

8 4

1 3 9 7 8

MICROFILMED - 1984

INFORMATION TO USERS

This reproduction was made from a copy of a document sent to us for microfilming. While the most advanced technology has been used to photograph and reproduce this document, the quality of the reproduction is heavily dependent upon the quality of the material submitted.

The following explanation of techniques is provided to help clarify markings or notations which may appear on this reproduction.

1. The sign or "target" for pages apparently lacking from the document photographed is "Missing Page(s)". If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting through an image and duplicating adjacent pages to assure complete continuity.
2. When an image on the film is obliterated with a round black mark, it is an indication of either blurred copy because of movement during exposure, duplicate copy, or copyrighted materials that should not have been filmed. For blurred pages, a good image of the page can be found in the adjacent frame. If copyrighted materials were deleted, a target note will appear listing the pages in the adjacent frame.
3. When a map, drawing or chart, etc., is part of the material being photographed, a definite method of "sectioning" the material has been followed. It is customary to begin filming at the upper left hand corner of a large sheet and to continue from left to right in equal sections with small overlaps. If necessary, sectioning is continued again—beginning below the first row and continuing on until complete.
4. For illustrations that cannot be satisfactorily reproduced by xerographic means, photographic prints can be purchased at additional cost and inserted into your xerographic copy. These prints are available upon request from the Dissertations Customer Services Department.
5. Some pages in any document may have indistinct print. In all cases the best available copy has been filmed.

**University
Microfilms
International**

300 N. Zeeb Road
Ann Arbor, MI 48106

Jambi, Abdussalam Ali

THE RELATIONSHIP BETWEEN THE PERCEIVED LEADER BEHAVIOR OF
DEPARTMENTAL CHAIRPERSONS AND FACULTY MORALE AT THE
COLLEGE OF EDUCATION, KING SAUD UNIVERSITY IN RIYADH, SAUDI
ARABIA

The University of Oklahoma

Ed.D. 1984

University
Microfilms
International 300 N. Zeeb Road, Ann Arbor, MI 48106

Copyright 1984

by

Jambi, Abdussalam Ali

All Rights Reserved

PLEASE NOTE:

In all cases this material has been filmed in the best possible way from the available copy.
Problems encountered with this document have been identified here with a check mark ✓.

1. Glossy photographs or pages _____
2. Colored illustrations, paper or print ✓
3. Photographs with dark background _____
4. Illustrations are poor copy _____
5. Pages with black marks, not original copy _____
6. Print shows through as there is text on both sides of page _____
7. Indistinct, broken or small print on several pages ✓
8. Print exceeds margin requirements _____
9. Tightly bound copy with print lost in spine _____
10. Computer printout pages with indistinct print _____
11. Page(s) _____ lacking when material received, and not available from school or author.
12. Page(s) _____ seem to be missing in numbering only as text follows.
13. Two pages numbered _____. Text follows.
14. Curling and wrinkled pages _____
15. Other _____

University
Microfilms
International

THE UNIVERSITY OF OKLAHOMA
GRADUATE COLLEGE

THE RELATIONSHIP BETWEEN THE PERCEIVED LEADER BEHAVIOR
OF DEPARTMENTAL CHAIRPERSONS AND FACULTY MORALE AT
THE COLLEGE OF EDUCATION, KING SAUD UNIVERSITY
IN RIYADH, SAUDI ARABIA

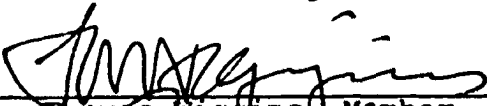
A DISSERTATION
SUBMITTED TO THE GRADUATE FACULTY
in partial fulfillment of the requirements for the
degree of
DOCTOR OF EDUCATION

BY
ABDUSSALAM ALI JAMBI
Norman, Oklahoma
1984

THE RELATIONSHIP BETWEEN THE PERCEIVED LEADER BEHAVIOR
OF DEPARTMENTAL CHAIRPERSONS AND FACULTY MORALE AT
THE COLLEGE OF EDUCATION, KING SAUD UNIVERSITY
IN RIYADH, SAUDI ARABIA


APPROVED BY:


Dr. Herbert R. Hengst; Chairman


Dr. Thomas Wiggins; Member


Dr. Lloyd Williams; Member


Dr. Hugh Jeffers; Member


Dr. Joseph Lee Rodgers, III; Member

DISSERTATION COMMITTEE

© 1984

ABDUSSALAM ALI JAMBI

All Rights Reserved

Abstract

THE RELATIONSHIP BETWEEN THE PERCEIVED LEADER BEHAVIOR
OF DEPARTMENTAL CHAIRPERSONS AND FACULTY MORALE AT
THE COLLEGE OF EDUCATION, KING SAUD UNIVERSITY
IN RIYADH, SAUDI ARABIA

By

Abdussalem Ali Jambi

Herbert R. Hengst, Chairman

This study investigated the question of whether certain patterns of departmental chairperson's behavior affect the faculty morale at the College of Education, King Saud University, The Kingdom of Saudi Arabia.

Appropriate instruments were selected for this study: The morale scales from the Institutional Climate Inventory and the Leader Behavior Description Questionnaire (LBDQ-real). They were administered to the faculty participants, producing 101 returns. The LBDQ-ideal was completed by all the fifteen departmental chairmen participants. Demographic data of both the chairmen and the faculty members were obtained.

The collected data were analyzed by using the Statistical Analysis System (SAS). Three different techniques were employed

for data analysis: t Tests, Regression Analysis and Correlations. The major findings were:

1. Leader Consideration was perceived higher than leader Initiating Structure by both chairmen and faculty.

2. Leader Initiating Structure was perceived higher by the chairman and lower by the faculty. The differences were significant at $p > .05$.

3. The faculty morale's means for all scales were higher than the normative means of the faculty morale in the United States.

4. Only five percent in the variations of the total morale scales can be explained by linear regression on Initiating Structure and Consideration.

5. Size and type of departments were not factors affecting the leader behavior.

6. The correlations between the actual leader Initiating Structure scores and the total scores of the faculty morale scales were positive and significant at $p > .05$.

7. The correlation between the actual leader Initiating Structure scores and the faculty nationality was negative and significant at $p > .001$.

8. The correlations between the actual leader Consideration and the selected variables of the demographic data were positive and significant, ranging from $p > .04$ - $.001$.

9. The unpredicted findings produced different positive and significant correlations, ranging from $p > .004$ - $.0001$,

between Initiating Structure and Consideration for each category of the demographic data.

In conclusion, the departmental chairmen at the College of Education, King Saud University would increase the morale of the faculty if they emphasized more Initiating Structure rather than Consideration. The demographic data of the faculty were situational factors for the chairmen's leader behavior.

DEDICATION

To the most blessed city in the world, Makkah, where I was born, raised and received my lovely memories of childhood, neighborhood, youthhood and undergraduate education. To the city where the Prophet Mohammed, "peace upon him," was born and began his calling. To the place toward which all Muslims turn their faces five times a day when they pray, I dedicate this study to "Makkah" for the people in the Kingdom of Saudi Arabia, and ultimately for everybody who cares for somebody else.



وَصَلَّى اللّٰهُ عَلٰى سَيِّدِنَا مُحَمَّدٍ
خَيْرَ مُرْشِدٍ وَدَلِيلٍ

IN THE NAME OF ALMIGHTY GOD WHO IS
GUIDING US ALONG THE STRAIGHT PATH

ACKNOWLEDGMENTS

First of all, I must faithfully thank Almighty Allah who has provided me with the health and patience to pursue this degree.

Sincere thanks and appreciation are extended to King Saud University, Ministry of Higher Education, which sponsored my scholarship in the United States.

I am greatly indebted to my advisor and committee chairman, Dr. Herbert R. Hengst, for his wise guidance, his challenging advice during the doctoral program and his invaluable suggestions for the research design and interpretations. His continual support and encouragement have sustained me in many difficult hours. I am also grateful to Dr. Joseph Lee Rodgers, III, for giving generously of his time and lending invaluable suggestions in the statistical analysis of the research design. Appreciation is extended to Drs. Thomas W. Wiggins, Lloyd Williams and Hugh Jeffers for their provisions of many ideas and criticisms in the interpretation of the research findings.

I wish to acknowledge the assistance I received from some of the staff members of the Soft-ware Assistant at the Computer Terminal Centers, The University of Oklahoma, especially Dr. Albert B. Schwarzkopf, the consultant at the

Statistics Consulting Lab for his invaluable suggestions in categorizing the raw data of the study and running additional correlation matrices and several plots.

My special thanks and appreciation are extended to Dr. Mazyed I. Al-Mazyed, former dean of the College of Education in Abha and current supervisor of King Saud University Branch, Abha, Saudi Arabia for encouraging me to join the Faculty of Education. My thanks and appreciation also are extended to Dr. Abdullah Al-Hamdan, dean of the College of Education in Riyadh for his assistance and understanding of the study's purpose, to Dr. Hamad Al-Ajrouesh, director of the Research Center at the college for his assistance in facilitating the administration of the study questionnaires and for making some of the university publications accessible to me. My thanks and appreciation also are extended to all people who helped me in one way or another. Among them Dr. Abdullah N. Sharie, Chair of the Department of Psychology, Dr. Mohammed Kashmeeri, Chair of the Department of Education, Professors of English Drs. Muhmood Siny, Manie Al-Juhani at the College and Mr. Ibraheem Al-Ghundoor and Mr. Sharech Al-Saadi in Egypt.

Last but not least my deepest thanks, love and appreciation must be extended to my mother Asma for her prayers and patience while waiting for me to return home, to my wife Shahnaz, my son Khalid and my daughters Hanan, Neda, Amal, Safa and Suhair for their sacrifices, patience and

sharing the experience of learning abroad and being away from home. To my wife I am very grateful for her unflagging care of our children.

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	iix
LIST OF TABLES	xiii
LIST OF FIGURES	xv
 Chapter	
I. INTRODUCTION	1
Statement of the Problem	1
Purpose of the Study	2
Significance of the Study	3
Background of the Study	3
Summary	12
II. REVIEW OF RELATED LITERATURE	14
Introduction	14
Leadership Definitions	14
The Ideal Theories of Leadership	18
Ohio State Leadership Studies	20
Development of Leader Behavior Description	
Questionnaire LBDQ	21
Rationale for Utilization of the LBDQ	25
Leader Behavior and Managerial Guide	26
Leader Behavior and Situational Leadership	27
Morale Studies	31
Institutional Climate Inventory	35
Early Research on Leader Behavior and Morale.	37
Recent and Contemporary Research	45
Summary	51
III. DESIGN OF THE STUDY AND PROCEDURE	53
Introduction	53
Conceptual Framework	54
Hypotheses	55
Definition of Terms	57
Population and Sampling	60

	Page
Delimitations	63
Description of Instruments	64
Translation of the Instruments	69
Methods of Collecting the Data	70
Distribution of Questionnaire Forms	72
Data Collection	73
Methods of Analyzing the Data	76
Summary	79
 IV. FINDINGS	 81
Introduction	81
Statistical Findings	83
General Comparisons of Findings	83
Findings Related to Hypotheses	86
Unpredicted Findings	103
Summary of the Findings	114
 V. SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS	 118
Summary of the Study	118
Relationship of Previous Research to the Stated Hypotheses	120
Major Findings	121
Discussion of Findings from the Tested Hypotheses	123
Conclusion	134
Recommendations	136
 BIBLIOGRAPHY	 138
 APPENDIX A	 146
 APPENDIX B	 166
 APPENDIX C	 177

LIST OF TABLES

Table	Page
1. Questionnaire Forms Distributed Including LBDQ Dimensions	73
2. A Census Sampling of the Entire Population of the Full-Time Faculty and the Proportion of Respondents	77
3. Means, Standard Deviations, Variances, Minimum of Scores, Maximum of Scores and Sums of Scores of LBDQ-Ideal, LBDQ-Actual and Faculty Morale Scales	84
4. Means of I-Structure Actual with I-Structure Ideal and Consideration-Actual with Consideration-Ideal	85
5. <u>t</u> Test for Dependent Groups (Paired Comparison <u>t</u> Test) Testing the Difference Between Faculty Perception and Chairmen Perception on Initiating Structure and Consideration .	87
6. <u>t</u> Test for Dependent Groups (Paired Comparison <u>t</u> Test) Between the Means of the Faculty and Chairmen Perceptions of LBDQ Within Professional Departments	89
7. <u>t</u> Test for Dependent Groups (Paired Comparison <u>t</u> Test) Between the Means of Faculty's and Chairmen's Perceptions of <u>LBDQ</u> Within <u>Academic</u> Departments	90
8. <u>t</u> Test for Dependent Groups (Paired Comparison <u>t</u> Test) Between Means of Faculty's and Chairmen's Perceptions of LBDQ Within <u>Small Size</u> Departments	91
9. <u>t</u> Test for Dependent Groups (Paired Comparison <u>t</u> Test) Between the Means of Faculty's and Chairmen's Perceptions of <u>LBDQ</u> Within <u>Large-Size</u> Departments	92

Table	Page
10. Difference Between Small- and Large-Size Departments in Faculty's Perceptions of the <u>LBDQ</u> Dimensions	94
11. Difference Between Small- and Large-Size Departments in Chairmen's Perceptions of the <u>LBDQ</u> Dimensions	95
12. Difference Between Professional and Academic Departments in Faculty Perceptions of the <u>LBDQ</u> Dimensions	96
13. Difference Between Professional and Academic Departments in Chairmen's Perceptions of the <u>LBDQ</u> Dimensions	97
14. Correlations Matrix Between <u>LBDQ</u> -Actual and Faculty Morale Variables	99
15. Multiple Regression Analysis for Evaluating the Dependence of Measures of Faculty Morale on Initiating Structure and Consideration	100
16. Correlations Matrix Between <u>LBDQ</u> -Ideal and Faculty Morale Variables	102
17. Correlations Between Faculty Morale and Demographic Data	103
18. Correlations Matrix Between the Two Dimensions of <u>LBDQ</u> -Actual and the Demographic Data Variables	104

LIST OF TABLES IN APPENDIX

1a. Chairmen's Perception of Their Ideal Leader Behavior Scores with Their Demographic Data Organized by Departments	147
2a. Faculty Perceptions of the Chairmen's Actual Leader Behavior Scores and the Faculty Perceptions of Their Morale Scores with Their Demographic Date Organized by Departments	148

LIST OF FIGURES

Figure	Page
1. Situational Leadership (adapted from Hersey and Blanchard)	30
2. Relation Between Structure and Consideration for Faculty Ages	106
3. Relationship Between Initiating Structure and Consideration for the Year of Receiving the Ph.D.	108
4. Relationship Between Initiating Structure and Consideration for Years of Experience . .	109
5. Relationship Between Initiating Structure and Consideration for Faculty Ranks	111
6. Relationship Between Structure and Consideration for Saudi and Non-Saudi Nationalities	112

LIST OF FIGURES IN APPENDIX

1a. Plot of Initiating Structure and Consideration for Age Category No. 1	152
2a. Plot of Initiating Structure and Consideration for Age Category No. 2	153
3a. Plot of Initiating Structure and Consideration for Age Category No. 3	154
4a. Plot of Initiating Structure and Consideration for Age Category No. 4	155
5a. Plot of Initiating Structure and Consideration for Graduation Date Category No. 1	156
6a. Plot of Initiating Structure and Consideration for Graduation Date Category No. 2	157

Figure	Page
7a. Plot of Initiating Structure and Consideration for Graduation Date Category No. 3	158
8a. Plot of Initiating Structure and Consideration for Years of Experience Category No. 1	159
9a. Plot of Initiating Structure and Consideration for Years of Experience Category No. 2	160
10a. Plot of Initiating Structure and Consideration for Assistant Professors	161
11a. Plot of Initiating Structure and Consideration for Associate Professors	162
12a. Plot of Initiating Structure and Consideration for Full Professors	163
13a. Plot of Initiating Structure and Consideration for Saudi Faculty Members	164
14a. Plot of Initiating Structure and Consideration for Non-Saudi Faculty Members	165

THE RELATIONSHIP BETWEEN THE PERCEIVED LEADER
BEHAVIOR OF DEPARTMENTAL CHAIRPERSONS AND
FACULTY MORALE AT THE COLLEGE OF
EDUCATION, KING SAUD UNIVERSITY
IN RIYADH, SAUDI ARABIA

CHAPTER I

INTRODUCTION

Statement of the Problem

The problem that the present study treats can be stated in this question: Do certain patterns of departmental chairpersons' behavior affect faculty morale?

The problem has three major dimensions to investigate:

1. The leader behavior practiced by the departmental chairmen in the College of Education at King Saud University.
2. The relationship between the leader behavior of the departmental chairmen and the morale of the faculty.
3. The patterns of behavior which have positive effects on faculty morale.

Purpose of the Study

The purpose of this study is to provide information which could assist the leaders of higher education in Saudi Arabia to discern some of the obstacles to maintaining good faculty and to enhancing faculty commitment to the University through examining theoretical assumptions about leader behavior in a specific context.

Significance of the Study

The rapid growth that King Saud University has experienced demands cooperative effort to maintain a high quality of higher education. Improving the undergraduate studies and developing graduate programs require highly qualified faculty and staff. Keeping good faculty and attracting the most qualified scholars have been the major concerns of management.

King Saud University as a governmental organization may have abundant money to pay salaries and provide good physical plants, but the problems of managing human resources are not readily resolvable by money.

An empirical study of leader behavior may be described as a scientific technique to diagnose the problem. Promotion of faculty morale may be a prescription.

Background of the Study

Conditions at King Saud University

King Saud University has been a totally government supported institution since its foundation in 1957 (1377 A.H.), during the reign of King Saud, in whose honor it is named. As with many newly born organisms, King Saud University started its operation modestly. From a College of Arts encompassing twelve students and nine faculty members (only one Saudi), with governmental appropriations of SR 5,400,000 (equivalent to \$1,500,000), it now consists of twelve colleges, the graduate school, the Center for Female University Education, and the Arabic Language Institute. Its appropriations for the fiscal year 1982-83 (1402-1403) are about four billion Saudi Riyals, which is equivalent to \$1,200,000,000 U.S. dollars.¹ The student body is about 17,550, of which 3,400 are female, and is taught by a faculty of 1,539, of which 331 are Saudi males, 1,029 are non-Saudi males and 158 are non-Saudi females.²

¹Al-Riyadh, 24 April 1982.

²Kingdom of Saudi Arabia, Ministry of Finance and National Economy, General Department of Statistics, Statistical Yearbook, 1965-1980.

Laying the foundation for modern higher education, the University now maintains the following higher institutions: the College of Arts, College of Science, College of Administrative Sciences, College of Pharmacy, College of Agriculture, College of Engineering, College of Education, College of Medicine, College of Dentistry, College of Allied Health Sciences, Arabic Language Center, College of Education, and College of Medicine, Abha campus.¹

Seen in the context of the rapid development of the Kingdom of Saudi Arabia, which parallels the rapid growth of the University, the College of Education in Riyadh has experienced rapid development since it joined the University in 1966 (1386 A.H.). Five years earlier the College of Education in Riyadh was founded by the joint efforts of the Ministry of Education and UNESCO. Now it is comprised of 2,025 students, of which 26 are female, and it has a total of approximately 161 faculty members, of which 80 are non-Saudi and 11 are female.²

Examining the faculty growth during the decade 1970-71 to 1979-80, the researcher could identify that the non-Saudi faculty outnumbers the Saudi faculty, and that there has been some attrition in Saudi faculty members in 1975-76, 1976-77, and 1979-80. These kinds of problems occurred in

¹Kingdom of Saudi Arabia, University of Riyadh (King Saud University), University Bulletin, 1980-81.

²Statistical Yearbook, op. cit., 1965-1980.

addition to the fact that the University has experienced some difficulties in keeping good non-Saudi faculty members for a long period of time. Doctor Munsor, Al-Turki at King Saud University, "the Rector," has issued a statement forming a University-wide committee to search for effective means to enhance the faculty loyalty to the University, and to attract good faculty from all over the world.¹ This initiative has been stimulated by the ambitious desire to maintain academic excellence, to keep pace with the latest trends in education, and to provide students with a fertile environment for learning by employing outstanding faculty who can complement its excellent physical plant and extensive libraries.

Based on the "Rector's" ambitious desire and speculating that besides administrative behaviors, factors such as rank, years of experience, sex, nationality, college degree, and department size might affect the morale of faculty, the author feels that it is a proper time to contribute to the mainstream by studying leader behavior in relation to faculty morale. Empirical research in this area concerning King Saud University is presently lacking.

Leadership in Saudi Arabia

Leadership and leader behavior in Saudi Arabia must be understood in light of Islam. The Kingdom of Saudi Arabia and Islam are indivisible. The Western notion of the separation of the church from education or the separation of life into sacred and secular categories is not valid among Muslims. Islam, which was revealed by God or "Allah," to the Prophet

¹Al-Riyadh, 11 September, 1981.

Mohammed in the sixth century, constitutes a concrete foundation on which Muslims build their relationships with each other. Factors such as character, piety, faith, patience, compassion, enlightenment, and carefulness are valid criteria for leadership in the context of the Islamic literature.

Leadership is a term commonly used for political and military leaders in Saudi Arabia. Probably the most popular terms for "leader" are "imam," "guide," "scholar," "advisor," "caretaker," and "guardian." These terms and their derivations are commonly used by the Quran and the "Prophetic Traditions" (Al-Ahadeeth Al-Nobawiah).

