faculty members and four students of each department may
describe how the academic department chairman should exercise leadership,
and the thirty-item LBDQ-Real on which these same people may indicate how
the academic department chairman actually is exercising leadership.

One purpose of this letter is to request your permission to conduct a
survey in your college. The second purpose of this letter is to request
that you provide me with names and addresses of up to five academic
department chairmen in your college. The cooperation of all the
department chairmen whose names are listed will be, then, requested.

All data will be treated confidentially. Should you be willing to
cooperate in the study, I will be glad to send you a report on the
findings as soon as the data are analyzed.

For your convenience, I have attached a form on which you may indicate your willingness to cooperate in the study. Please return the form in the enclosed stamped, self-addressed envelope at your earliest convenience.

Thank you for your help.

Sincerely,

Mansour Toulyati

Attachment

Project Supervised By:

Dr. Jacob D. Zucker
Major Advisor of the Student's
    Doctoral Dissertation

Dr. Thomas A. Karman
Chairman of the Student's
    Doctoral Committee

Please check one of the following:

( )   You may proceed to conduct your study in this college.

( )   You may not proceed to conduct your study in this college.

_____
Name

_____
College

_____
Institution

Should you be interested, please list the names and addresses of up to five academic department chairmen in your college.

1.   Name: _____

     Department _____

2.   Name: _____

     Department _____

3.   Name: _____

     Department _____

4.   Name: _____

     Department _____

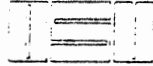5.   Name: _____

     Department _____

APPENDIX H

FOLLOW-UP LETTER SENT TO DEANS

Oklahoma State University

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

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
AND HIGHER EDUCATION

May 22, 1980

Name
College
Address
City, State

Dear   :

On May 8, 1980, a letter was sent to your office requesting your
cooperation concerning a doctoral dissertation study. The letter
explained the nature of the research study and requested your
permission to conduct the survey in your college.

Your busy schedule may have not allowed you to respond to the letter.

Therefore, I am enclosing another form on which you may indicate
whether or not I may conduct the study in your college. I am also
enclosing a stamped, self-addressed envelope for your convenience.
Thank you for your help.

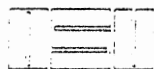   Sincerely,

                                    Mansour Toulyati

Enclosure

APPENDIX I

LETTER ALONG WITH APPROVAL/DISAPPROVAL

FORM SENT TO CHAIRMEN

Oklahoma State University

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
AND HIGHER EDUCATION

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

June 8, 1980

Name
College.
Address
City, State

Dear   :

Many students of college and university administration maintain that
research in administrative process can significantly contribute to the
improvement of teaching, research, and other services of colleges and
universities. Yet, literature indicates that few systematic research
projects are conducted in the administrative process in higher education.
The paucity of research is especially evident at the department level,
particularly as it relates to the role of the department chairman.

Consequently, I am preparing a study which is concerned with the leader-
ship behavior of the academic department chairman as perceived and
expected by deans, chairmen, faculty members, and students within
selected institutions of higher learning in the states of Arkansas,
Kansas, and Oklahoma. The study will consist of two Leadership Behavior
Description Questionnaires (LBDQ): the thirty-item LBDQ-Ideal on which
the dean of each college, up to five department chairmen in the college,
and up to four faculty members and four students of each department may
describe how the academic department chairman should exercise leadership,
and the thirty-item LBDQ-Real on which these same people may indicate how
the academic department chairman actually is exercising leadership.

One purpose of this letter is to request your permission to conduct a
survey in your department concerning the leadership behavior of the
academic department chairman. The other purpose of this letter is to
request that you provide the names and addresses of up to four faculty
members and also four students who you feel can describe the leadership
behavior of the academic department chairman.

All data will be treated confidentially. Should you cooperate in the
study, I will send you a report on the findings as soon as the data are
analyzed.

For your convenience, I have enclosed a form on which you may indicate your willingness to cooperate in the study. Please return the form in the enclosed stamped, self-addressed envelope at your earliest convenience. Thank you for your help.

Sincerely yours,

Mansour Toulyati

Attachment
Project Supervised By:

Dr. Jacob D. Zucker
Major Advisor of the Student's
Doctoral Dissertation

Dr. Thomas A. Karman
Chairman of the Student's
Doctoral Committee

Please check one of the following:

( ) You may proceed to conduct your study in this department.

( ) You may not proceed to conduct your study in this department.

_____
                                    Name

_____
                                 Department

_____
                                 Institution

Should you be willing to participate in the study, please list the names
and addresses of up to four faculty members and also up to four students
who you feel can describe the leadership behavior of the academic depart-
ment chairman.