The term "Guardian" in Islam is probably the most comprehensive one. All the meanings of the other terms may be subsumed under "Guardian." The Prophetic Tradition asserts that:

Everybody is a guardian, and every guardian is responsible for his subjects: Imam is a guardian and he is responsible for his subjects. A man is a guardian within his family, and he is responsible for his family members. A woman is a guardian as a housewife, and she is responsible for her subjects. A servant is a guardian, and he is responsible for his lord's assets.¹

Ideally, in Islam leadership in a particular position is assigned to the most qualified person. Traditionally, it is known that a man is valued according to his work. Operationally, factors such as family origins and nationality may emerge as influential variables in selection or appointment. Professor Herbert R. Hengst, of the University of Oklahoma,

¹Abu Zakaria Y. Al-Nawawi, Reaaydh Al-Salheen: From Kalam Siyed Al-Mursaleen, Dar al-Kitab Al-Arabi; Publisher, 1973, p. 281.

who formerly worked at King Saud University, observed that four factors are imperative in order to understand the organization of higher education in Saudi Arabia. They are:

- (1) Islam is the pervasive fact of life and is the culmination of God's direct intervention into the affairs of mankind.
- (2) The social structure of the Kingdom of Saudi Arabia, of which family has been the basic unit for many generations, has its significant impact on the nature of organization.
- (3) Education is segregated by sex. (4) The rapid modernization has caused the peoples of the Kingdom to experience tension caused by the ebb and flow between modern technology and the inflexible view of Muslim extremists.¹

The term "morale" in Saudi Arabia is defined as a high spirit. When a soldier fights courageously in a battle, it is said that he fights with high spirit. Morale can be understood as an "aspiration." The Quranic verse asserts that: "The seal thereof will be Musk: and for [this] aspire, [those] who have aspirations."²

Terms such as "hope," "high spirit" and "aspiration" may be substituted for "morale."

The leader behavior approach in relation to morale and other variables has received wide support from many

¹Herbert R. Hengst, Coordination of Higher Education in Saudi Arabia. Paper presented to a graduate seminar, Center for Studies in Higher Education, University of Oklahoma, October 28, 1982.

²The Meaning of the Glorious Qu'ān, Text Translation and Commentary by Abdullah Y. Ali, vol. 2, p. 1706.

scholars and administrators in the United States. It has been validated in different settings and different situations.¹

Leadership and Morale Studies in the USA

Originally, leadership in the United States was based on the concepts of the Western philosophers, including the Greek philosopher, Aristotle; the English philosopher, Thomas Hobbes; the Italian statesman, Angelo Machiavelli; the English poet, James Montgomery, the French engineer and economist, Charles Dupon; and the American efficiency engineers, Frederic Taylor and Henry Gantt.

The ancient Greek philosopher, Aristotle (384-322 B.C.) laid the foundation for today's notion that leadership cannot exist separate from followership. He viewed leadership as a role of command while followership was a role of obedience. In his politics Aristotle stated that "For he who would learn to command well must, as men say, first of all learn to obey. . . ."² Machiavelli (1409-1527) and Hobbes (1588-1679) furthered the notion of command by the centralization of control to keep brute men in their place.

Montgomery (1771-1854) asserted that the concept of inborn traits of the individual was the major indicator of leader successfulness. The abilities and skills of the

¹Andrew W. Halpin, "The Leader Behavior and Effectiveness of Aircraft Commanders," Leader Behavior: Its Description and Measurement, Edited by Ralph M. Stogdill and Alvin E. Coons, 4th ed. (College of Administrative Science, The Ohio State University, Columbus, Ohio, 1975, reprint 1973), pp. 52-64.

²Steven M. Cahn, "The Politics," The Philosophy Foundation of Education, Harper and Row, 1970, p. 123.

leader were not deemed transferable.

Dupin (1784-1873) was the first to suggest that managerial skills could be taught. Taylor (1856-1915), in his "functional foreman concept" sought to provide specialized supervision for the worker. He viewed leadership as a function of knowledge. To him, the best leader was the technical expert.

Finally, Gantt (1861-1919) was, probably, the first to recognize the importance of morale and team work.¹

At the turn of the century, leadership in the United States was approached from different perspectives. At that time management scholars approached the study of leadership from the perspective of personality traits characteristic of the particular leader. Stogdill (1948), by examining 124 research studies on personality traits, could not find any consistent traits for successful leaders. So he oriented the study of leadership toward acts of behavior in a specific setting.² He discovered that a leader was one who participated in group activities and facilitated the work of the group.

The size of the group was empirically determined by Hemphill (1950) as a situational variable which affected

¹Daniel A. Wren, The Evolution of Management Thought (New York: John Wiley and Sons, 1979), pp. 538-539.

²Ralph M. Stogdill, "Personal Factors Associated with Leadership: A Survey of the Literature," Journal of Psychology, vol. 25, 1948, pp. 35-71.

leader behavior. Large groups with thirty-one or more members tended to place greater demands upon their leaders and were more tolerant of leader-centered direction of activities than were small groups.¹

The development of the (1957) Leader Behavior Description Questionnaire (LBDQ), originated by Hemphill and Coons and expanded by the cooperative efforts of the interdisciplinary staff within the Ohio State Leadership Studies, was a product of the behavioral performance approach directed by Stogdill. The LBDQ instrument validated by Halpin and Winer was used in common by all the investigators in the field of psychology, sociology and economy within the series of the Ohio State Leadership Studies.² The LBDQ measures two fundamental dimensions of leader behavior: "Initiating Structure" and "Consideration." In describing numerous studies based upon these two dimensions, Halpin (1966) reported:

Initiating Structure refers to the leader's behavior in delineating the relationship between himself and members of the work-group, and in endeavoring to establish well-defined patterns of organization, channels of communications and methods of procedure. Consideration refers to behavior indicative

¹John K. Hemphill, "Relations Between the Size of the Group and the Behavior of 'Superior' Leaders," The Journal of Social Psychology, vol. 32 (1950), pp. 11-22.

²Ralph M. Stogdill and Alvin E. Coons, eds., Leader Behavior: Its Description and Measurement (College of Administrative Science, The Ohio State University, Columbus, Ohio (1973), pp. 6-51.

of friendship, mutual trust, respect, and warmth in the relationship between the leader and the member of the staff.¹

From these research studies, it was found that effective leader behavior was shown by high scores on both Initiating Structure and Consideration. Therefore, an effective leader is one who provides leadership for task accomplishment as well as for group members' feelings.

The development of the theory that "administration is a social process" by Getzels and Guba (1957) was another successful approach. Their general model sketched two inter-related role dimensions of social behavior: the nomothetic and the idiographic dimensions. The nomothetic, or institutional, dimension was characterized by behavior emphasizing goal accomplishment while the idiographic, or personal, dimension was described as stressing individuality and need disposition.² The nomothetic dimension could be equated with Halpin's Initiating Structure while the idiographic would be similar to the Consideration dimension.

Leadership also was approached from the perspective of styles. Fiedler (1967), in his theory of leadership, identified two leadership styles: task-oriented and

¹Andrew W. Halpin, Theory and Research in Administration (New York: MacMillan Company, 1966, reprint 4 ed., 1973), p. 86.

²Jacob W. Getzels and E. G. Guba, "Social Behavior and the Administrative Process," School Review, vol. 65 (1957), pp. 423-441.

relationship-oriented.¹ Each of these could be equated to Halpin's Initiating Structure and Consideration respectively.

A detailed review of the pertinent literature related to perceptions of leader behavior, morale and group size will be presented in Chapter II.

Contemporary administrative theory has continued to view leadership as specific acts of leader behavior demonstrated in particular situations. Current research has shown that there is a significant discrepancy between the leader's behavior perceived by the leader himself and the leader's behavior perceived by his followers. Little attention, however, has been specifically devoted to the study of the perceptions of leader behavior in relation to morale. Anyway, as the researcher has mentioned earlier, leadership and morale in Saudi Arabia have never been empirically investigated.

Summary

Chapter I was an introduction to the study of leader behavior perceptions of the departmental chairmen and faculty morale within the College of Education, King Saud University, Saudi Arabia. It consisted of identification and specification of the problem, the purpose and significance of the study, and background of the problem in both

¹Fred Fiedler, Leader Attitudes and Group Effectiveness, Chicago, Illinois: University of Illinois Press, 1958, p. 1.

Saudi Arabia and the United States of America.

Chapter II will review in detail pertinent literature related to leadership theories and research and to faculty morale. It will also review the literature related to the instruments intended to be used. The validity and the rationale for utilization of the instruments will be discussed.

Chapter III will report the design of the study including the conceptual framework, hypotheses, definition of terms, population and sampling, instrumentation, analysis technique, and limitation.

Chapter IV will report, interpret, and discuss the findings of the study.

Finally, Chapter V will summarize the study and report pertinent conclusions, possible implications and recommendations for further research.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

In Chapter I, the background has provided the philosophical basis for the study of leadership and morale. It has depicted historically different perspectives to the approach of leadership. This chapter reviews the literature related to the present study which investigates leader behavior patterns of the departmental chairmen within the College of Education, and relates the leader behavior pattern to the faculty morale. Therefore, the related literature mainly consists of (1) leader behavior studies and (2) morale studies.

Leadership Definitions

To validate the leader behavior approach in relation to faculty morale in one of the Saudi Arabian settings, it is necessary first to understand the concept of leadership. There is not a universally asserted definition. Stogdill (1974), in providing a broad overview of the various definitions and conceptions of the term, has suggested that "leadership is the process of influencing group activities

toward goal setting and goal achievement."¹ This definition is similar to Hersey and Blanchard's (1982) definition of management as a special kind of leadership in which the achievement of organizational goals is paramount. They defined leadership in a broader concept. According to them, leadership occurs any time one attempts to influence the behavior of an individual or group, regardless of the reason. It may be for one's goal or those of others, and these objectives may or may not be congruent with organizational goals.² Fiedler and Chemers (1974) defined leadership as a relationship between people in which influence and power are unevenly distributed on a legitimate base.³ Miner (1975) recommended that leadership should be reconceptualized through a broadly defined control concept. He suggested four systems for the classification of control: administrative and hierarchical control, professional-ideological control, group control, and task control. The administrative-hierarchical control reflects the concept of "Initiating Structure" while the group control system is

¹Ralph M. Stodgill, Handbook of Leadership (New York: France Press, 1974), p. 123.

²Paul Hersey and Ken Blanchard, Management of Organizational Behavior (Englewood Cliffs, New Jersey: Prentice Hall, 1969 reprint 4th ed., 1982), p. 3.

³F. E. Fiedler and M. M. Chemers, Leadership and Effective Management (Glenview, Illinois: Scott, Foresman, 1974), p. 4.

similar to the concept of "Consideration," both of which are basic to the present study.¹

Leadership was viewed as the all-encompassing function of guiding human administration resources toward organizational goals. Such functions have been labeled as entrepreneurship, supervising, leading, guiding, commanding, directing, influencing, and so on. From this perspective, leadership is closely associated with the notions about skills or traits.

Leadership and Personality Traits

The classical traitist's theory stated that there was a finite number of distinguishable traits that successful leaders possessed and that these traits differentiated successful leaders from the unsuccessful. The theory also held that these traits were universal and that leaders would possess the same traits in any situation. It was believed that leadership skills were the products of generations of rulers and were inborn.² This concept of heredity in leadership produced the "born genius" idea and also the belief that such abilities as energy, self-control, personality, and endurance were inherited.

By the early 1940s considerable research had been done, producing a long list of traits which were thought to

¹Aprile M. Holland and John B. Miner, "Leadership Potentials," Encyclopedia of Clinical Assessment, vol. 2 Jossey-Bass Publishers, San Francisco (1980), pp. 984-991.

²Alvin Gouldner, ed., Studies in Leadership and Democratic Action (New York: Harper and Bros., 1950), pp. 4-5.

distinguish the leader from the follower. Emory Bogardus proposed that there were five universal traits: imagination, insight, flexibility, versatility, and inhibition.¹ Barnard, while not a traitist, did feel that certain traits were important to leaders. Specific traits were individual superiority in physique, skill, technology, perception, knowledge, and imagination. The general traits included individual superiority in determination, persistence, endurance and courage.²

Studies have failed to find any consistent pattern of traits which characterized the leader. The personality theory was finally rejected as a result of Stogdill's³ (1948) review of 124 existing studies of leadership traits. He reported that personality traits could not be considered valid predictors of leadership, and he concluded that there was no evidence of a single trait or characteristic that identified a person as a leader.

Mann⁴ (1959), in an article reviewing leadership dating from 1900 to 1959, concluded that there was nothing

¹Emory S. Bogardus, Leaders and Leadership (New York: Appleton, 1934), pp. 33-48.

²Chaster I. Barnard, The Functions of the Executive (Cambridge, Mass: Harvard University Press, 1938), pp. 259-260.

³Ralph M. Stogdill, "Personal Factors Associated with Leadership: A Survey of the Literature," Journal of Psychology, vol. 25 (1948), pp. 35-71.

⁴R. D. Mann, "A Review of the Relationship Between Personality and Performance in Small Groups," Psychological Bulletin, vol. 56 (July 1959), pp. 241-270.

inherent in an individual's personality which would make him or her a leader or a successful executive. The failure to distinguish between good and bad leaders on the basis of personality traits led to an increasing emphasis on the importance of the behavioral approach.

Behavioralists took several positions in investigating the problem of leadership. Some were concerned with the idealistic type of leaders; others with their description.

The Ideal Theories of Leadership

The ideal theorists explored the problem of leadership from different perspectives. The well-known "x" theory was based on the assumption that people were naturally lazy, resisted change, required constant and close supervision and were unmotivated to perform well. Therefore, the ideal leader was the one who behaved in an authoritative and directive manner, and he had to maintain sufficient social distance from his followers to insure self-esteem. Theory "y," on the other hand, was based on the assumption that people were mature enough to work, had the desire to be productive, and wanted to be identified with their contribution and successfulness. Therefore, the ideal leader was the one who behaved in a participative and democratic manner.¹

¹Douglas McGregor, The Human Side of Enterprise (New York: McGraw-Hill Book Company, Inc., 1960), pp. 33-48.

Autocratic, a synonym often used for authoritarian, implies a dominating and commanding leader attitude, one supported by sanctions and rewards, arbitrary and impersonal in relation to subordinates and depending on power. Democratic, on the other hand, is synonymous with supportive and participative. This behavior pattern is based on sharing and participation by subordinates in setting the goals that they will work toward; confidence and support by the leader and the creating of a social climate where each subordinate will want to do his or her best.¹

Employee-oriented and production-oriented dimensions were introduced by the Michigan Studies. Likert defines these two dimensions as follows: The employee-oriented behavior focuses on the human aspects of employee problems. It reflects an interest in people, delegates decision-making, and builds effective work groups with high performance goals. The product-oriented behavior emphasizes task specialization, close supervision, and monetary incentives. The employee-oriented leaders were higher producers in Likert's studies.² For a period of time, various studies have supported these two dimensions, and a number of investigators have believed that task or relationship were either/or behaviors of leaders.

¹Ibid.

²Reneis Likert, New Patterns of Management (New York: McGraw-Hill Book Company, 1961), pp. 6-11.

Ohio State Leadership Studies

Failure to recognize consistent traits common to all leaders in all situations led to the study of leadership as acts of a leader's behavior. The Personnel Research Board at Ohio State University in 1945 took the initiative move and formed the well-known Ohio State Leadership Studies. They were designed as a ten-year program of basic research with the aims of developing research methods and of obtaining information which might lead to a better understanding of leadership.¹

Leadership studies were planned based on the belief that an interdisciplinary approach would broaden the field of inquiry, and that utilization of both practitioners and theorists as consultants would serve to keep the research oriented toward everyday realities.

The scientists selected to carry out the research were economists, psychologists and sociologists. The principal investigators in the Ohio State Leadership Studies, as Stogdill and Coons² have mentioned, were Edwin A. Fleishman, Andrew W. Halpin, John K. Hemphill, Carroll L. Shartle, B. J. Winer, Alvin L. Coons and Ralph M. Stogdill. The primary result of their contributions was the development

¹Ralph M. Stogdill and Carroll L. Shartle, Methods in the Study of Administrative Leadership (Research Monograph No. 80, Bureau of Business Research, The Ohio State University, 1955), pp. 1-4.

²Stogdill and Coons, *ibid.*

of a set of instruments identified as the Ohio State Leadership measurements, including the Leader Behavior Description Questionnaire (LBDQ) that is basic to this study.

Development of Leader Behavior Description Questionnaire

One of the primary aims of the Ohio State Leadership Studies was the development of methodology. As a result of Stogdill's (1948) studies of 124 findings on personality traits, leadership was no longer regarded as a characteristic of an isolated leader. It was viewed instead as a relationship among the members of a social group. This view led to the development of the Leader Behavior Description Questionnaire as an instrument measuring a leader's behavior. The development of the LBDQ was a scientific technique designed to answer the question of how a leader goes about what he does. The basic hypothesis was that the pattern of behavior exhibited in a given leadership position will be determined in part by the performance demands made upon that position. The LBDQ was a product of the involvement of the interdisciplinary scientists and practitioners as consultants in a series of research within the Ohio State Leadership Studies.

Hemphill's (1950) studies, which were designed to isolate factors involved in the emergence of leadership and to apply a theory in which leadership was defined as the

"Initiating Structure in interaction," was a starting point in this direction.¹ Shartle and Stogdill's studies involved factors such as organization structure, interaction structures, responsibility-authority relationships and the like.

As an interdisciplinary venture led by Stogdill and Coons, nine tentative dimensions of leader behavior were developed and items for each dimension were generated by staff and students at the Ohio State University. These dimensions were designated as follows:

1. Integration - acts which tend to increase cooperation among members or decrease competition among them.
2. Communication - acts which increase the understanding of and knowledge about what is going on in the group.
3. Production emphasis - acts which are oriented toward value of work accomplished.
4. Representation - acts which speak for the group in interaction with outside agencies.
5. Fraternization - acts which tend to make the leader a part of the group.
6. Organization - acts which lead to differentiation of duties and which prescribe ways of doing things.
7. Evaluation - acts which have to do with distribution of rewards (or punishment).

¹Stogdill and Shartle, *ibid.*

8. Initiation - acts which lead to change in group activities.

9. Domination - acts which disregard the idea or person of members of the group.

Items of behavior which seemed to apply the above dimensions were constructed by the staff members of the Personnel Research Board. Personal experiences and familiarity with the literature concerned with leadership were the basic suggestions for the items' construction. To increase the range of behavior comprehended by the items, a method of obtaining items from a large population was designed. Members of two advanced university classes exercised item construction by writing 48 items each--12 items in each of four different areas. The following points were emphasized:

1. Items should describe specific behavior, not general traits or characteristics.

2. Items should apply to various kinds of organizational structures, groups or situations. They should not be so specific as to apply to only a few groups or situations.

3. Items should be worded in terms meaningful to the respondents.

4. An item should apply specifically to the variable for which it is written. It may also overlap other dimensions of behavior.

5. The items should be written in present tense.
6. The items should begin with the pronoun "He."
7. The item should be limited to one unit of behavior.
8. The items should not contain adverbs referring to the frequency with which the behavior occurs (always, never, etc.).
9. The items should not be emotionally or evaluatively toned, except as that tone is an inseparable part of the behavior it describes.

The nine dimensions were redefined and each was assigned several items. By applying the factor analysis technique, the nine redefined dimensions were reduced to four dimensions: Consideration, Initiating Structure, Production Emphasis, and Social Emphasis. The Consideration and Initiating Structure accounted for 83 percent of the total factor variance. Since it was not useful to improve the contribution of the two remaining factors, efforts were concentrated upon the task of developing the best possible short scales for describing Consideration and Initiating Structure. The 1957 form was the final version of the LBDQ. It was constructed by selecting 15 items loading on the Consideration dimension and 15 items loading on the Initiating Structure dimension. Ten additional items, which were used as buffer items to maintain the "tone" of the questionnaire, were provided by the items intended to measure Production and Social Emphasis.

Since then, Consideration has been defined as behavior indicative of friendship, mutual trust, respect and warmth in relationships between the leader and members of the group. Initiating Structure is the extent to which the leader organizes and defines the role expected of each group member, endeavors to establish well-defined patterns of organization, and communicates ways of getting the job done.

Rationale for Utilization of the LBDQ

The utilization of the Leader Behavior Description Questionnaire affords two major advantages:

1. The LBDQ measures observable phenomena, and
2. It provides a description of leaders' behavior.

From the very beginning of its development, the LBDQ was devised to be applicable in the fields of industry, government, education, and the like. Its development represented an advantage for research purposes.¹

Rationalizing the utilization of the LBDQ, Fiedler (1971) stated that:

The most comprehensive and important research was conducted at the Ohio State University. . . . There is abundant evidence that the consideration and initiation dimensions, or similar factors of overriding importance in most leadership situations. . . . The advantages of the leader behavior descriptions are considerable. There is substantial reliability, especially when a relatively large number of members are asked

¹Stogdill and Shartle, *ibid.*, pp. 1-2.

to rate the leader behavior. The ratings are relatively easy to obtain, especially for groups in field studies where observations of leaders are frequently impossible to get; above all as we shall see, these descriptions give useful information.¹

Leader Behavior and Managerial Grid

Early findings with aircraft commanders suggested that the most "effective" leaders were those who scored high in both Consideration and Initiating Structure. When comparing two groups of leaders on effectiveness, researchers within the Ohio State Leadership studies combined the two LBDQ dimensions and introduced four patterns of behavior: high consideration with high structure, low consideration with low structure, high consideration with low structure and low consideration with high structure. These four patterns were compared with the Managerial Grid approach developed by Blake and Mouton (1964).² The high consideration with high structure pattern was compared with the Team Leadership style (9-9) which represents the criterion for successful leadership characterized by accomplishing the organizational task with committed people through a relationship of trust and respect. On the other hand the low consideration with low structure pattern was compared with the Impoverished

¹Fred Fiedler, Leadership (New York: General Learning Press, 1971), pp. 7-8.

²R. R. Blake, J. S. Mouton, J. S. Barnes, and I. F. Greiner, "Breakthrough in Organizational Development," Harvard Business Review, vol. 42 (November-December, 1964), p. 136.

Leadership style (1-1) which represents no leadership at all. The high consideration and low structure pattern was compared with the Country-Club Leadership style (1-9) which represents total concern for the needs of people and for creating a non-stressful work environment. Finally, the low consideration with high structure pattern was compared with the Task Leadership style (9-1) which represents total concern with production with minimum concern for the people of the organization.

Although these comparisons show similarities between the Ohio State Leadership Studies approach and the Managerial Grid approach, one should be aware that the LBDQ approach is descriptive whereas the 9-9 approach is prescriptive. Blake and Mouton assumed that the Team Leadership (9-9) approach is the best, whereas staff members at the Ohio State Leadership Studies assumed that there is no one best leader behavior; leadership is situational.

Leader Behavior and Situational Leadership

The Ohio State Studies, which have investigated leadership for ten years, took on a situational aura. Shartle in his introduction to the fourth printing of Research Monograph of Leader Behavior: Its Description and Measurement,¹ stated that the Ohio State Studies which had

¹Carroll L. Shartle.

involved the efforts of several disciplines, had as one of their objectives the testing of hypotheses concerning the situational determination of leader behavior.

The situational theories are basically theories of organizational structure and of management strategies rather than of leadership. These theories tell us the conditions or organizational structures in which any leader is likely to be more effective than he or she would be in different conditions--or situational structures. Currently, the most specific and articulated theory is the contingency model. A wide variety of theoretical positions have been described as contingency theories. Among these are House's "Path-Goal" and Hersey and Blanchard's "life-cycle" theories. The contingency model holds that the effectiveness of a task group or of an organization depends upon two main factors, (1) the motivation of the leader, and (2) the degree to which the situation gives the leader control and influence.

In the Path-Goal theory, leadership effectiveness is contingent upon the psychological state of the subordinates and the situations in which a leader and subordinates find themselves. These two fundamental elements can be defined by the two Ohio State dimensions of consideration and initiating structure.¹

¹Robert J. House, "A Path-Goal Theory of Leader Effectiveness," Administrative Science Quarterly, vol. 16, 1971, pp. 312-338.

The Life Cycle theory holds that there is a predictable curvilinear relationship between group maturity and appropriateness of the leader's behavior. Hersey and Blanchard,¹ in an attempt to relate Situational Leadership with the two Ohio State dimensions of initiating structure and consideration, suggested that leaders must modify their behaviors as the maturity of their group changes. They developed the so-called Bell-shaped curve to picture the relationship between the task-oriented behavior or the relationship-oriented behavior and the level of the subordinates' maturity. The appropriate leadership style for given levels of follower maturity is pictured by the perspective curve going through the four leadership quadrants of high initiating structure with high consideration, high structure with low consideration, low structure with high consideration, and low structure with low consideration (Figure 1).

Maturity is defined in Situational Leadership as the ability and willingness of people to accomplish their tasks. By maturity is meant the group's capacity to set high and attainable goals, the group members' willingness and ability to assume responsibility for their actions, and the group's training or level of experience. Factors such as age, rank, and degree may represent levels of maturity.

¹Paul Hersey and Ken Blanchard, Management of Organizational Behavior (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1982), pp. 148-173.

Style of Leader

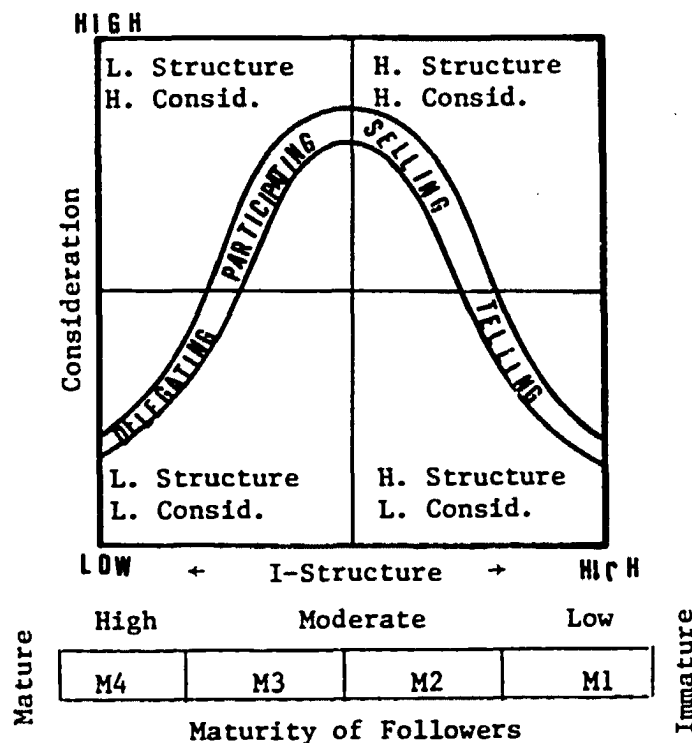


Fig. 1. Situational Leadership
(Adapted from Hersey and Blanchard, p. 152).

Hersey and Blanchard divided the maturity continuum into four levels: low (M1), low to moderate (M2), moderate to high (M3), and high (M4). The appropriate leadership style for each of the maturity levels includes the right combination of initiating structure and consideration behavior. They suggested that the appropriate leader behavior for (M1) is "Telling" style, for (M2) is "Selling," for (M3) is "Participating," and for (M4) is "Delegating." Therefore, with an immature group, the appropriate behavior of the leader is to be very directive and authoritarian. As the group begins to learn its job and mature along the

mentioned dimensions, the leaders must maintain their concern with the task but must also begin to increase considerate behavior. As maturity increases even further, the need for both structure and consideration decreases until, when the group is fully matured, the need for both, in theory, disappears completely. Thus, the Ohio State Studies which assumed a situational aspect, led to the situational investigation and contingency theories which lately have received wide recognition.

Morale Studies

The importance of "morale" in a formal organization was first recognized by Henry Gant (1916). He advised leaders to know their workers and to build a personal rather than impersonal system.¹ Barnard (1938) recognized the importance of morale by including the maintenance of morale in his maintenance methods.²

The term "morale" was defined by Viteles (1953) as a concept suggesting individual attitudes of satisfaction, desire, and willingness to work for group and/or organizational goals.³

¹Daniel A. Wren, The Evolution of Management Thoughts (New York: John Wiley and Sons, 1979), p. 539.

²Barnard, *ibid.*, p. 230-231.

³Morris S. Viteles, Motivation and Morale in Industry (New York: W. W. Norton and Company, Inc., 1953), pp. 11-12.

Hunter (1955) defined high morale and the accompanying reactions of emotion and mentality as "the capacity of a group of people to pull together persistently and consistently in the pursuit of a common purpose or, the quality of giving fully of one's best efforts to carry on a task with determination, loyalty, cooperation, and a sense of personal satisfaction and well-being."¹ He defined low morale as being indicated by "loafing, bickering, absenteeism, dissatisfaction, lack of confidence, high turn-over, inefficiency, and low production."

According to Graff and Street (1956) "morale" is the "tone" of the individual and is a direct indication of his success in achieving group goals and meeting his needs.²

Bentley (1967) defined "morale" as a reference to the professional interest and enthusiasm that a person displays toward the achievement of individual and group goals in a given job situation.³ Getzels and his associates defined "morale" as a product of the feeling "tone" of

¹E. C. Hunter, "Attitudes and Professional Relations of Teachers: A Moral Study," The Journal of Experiemntal Education, no. 22 (June 1955), pp. 345-352.

²Orin B. Graff and Calvin M. Street, Improving Competence in Educational Administration (New York: Harper and Brothers, Publishers, 1956), pp. 36-37.

³R. R. Bentley and A. M. Rempel, Changing Teacher Morale: An Experiment in Feedback of Identified Problems to Teachers and Principals--Final Report, U.S. Office of Education, Bureau of Research Projects No. 50151, Washington: Department of HEW, 1967.

"belongingness," "identification," and "rationality."¹

Early studies identified factors such as satisfaction and attitudes as the most important to morale.

In a survey conducted by Shilland (1949), the following factors were found to be the most important to morale for the population surveyed:²

1. Doing work for which one is prepared and interested.
2. Adequacy of equipment and supplies.
3. Consideration and courtesy by superiors.
4. Physical working conditions.
5. Job security.
6. Administrative cooperation and assistance.
7. Friendly attitude of fellow teachers.
8. Fair compensation.
9. Development of personality in association with and inspiring young people.
10. Pupil attitudes of respect toward teaching.

In a study involving 1600 school people, which identified factors affecting morale, Leipold and Yarbrough revealed the following in order of importance.³

¹Jacob W. Getzels, James M. Lipham and Ronald F. Campbell, Educational Administration as a Social Process: Theory, Research, Practice (New York: Harper & Row, Publishers, 1968), pp. 130-131.

²Peter D. Shilland, "Teacher Morale Survey," Educational Forum, no. 13 (May 1949), pp. 479-486.

³L. E. Leipold and J. W. Yarbrough, "What 1600 School People Think About Teacher Morale," American School Board Journal, no. 119 (December 1949), pp. 29-30.

1. Administrative support to teachers in disciplinary problems.
2. Deep-seated belief in and personal enjoyment of teaching.
3. Just and adequate salary plan.
4. Proper student courtesy and respect for teachers.
5. A good retirement and pension plan.
6. Professional attitude shown by all in handling teacher grievances.
7. Adequate sick and emergency leave policies.
8. Personal interests and confidence in ability and integrity of staff shown by administrators.
9. Cooperative spirit by teachers.
10. Security through sound tenure.
11. Constructive and democratic procedures.

Richardson and Blocker (1953), by using the factor analysis approach to the study of faculty morale, found four major factors affecting morale.¹ They were:

1. Supervision within Supervision, which includes communication, confidence in administration, relations with immediate supervisor, and professional growth and advancement.
2. Self-integration, which includes relations with fellow workers, status and recognition, and identification

¹Richard C. Richardson, Jr., and Clyde E. Blocker, "Note on the Application of Factor Analysis to the Study of Faculty Morale," Journal of Educational Psychology, no. 54 (August 1953), pp. 208-212.

with institution.

3. Institutional-Environment, which includes relations with students, professional growth and advancement, work environment and work load.

4. Employment Rewards, which includes adequacy of salary, and adequacy of fringe benefits.

From this study Richardson and Blocker affirmed the desirability of utilizing the recent advances in the industry to identify and describe the basic dimensions of morale in the educational environment.

Institutional Climate Inventory

In an attempt to identify and describe the basic dimensions in the educational environment, Bergquist and Phillips (1977) developed these scales for faculty morale. These scales were presented in A Handbook for Faculty Development as parts of the seven separate measures titled "Institutional Climate Inventory." Their perceptual qualities were based on The Institutional Functioning Inventory developed by staff members of the Educational Testing Service. They were also based on the Collegial and University Environment Scales developed by the staff members at the University of California, Los Angeles.¹

¹William H. Bergquist and Steven R. Phillips, A Handbook for Faculty Development (Washington, D.C., Council for the Advancement of Small Colleges in Association with College Center of Finger Lakes, 1977), pp. 44-50.

These instruments were adapted by the staff members of the Faculty Development Center at the University of Texas, Arlington (1978). They were administered to a sample of 192 out of 556 faculty members at UTA. The findings were compared with the normative data and this comparison helped the staff members at UTA to diagnose the morale maladies of the faculty. They found that faculty morale at UTA mostly fell below the norm. The largest gap between the UTA findings and the normative data in morale concerned student service where only 21 percent of the faculty believed there were adequate enrichment opportunities for talented students. The equal gap in morale concerned collegial relations where 56 percent of the respondents deny the existence of mutual trust and respect in the UTA faculty. The next gap, which was described as moderate, existed in institutional morale where 31 percent agreed that faculty morale was generally high, but 56 percent disagreed. The smallest gap appeared in administrative morale where 40 percent agreed that administrators were providing effective leadership while only 15 percent acknowledged a long-range institutional plan.¹

The comparison also helped the staff members at UTA to see the differences in morale between the junior and the

¹Joe Ventimiglia, Mary "Ski" Hunter and Paul D. Day, "An Inside Look at Academic Life at UTA, Insight to Teaching Excellence, vol. 6, no. 2 (February 1979), The University of Texas at Arlington, pp. 4-7.

senior faculty. They found that senior faculty held power while junior faculty threatened it. Younger faculty were more satisfied with the institution as a whole, with the administration of the institution and with relationships among colleges. Junior faculty appeared to enjoy higher morale, have higher job satisfaction, perceive higher performance standards, perceive resources as more helpful, engage in more professional activity, endorse different goals and possess different background characteristics. The junior faculty appeared to be happy when they were doing research whereas the senior faculty appeared not-so-happy when they were pursuing teaching. Tenure status appeared to matter much more than length of service. Those without tenure reported more satisfaction with the institution, with the administration and with colleagues.¹

A detailed description of the Institutional Morale Scale, the Administrative Morale Scale and the Collegial Morale Scale will be presented in Chapter III.

Early Research on Leader Behavior and Morale

Early studies of leadership focused on validating the LBDQ and on studying the predictable

¹Joe Ventimiglia and Mary "Ski" Hunter, "The Old Guard and the Young Turks at UTA: Organizational Composition, Values, and Morale, Insight to Teaching Excellence, vol. 6, no. 3 (July 1979), The University of Texas at Arlington, pp. 1-7.

differences between different perceptions of the two dimensions of the LBDQ and the relations between these dimensions and other variables such as effectiveness, efficiency, friendship, cooperation, satisfaction and morale.

From the first five studies of the Air Force B-29 and B-50 done by Halpin, Rush, and Christner and Hemphill,¹ and from the sixth study of the departmental heads in a liberal arts college done by Hemphill, Halpin summarized five principles as follows:

1. The evidence indicates that Initiating Structure and Consideration are fundamental dimensions of leader behavior, and that the Leader Behavior Description Questionnaire provides a practical and useful technique for measuring the behavior of leaders on these two dimensions.
2. Effective leader behavior is associated with high performance on both dimensions. The aircraft commanders rated highest by their superiors in "over-all effectiveness in combat" are alike in being men who (a) define the role which they expect each member of the work-group to assume, and delineate patterns of organization and ways of getting the job done, and (b) establish a relationship of mutual trust and respect between the group members and themselves.
3. There is, however, some tendency for superiors and subordinates to evaluate oppositely the contribution of the leader behavior dimensions to the effectiveness of leadership. Superiors are more concerned with Initiating Structure aspects of the leader behavior, whereas subordinates are more concerned with the Consideration the leader extends to them as group members. . . .
4. Changes in the attitudes of group members toward each other, and group characteristics

¹ Andrew W. Halpin, Theory and Research in Administration (New York: MacMillan Company, 1966), pp. 97-98.

such as harmony, intimacy, and procedural clarity, are significantly associated with the leadership style of the leader. High Initiating Structure combined with high consideration is associated with favorable group attitudes and with favorable changes in group attitudes.

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

In a comparison research (1955) involving expected and real leader behavior perceptions of 64 educational administrators, 132 aircraft commanders and 1,527 members of their respective groups, Halpin reported that:¹

1. The finding supported the basic hypothesis that educational administrators differ from aircraft commanders in both leadership ideology and leadership style. The administrators tend to show greater Consideration and less Initiating Structure. The differences are presumably associated with differences between the institutional setting within which the two groups of leaders operate.

2. The leaders in both samples indicate that they should show more Consideration and greater Initiating Structure than their group members perceive them as doing.

3. It has been noted previously that a leader's beliefs about his leadership behavior are not highly associated with his leadership behavior as described by his own group members.

In a series of studies involving submarine commanders and their crew members of the U.S. Navy, Scott (1956),²

¹Halpin, *ibid.*, p. 104.

²Ellis L. Scott, Leadership and Perceptions of Organization, no. 82 (Columbia, Ohio: The Bureau of Business Research, College of Commerce and Administration, The Ohio State University, 1956), pp. 42-43.

in reporting the accuracy in perception of the organizational chart structure, found that the immediate superordinate was perceived most accurately, with the subordinates next, and the peer group last. He also found that high morale was characteristic of those units with low error in perception of the supervisors. Morale was higher in those units involving clearly defined and understood organizational relationships.

Hemphill (1955),¹ in his study involving eighteen departments in a liberal arts college, derived "discrepancy scores" between ideal and actual leader behavior scores of chairmen as viewed by faculty. He found that departments with the best reputation had chairmen who were described as above average in both LBDQ dimensions. He concluded that the greater the discrepancy between perceptions of the chairman's actual leader behavior and of the chairman's leader behavior as viewed by the faculty, the poorer the department's reputation.

In a dissertation study involving twenty-two junior colleges in Pennsylvania and New York, Verbeke (1966)² found that there was a significant difference between the

¹John K. Hemphill, "Leadership Behavior Associated with the Administrative Reputation of College Departments," The Journal of Educational Psychology, vol. 46, no. 7 (November 1955), pp. 385-401.

²Maurice George Verbeke, "The General College Academic Dean's Leadership Behavior as Viewed by Superior and Faculty," unpublished Ed.D. dissertation, Pennsylvania State University, 1966 (Dissertation Abstracts 29/03/925-A).

facultys' perceptions and the deans' self-perceptions and expectations on leader behavior, with the deans rating themselves higher. Lindemuth (1969),¹ in a doctoral dissertation provided empirical evidence that self-perceptions of the academic deans' leader behavior differed significantly from the perceptions held by students and other referent groups.

Concerning group sizes, a review of research studies done by Erickson (1967) revealed that school size was definitely a situational factor affecting perception of leadership and organizational climate.² In an unpublished doctoral dissertation, Schroeder (1969) reported that college department chairmen with twelve or more faculty scored lower (at the .05 level of significance) on both real and ideal leader behavior than did chairmen in small departments.³ As reported in previous studies, the college chairmen scored themselves higher at the .01 level on both Initiating Structure and Consideration than the faculty.

¹Marvin H. Lindemuth, "An Analysis of the Leader Behavior of Academic Deans as Related to the Campus Climate in Selected Colleges," unpublished Ph.D. dissertation, University of Michigan, 1969 (Dissertation Abstracts 30/07/2765-A).

²Donald A. Erickson, "The School Administrator," Review of Educational Research, vol. 37, no. 4, pp. 417-433.

³Glen B. Schroeder, "Leadership Behavior of Department Chairmen in Selected State Institutions of Higher Education," unpublished Ph.D. dissertation, University of New Mexico, 1969 (Dissertation Abstracts 30/12/5209).

Concerning morale studies and similar variables in relation to leader behavior, Halpin (1955)¹ in the early study of the leader behavior of 89 commanders of B-20 aircraft found a correlation of .75 between Consideration and satisfaction, and a correlation of .47 between Initiating Structure and satisfaction. The correlation between Consideration and morale was .27 while the correlation between Initiating Structure and morale was .28.

In education, Sharpe (1955),² in an unpublished dissertation, found that morale was significantly related to the leader behavior evaluation of the elementary principals. In addition, significant correlations at the .05 to .001 level were obtained between teachers' morale and the degree the principals' perceived behavior corresponded to ideal role-norm behavior.

In reviewing 25 years of morale research, Blocker and Richardson (1963)³ reported that the administrators

¹Andrew W. Halpin, The Leader Behavior and Effectiveness of Aircraft Commanders, 88th Edited by Ralph M. Stogdill and Alvin E. Coons, The Ohio State University, Columbus, Ohio, 1973, pp. 52-59.

²Russell T. Sharpe, "Difference Between Perceived Administrative Behavior and Role-Norms as Factors in Leadership Evaluation and Group Morale," unpublished Ph.D. dissertation, Stanford University, 1955 (Dissertation Abstracts 16/01/57).

³Clyde E. Blocker and Richard C. Richardson, "Twenty-Five Years of Morale Research: A Critical Review," The Journal of Educational Sociology, vol. 31 (January 1963), pp. 200-210.

appear in study after study as the key persons with respect to morale. He concluded that high or low morale can be induced depending upon the behavior of the chief administrator.

Hood (1965),¹ in an unpublished dissertation study, discovered that the school principal was perceived as a major determinant of teacher morale and that there was greater agreement of morale perceptions between elementary teachers and principals. Burket (1965)² reported a positive significant correlation (.51 at the .01 level) between staff morale and democratic school administrators. Green (1966)³ reported that high morale teachers rated the leader behavior of their principals higher (at the .05 level) than did low morale teachers. Croghan (1969),⁴ in an analysis of

¹Evans C. Hood, "A Study of Consequence of Perceptions Concerning Factors Which Affect Teacher Morale," unpublished Ph.D. dissertation, East Texas State University, 1963 (Dissertation Abstracts 30/09/1365-A).

²Cliffort A. Burket, "The Relationship Between Teacher Morale and Democratic School Administration," unpublished Ed.D. dissertation, University of Pittsburgh, 1965 (Dissertation Abstracts 26/06/3122).