Faculty Members   Students

1. Name _____   1. Name _____

    Address _____   Address _____

    _____   _____

2. Name _____   2. Name _____

    Address _____   Address _____

    _____   _____

3. Name _____   3. Name _____

    Address _____   Address _____

    _____   _____

4. Name _____   4. Name _____

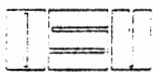   Address _____   Address _____

    _____   _____

APPENDIX J

COVER LETTER SENT TO PARTICIPATING DEANS

REGARDING SURVEY QUESTIONNAIRE

Oklahoma State University

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
AND HIGHER EDUCATION

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

July 3, 1980

Name
College
Address
City, State

Dear   :

Thank you for granting me permission to conduct a survey regarding the leadership behavior of the academic department chairman in your college.

Enclosed are: (1) two Leadership Behavior Description Questionnaires, the thirty-item LBDQ-Ideal and the thirty-item LBDQ-Real; and (2) an autobiographical form. For your convenience I have also enclosed a stamped, self-addressed envelope.

Please complete the forms and return them at your earliest convenience. Thank you for your help.
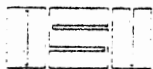
Sincerely,

Mansour Toulyati

Enclosures

APPENDIX K

COVER LETTER SENT TO PARTICIPATING CHAIRMEN

REGARDING SURVEY QUESTIONNAIRE

Oklahoma State University / STILLWATER, OKLAHOMA 74078
309 GUNDERSEN HALL
(405) 624-7244

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
AND HIGHER EDUCATION

July 3, 1980

Name
College
Address
City, State

Dear   :

Thank you for granting me permission to conduct a survey regarding
the leadership behavior of the academic department chairman in your
department.

Enclosed are: (1) two Leadership Behavior Description Questionnaires,
the thirty-item LBDQ-Ideal and the thirty-item LBDQ-Real; and (2) an
autobiographical form. For your convenience, I have also enclosed a
stamped, self-addressed envelope.

Please complete the instruments and return them at your earliest
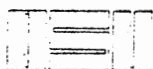convenience. Thank you for your help.

Sincerely,

Mansour Toulyati

Enclosures

APPENDIX L

COVER LETTER SENT TO FACULTY MEMBERS AND STUDENTS

REGARDING SURVEY QUESTIONNAIRE

Oklahoma State University

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
AND HIGHER EDUCATION

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

July 3, 1980

Dear

Many students of college and university administration maintain that research in administrative process can significantly contribute to the improvement of teaching, research, and other services of higher education. Yet, literature indicates that few systematic research projects are conducted regarding the administrative process in higher education. The paucity of research is especially evident at the department level, particularly as it relates to the role of the academic department chairman.

Consequently, I am preparing a study which is concerned with the leadership behavior of the academic department chairman as perceived and expected by deans, chairmen, faculty members and students in selected institutions of higher learning in the states of Arkansas, Kansas, and Oklahoma. The study consists of two Leadership Behavior Description Questionnaires (LBDQ): the thirty-item LBDQ-Ideal on which the dean of each college, up to five chairmen in the college, and up to four faculty members and four students of each department may describe how the academic department chairman should exercise leadership, and the thirty-item LBDQ-Real on which these same people may indicate how the academic deaprtment chairman actually is exercising leadership.

All data will be treated confidentially. Your department chairman has agreed to participate in the study. I hope you also agree to participate in the study.

Enclosed are the two Leadership Behavior Description Questionnaires and an autobiographical form. For your convenience, I have also enclosed a stamped, self-addressed envelope.

I would appreciate your prompt attention regarding the enclosed materials. Please complete the forms and return them at your earliest convenience. Thank you for your help.

Sincerely,

Mansour Toulyati

Enclosures

APPENDIX M

AUTOBIOGRAPHICAL FORM SENT TO DEANS, CHAIRMEN,

AND FACULTY MEMBERS

Autobiographical Form

Please check one alternative for each of the following questions:

1. What is your current age?

   (a) 20-29   (b) 30-39   (c) 40-49
   (d) 50-59   (e) 60-69   (f) over 70

2. What is your sex?

   (a) female   (b) male

3. Check the category which most accurately describes your annual income.

   (a) $10,000 - $14,999   (e) $30,000 - $34,999
   (b) $15,000 - $19,999   (f) $35,000 - $39,999
   (c) $20,000 - $24,999   (g) above $40,000
   (d) $25,000 - $29,999

4. In what academic area do you serve?

   (a) Social Sciences   (f) Business Administration and
   (b) Humanities   related professions
   (c) Physical Sciences   (g) Education
   (d) Biological Sciences   (h) Engineering and related fields
   (e) Mathematics   (i) Health Services
                               (j) Other

5. What is your current rank?

   (a) Professor   (b) Associate Professor
   (c) Assistant Professor (d) Instructor   (e) Other