³James E. Green, "The Relationship Between Dogmatism of Principals and Teachers and Teacher's Morale in Twelve Selected Secondary Schools in Michigan," unpublished Ed.D. dissertation, Michigan State University, 1966 (Dissertation Abstracts 27/10/3255-A).

⁴John H. Croghan, "A Study of the Relationships Between the Perceived Leadership Behavior of Elementary Principals and Informal Group Dimensions and Composition in Elementary Schools," unpublished Ph.D. dissertation, Syracuse University, 1969 (Dissertation Abstracts 30/08/32220-A).

the data collected concerning perceptions of the leader behavior of elementary school principals in ten central New York counties, reported that intimacy, participation, permeability, polarization, and viscosity (as measured by the Group Dimensions Description Questionnaire) were significantly higher in those schools where the principals' behavior was perceived as higher on both Initiating Structure and Consideration than in those schools with principals receiving a low score on leader behavior.

The LBDQ has also been used in studies involving business and industry. The Consideration dimension has had a higher correlation with employee morale than Initiating Structure has had. Fleshman and Harris (1962),¹ in an investigation of the leader behavior of industrial plant supervisors, concluded that employee grievances and turnover were highest in groups with low Consideration foremen regardless of the foreman's amount of structure.

In a study of attitudes and leader behavior, Newport (1962) reported that subjects described high on both Consideration and Initiating Structure differed from those described low on both scales as follows: (1) high desire for individual expression, (2) strong desire for power,

¹Edwin A. Fleishman and Edwin F. Harris, "Patterns of Leadership Behavior Related to Employee Grievances and Turnover," Personnel Psychology, vol. 15, no. 1 (Spring 1962), pp. 43-56.

(3) strong aggression, (4) cooperation and (5) desire for social acceptance.¹

Recent and Contemporary Research

Contemporary leader behavior research continues examining perceptions of the dimensions of leader behavior in relation to various variables in different settings and a variety of situations.

In business management, in a study involving the research development and design departments of both a large petroleum refining company and a large business machine manufacturing company, House, Filley, and Gujarati (1971)² reported that leader Consideration was positively correlated with employee satisfaction and with role expectations. Initiating Structure was surprisingly related positively to subordinate role satisfaction. Warrick's (1972)³ study of 105 leaders from five business enterprises proved that democratic leaders had significantly higher

¹G. Newport, "A Study of Attitudes and Leader Behavior," Personnel Administration (1962, 25), pp. 42-46.

²Robert J. House, Alan C. Filley and Damondar N. Gujarati, "Leadership Style, Hierarchical Influence, and the Satisfaction of Subordinate Role Expectations: A Test of Likert's Influence Proposition," Journal of Applied Psychology, vol. 55, no. 5 (1971), pp. 422-432.

³Donald D. Warrick, "The Effect of Leadership Style and Adaptability on Employee Performance and Satisfaction," Unpublished D.B.A. dissertation, University of Southern California, 1972 (Dissertation Abstracts 33/07/3059-A).

employee effectiveness, which included performance and satisfaction, than did directive leaders.

A study abroad conducted by Templer (1973),¹ forty-nine middle managers in South Africa were described by their superiors and were perceived by themselves on the LBDQ. These managers also were rated in leaderless group discussions, and they completed tests of rigidity and firm stereopathic behavior. It was found that the LBDQ did not correlate highly with measures of personality. Descriptions by self and superiors were not highly correlated, nor were two different administrations of the LBDQ. Consideration and Initiating Structure correlated significantly with each other. Less halo was found in superiors' descriptions than in descriptions by self. In another administration of the LBDQ to sixty middle managers in South Africa, Templer² also found the field independent managers were more quantitatively minded than field dependent managers, but the two groups did not differ in the LBDQ. Rigid managers described themselves higher in Initiating Structure than less rigid managers.

¹A. J. Templer, "Self-Perceived and Others-Perceived Leadership Style Using the Leader Behavior Description Questionnaire," Personnel Psychology, vol. 26 (1973), pp. 359-367.

²A. J. Templer, "A Study of the Relationship Between Psychological Differentiation and Management Style," Personnel Psychology, vol. 26 (1973), pp. 227-237.

In public education, a study involving forty-two selected elementary school principals described by 168 teachers located in four metropolitan regions within the States of Indiana, Michigan and Ohio, Cook (1970)¹ found that tenured teachers scored high Consideration on the part of their principals, and these scores were related to the teachers' high rapport with their principals. High Initiating Structure scores were related to the untenured teachers' high rapport with their principals. Low Consideration with low Initiating Structure pattern was related to the lowest rapport between teachers and principals. In another study involving 169 principals who were each described by six teachers and one superior, Miskel (1974)² found that principals in large schools were rated as more effective by teachers. The more effective principals exhibited higher risk personalities and were described higher in Consideration and Initiating Structure by subordinates. They were described high in Initiating Structure by superiors.

¹Richard Paul Cook, "The Relationship of Principal Leader Behavior and Teacher Morale to Certain Other Variables in Selected Urban Elementary Schools," unpublished Ph.D dissertation, Purdue University, 1970 (Dissertation Abstracts 31/12/554).

²C. Miskel, "Public School Principals' Leader Style, Organizational Situation, Effectiveness" (Lawrence: University of Kansas, School of Education), unpublished report, 1974.

In higher education, in a study of the influence of instructor leader behavior upon students' performance, Dawson (1970)¹ reported that students under high Consideration performed significantly higher on the number of annotated bibliographies submitted, test performance and participation in research. Those under high Structure submitted significantly more bibliographies. Those under low Consideration and high Structure participated less in research.

Faculty morale and related variables also have been studied in a variety of settings. Holland (1970),² in an unpublished dissertation involving 167 intermediate school principals, found a statistically significant difference (at the .01 level) between the Consideration dimension of principals in schools with high grievances and those in low grievance schools. Principals perceived with high

¹J. E. Dawson, "Leadership: Provided by the Individual or Situation," Proceedings of the 81st Annual Convention, American Psychologists Association, Montreal, Canada, 1973, 8, pp. 579-580.

²William R. Holland, "The Relationship of Principal Leader Behavior and Certain Selected Variables to Teacher Grievances in Intermediate Schools in Massachusetts School Systems with Comprehensive Teacher Contracts," unpublished Ed.D. dissertation, Boston University School of Education, 1970 (Dissertation Abstracts 31/05/2058-A).

scores on the Consideration dimension had less grievances in their schools. McGhee (1971)¹ in an unpublished Ph.D. dissertation, discovered that the principals were rated significantly higher on the Consideration dimension in those schools in which no formal teacher grievances had been filed than principals in schools with formal grievances. There was not any correlation between Initiating Structure and teacher grievances.

Concerning faculty morale in relation to leadership research studies, Ellenburg (1973),² in a study of factors affecting teacher morale, found that faculty morale was positively related to democratic leadership. After extensive investigations and review of other related studies, he concluded:

From all of this, it should be clear that the administrator plays a significant part in the establishment of morale among the staff of a school. How well he functions and the degree to which he involves his staff will help determine the morale of his faculty.

¹Paul R. McGhee, "An Investigation of the Relationship Between Principals' Decision-Making Attitudes, Leader Behavior and Teacher Grievances in Public Schools," unpublished Ph.D. dissertation, Syracuse University, 1971 (Dissertation Abstracts 32/08/4294).

²F. C. Ellenburg, "Factors Affecting Teacher Morale: Meaning for Principals," The Bulletin of the National Association for Secondary School Principals (December 1972), pp. 37-45.

Recently, Powers (1973),¹ in a doctoral dissertation found there was a significant correlation of .45 between Initiating Structure and faculty morale, and there was a significant correlation of .55 (at the .05 level) between the Consideration leader behavior and the morale of the faculty. A significant negative correlation existed between faculty morale and the amount of incongruence between faculty perception of chairman actual leader behavior and chairman perception of leader behavior. Department size did not affect leader behavior perceptual incongruence nor morale.

Golster (1975), in an unpublished dissertation developing a faculty moral survey form based on a review of the related literature, found that the most frequent positive morale item marked dealt with academic freedom. The next most frequent positive items dealt with faculty cooperation and friendliness and with student rapport. Lack of space or physical limitation of the classroom was found to be the negative morale items. He also reported that there were no significant differences in the morale scales for the classifications of marital status, length of service, levels of degree attainment and the level and/or type of programs

¹David D. Powers, "The Relationships Between Faculty Morale and Perceived Leader Behavior of Department Chairmen at a Florida Metropolitan Community College," unpublished dissertation, University of Miami, 1973 (Dissertation Abstracts 34/05/2236-A).

taught by the full-time faculty members in a community college.¹

According to Chernow (1979), the leader behavior of rigorous university administrators has a direct effect on faculty morale and the university's academic reputation.²

Although leader behavior studies have been conducted extensively, there are remarkably few references that exist in relation to the leader behavior and faculty morale in the institutions of higher education. Empirical research studying relationships between departmental chairmen's leader behavior and the morale of the faculty is scarce. This kind of study is not available in Saudi Arabia.

Summary

Two types of studies were reviewed in this chapter: (1) studies dealing with the term "leadership," its various definitions, perspectives, theories and methodologies, and (2) studies dealing with the term "morale," its importance, related factors and determinators. In addition to these, attention was focused on the perspective of leadership as leader behavior description mainly consisting of two dimensions, Initiating Structure and Consideration. These

¹Emilly D. Golster, "A Faculty Study in a Community College," unpublished Ed.D. dissertation, ERIC Reports, Arlington, Virginia, 1975.

²Ron Chernow, "John Sawhill Academe's Manager," Change (May-June 1979), pp. 32-41.

two dimensions and their combinations were compared with other dualistic approaches and other leadership theories. Early and recent research studies of the two dimensions of leader behavior in relation to morale were reviewed in a variety of settings and different situations.

From this review, it can be concluded that leader behavior must be studied in relation to various groups and to such situational factors as group need, group nature, group member perceptions, and work group size. The concept representing the duality of leader behavior, combining task accomplishment and group maintenance, has received wide recognition and support from theory and research.

CHAPTER III

DESIGN OF THE STUDY AND PROCEDURE

Introduction

This study is designed as a field study, which is an ex post facto scientific inquiry aimed at discovering the relations and interactions among sociological, psychological and educational variables. In a field study, as Kerlinger asserts, "the investigator first looks at a social or institutional situation, and then studies the relations among the attitudes, values, perceptions and behaviors of individuals and groups in the situation."¹

In this study, the social or institutional situation that the investigator looks at is the College of Education as a part of King Saud University. The relations intended to be studied are among three perceptions: faculty perceptions of the chairmen's actual leader behavior, the chairmen's perceptions of their own ideal leader behavior, and the faculty perceptions of their own morale. Faculty

¹Fred N. Kerlinger, Foundations of Behavioral Research, 2nd ed. (New York: Holt Rinehart and Winston, Inc., 1973), pp. 405-406.

and chairmen constitute the individuals and groups in the situation.

Thus, it is possible to classify this investigation as a field study. It is an exploratory and hypothesis-testing study. It is exploratory in the sense that an attempt was made to identify what leader behavior pattern is most practiced by the departmental chairmen in the College of Education. It is hypothesis testing in the sense that the researcher seeks to identify the extent of relationships between chairmen leader behavior and faculty morale.

This chapter includes the conceptual framework on which the study is based, the hypotheses which need to be tested, the definition of terms which must be clarified, the delimitations which need to be realized, the necessary instruments, and the method of administering them and of collecting and analyzing the data.

Conceptual Framework

Basically, this study was built on the dualistic aspects of leader behavior: Initiating Structure and Consideration. "Initiating Structure" was equated with Barnard's effectiveness concept, while "Consideration" was considered similar to efficiency. Barnard's effectiveness has been defined as relative to the accomplishment of the cooperative purpose, which is social and nonpersonal in

character. Efficiency relates to the satisfaction of individual motives and is personal in character.¹ Likewise, Initiating Structure behavior could be analogous to the production-oriented or task-oriented leader behavior, while Consideration would be similar to people-oriented or interpersonal relations behavior.

The two fundamental dimensions, "Initiating Structure," and "Consideration," appeared to be relatively independent. They did not appear to be mutually exclusive: that is, a leader could combine a high Initiating Structure with low Consideration, high Initiating Structure with high Consideration, high Consideration with low Structure, or low Consideration with low Structure.

For purposes of the present study, the behavioral patterns of department chairpersons will be described in light of the outcome of the interaction of the two fundamental dimensions, and then the patterns will be examined through their output in relation to the morale of the faculty.

Hypotheses

This study is based on the findings of several studies of leadership behavior in relation to morale since the development of the LBDQ (1957). These findings generate the following propositions:

¹Barnard, *ibid.*, p. 60.

1. The Consideration factor of departmental chairpersons' leader behavior perceived by both chairpersons and faculty will be more highly correlated with faculty morale than will the factor of "Initiating Structure."

2. Factors such as faculty age, sex, marital status, degree, years experience, salary, rank and nationality affect the morale of faculty.

The above propositions generate the following operational null hypotheses.

Hypotheses

- No. 1 There is no significant difference between the mean performance of LBDQ scores in both dimensions (Initiating Structure and Consideration) as departmental chairpersons perceived their own ideal behavior and as described by faculty members.
- No. 2 There is no significant difference between the mean performance of LBDQ scores in both dimensions as departmental chairpersons perceived their ideal behavior and as described by faculty members within a given type or size of department.
- No. 3 There is no significant difference between the mean performance of LBDQ scores of small and large size departments in both dimensions.
- No. 4 There is no significant difference between the mean performance of LBDQ scores of professional and

academic departments in both dimensions.

- No. 5 There is no significant correlation between the faculty morale scores and the LBDQ-actual scores of the departmental chairpersons' leader behavior.
- No. 6 There is no significant correlation between the faculty morale scores and the LBDQ-ideal scores of the departmental chairpersons' leader behavior
- No. 7 There is no significant correlation between the faculty morale scores and faculty age, sex, years of experience, salary, rank, and nationality.

Definition of Terms

The understanding of the research design and hypotheses in this study is dependent upon clearly defined terms and concepts. Whenever the following terms are used in this study, their respective definitions are implied.

1. Saudi Arabia - refers to the Kingdom of Saudi Arabia located in the central Arabian peninsula in southwest Asia.¹

2. Leader - a chairperson as an educational leader within the College of Education, Riyadh campus.

3. Departmental Chairperson - the appointed leader of a particular department.

¹M. Ahmed/Rasheed, "Saudi Students in the United States: A Study of Their Perceptions of University Goals and Functions" (Ph.D. dissertation, University of Oklahoma, 1972), p. 9.

4. Leader Behavior - a concept consisting of two dimensions: "Initiating Structure" and "Consideration." It was measured by the administration and evaluation of the Ohio State University Bureau of Business Research Leader Behavior Description Questionnaire (1957).¹

5. LBDQ - Leader Behavior Description Questionnaire - developed by the staff members of the Ohio State Leadership Studies; it yielded two independent leadership dimensions: "Initiating Structure" and "Consideration."²

6. Initiation Structure - perceived behavior viewed as an index of the degree to which any given departmental chairperson is successful in fulfilling the institutionally established requirements of his role.³

7. Consideration - perceived behavior viewed as an index of the degree to which any given departmental chairperson is successful in maintaining good interpersonal relationships and in strengthening faculty members as a group.⁴

8. Actual Leader Behavior - perceptions of the real behavior as described by faculty and measured by the LBDQ - Real. The term "real" may be used interchangeably with the term "actual."

¹Stogdill and Shartle, *ibid*, pp. 6-51.

²Stogdill and Shartle, *ibid*.

³Stogdill and Shartle, *ibid*.

⁴Stogdill and Shartle, *ibid*.

9. Ideal Leader Behavior - perceptions of the desired or expected behavior of leaders as perceived by the department chairpersons themselves and measured by LBDQ - Ideal.¹

10. Individual - an individual faculty member within his particular department.

11. Group - the faculty members as a group in a particular department.

12. Morale - a concept suggesting individual attitude of satisfaction, desire and willingness to work for group and/or organizational goals.²

13. Professional Departments - departments which are mainly concerned with teacher preparation and field professionalism.³

14. Academic Departments - departments which are mainly concerned with the studies of arts or sciences (liberal education).⁴

15. Size of Department - the number of full-time teaching faculty within an academic department. A small department consists of from one to seven persons, excluding

¹Stogdill and Shartle, *ibid*.

²Viteles, *ibid*.

³Kingdom of Saudi Arabia, University of Riyadh; University Bulletin" (1980-81), pp. 58-60.

⁴*Ibid*.

the chairperson. A large department contains more than seven full-time faculty members.

16. Saudi Faculty - those faculty members who have Saudi nationality and are governed by the academic rules as a part of the wide national governmental regulations for employment.¹

17. Non-Saudi Faculty - those faculty members who don't have Saudi nationality and are governed by specific contract rules.²

Population and Sampling

Population has been defined by Moore as the entire group of objects on which information is wanted. A census is a sample consisting of the entire population.³ Implied in this definition is the researcher's intention to include the entire full-time faculty members at the College of Education, King Saud University.

So, in this study it is possible to describe the sampling procedure as census sampling in which the researcher acquired a formal list of the entire full-time faculty

¹King Saud University, Department of Organizational Studies, University Regulation: Rules, Regulations, Instruction, issued by the University Councils and Their Amendments (1982), pp. 2/28-2/59.

²Ibid., pp. 8/3-8/25.

³Daivd S. Moore, Statistics: Concepts and Controversies, W. H. Freeman and Company, San Francisco, 1979, pp. 1-6.

members from the college. Departmental chairmen in this study are those heads of departments elected by the faculty or recommended by the dean and appointed by the university rector for a specified period of time. Faculty members are those Ph.D. holders appointed for a lifetime employment or for a period of time.¹ The census samples within the College of Education are:

A. Professional departments, which include seven areas:

1. Department of Education, which is comprised of 17 full-time faculty members.
2. Department of Curriculum, which is comprised of 17 full-time faculty members.
3. Department of Arts of Education, which is comprised of 8 full-time faculty members.
4. Department of Physical Education, which is comprised of 7 full-time faculty members.
5. Department of Islamic Culture, which is comprised of 19 full-time faculty members.
6. Department of Psychology, which is comprised of 12 full-time faculty members.
7. Department of Media and Technology, which is comprised of 6 full-time faculty members.

In addition, there are 7 departmental chairmen, which were not included.

¹King Saud University, Department of Organizational Studies, University System: Regulations, Rules, and Instruction, issued by the University Councils and Adjusted Articles, 1982, pp. 1/21-15/20.

B. Academic Departments, which include eight areas:

1. Department of Mathematics, which is comprised of 6 full-time faculty members.
2. Department of Physics, which is comprised of 8 full-time faculty members.
3. Department of Biology, which is comprised of 6 full-time faculty members.
4. Department of Chemistry, which is comprised of 11 full-time faculty members.
5. Department of Arabic, which is comprised of 4 full-time faculty members.
6. Department of English, which is comprised of 7 full-time faculty members.
7. Department of History, which is comprised of 6 full-time faculty members.
8. Department of Geography, which is comprised of 9 full-time faculty members.

In addition, there are 8 chairmen which were not included. As suggested by Halpin's (1957) Manual for the Leader Behavior Description Questionnaire, the investigator considers that a minimum of four respondents per leader is desirable. Six or seven respondents to describe each leader is a good standard.

To assure security, the investigation was described as a doctoral project rather than a college or university evaluation of administrators' effectiveness. Faculty

members were assured that their responses would be kept confidential, as would the specific questionnaire results of each department. The college dean and assistant deans were assured that the individual departmental results would be known only to the investigator.

Delimitations

The following limitations were foreseen for the study:

1. Complete anonymity was guaranteed to the participating faculty members including the chairmen; therefore, it was assumed that the data gathered was accurate.
2. In view of the fact that all full-time faculty were asked to participate in the study rather than a random sample, it was assumed that there were no negative attitudes developed toward the study.
3. It is imperative that faculty, including the chairmen, be made aware of the study as a doctoral project emphasizing description and perception of the leader behavior and faculty morale rather than an evaluation.
4. This study has an internal rather than external validity, so the findings may not be inferential.

Description of Instruments

Chairmen's perceptions of their ideal behavior and faculty's perceptions of the chairmen's actual leader behavior were obtained through the administration of the Leader Behavior Description Questionnaire (1957),¹ which was originally developed by the staff of the Ohio State Leadership Studies and published by the Ohio State University Bureau of Business Research, College of Commerce and Administration. Bergguist and Phillips' (1977)² Institutional Morale Scale, Administrative Morale Scale and Collegial Morale Scale, parts of the Institutional Climate Inventory, were the instruments to which the faculty responded indicating perceptions of group attitudes or morale within their respective departments.

Permission to use, translate the LBDQ into Arabic, and duplicate copies was granted by P. M. Carroll, Director of Support Services at the Ohio State University (Appendix B). Copies of the faculty morale scales, included in the Institutional Climate Inventory, were purchased from the adapters, Faculty Development Resource Center, The University of Texas at Arlington (Appendix B).

¹Stogdill and Shartle, *ibid.*, pp. 6-51.

²William H. Bergguist and Steven R. Phillips, A Handbook for Faculty Development, Washington, D.C., Council for the Advancement of Finger Lakes, 1977, pp. 44-45.

Leader Behavior Description
Questionnaire (1957)

The LBDQ contains 40 short statements about specific leader behavior characteristic of formally designated leaders. Of the 40 statements, 15 are for Initiating Structure dimension, 15 are for Consideration dimension and 10 are buffer items. These short statements are arranged in a random manner to maintain standardization. Respondents indicate their perceptions of the exact frequency with which the leader engages in each type of behavior of the two fundamental dimensions: Initiating Structure and Consideration. The answer choices are "always, often, occasionally, seldom and never." The LBDQ-real-and-ideal contain identical short statements. The LBDQ-real is designed to describe the leader behavior of a superior by a subordinate while the LBDQ-ideal is designed to measure what a superior believes he should do.

Scoring of the LBDQ

Of the 40 short statements, 15 items are scored for Initiating Structure dimension and 15 items for Consideration dimension. The questionnaire answers are assigned the following values: always = 5, often = 4, occasionally = 3, seldom = 2 and never = 1. Three items in the Consideration measure are scored in reverse order because they are stated negatively. These items are: 12, 18 and 20. The 10 non-scored items are included for standardization. Each

questionnaire form, therefore, gives two scores for the leader behavior being described, Initiating Structure and Consideration. These scores range from 1-75. Thus, to obtain an index of the leader behavior on either of the two dimensions, one can average the scores of all respondents describing a particular leader behavior.

The rationale for utilizing the LBDQ, as it has been mentioned in Chapter II page 25 , is based on its applicability to the educational institutions for generating information about observable phenomena and describing the leader behavior of a formal departmental chairman.

Institutional Climate Inventory

The Institutional Climate Inventory consists of seven separate scales which can be used individually or in various combinations. Among them are: the Institutional Morale Scale, the Administrative Morale Scale and the Collegial Morale Scale (Appendix B). The first scale consists of eight descriptive statements, the second consists of seven, while the third consists of five descriptive statements. These scales measure the general positive attitudes toward the institution, the administrators, and the colleagues at the college or university where the respondents are employed.

Hunter, Ventimiglia and Day reported that norms for each scale were based on responses from more than 500

professors in this country and abroad. The reported norms for the Institutional Morale Scale are mean = 27.05, variance = 79.43, range = 8-40, and reliability = 0.75 (standardized item alpha). The reported norms for Administrative Morale Scale are: mean = 22.95, variance = 48.27, range = 7.35 and reliability = 0.61 (standardized item alpha). Finally, the reported norms for the Collegial Morale Scale are: mean = 14.28, variance = 33.02, range = 5-25 and reliability = 0.58 (standardized item alpha).¹

Scoring of the Morale Scales

The responses categories and scoring for the Institutional Morale Scale, the Administrative Morale Scale and the Collegial Morale Scale are: No = 1, Don't Know = 3 and Yes = 5. Total of the values for all items can be considered.

The following items on each scale are reverse coded as follows:

1. Institutional Morale Scale, items 3, 4, and 5.
2. Administrative Morale Scale, items 2, 5, and 7.
3. Collegial Morale Scale, items 4 and 5.

Concerning the validity of the three scales, the following factors were considered:

¹Mary "Ski" Hunter, Joe C. Ventimiglia, and Paul D. Day. "Instrument Number Three: Institutional Climate Inventory," Faculty Development Resource Center, The University of Texas, Arlington (1980), pp. 196-200.

1. The scales draw heavily on earlier instruments.
2. They were originally developed by experts in the field as part of a Faculty Questionnaire.¹
3. They were validated by the developers (1975) by administering them to 2,134 faculty members from sixteen colleges and universities.² The outcome was the normative data.
4. They were also validated by the adaptors (1978) by administering them to a sample of 192 out of 556 faculty members at the University of Texas, Arlington. The findings were compared with the normative data and helped the staff members at UTA to diagnose the morale maladies of the faculty. They also helped them to identify the difference in morale between the junior and senior faculty.³

The rationale for utilizing these morale scales is based on the researcher's assumption that these instruments represent the definition of morale cited earlier. These

¹William H. Bergquist and Steven R. Phillips, A Handbook for Faculty Development (Washington, D.C., Council for the Advancement of Small Colleges in Association with College Center of Finger Lakes, 1977), pp. 44-50.

²Project on Institutional Renewal Through the Improvement of Teaching, by Terry G. Graff, Director (Washington, D.C., The Society for Values in Higher Education, 1976).

³Joe Ventimiglia and Mary "Ski" Hunter, with assistance of Paul D. Day, "An Inside Look at Academic Life at UTA," Insight to Teaching Excellence (Faculty Development Center; Publisher), University of Texas at Arlington, vol. 6, no. 2 (1979), pp. 3-7.

scales also can be used separately or in combination. It is suggested that these morale scales be used to collect data for social science research in higher education.

Translation of the Instruments

After the investigator had received permission to administer the LBDQ (Appendix A), he translated the forms into Arabic which is his native language and his undergraduate major. He administered the first translated forms to 25 Arabic students in Norman, Oklahoma, as a pilot study. Consequently, the investigator gained useful feedback about the translation, especially from one of the graduate students whose major is English. The translation was checked by an English and Latin instructor at the College of Medicine, the University of Tanta, Egypt, Mr. Ebraheem Al-Ghandoor. Finally, the translation was rechecked and slightly revised by Dr. Muhmood Esmail Seiny, an Associate Professor of Applied Linguistics, English Department, Faculty of Arts, King Saud University. The final translation of the morale questionnaire forms was rechecked by Dr. Manie H. Al-Johani, Assistant Professor in the English Department at the College of Education. Both Dr. Seiny and Dr. Al-Johani, native Saudi Arabians, received their Ph.D. degrees from two American universities, Washington, D.C., 1967, and the University of Indiana, 1982, respectively.

Methods of Collecting the Data

Location of the Field Study Site

The study was done on the campus of the College of Education, King Saud University in Riyadh, The Kingdom of Saudi Arabia. The college campus is about three miles from the main campus, and about ten miles from the new campus where the central University Administration offices are located.

The investigator obtained permission to fly to Saudi Arabia and gather data on the college site. On December 6, 1982, all faculty members and professional and academic departmental chairmen at the College were officially informed by the Dean of the College about the investigator and the purpose of his study. Two days later, the investigator personally contacted all available chairmen and faculty members and explained the study in more detail. The study was described as a doctoral project rather than an evaluation of chairmen's effectiveness. The emphasis was upon obtaining descriptions and perceptions of leader behavior. On an individual meeting basis each chairman was assured that his respective department would be referred to by number only in the written report and that all specific departmental results would be kept strictly confidential. In separate meetings with faculty, individually and collectively, faculty members were assured also that their responses would be kept confidential with regard to specific questionnaire results.

Written Directions

The specific written directions on each questionnaire form which had been translated into Arabic were emphasized. The LBDQ-Ideal forms were identified by their orange color, and the LBDQ-Actual forms were identified by their blue color. Faculty were requested to answer the blue forms of the LBDQ in addition to the questionnaire forms of morale, whereas chairmen were requested to answer only the orange color of the LBDQ-Ideal. For the LBDQ -Actual, faculty were instructed that their departmental chairman should be identified as "the leader of this group," while "this group" referred to their department consisting of only full-time faculty. The phrase "group or group members" meant the instructional professional or academic department as a whole.

The faculty completed the LBDQ-Actual one time in referring to their departmental chairman. The LBDQ-Ideal form, likewise, was answered by the chairman one time to indicate self-perception about how he should behave with regard to each item of the questionnaire.

Instrument Coding

The instrument consists of LBDQ, Institutional Morale, Administrative Morale, and Collegial Morale. All questionnaire forms were coded in a number printed on their surfaces; consequently, there was no need for the respondents to

indicate their names. Questionnaire forms were delivered in sealed envelopes to the departmental chairmen and their respective faculty.

Distribution of Questionnaire Forms

As suggested earlier, a census of the entire population of the chairmen and faculty of the college was the population target. So, the investigator obtained an official list of the entire faculty and chairmen of the college. The list consisted of 161 full-time faculty, including 15 chairmen, and 43 lecturers, who held Master degrees. Twenty-two of these lecturers who completed the questionnaires were later excluded because they were not required to attend faculty meetings and they never voted. Therefore, they did not represent full-time faculty members. One lecturer was kept within the 12th department to keep the minimum of respondents required.

Of the 161 faculty, one was on a sabbatical leave, one was on sick leave, and another one was on loan to another college within the University. Consequently, 158 questionnaire forms were considered: 15 LBDQ-Ideal, with orange colors, for the 15 chairmen, and 143 LBDQ-Actual, with blue, for faculty. In addition, each faculty member received three forms of the morale instruments. Table 1 shows the number of questionnaire forms distributed to both chairmen and faculty of the college.

TABLE 1

QUESTIONNAIRE FORMS DISTRIBUTED
INCLUDING LBDQ DIMENSIONS

No. in Sample	Perceived leader behavior instruments
Chairmen: 15	1) I-Structure-Ideal 2) Consideration-Ideal)one form
Faculty: 143	1) I-Structure-Actual 2) Consideration-Actual)one form 3) Institutional Morale 4) Administrative Morale 5) Collegial Morale

Guidelines for Administering the
Questionnaires

Halpin's (1957) guidelines as outlined in the LBDQ manual would inform the faculty and the chairmen that the purpose of the study was to obtain perceptions of leader behavior and faculty morale; the chairperson would not be present during the LBDQ-Real administration; no mention would be made about the two separate questionnaire dimensions of Initiating Structure and Consideration; faculty would be requested to answer all questionnaire items to the best of their knowledge; and all faculty respondents would be guaranteed anonymity.

Data Collection

Mainly, data were collected on questionnaire forms distribution and collection basis. Personal and informal

interviews were conducted, and some official records and organizational publications were accessible. On frequent visitations with faculty, checking the completion of the instruments, the investigator emphasized what he already explained in his general memorandum accompanying the questionnaire forms to the faculty members. He frequently emphasized that the investigation was a doctoral dissertation rather than a college evaluation of chairmen-leader behavior. Both the college dean and his associates were assured that the individual departmental results would be known only to the investigator. All chairmen received a copy of the general memorandum sent to their respective faculty (Appendix C).

After the initial memorandum was distributed, limited feedback was received from only a few faculty in a few departments, indicating that they would participate if the questionnaire was not matched with the respondents. Consequently, to assure anonymity and full cooperation, demographic data including age, sex, nationality and number of years in the department were not necessarily obtained from the faculty.

Administration of the Instruments

In order to administer the instruments, the faculty were informed that the purpose of the study was to obtain perceptions of leader behavior and faculty morale; the

chairmen were not present during the faculty questionnaire administration; no mention was made about the two separate LBDQ dimensions: Initiating Structure and Consideration; faculty were requested to answer all questionnaire items to the best of their knowledge; and all faculty respondents were guaranteed anonymity.

The large majority of faculty questionnaire forms were answered through individual administration during a three week period from December 6 to December 26, 1982. For the sake of convenience and cooperation, faculty and chairmen were given ample time to think about the questionnaire items and to seek more explanation. They were also instructed orally to answer all questionnaire items to the best of their knowledge and to follow closely the instructions on the cover of the questionnaire forms.

On December 15, 1982, fifty-nine questionnaire forms were completed. After frequent visitations and personal contacts, a total of 121 respondents completed the questionnaire forms, including the 20 lecturers whose responses were later excluded. Female faculty were contacted through Professor Ghanim Al-Chaidi, whose wife was a professor in the female center, a part of the College of Education. Table 2 depicts the entire full-time faculty respondents with fifteen departments classified by professional and academic types and by small and large size departments. Proportions and percentages of the entire population of the full-time

faculty were computed. Table 2 yielded the raw scores for the LBDQ and morale instruments (Appendix A).

Methods of Analyzing the Data

Upon receipt of all data, initial checking was made to eliminate responses which did not qualify for the study. Such elimination included the twenty responses of the lecturers, who held MA and MS degrees, because the respondents did not qualify under the term "full-time" faculty and never voted in a departmental meeting.

Statistical Analysis

Siegel¹ stated that the choice of an appropriate statistical procedure is an extremely important part of the research design. Since the major intention of the outcome was to determine whether or not there was a difference between the two descriptions of leader behavior of a departmental chairperson, and to see whether or not there was a relationship between these two perceptions of leader behavior and the morale of the faculty, the most appropriate statistical analysis for testing null hypotheses number 1 and 2 was the student t test for dependent groups (departmental chairperson and faculty), and for each of the

¹S. Siegel, Non-Parametric Statistics for the Behavioral Sciences (New York: McGraw-Hill, 1956), pp. 32-33.

TABLE 2

A CENSUS SAMPLING OF THE ENTIRE POPULATION OF FULL-TIME FACULTY
AND THE PROPORTION OF RESPONDENTS

Title of Departments	Type	Size	Chairmen	Entire Full-time Faculty		Faculty Respondents		Percent \bar{x}
				F	M	F	M	
1. Dept. of Education	Prof	Large	1		17		12	.70
2. Dept. of Curriculum	Prof	Large	1		17		12	.70
3. Dept. of Art Education	Prof	Large	1	3	5	2	3	.62
4. Dept. of Physical Education	Prof	Large	1		7		6	.85
5. Dept. of Islamic Culture	Prof	Large	1	1	18		10	.55
6. Dept. of Psychology	Prof	Large	1		12		9	.75
7. Dept. of Media & Techno.	Prof	Small	1		6		6	1.00
8. Dept. of Mathematics	Acad	Small	1		6		5	.83
9. Dept. of Physics	Acad	Large	1		8		6	.75
10. Dept. of Biology	Acad	Small	1		6		4	.66
11. Dept. of Chemistry	Acad	Large	1		11		5	.45
12. Dept. of Arabic	Acad	Small	1		4		4	1.00
13. Dept. of English	Acad	Large	1		7		6	.85
14. Dept. of History	Acad	Small	1		6		4	.66
15. Dept. of Geography	Acad	Large	1		9		7	.77
			15		143		101	.70

two dimensions.¹ This method was chosen because hypotheses numbers 1 and 2 involved two paired groups, and multiple comparison of means. It also would reduce the probability of finding a significant difference when it actually was not significant.² If the difference turned out not to be significant, no further comparison was made. If it was significant, further analysis was considered.

To analyze null hypotheses numbers 3 and 4, the most appropriate statistical analysis was also the student t test, but this time for applying independent group scores, because the groups meant to be compared were not paired.³

To analyze null hypotheses numbers 5 and 6, the most appropriate analysis was Multiple-Regression and Correlation for testing the alternative effect of leader behavior (as measured by Structure and Consideration) on departmental morale.⁴ These methods were chosen to find the relationship between two perceptions of the LBDQ on both dimensions and the scales of morale, and to predict whether faculty morale

¹Edward W. Minium, Statistical-Reasoning in Psychology and Education (John Wiley and Sons, New York, 1978), p. 340.

²Thomas A. Ryan, "Multiple Comparisons in Psychological Research," Psychological Bulletin, 56 (1959), no. 1, pp. 26-47.

³Minium, *ibid.*, pp. 337-339.

⁴Edward C. Bryant, Statistical Analysis (McGraw-Hill, New York, 1960), pp. 212-227.

was a function of Initiating Structure leader behavior or a function of Consideration leader behavior, or both.

Finally, for testing null hypothesis number 7, the most appropriate statistical analysis was a Person Product Moment Correlation Coefficient for testing the relationship between the morale of the faculty members and the demographic data.¹ These methods were chosen to find whether the characteristics described by the demographic data were correlated with the faculty morale.

Summary

At the College of Education, King Saud University, in the Kingdom of Saudi Arabia, perceptions of departmental chairmen's leader behavior were obtained by the administration and scoring of the LBDQ completed by faculty and chairmen. The faculty indicated their perceptions of departmental morale by completing the morale scales included in the Institutional Climate Inventory. Departmental type based upon the disciplinary areas and departmental size based upon the number of full-time faculty were treated as research variables in the design. Several t-tests were computed for all non-directional hypotheses predicting significant differences (at the .05 level) between the faculty's and the chairmen's perceptions of leader behavior. Regression-Analysis and

¹Bryant, *ibid.*, pp. 212-227.

Pearson Product Moment Correlation Coefficients were computed for directional hypotheses predicting relationships among the faculty perception of the LBDQ-Actual, the chairmen's perceptions of their ideal leader behavior, faculty's perception of the morale and the characteristic variables described by the demographic data. The University of Oklahoma's IBM 3081 and the Statistical Analysis System were utilized for analyzing the data.

CHAPTER IV

RESEARCH FINDINGS AND ANALYSIS

Introduction

This chapter presents summary statistics and findings of leader behavior perceptions and faculty morale. The data for acceptance or rejection of the seven null hypotheses are presented with accompanying tables.

The major purposes of the study were to describe the leader behavior practiced by the formal departmental chairmen in the College of Education at King Saud University, to describe the relationship between the chairmen leader behavior and the morale of the faculty, and to find out which patterns of behavior have positive effects on faculty morale. Hypotheses, similarly tested in most previous research studies, such as those mentioned earlier (Chapter II, pp. 35-40) predicted significant differences (at the .05 level of significance) between the LBDQ perceptions of leaders and subordinates on both dimensions. Finally, hypotheses which have been recently tested in numerous studies (Chapter II, pp. 43-52), predicted positive correlation between morale and high scores on both the "Initiating Structure" and

Consideration dimensions of leader behavior. The Consideration dimension was more correlated with morale than was the Initiating Structure dimension.

The administration and scoring of the LBDQ in this study provided statistical data about faculty perceptions and chairmen's self-perceptions of leader behavior practiced by formal chairmen at the College of Education, King Saud University in Riyadh, Saudi Arabia. Each LBDQ yielded two scores of leader behavior: Initiating Structure and Consideration. From the Institutional Climate Inventory, the Institutional Morale Scale, Administrative Morale Scale, and Collegial Morale Scale were administered and scored in order to obtain faculty perceptions of morale within their respective departments. Differences between the faculty's perceptions and the chairmen's self-perceptions were obtained by running the t test for dependent groups. The mean of the 15 department means of faculty perceptions was tested against the mean of the 15 self-perceptions of the chairmen. Likewise, t tests for dependent groups were run to test the faculty perceptions against the chairmen perceptions within a given type or a given size of department. Differences between professional and academic departments or between small-size and large-size departments were tested by the t test for independent groups.

Correlations and regression analyses were run to find the relationship between the two perceptions of the

LBDQ on both dimensions and the scales of morale, and to predict whether morale is a function of Initiating Structure or Consideration or both.

Statistical Findings

Statistical Analysis System (SAS), an already-programmed system which was run by the investigator on the IBM 3081, provided both raw scores of faculty's perceptions of LBDQ-Actual and morale, and of LBDQ-Ideal perceived by the departmental chairmen (Appendix A).

Table 3 presents the mean variances, standard deviations, minimum of scores, maximum of scores, and sums of scores of the chairmen's perceptions of the Ideal LBDQ dimensions, and of the Actual LBDQ perceived by the faculty with the morale scales. The three morale scales rated by the faculty were summed up and the variable total (TM) was added.

General Comparison of Findings

Cross dimensional comparisons in Table 3 illustrate that the LBDQ-Ideal means of the chairmen's perceptions of both Initiating Structure and Consideration were higher than the LBDQ-Actual means of the faculty's perceptions. As LBDQ was viewed by both groups, the ideal and the actual Consideration dimensions yielded higher means than did the Initiating Structure dimension.

TABLE 3

COMPARISONS OF MEANS, STANDARD DEVIATIONS, VARIANCES, MINIMUM SCORES, MAXIMUM SCORES
AND SUM OF SCORES FOR BOTH DIMENSIONS OF THE LBDQ-REAL AND -IDEAL
AND FOR THE MORALE VARIABLES SCORES

LBDQ-I	LBDQ-Ideal		LBDQ-Actual		Faculty Morale			
	I-Structure no.=15	Consider. no.=15	I-Structure IBAR = 15	Consider. CBAR = 15	I-Morale no.=15	AM BAR no.=15	CMAR no.=15	TMBAR no.=15
Means	59.86	60.60	55.04	58.39	28.22	23.90	16.65	68.79
Standard Deviation	4.62	4.04	6.05	6.41	2.97	2.28	1.61	5.60
Variance	21.40	16.40	36.60	41.13	8.82	5.21	2.61	31.40
Minimum of Scores	49.00	51.00	43.20	43.70	23.20	21.00	12.66	62.00
Maximum of Scores	69.00	65.00	66.00	68.33	34.50	30.25	19.00	83.75
Sums of Scores	889.00	909.00	825.71	875.94	423.33	358.84	249.78	1031.97
			I-Structure no.=101	Consider. no.=101	IM no.=101	AM no.=101	CM no.=101	TM no.=101
Means			54.30	56.78	28.00	23.86	16.45	68.31
Standard Deviation			10.08	10.55	7.83	6.44	4.97	17.14
Variance			100.11	114.79	61.36	40.85	24.74	290.30
Minimum of Scores			18.00	23.00	8.00	11.00	5.00	28.00
Maximum of Scores			71.00	73.00	40.00	35.00	25.00	98.00
Sums of Scores			5599.00	5815.00	2828.00	2410.00	1662.00	6900.00

Table 4 presents comparison findings between the two means of the LBDQ-Actual and LBDQ-Ideal within each department separately.