6. How many years have you been involved in higher education teaching/administration?

   (a) 0-3   (b) 4-6   (c) 7-9
   (d) 10=12   (e) 13-15   (f) over 16

7. How long have you served in your position?

   (a) less than a year   (d) less than four years
   (b) less than two years   (e) less than five years
   (c) less than three years (f) five years or more

APPENDIX N

AUTOBIOGRAPHICAL FORM SENT

TO STUDENTS

Autobiographical Form

Please check one alternative for each of the following questions:

1. What is your current age?

   (a) less than 20
   (b) 20-24
   (c) 25-29
   (d) over 30

2. What is your sex?

   (a) female
   (b) male

3. What is your current rank?

   (a) full-time undergraduate student
   (b) part-time undergraduate student
   (c) full-time graduate student
   (d) part-time graduate student

4. Are you a teaching assistant?

   (a) yes
   (b) no

5. Are you a research assistant?

   (a) yes
   (b) no

6. In what academic area do you serve?

   (a) Social Sciences   (f) Business administration and
   (b) Humanities   related professions
   (c) Physical Sciences   (g) Education
   (d) Biological Sciences   (h) Engineering and related fields
   (e) Mathematics   (i) Health services
                                (j) Other

APPENDIX O

FOLLOW-UP LETTER SENT TO PARTICIPATING DEANS
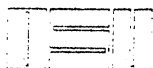
REGARDING SURVEY QUESTIONNAIRE

Oklahoma State University

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
AND HIGHER EDUCATION

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

July 23, 1980

Name
College
Address
City, State

Dear   :

On July 3, 1980, with your permission regarding the conduct of a
study considering the leadership behavior of the academic department
chairman in your college, a letter was sent to you in which you were
requested to provide answers to two questionnaires: (1) the thirty-
item LBDQ-Ideal and (2) the thirty-item LBDQ-Real, and to complete an
autobiographical form.

The letter may have not reached you, and/or your busy schedule may
have not allowed you to respond to the questionnaire.

Therefore, I am enclosing another copy of the two questionnaires and
the autobiographical form. For your convenience, I have also enclosed
a stamped, self-addressed envelope. All data, of course, will be
treated confidentially. Please complete the forms and return them at
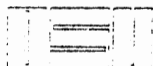your earliest convenience. Again, thank you for your help.

Sincerely,

Mansour Toulyati

Enclosures

APPENDIX P

FOLLOW-UP LETTER SENT TO PARTICIPATING

CHAIRMEN REGARDING SURVEY

QUESTIONNAIRE

Oklahoma State University

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

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
AND HIGHER EDUCATION

July 23, 1980

Name
College
Address
City, State

Dear   :

On July 3, 1980, with your permission regarding the conduct of a study considering the leadership behavior of the academic department chairman in your department, a letter was sent to you in which you were requested to provide answers to two questionnaires: (1) the thirty-item LBDQ-Ideal and (2) the thirty-item LBDQ-Real, and to complete an autobiographical form.

The letter may have not reached you, and/or your busy schedule may have not allowed you to respond to the questionnaires.

Therefore, I am enclosing another copy of the two questionnaires and the autobiographical form. For your convenience, I have also enclosed a stamped, self-addressed envelope.

All data, of course, will be treated confidentially. Please complete the forms and return them at your earliest convenience. Again thank you for your help.

                            Sincerely,

                            Mansour Toulyati

Enclosures

1

VITA

Mansour Toulyati

Candidate for the Degree of

Doctor of Education

Thesis: THE LEADERSHIP BEHAVIOR OF THE ACADEMIC DEPARTMENT CHAIRMAN:
          EXPECTATIONS AND PERCEPTIONS OF DEANS, CHAIRMEN, FACULTY
          MEMBERS, AND STUDENTS AT SELECTED INSTITUTIONS OF HIGHER
          LEARNING

Major Field: Higher Education

Biographical:

    Personal Data: Born in Ghom, Iran, March 27, 1946, the son of
        Ahmad.

    Education: Graduated from Hakim Nezami High School, Ghom, Iran,
        in 1966; received the Licentiate degree in Political
        Science from National University of Iran, Tehran, Iran, in
        1971; received the Master of Arts degree in Political Science
        from OSU, Stillwater, Oklahoma, in 1975; completed the
        requirements for the Doctor of Education degree in May, 1981.

    Professional Experience: Served in Army as a drafted second
        lieutenant, Shiraz, Iran, 1971-1972; served as an educational
        expert in Telecommunication Company of Iran, Tehran, Iran,
        1975-1976; served as a second assistant to news reporter in
        Radio and Television Organization of Iran, Tehran, Iran,
        1976-1977.