TABLE 4

MEANS OF I-STRUCTURE-ACTUAL WITH I-STRUCTURE-IDEAL AND "CONSIDERATION"-ACTUAL WITH "CONSIDERATION"-IDEAL

Dept	Actual Initiating Structure	Ideal Initiating Structure	Actual Consideration	Ideal Consideration
1	52.00	63	54.4	59
2	54.83	57	56.08	64
3	58.40	49	60.60	56
4	66.00	66	68.33	64
5	43.20	62	43.70	64
6	56.55	56	54.44	58
7	46.16	57	53.66	56
8	55.80	58	61.80	63
9	51.33	58	55.66	62
10	54.00	62	64.50	59
11	51.00	61	61.40	51
12	64.50	59	64.50	65
13	56.00	69	56.33	65
14	55.50	61	66.50	61
15	60.42	60	53.00	62

IBAR = I-Structure-Actual, ISID = I-Structure-Ideal

CBAR = Consideration-Actual, CSID = Consideration-Ideal

Table 4 shows that in departments 1, 2, 5, 7, 8, 9, and 13 the chairmen perceived their own leader behavior

on both Initiating Structure and Consideration dimensions to be higher than their respective faculty perceived it to be. In departments 10, 11, and 14, the chairmen's perceptions of Initiating Structure were higher than the faculty's perceptions, whereas the chairmen's perceptions of Consideration were lower than the faculty's perceptions. In department 3, the chairman's perceptions of both LBDQ dimensions were lower than the faculty's perceptions. In department 4, the chairman's perceptions of Initiating Structure were the same as the faculty's perceptions, whereas the chairman's perceptions of Consideration were lower than the faculty's perceptions. Finally, in departments 6, 12, and 15, the chairmen's perceptions of Initiating Structure were slightly higher than the faculty's perceptions, whereas the chairmen's perceptions of Consideration were higher than the faculty's perceptions.

The faculty's perceptions of the morale scales means (28.22) for the Institutional Morale Scale, (23.90) for the Administrative Morale Scale and (16.05) for the Collegial Morale Scale were higher than the normative means of faculty morale in the U.S.A. mentioned in Chapter III, which were 27.05, 22.95 and 14.23 respectively.

Findings Related to Hypotheses

When different statistical t tests were run, the following tables accompanying the previously stated hypotheses were found.

Hypothesis 1: No difference between the mean performance of LBDQ scores in both dimensions' perceptions as departmental chairmen perceived their own ideal behavior and as described by faculty.

Hypothesis 1 involved a comparison of LBDQ means between the chairmen's perceptions of their own ideal behavior and the faculty's perceptions of the chairmen's actual leader behavior in both dimensions, Initiating Structure and Consideration. Table 5 shows the means, standard deviations, sample sizes, difference in means, obtained t scores, and the critical value of $p > .05$ for the two dimensions of the chairmen's leader behavior.

TABLE 5

t TEST FOR DEPENDENT GROUPS (PAIRED COMPARISON
t TEST) TESTING THE DIFFERENCES BETWEEN FACULTY
PERCEPTION AND CHAIRMEN PERCEPTION ON INITIATING
STRUCTURE AND CONSIDERATION

<u>LBDQ</u>	Faculty Means no. =15	Chairmen Means no. =15	Difference in Means	Obt. t IBAR-ISID ($p \geq .05$) CBAR-CSID	df=14
I-Structure Mean	55.04	59.86	-4.81		
Standard Deviation	6.05	4.62	7.46	-2.50	<u>+2.15</u>
Consideration Mean	58.39	60.60	-2.20	-1.10	<u>+2.15</u>
Standard Deviation	6.41	4.04	7.72		

In comparing the actual Initiating Structure means of faculty with the ideal Initiating Structure mean of the chairmen (55.04 and 59.86 respectively), it was found that the difference between the two means was -4.81. Likewise, in comparing the actual Consideration mean of faculty with the ideal Consideration mean of chairmen (58.39 and 60.60 respectively), it was found that the difference between the two means was -2.20. On the difference of Initiating Structure, the obtained t was $t_{14} = -2.50$, $P < .05$ (which indicates a significant result because -2.50 was less than the critical value for a two-tailed test, which was $\text{crit.} = \pm 2.15$. Thus the null hypothesis was rejected).

On the difference of Consideration the obtained t was $t_{14} = 1.10$, a non-significant result. Thus, the null hypothesis was not rejected.

Hypothesis 2: No difference between the mean performance scores in both dimensions as chairmen perceived their own ideal behavior and as faculty perceived the chairmen's actual leader behavior within a given type or size of department.

Hypothesis 2 involved comparison studies of LBDQ means on both dimensions, between faculty's perceptions and chairmen's perceptions of LBDQ within professional, academic, small-size, or large-size departments. Table 6 shows the means, standard deviations, sample sizes, differences in

means, obtained t scores, and the critical value of $p > .05$ for the two dimensions of the chairmen's leader behavior within professional type departments.

TABLE 6

t TEST FOR DEPENDENT GROUPS (PAIRED COMPARISON
 t TEST BETWEEN THE DIFFERENCES IN MEANS OF
 FACULTY'S AND CHAIRMEN'S PERCEPTIONS OF
LBDQ WITHIN PROFESSIONAL DEPARTMENTS

LBDQ	Faculty Means no.=7	Chairmen Means no.=7	Difference in Means	Obt. t ISR-ISID SCR-CSID	($p > .05$) df=13
Initiating Struc- ture Means	53.87	58.57	-4.69		
Standard Deviations	7.66	5.62	9.40	-1.32	1.94
Consideration Means	55.89	60.14	-4.25	-1.33	1.94
Standard Deviations	7.47	3.76	8.43		

In comparing the two means of the actual and the ideal Initiating Structure (53.87 and 58.57 respectively), the difference between the two means was -4.69. Likewise, in comparing the actual with the ideal Consideration means (55.89 and 60.14 respectively), the difference between the two means was -4.25. The obtained t for Initiating Structure was $t_6 = 1.32$, a non-significant result. The obtained t for Consideration was $t_6 = 1.33$, a non-significant result also. Thus, the null hypothesis was not rejected on both dimensions within professional departments.

Table 7 shows the means, standard deviations, sample sizes, difference in means, obtained t scores and the critical value of $p > .05$ for the two dimensions of the LBDQ within academic departments.

TABLE 7

t TEST FOR DEPENDENT GROUPS (PAIRED COMPARISON
 t TEST) BETWEEN THE DIFFERENCES IN MEANS OF
 FACULTY'S AND CHAIRMEN'S PERCEPTIONS OF
LBDQ WITHIN ACADEMIC DEPARTMENTS

<u>LBDQ</u>	Faculty Means no.=8	Chairmen Means no.=8	Difference in Means	Ob. t ISR-ISID (p>.05) CSR-CSID	df=15
Initiating Struc- ture Means	56.07	61.00	-4.92		
Standard Deviations	4.51	3.54	5.95	-2.34	1.89
Consideration Means	60.58	61.00	-0.41		
Standard Deviations	4.76	4.50	7.10	-0.16	1.89

In comparing the two means of actual and ideal Initiating Structure (56.07 and 61 respectively), the difference between the two means was -4.92. Similarly, in comparing the two means of the actual and ideal Consideration (60.58 and 61 respectively), the difference between the two means was -0.41. The obtained t for Initiating Structure was $t_7 = 02.34$ $P < .05$ (which indicates a significant result for a two-tailed test which was critical = 1.89). Thus, the null hypothesis was rejected. The

obtained t for Consideration was $t_7 = 0.16$, a non-significant result. Thus, the null hypothesis was not rejected.

Table 8 presents the means, standard deviations, sample sizes, difference in means, obtained t scores, and the critical value of $p > .05$ for both dimensions of the LBDQ within small-size departments.

In comparing the two means of the actual and ideal Initiating Structure (55.19 and 59.40 respectively), the difference between the two means was -4.20. Likewise, in comparing the means of the actual and ideal Consideration (62.19 and 60.80 respectively), the difference between the two means was 1.39. The obtained t on Initiating

TABLE 8

t TEST FOR DEPENDENT GROUPS (PAIRED COMPARISON
 t TEST) BETWEEN THE DIFFERENCES IN MEANS OF
FACULTY AND CHAIRMEN PERCEPTIONS OF LBDQ
WITHIN SMALL-SIZE DEPARTMENTS

<u>LBDQ</u>	Faculty Means no.=5	Chairmen Means no.=5	Difference in Means	Obt. t ISR-ISID CSR-CSID	($p > .05$; df=9)
Initiating Struc- ture Means	55.19	59.40	-4.20		
Standard Deviations	6.51	2.07	6.28	-1.50	± 2.13
Consideration Means	62.19	60.80	1.39		
Standard Deviations	5.05	3.59	3.80	0.82	± 2.13

Structure was $t_4 = 1.50$, a non-significant result. The obtained t on Consideration was $t_4 = 0.82$, a non-significant result also. Thus, the null hypothesis was not rejected on both dimensions of leader behavior within small-size departments.

Table 9 presents the means, standard deviations, sample sizes, difference in means, obtained t scores, and the critical value of $p > .05$ within large-size departments.

TABLE 9

t TEST FOR DEPENDENT GROUPS (PAIRED COMPARISON
 t TEST) BETWEEN THE DIFFERENCES IN MEANS OF
 FACULTY'S AND CHAIRMEN'S PERCEPTIONS OF LBDQ
 WITHIN LARGE-SIZE DEPARTMENTS

<u>LBDQ</u>	Faculty Means no.=10	Chairmen Means no.=10	Difference in Means	Obt. t ISR-ISID CSR-CSID	($p > .05$) df= 19
Initiating Struc- ture Means	54.97	61.10	-5.12		
Standard Deviations	6.17	5.58	8.29	-1.95	± 1.83
Consideration Means	56.49	60.50	-4.00		
Standard Deviations	6.37	3.49	8.69	-1.46	± 1.83

In comparing the means of actual and ideal Initiating Structure (54.97 and 61.10 respectively), the difference between the two means was -5.12. On Consideration,

the means were 55.02 and 61.50 respectively, and the difference between the actual and ideal means was -4.00. The obtained t on Initiating Structure was $t_9 = -1.95$, $P < .05$ and the obtained t on Consideration was $t_9 = 1.52$, $P < .05$, a non-significant result. Thus, the null hypothesis was rejected on Initiating Structure, and was not rejected Consideration within large-size departments.

In short, there were no significant differences between the faculty perceptions of the chairmen's actual Consideration leader behavior and the chairmen's perceptions of their ideal Consideration leader behavior in all cases. On the other hand, there was only a negative significant difference between the faculty's perceptions of the chairmen's actual Initiating Structure leader behavior and the chairmen's perceptions of their own ideal Initiating Structure leader behavior within the fifteen departments as a whole, within the academic and the large-size departments.

Hypothesis 3: No significant difference between the mean performance of LBDQ scores of small- and large-size departments in both dimensions, actual and ideal.

Hypothesis 3 involved a comparison study of the difference between small- and large-size departments on both LBDQ dimensions and perceptions. Tables 10 and 11 present the means, standard deviations, sample sizes,

obtained t scores and critical values of $p > .05$ for the LBDQ dimensions in small- and large-size departments.

TABLE 10
DIFFERENCES BETWEEN SMALL- AND LARGE-SIZE
DEPARTMENTS IN FACULTY'S PERCEPTIONS
OF THE LBDQ DIMENSIONS

<u>LBDQ = Faculty's Perceptions</u>	Small- Size Dept. no.=5	Large- Size Dept. no.=10	Obt. t ISR=ISR CSR=CSR	($p > .05$) df=13
Initiating Structure Means	55.19	54.97		
Standard Deviations	6.51	6.17	0.06	± 1.77
Consideration Means	62.19	56.49		
Standard Deviations	2.07	6.37	1.73	± 1.77

ISR = Initiating Structure-Actual
CSR = Consideration-Actual

In comparing the faculty perceptions of Initiating Structure between small- and large-size departments (55.19 and 54.97 respectively), the obtained t was $t_9 = -0.06$, a non-significant result. The means for Consideration were 62.19 and 56.49 respectively. The obtained t was $t_9 = 1.73$, a non-significant result. Thus, the null hypothesis was not rejected.

In comparing the chairmen's perception of Initiating Structure between small- and large-size departments (59.40 and 60.10 respectively), the obtained t was $t_{13} = -0.026$, a non-significant result. The Consideration means were

TABLE 11
DIFFERENCES BETWEEN SMALL- AND LARGE-SIZE
DEPARTMENTS IN CHAIRMEN'S PERCEPTIONS
OF LBDQ DIMENSIONS

<u>LBDQ</u> = Chairmen's Perceptions	Small- Size Dept. no.=5	Large- Size Dept. no.=10	Obt. t ISID=ISID CSID=CSID	(p>.05) df=13
Initiating Structure Means	59.40	60.10		
Standard Deviations	2.07	5.58	-0.26	<u>+1.77</u>
Consideration Means	60.80	60.50		
Standard Deviations	3.49	4.47	0.13	<u>+1.77</u>

ISID = Initiating Structure-Ideal
CSDI = Consideration-Ideal

60.80 and 60.50 respectively. The obtained t was $t_{13} = 0.13$, a non-significant result also. Thus, the null hypothesis was not rejected, and there was no significant difference between small- and large-size departments in the perceptions of both LBDQ dimensions.

Hypothesis 4: No significant difference between the professional and academic departments on both means and LBDQ dimensions.

Hypothesis 4 involved a comparison study of the difference between the mean performance of LBDQ scores of professional and academic departments in both dimensions.

Tables 12 and 13 present the means, standard deviations, sample sizes, obtained t scores, and the critical values of $p > .05$ the LBDQ dimensions in the professional and academic departments.

TABLE 12
DIFFERENCES BETWEEN PROFESSIONAL AND ACADEMIC
DEPARTMENTS IN FACULTY PERCEPTIONS
OF THE LBDQ DIMENSIONS

<u>LBDQ = Faculty's Perceptions</u>	Prof. Dept. no.=7	Acad. Dept. no.=8	Obt. t ISR=ISR CSR=CSR	($p > .05$) df=13
Initiating Structure Means	53.87	55.97		
Standard Deviations	7.66	4.42	-0.68	± 1.77
Consideration Means	55.89	60.22		
Standard Deviations	7.47	5.47	-1.47	± 1.77

ISR = Initiating Structure-Actual
CSR = Consideration-Actual

In comparing the faculty's perceptions of the actual Initiating Structure means of professional and academic departments (53.87 and 55.97 respectively), the obtained t was $t_{13} = -0.66$, a non-significant result. The faculty's perceptions of the actual Consideration means were 55.89 and 60.22 respectively. The obtained t was $t_{13} = -1.29$, a non-significant result. Thus, the null hypothesis was not rejected on the two LBDQ dimensions. The chairmen's perceptions of

the ideal Initiating Structure means of both professional and academic departments (in Table 13) were 58.97 and 61. The t was $t_{13} = 1.01$, a non-significant result. The chairmen's perceptions of the ideal Consideration means were 60.14 and 61. The obtained t was $t_{13} = -0.39$, a non-significant one, also. Thus, the null hypothesis was

TABLE 13

DIFFERENCES BETWEEN THE PROFESSIONAL AND
ACADEMIC DEPARTMENTS IN CHAIRMEN'S
PERCEPTIONS OF THE LBDQ DIMENSIONS

<u>LBDQ = Chairmen's Perceptions</u>	Prof. Dept. no.=7	Acad. Dept. no.=8	Obt. t ISID=ISID CSID=CSID	($p>.05$) df=13
Initiating Structure Means	58.57	61.00		
Standard Deviations	5.62	3.54	-1.01	<u>+1.77</u>
Consideration Means	60.14	61.00		
Standard Deviations	3.76	4.50	-0.39	<u>+1.77</u>

ISID = 1-Structure-Ideal
CSID = Consideration-Ideal

rejected, and there was no significant difference between the professional and academic departments on both perceptions of Initiating Structure and Consideration.

Hypothesis 5: No significant correlation between the faculty morale scores and the LBDQ-real scores of the faculty's perceptions of the departmental chairmen's leader behavior.

Hypothesis 5 involved a study of the relationship between the faculty's perceptions of the chairmen's actual leader behavior and the morale of the faculty. Table 14 presents the upper triangle of the correlation matrix between the actual dimensions of the LBDQ and the morale scales. Both LBDQ dimensions and morale scales were treated as variables. In general, Table 14 shows a significant correlation of $r_{+} .195 = .20, .23, \text{ and } .21$ between actual Initiating Structure and Administrative Morale, Collegial Morale and Total Morale respectively. The correlations were significant at $p > .05$ level of significance. The correlation between actual Initiating Structure and Institutional Morale was marginal. There was no significant correlation between actual Consideration and the morale scales of the faculty. The correlation between actual Initiating Structure and Consideration was significant at $p < .0001$ level of significance. The correlations between the Institutional Morale and the Administrative Morale and the Total Morale scores were significant also, at $P < .0001$.

Further analysis of the relationship between the scales of the faculty morale scores and the Initiating Structure and Consideration dimensions of the leader behavior was done with the use of multiple regression analysis. This analysis determines the proportion of variance in faculty morale scores explained by LBDQ scores. Table 15 presents the result of this analysis, which indicates a positive

TABLE 14
CORRELATIONS MATRIX BETWEEN LBDQ-ACTUAL AND FACULTY MORALE VARIABLES
(Sample Size n = 101)

Variables	Actual I-Structure	Actual Consid.	Institut. Morale	Admin. Morale	Collegial Morale	Total Morale
Actual I-Structure	1.000	.71*	.169	.20*	.23*	.21*
Probability Value	(.000)	(.0001)	(.09)	(.04)	(.01)	(.02)
Actual Consideration		1.000	.09	.11	.16	.13
Probability Value		(.000)	(.34)	(.25)	(.10)	(.18)
Institutional Morale			1.000	.74*	.65*	.92*
Probability Value			(.000)	(.0001)	(.0001)	(.0001)
Administrative Morale				1.000	.61*	.89*
Probability Value				(.000)	(.0001)	(.0001)
Collegial Morale					1.000	.82*
Probability Value					(.000)	(.0001)
Total Morale						1.000
Probability Value						(.000)

*Indicates significant result at ($> = .05$) level of significance.

TABLE 15

MULTIPLE REGRESSION ANALYSIS FOR EVALUATING
THE DEPENDENCES OF MEASURES OF FACULTY
MORALE ON INITIATING STRUCTURE
AND CONSIDERATION

Dependent Variables	Multiple Regression	Regression ₂ Squared (R^2)	F-Ratio
Institutional Morale	.17	.03	1.55
Administrative Morale	.20	.04	2.19
Collegial Morale	.22	.05	2.78
Total Morale	.22	.05	2.59
All $P < .05$			

relationship between the morale scales and Initiating Structure scores. The relationship between the morale scales and Consideration scores is negative. The results show that three percent of the variation in the Institutional Morale, four percent of the variation in the Administrative Morale, five percent of the variation in the Collegial Morale, and five percent of the variation in the Total Morale are explained by linear regression on the LBDQ dimensions. The F-ratios indicate that these linear associations are statistically non-significant.

Hypothesis 6: No significant correlation between the faculty morale scores and the LBDQ-ideal scores of the departmental chairmen's leader behavior.

Hypothesis 6 involved a study of the relationship between the chairmen's ideal behavior and the morale of the faculty. Table 16 presents the correlation matrix between the chairmen's perceptions of their ideal dimensions of the LBDQ and the three scales of the morale of the faculty. All correlations between the LBDQ dimensions and scales of morale are non-significant. The correlation between the chairmen's perceptions of their ideal Initiating Structure and ideal Consideration is not significant either. The correlations among the scales of morale are significant at $P < .001$.

Since there was no statistically significant correlation between the LBDQ-ideal dimensions and the scales of the faculty morale, further analysis was not indicated.

Hypothesis 7: No significant correlation between the faculty morale scales and faculty age, sex, years of experience, degree, year of graduation, rank and nationality.

Hypothesis 7 involved a study of the relationship between the faculty morale scores and the demographic data of the faculty. Table 17 shows the correlation scores between the morale of the faculty as a total and the demographic data. It shows that none of the correlations are significant at $p > .05$ level. Therefore, there is no significant relationship between the morale of the faculty and the several characteristics of the faculty described by the demographic data.

TABLE 16
CORRELATION STUDIES BETWEEN LBDQ-IDEAL AND FACULTY MORALE VARIABLES

Variables	Sample Size	I-Structure Ideal	Consid. Ideal	Institut. Morale	Admin. Morale	Collegial Morale	Total Morale
I-Structure Ideal Probability Value	(n = 15)	1.000 (.000)	.38 (.15)	.05 (.83)	.25 (.35)	.05 (.85)	.13 (.64)
Consideration-Ideal Probability Value	(n = 15)		1.000 (.000)	-0.40 (.13)	.30 (.27)	.27 (.31)	.36 (.17)
Institutional Morale Probability Value	(n = 101)			1.000 (.000)	.74* (.0001)	.65* (.0001)	.92* (.0001)
Administrative Morale Probability Value	(n = 101)				1.000 (.000)	.61* (.0001)	.89* (.0001)
Collegial Morale Probability Value	(n = 101)					1.000 (.000)	.82* (.0001)
Total Morale Probability Value	(n = 101)						1.000 (.000)

- 1) No significant correlation between LBDQ-Ideal and the scales of faculty morale at ($p > .05$).
- 2) The correlations between the morale scale are highly significant.

TABLE 17
CORRELATION STUDIES BETWEEN MORALE AND
DEMOGRAPHIC DATA

Variables	Age	Exper.	Rank	Degree	Year	Sex	National.
Morale as a Total	.06	.02	.01	.04	.07	.11	-0.01
Critical Value	.55	.83	.91	.66	.44	.23	.89

Note: None of the above is significant.

Unpredicted Findings

When the correlation matrix was run by the investigator, it was observed that there were significant positive correlations between the LBDQ dimensions and the demographic data. Table 18 presents a summary of these correlations. It shows that there were $r = .18$, and $r = -0.16$ at $P > .06$, and $P > .09$, between Initiating Structure and years of experience and year of graduation respectively. It also shows that there were correlations of $r = .21$ at $P > .03$, $r = .25$ at $P > .008$, $r = .22$ at $P > .03$, and $r = .19$ at $P > .04$ between actual Consideration and age, experience, rank, and year of graduation.

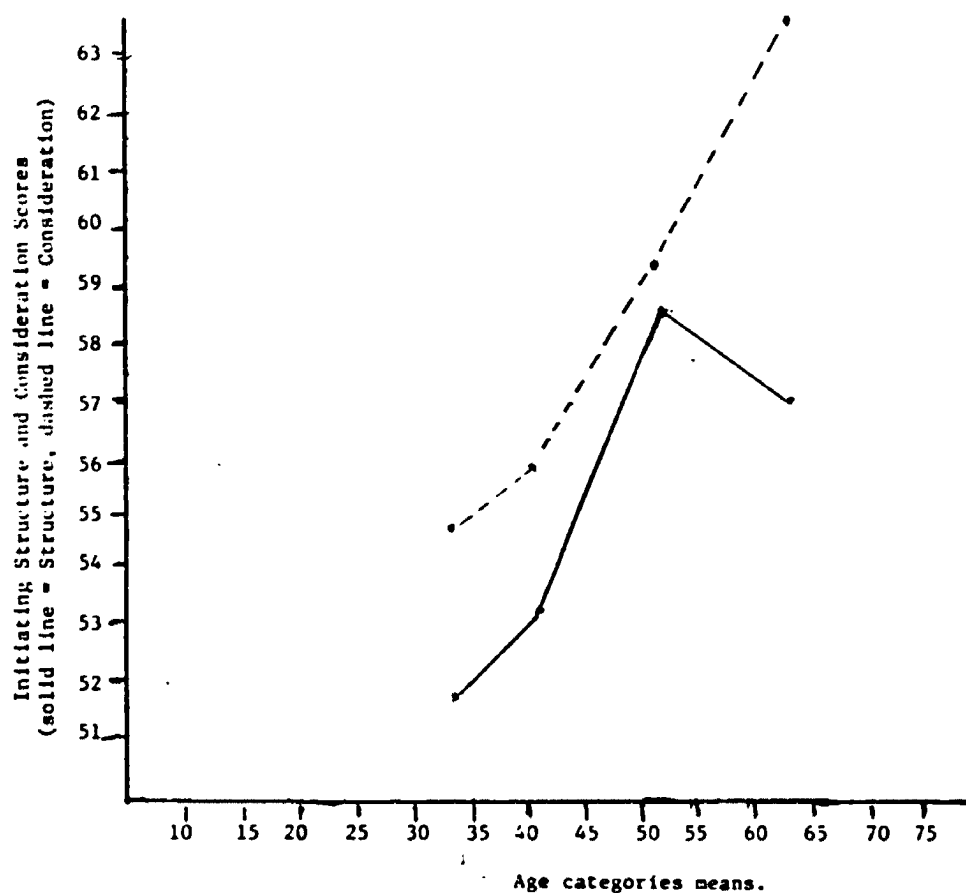
These results called the researcher's attention to the need for further analysis. The characteristics described by the demographic data were categorized, and the following figures are representative.

TABLE 18
CORRELATION MATRIX BETWEEN THE TWO DIMENSIONS OF LBDQ-ACTUAL AND
THE DEMOGRAPHIC DATA VARIABLES
(Sample Size no. 101)

Variables	Actual Initiating Structure	Actual Consid.	Age	Exper.	Rank	Graduation Date	Nationality
Actual I-Structure Probability Value	1.000 (.000)	.74 (.0001)	.15 (.12)	.18* (.06)	.15 (.12)	-0.16* (.09)	-0.32 (.001)
Consideration-Actual Probability Value		1.000 (.000)	.21* (.03)	.25* (.008)	.22* (.02)	-0.19* (.04)	-0.26 (.008)
Age Probability Value			1.000 (.000)	.30* (.001)	.62* (.0001)	-0.70 (.0001)	-0.37 (.001)
Experience Probability Value				1.000 (.000)	.38* (.004)	-0.39* (.0001)	-0.10 (.29)
Rank Probability Value					1.000 (.000)	-0.64* (.0001)	-0.27 (.005)
Year Probability Value						1.000 (.000)	0.30 (.002)
Nationality Probability Value							1.000 (.000)

First, Figure 2 illustrates the relationship between the two LBDQ dimensions for the categories of ages. It shows that up to the average age of fifty-two the older the faculty the higher the scores on Initiating Structure, then up to the average age of sixty-three, the older the faculty the lower the scores on Initiating Structure. On the other hand, the older the faculty the higher the scores on Consideration. This analysis is based on plots numbers 1, 2, 3, and 4 which show positive correlations of $r = 0.68$, $p > = .0002$, $r = .078$, $p > = .0001$, $r = 0.60$, $p > = .004$ and $r = 0.36$, $p > = .42$, each between the Initiating Structure and Consideration dimensions for the age categories 1, 2, 3 and 4 (Appendix A). Category 1 is represented by twenty-four faculty members whose age range is twenty-eight to thirty-six and age mean is 33.91. Category 2 is represented by fifty faculty members whose age range is thirty-eight to forty-seven and age mean is 41.82. Category 3 is represented by twenty faculty members whose age range is forty-eight to fifty-seven and age mean is 52.40. Finally, category 4 is represented by seven faculty members whose age range is sixty to seventy and age mean is 62.57.

Second, Figure 3 illustrates the relationship between the two LBDQ dimensions for the doctoral graduation date. It shows that the earlier the year of receiving the Ph.D. degree, the higher the scores on both Initiating Structure and Consideration. The scores on the Consideration dimension are higher than the scores on the Initiating



Age Cat. 1 mean = 33.91 for 24 faculty members
 Age Cat. 2 mean = 41.82 for 50 faculty members
 Age Cat. 3 mean = 52.40 for 20 faculty members
 Age Cat. 4 mean = 63.57 for 7 faculty members

Fig. 2. Relation Between Structure and Consideration for Faculty Ages.

Structure dimension. This analysis is based on plots numbers 5, 6 and 7 which show positive correlations of $r = 0.56$, $p > .15$, $r = 0.75$, $p > .0001$ and $r = 0.76$, $p > .0001$, each between Initiating Structure and Consideration for the doctoral graduation date (Appendix A). Category number 1, shown by Figure 5 is represented by eight faculty members whose doctoral graduation date range is 45 to 60 and mean is 53. Category number 2, shown by Figure 6, is represented by thirty faculty members whose doctoral graduation date range is 61 to 75 and mean is 69.70. Finally, category number 3, shown by Figure 7, is represented by sixty-two faculty members whose doctoral graduation date is 76 to 82 and mean is 79.19.

Third, Figure 4 illustrates the relationship between the two LBDQ dimensions for the two levels of the years of experience. It shows that the higher the years of experience, the higher the scores on both Initiating Structure and Consideration. In general, the Consideration scores are higher than the Initiating Structure scores. This analysis is based on plots 8 and 9 which show positive correlations of $r = 0.75$, $p > = .0001$ and $r = 0.44$, $p > = .15$, each between the Initiating Structure and Consideration dimensions of leader behavior for the years of experience variable. Category 1 of the years of experience variable is represented by eighty-nine faculty members whose years of experience range is 1 to 5 and mean is 2.66. Category 2 is represented

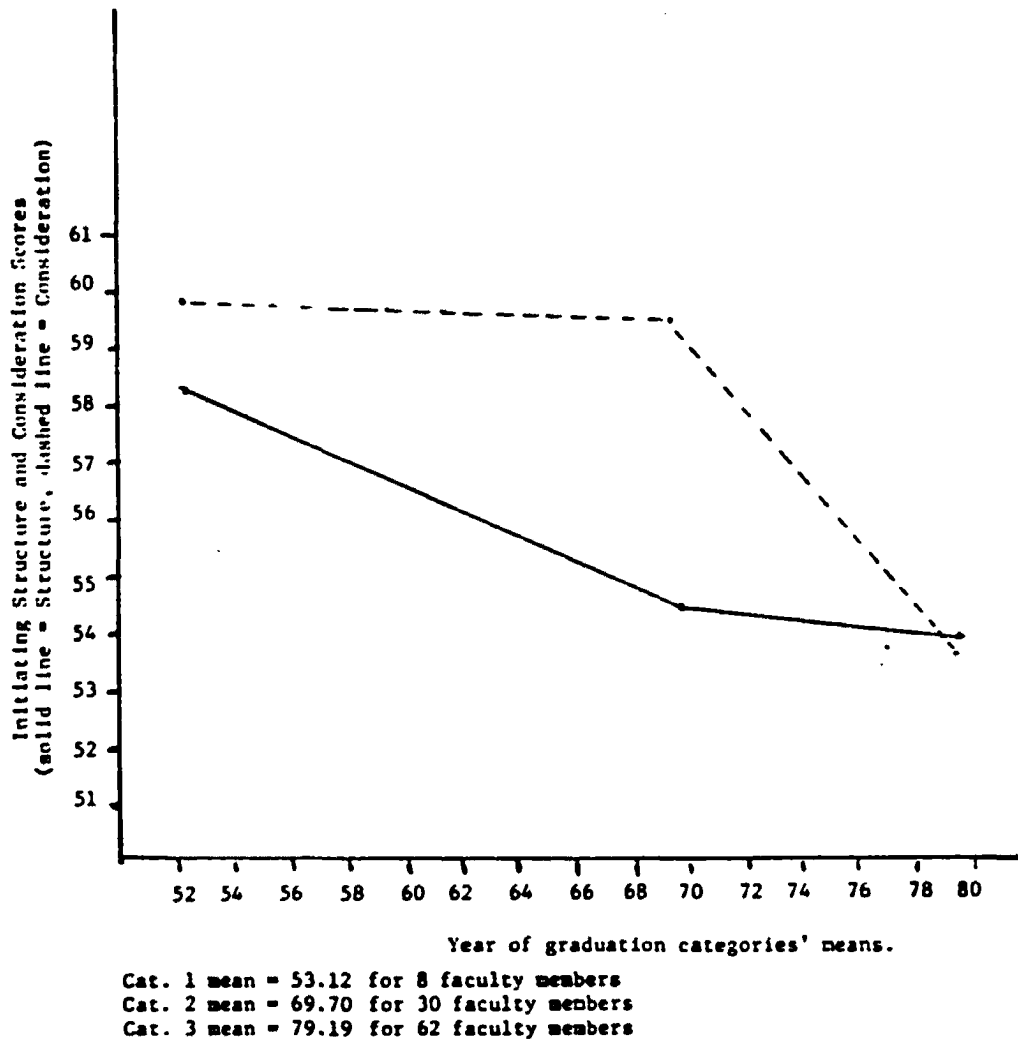


Fig. 3 . Relationship Between Initiating Structure and Consideration for the Year of Receiving the Ph.D.

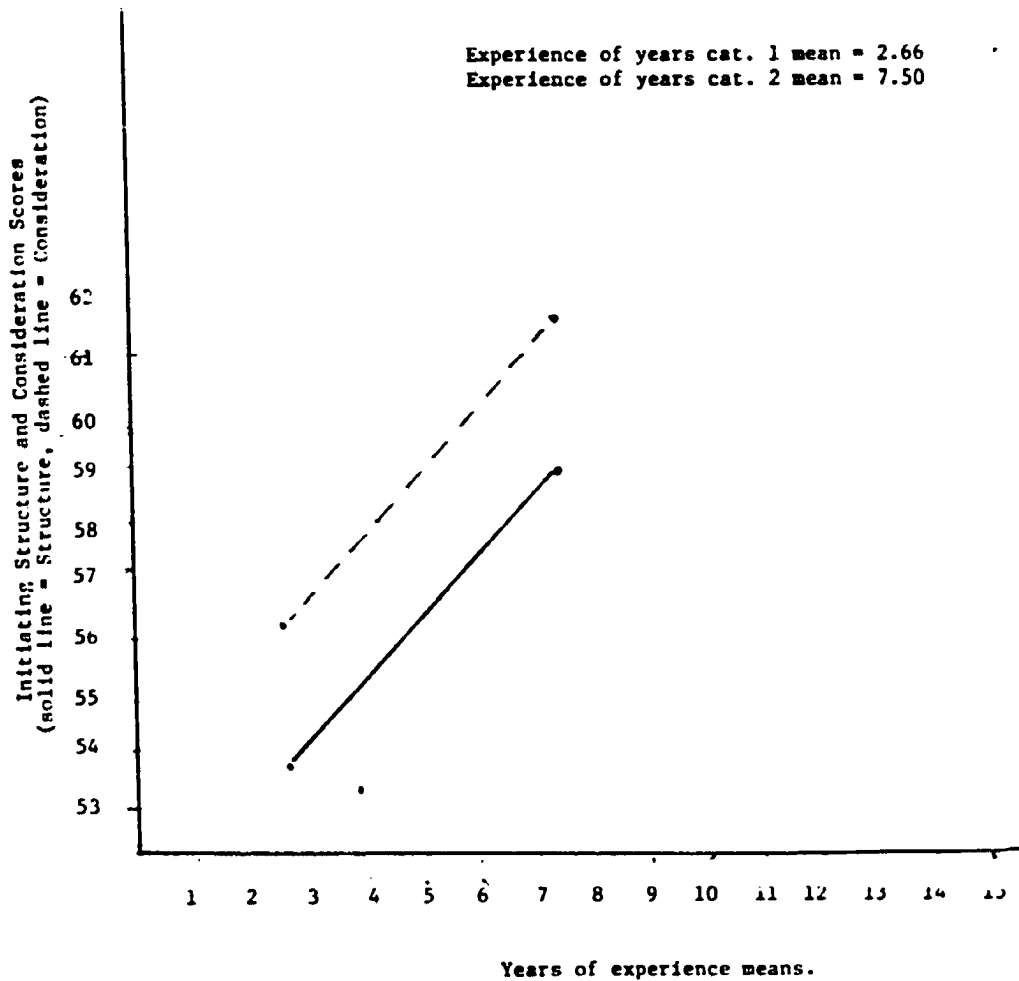


Fig. 4. Relationship Between Initiating Structure and Consideration for Years of Experience.

by twelve faculty members whose years of experience range is 6 to 15 and mean is 7.50.

Fourth, Figure 5 illustrates the relationship between the two LBDQ dimensions for the three levels of faculty ranks. It shows that associate professors scored higher than assistant professors on Initiating Structure. However, full professors scored lower than associate professors on the same dimension. On the other hand, associate professors scored higher than assistants, and full professors scored the highest on the Consideration dimension. This analysis is based on plots numbers 10, 11 and 12 which show positive correlations of 0.77, $p < .0001$, $r = 0.71$, $p > .004$ and $r = 0.31$, $p > .29$, each between the Initiating Structure and Consideration dimensions for the levels of the faculty rank. The assistant professor rank is represented by seventy-one faculty members, the associate professor rank is represented by sixteen and the full professor rank is represented by thirteen faculty members.

Fifth, Figure 6 illustrates the relationship between the two LBDQ dimensions for the two types of nationality variables. It shows that the Saudis scored lower than the non-Saudis on the Initiating Structure and Consideration dimensions. The Consideration scores were higher than the scores on Initiating Structure for both groups. This analysis is based on plots numbers 13 and

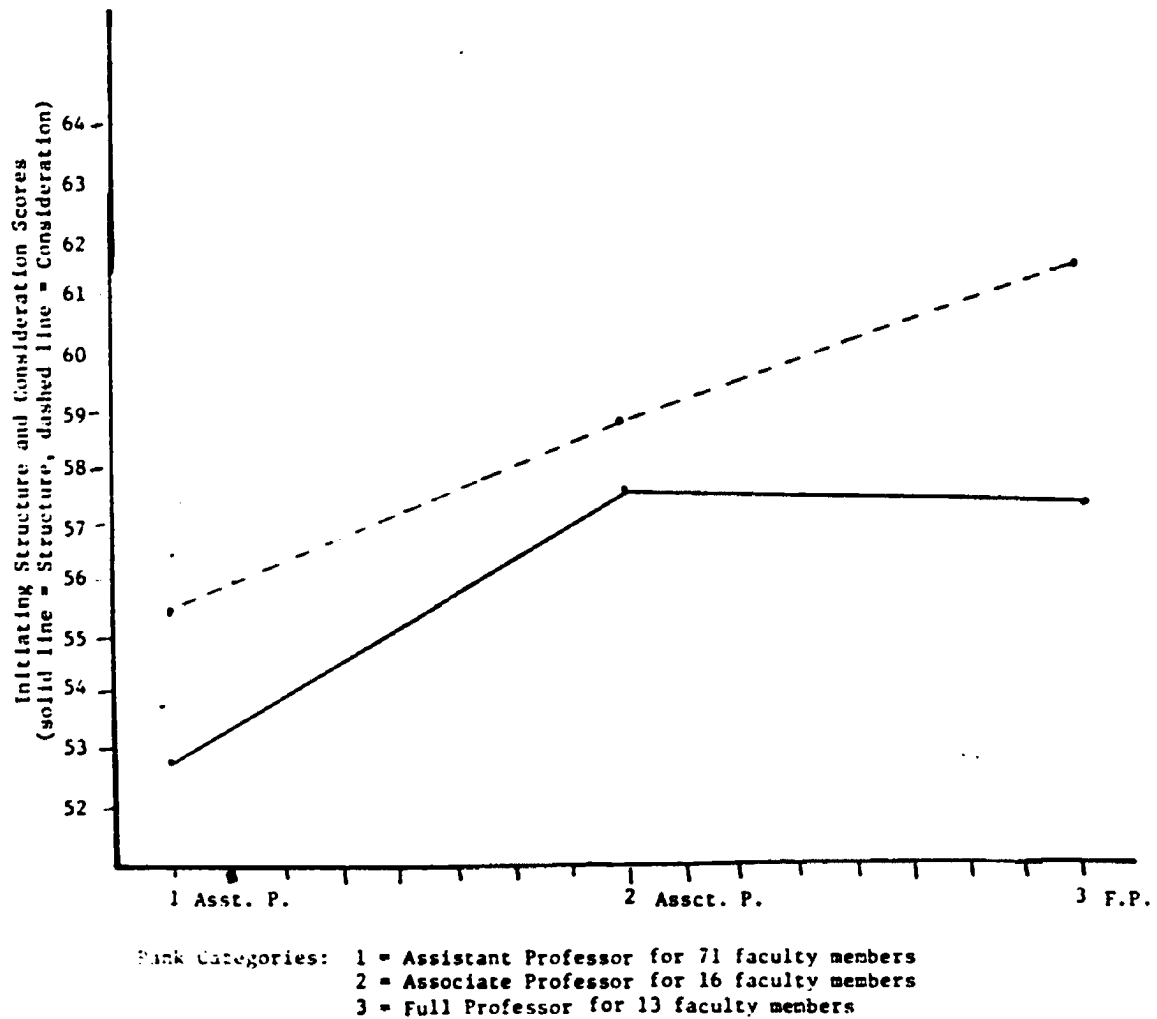
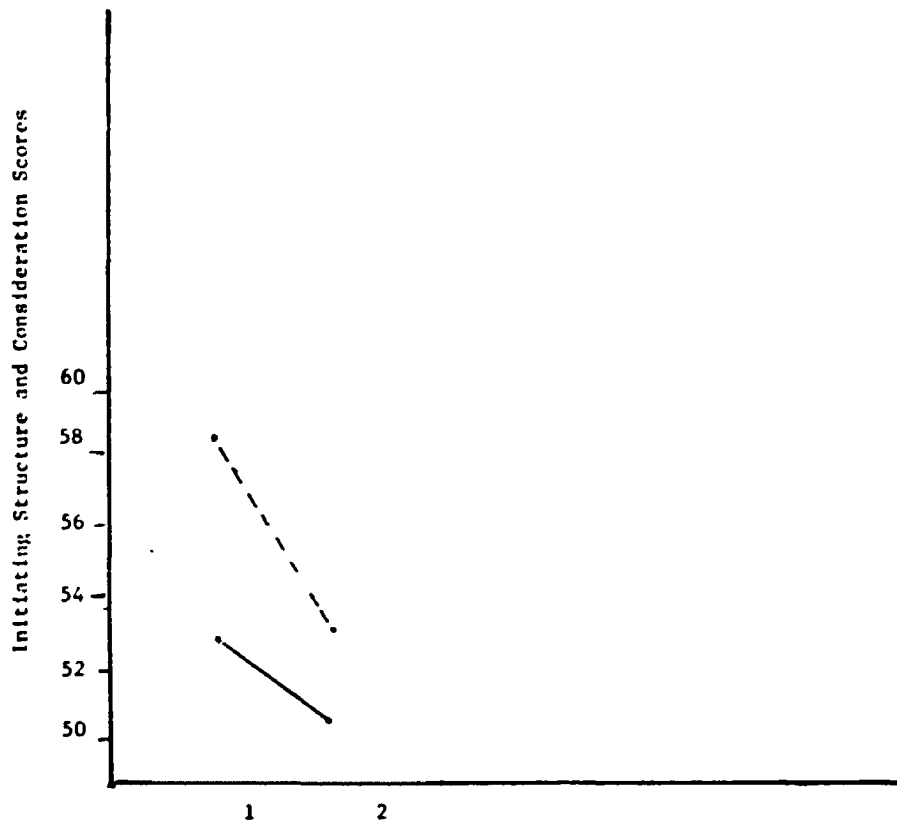


Fig. 5. Relationship Between Initiating Structure and Consideration for Faculty Ranks.



Note: No. 1 stands for non-Saudis = 78 faculty members
2 stands for Saudis = 23 faculty members

Solid line indicates Initiating Structure.
Dashed line indicates Consideration.

Fig. 6 . Relationship Between Structure and Consideration
for Saudi and Non-Saudi Nationalities.

14 which show positive correlations of 0.32 and 0.33 at the .0001 level of significance each between the Initiating Structure and Consideration dimensions for the nationality variable.

The Saudi nationality variable is represented by twenty-three faculty members while non-Saudi nationality is represented by seventy-eight faculty members.

Summary of the Findings

1. There were significant differences in a negative direction in the mean performance of the chairmen's Initiating Structure leader behavior, as described by the faculty and as perceived by the chairmen themselves, within the fifteen departments as a whole, and within the academic and large-size departments at $P > .05$.

2. There were no significant differences in the mean performance of the chairmen's Consideration leader behavior, as described by the faculty and as perceived by the chairmen themselves, in all cases.

3. There were no significant differences between the professional and academic departments nor between the large- and small-size departments in the scores of both perceptions of the two LBDQ dimensions.

4. There were significant correlations among the chairmen's actual Initiating Structure leader behavior scores and the total scores of the faculty morale scales at $P > .05$. The correlation between the chairmen's actual Initiating Structure scores and the Institutional Morale scores was marginal.

5. There were no significant correlations among the chairmen's actual Consideration leader behavior scores and the scores of the faculty morale scales.

6. Only five percent in the variations of the total morale score can be explained by linear regression on Initiating Structure and Consideration.

7. There were no significant correlations among the scores of the chairmen's ideal Initiating Structure or ideal Consideration leader behavior perceived by the chairmen themselves and the faculty morale scores.

8. There was significant negative correlation between the chairmen's actual Initiating Structure scores perceived by the faculty and the faculty nationality. The correlations between the Initiating Structure and experience and year of receiving the Ph.D. are marginal.

9. There were significant correlations among the chairmen's actual Consideration scores perceived by the faculty and the faculty age, experience, rank, year of receiving the Ph.D. and nationality. The correlations were positive for age, experience and rank, but they were negative for year of receiving the Ph.D. and nationality.

10. There were different significant positive correlations between Initiating Structures and Considerations for faculty age, doctoral graduation date, experience, faculty rank and faculty nationality. These significant correlations range from $P > .004$ -.0001, except for very few categories.

11. For age categories, up to the average age of forty-three, the older the faculty members the higher the scores in Initiating Structure, whereas up to the average age of sixty-three, the older the faculty members, the lower the scores in Initiating Structure.

On the other hand, the older the faculty members, the higher the scores are in Consideration. The scores in Considerations are higher than those in Initiating Structures.

12. For graduation date categories, the earlier the years of receiving the Ph.D. degree, the higher the scores in both Initiating Structure and Consideration. The leader Consideration scores are higher than the leader Initiating Structure scores.

13. For years of experience categories, the more the years of experience, the higher the scores in both Initiating Structure and Consideration. The leader Consideration scores are higher than the leader Initiating Structure scores.

14. For rank categories, associate professors scored higher than assistant professors in leader Initiating Structure, whereas full-professors scored lower than associates in the same dimension.

On the other hand, the higher the faculty rank, the higher the scores in leader Consideration. The scores in Consideration were higher than those in Initiating Structure.

15. For nationality categories, the non-Saudi nationalities scored higher in both Initiating Structure and Consideration than the Saudies. In general, the scores in Consideration were higher than those in Initiating Structure.

CHAPTER V

SUMMARY, DISCUSSION, CONCLUSIONS

AND RECOMMENDATIONS

This chapter contains a summary of the study, a discussion of the findings, major conclusions and recommendations for further research.

Summary of the Study

The Problem and Procedures

The major purpose of this study was to determine whether or not certain patterns of departmental chairmen's behavior affect faculty morale. In order to accomplish this purpose, the following actions were taken.

- After the background of the study was researched, the related literature was reviewed, the field study was designed, the conceptual framework and hypotheses were stated, the population target was identified and the instruments were selected and described.

- The Leader Behavior Description Questionnaire (LBDQ) in both real and ideal forms, was determined to be the most appropriate measures of the behavior of the chairmen of each department. The Institutional Morale Scale, the Administrative

Morale Scale and the Collegial Morale Scale, all from the Institutional Climate Inventory were selected as appropriate measures of faculty morale. All instruments were translated into Arabic.

- The LBDQ-real form and the morale scales were administered to the faculty participants, producing 101 usable returns. The LBDQ-ideal form was administered to fifteen departmental chairmen within the College of Education, King Saud University, Saudi Arabia, to obtain their perceptions of what they believed their ideal leader behavior to be.

- Differences between the faculty perception of the chairmen's actual leader behavior and the chairmen's perceptions of their own ideal leader behavior were obtained according to selected departmental characteristics: professional, academic, large-size and small-size departments. Correlations between the two LBDQ-real dimensions scores and the morale scores as well as correlations between the two LBDQ-ideal dimensions scores and the morale scores were computed. Predictions (in the form of hypotheses) were made to determine whether or not faculty morale was a function of Initiating Structure leader behavior, of Consideration behavior, or of both.

- Correlation matrixes were computed to determine the degree of the associations between the Initiating Structure dimension and the Consideration dimension for the

characteristic variables described by the demographic data of the faculty.

Relationship of Previous Research
to the Stated Hypotheses

Previous empirical studies, reviewed above (pp. 46-53), permit the conclusion that significant differences existed between subordinates' perceptions of superordinates' actual leader behavior and superordinates' perceptions of their own ideal behavior. In numerous studies, the ideal leader behavior was perceived differently by various respondent groups. Statistical support has been cited for the existence of positive correlations between high scores on the LBDQ dimensions and faculty morale. Size was found to be a determining factor affecting leader behavior perceptions. Social psychologists agreed that group morale is negatively affected by increasing size.

These previously tested hypotheses were incorporated into the research design of this study. However, this study also intended to find out if the professional or academic type of department was a determining factor affecting leader behavior perceptions. This study went further by examining whether or not faculty morale is a function of the two leader behavior dimensions separately or jointly in the study population.

Major Findings

Statistical analysis of the collected data produced the following findings:

- Faculty and departmental chairmen did not agree on perceived Initiating Structure leader behavior in the situations where both parties were grouped by fifteen departments as a whole, as academic departments or as large-size departments. The differences were in negative directions. The differences between the chairmen's perceptions of their ideal Consideration leader behavior and the faculty's perceptions of the chairmen's actual Consideration leader behavior were not significant in all situations, which indicated that both chairmen and faculty agreed on the leader Consideration.

- Neither the professional departments as compared to the academic departments, nor the large-size departments as compared to the small-size departments differed in the perceptual leader behavior scores in either dimensions.

- The morale of the faculty within the College of Education at King Saud University was higher than the normative morale in the United States.

- Faculty perceptions of the actual Initiating Structure of the chairmen's leader behavior were significantly and positively related to the total morale of the faculty perceived by themselves.

- The probabilities of predicting the faculty morale as a function of the two leader behavior dimensions separately and/or jointly were very small.

- The actual Initiating Structure leader behavior was negatively related to the faculty nationality and marginally related to years of experience and year of receiving the Ph.D. degree. However, the Consideration leader behavior was positively correlated with the faculty age, experience, and rank and negatively correlated with the doctoral graduation date and faculty nationality.

- The actual Initiating Structure leader behavior dimension was related differently to the actual Consideration leader behavior dimension for the categories of faculty ages, doctoral graduation dates, years of experience, ranks and nationalities.

Several propositions can be derived from these findings. They are presented below.

- The older the faculty members, the higher the scores in leader Consideration.

- Up to the average age of fifty-two, the older the faculty members, the higher the scores in leader Initiating Structure, whereas beyond the average age of fifty-two and up to the average age of sixty-three, the older the faculty members, the lower the scores in leader Initiating Structure.

- The earlier the year of receiving the Ph.D. degree, the higher the scores in leader Consideration and Initiating Structure.

- The more years of experience the faculty member has, the higher the scores in leader Consideration and Initiating Structure.

- The higher the faculty ranks, the higher the scores in leader Consideration.

- Assistant and associate professors reported higher scores in leader Initiating Structure, whereas full-professors reported lower scores in leader Initiating Structure.

- The non-Saudi nationals scored higher in both leader Consideration and Initiating Structure, whereas the Saudies scored lower in both leader Consideration and Initiating Structure.

Discussion of Findings from the Tested Hypotheses

Findings tested by hypotheses 1 and 2 were consistent with the concept that Initiating Structure leader behavior of departmental chairmen was perceived differently (at the .05 level of significance) by groups of different characteristics, and especially between superordinates and subordinates. The latter differences were in negative directions, which meant that departmental chairmen rated their ideal Initiating leader behavior higher than their respective faculty described the chairmen's actual Initiating Structure leader behavior.

Although the results of the statistical tests were not consistent with the concept that Consideration leader behavior of departmental chairmen was perceived differently

by different groups (at the .05 level of significance), there were general tendencies for the chairmen to rate their ideal leader Consideration higher than their respective faculty rated the chairmen's actual leader Consideration. Thus, the leader Initiating Structure was similar to those previously cited studies in early as well as recent research (Chapter II, pp. 38-52), whereas the findings of non-differences in perceptions of the Consideration leader behavior were not similar to the previous research studies cited earlier. These findings suggest several possible interpretations:

- The higher but non-significant difference in Consideration leader behavior perceptions between the faculty and chairmen at the College of Education, King Saud University, can be at least partially attributed to the cross-cultural differences (within the instrumentation) between the Western civilization and the Saudi society which its culture is guided by the Islamic principles. Consideration within Islam is a required and expected behavior and need not be questioned by individuals in leadership positions.

- The Initiating Structure leader behavior pattern is perceived to be more needed and expected among both the faculty and chairmen within this study.

- Consideration leader behavior pattern is perceived not to be as necessary as Initiating Structure in this study.

- Faculty members are interested in rigorous chairmen (proactive) with vested authority and power rather than chairmen characterized by laissez-fair and compassion.

- The significant differences in negative directions, in Initiating Structure leader behavior rather than in mental characteristics, can be supported by the interpretations suggested above.

- Initiating Structure and Consideration leader behavior patterns are situational within the College of Education. They depend upon the individual faculty level of maturity and security.

These interpretations are consistent with the exceptions to the general rule that a high-Initiating Structure high-Consideration leadership style is the most

effective one. These exceptions are interpreted by Kerr and his associates as follows: First, preferences for and attitudes toward Initiating Structure and Consideration have been found to vary considerably depending on the individual and the situation; second, faculty performance influences subsequent chairman leader behavior; and third, faculty performance is influenced by chairman leader behavior.¹ (The unpredicted findings in this study, which will be discussed in more detail later, can be interpreted by these suggestions.)

The findings tested by hypotheses 3 and 4 are different from the early findings of Hemphill (1950). Erickson (1967) and Schroeder (1969) which reported that the size of the group was a situational variable which affected the leader behavior (Chapter I, pp. 9 -10 and Chapter II, p. 41). The findings in this study are probably similar to those of Powers who reported that departmental size did

¹S. Kerr, C. A. Schriesheim, C. J. Murphy and R. M. Stogdill, "Toward a Contingency Theory of Leadership Based Upon the Consideration and Initiating Structure Literature," Organizational Behavior and Human Performance, vol. 12 (1974), pp. 63-65.

not affect leader behavior perceptual incongruence nor morale (Chapter II, p. 51). The investigator of this study would like to add that departmental type did not affect the departmental leader behavior patterns within the College of Education.

The findings tested by hypotheses 5 and 6 revealed positive and significant correlations between the actual Initiating Structure leader behavior and the total morale of the faculty including the morale attitudes toward institution, administration and collegueship even though the correlation between the actual Initiating Structure and Institutional Morale was statistically marginal. The Consideration leader behavior did not correlate significantly to the total morale of the faculty. The positive correlations between Initiating Structure leader behavior and the faculty morale scales in this study are similar to the positive correlation between Initiating Structure and satisfaction found by Halpin (1953) in the combat air crews working under threatening conditions.¹ These findings of positive correlations of $r = .17, .20, .23$ and $.21$ between the Initiating Structure leader behavior and the morale scales of the faculty are also similar to the positive correlation of $.45$

¹Andrew W. Halpin, "The Leadership Behavior and Combat Performance of Airplane Commanders," Journal of Abnormal and Social Psychology, vol. 49 (January 1954), pp. 19-22.

found by Powers (1973) (Chapter II, p. 51). Moreover, these findings may lead to the following possible interpretations.

- Based on the anecdotal information reported to the investigator during the collecting of data, it seems that faculty members at the College of Education, King Saud University, are most concerned for academic achievement. This concern may create a threatening situation, especially among non-Saudi faculty whose employment is based on a three-year period contract. Those Saudi faculty whose employment is based on a life-term are also concerned for academic achievement because their promotions from assistant professor to associate and to full-professor depend partially on teaching, partially on research and partially on administrative services.¹

- Those positive relationships between chairmen's actual Initiating Structure leader behavior and faculty morale may be interpreted also by the consequences of the faculty performances which demand Initiating Structure leader behavior and which consequently affect their morale. The preferred leader behavior pattern, Initiating Structure, may be used by the faculty as a protective shield. This interpretation is consistent with Oaklander and Fleishman's (1964) explanation which suggested that when a threat is seen as

¹King Saud University, Department of Organizational Studies, University Regulations: Rules Regulations Issued by the University Councils and Their Amendments (1982), pp. 2/39-2/41.

stemming from external sources, Initiating Structure may act as a protective shield.¹ The external sources in this case are the community and the University's top administration. Another interpretation is that faculty, especially non-Saudies, need more information about the Saudi community, the environment and probably the new culture with which they must deal. This circumstance may explain why they preferred Initiating Structure behavior from their chairmen and why their preferences are associated with their morale. This interpretation is consistent with House's (1971) finding that "the more ambiguous the task, the more positive the relationships between leader Initiating Structure and subordinate satisfaction."²

The correlations of .09, .11, .16 and .13 between the Consideration leader behavior and the scales of the faculty morale are not significant and consequently they are less positive than the correlations between the Initiating Structure leader behavior and the scales of the morale of the faculty. These findings indicate that leader Consideration is less important than the Initiating Structure leader behavior. They may be interpreted as follows:

¹H. Oaklander and E. A. Fleishman, "Patterns of Leadership Related to Organizational Stress in Hospital Settings," Administrative Science Quarterly, vol. 8 (1946), pp. 520-532.

²R. J. House, "A Path Goal Theory of Leader Effectiveness," Administrative Science Quarterly, vol. 16 (1971), p. 325.

• Faculty members within their respective departments at the College of Education enjoy intrinsic satisfaction provided by their work. They enjoy high autonomy and broad job scope as scholars. Based on this observation, the chairmen's leader Consideration has less to do with the faculty morale. This interpretation is consistent with House's (1971) conclusion that relationships between Consideration and subordinates' satisfaction tend to be less positive when the task is intrinsically satisfying.¹

• Faculty positions are considered high status jobs in Saudi Arabia. Based on this consideration, the chairmen's leader Consideration is less important than the Initiating Structure; consequently, it is less necessary to high faculty morale. This interpretation is consistent with Hemphill's (1959) study which stated that Consideration was more important among workers at low levels.² Consequently, the leader Consideration was less important among workers at high levels.

The findings tested by hypothesis 7 revealed no significant relationships between the faculty morale and the characteristics described by the demographic data. These

¹House, *ibid.*

²J. K. Hemphill, "Job Description for Executives," Harvard Business Review, vol. 37 (1959), pp. 55-67.

findings¹ are consistent with Golster's (1975) findings in which there were no significant differences in the faculty morale for sex, marital status, length of service, level of degree and type of programs taught by the faculty member in a community college (Chapter II, p. 51).

The unpredicted findings of different significant relationships between the two LBDQ-actual dimensions and the characteristics described by the demographic data generated situational patterns of behavior practiced by the departmental chairmen at the College of Education. These patterns are summarized as follows: older faculty members perceived more chairmen leader Consideration than younger faculty members; older faculty members up to the average age of fifty-two perceived more leader Initiating Structure than did younger faculty members, whereas faculty members older than that perceived less leader Initiating Structure. This kind of leader behavior pattern may be interpreted in light of Hersey and Blanchard's life-cycle situational leadership theory (Chapter II, pp. 30-32), which suggests that the appropriateness of the superordinate's leader behavior is dependent upon the subordinate's level of maturity. One measure of maturity is age. This suggests that the older the faculty members, the higher the level of maturity. Consequently, the higher the levels of maturity, the less

¹P. Hersey and K. H. Blanchard, Management of Organizational Behavior, Prentice-Hall, Inc., Englewood Cliffs, N.J. (1972), pp. 148-173.

the need for "telling" and "selling" leader behavior and the more demand for "participating" and "delegating" leader behavior.

In this study, analyzed by age categories, faculty members up to an average age of fifty-two are suggested by "selling" leader behavior as an appropriate approach where the maturity of the faculty members is depicted at a moderate level (M2) of Hersey and Blanchard's curve linear relationships. Older faculty members, up to an average age of sixty-three are suggested by "participating" leader behavior as an appropriate approach where the maturity of the faculty is depicted at moderate levels (M3).

If the investigator is allowed to substitute the term "security" instead of "maturity" in the Hersey and Blanchard's curve linear relationships, he would interpret the remaining categories of the unpredicted findings as follows:

- Faculty members whose doctoral graduation dates are earlier perceived higher Initiating Structure and Consideration because they are old enough to retire or possibly they have already retired in their own countries and now they are on special employment contracts in Saudi Arabia. In this study, the situation suggests "selling" leader behavior as an approach where the "security" of the faculty is pictured from low to moderate levels (M2).

- The above interpretation and suggestion are applicable to the situation where the faculty members whose years of experience were higher and reported higher in both Initiating Structure and Consideration leader behavior.

- Full professors in the present study perceived chairmen's Initiating Structure lower than the associate professors. At the same time they perceived chairmen's Consideration leader behavior higher than did the associate professors perceived. This situation suggests a "participating" approach as an appropriate leader behavior in working with senior (full) professors where their levels of security is depicted from moderate to high levels (M3).

- Associate professors perceived chairmen's leader Initiating Structure and Consideration higher than the assistant professor's perceived the two dimensions. This situation suggests "selling" leader behavior approach where the "security" of the faculty members is depicted from low to moderate levels (M2).

- Assistant professors in this study reported the lowest chairmen's leader Initiating Structure and Consideration. This finding can be justified by the interpretation that assistant professors as newcomers thought they were fully mature not to care for chairmen's Initiating Structure and Consideration. Since the degree of the chairmen's Initiating Structure and Consideration has been interpreted due to the influence of the faculty members preferences, the appropriate

responsive leader behavior seems to be "participating" leader behavior, possibly until the assistant professor's experience definite cultural rules and environmental restrictions.

• Finally, Saudi faculty members reported lower chairmen's Initiating Structure and Consideration leader behavior than non-Saudi faculty members. This finding explains that the Saudi faculty members are more secure than the non-Saudi faculty members, because of the nature differences between the native employment and the contract regulations. Based on this interpretation, the appropriate responsive chairmen's leader behavior suggests "participating" approach where the "security" of Saudi faculty members is pictured from moderate to high levels (M3). The appropriate responsive chairmen's leader behavior suggests "selling" approach for the non-Saudi faculty members where their security is depicted from low to moderate levels (M2).

Conclusions

The results of the forgoing analysis suggest that certain conclusions may properly be drawn from the study. The primary conclusion deals with the finding of whether certain patterns of chairmen's leader behavior affect faculty morale within the College of Education, King Saud University. Although it is found that chairmen's leader behavior is characterized by higher Consideration-lower Initiating

Structure, the latter is found to be positively related to high morale of the faculty. Therefore, the morale of the faculty in the College of Education will be improved if the departmental chairmen are pro-active and emphasize the Initiating Structure leader behavior in dealing with the faculty. Halpin's description and implication of the Initiating Structure leader behavior includes actions such as making a chairman's attitudes clear to the faculty members, trying out his new idea with them, assigning faculty members to particular tasks, scheduling the assignment to be done, maintaining definite standards of performance, emphasizing the meeting of the deadlines, making sure that his part in the department is understood by all faculty members, asking that faculty members follow standard rules and regulations by clarifying the Saudi culture restrictions and by getting the faculty members acquainted with the new environment. It also includes letting the faculty members know what is expected of them, assuring that the faculty members are working up to capacity and seeing to it that coordination among faculty members is dominant.

The secondary conclusion in this study deals with identifying the maturity levels and the security feelings of the faculty members. The determination of the degree of the Initiating Structure leader behavior by the departmental chairmen is dependent upon the maturity and security levels of the faculty members. If academic achievement and

creativeness are the most concern, the identification of the faculty maturity and security will be helpful. The departmental chairman can take action by releasing the potentiality of the fully mature faculty members, by improving the relatively mature persons and by maintaining the healthy appearance of the security feelings.

If the findings of this study can be generalizable to other Saudi universities, the chairmen must be primarily concerned with Initiating Structure related behaviors and secondarily, must be aware of the personality factors of the faculty to accomplish the tasks effectively. Being cognizant of faculty perceptions of their actual leader behavior the departmental chairmen will be able to alter the manner in which they demonstrate leader behavior according to the situational demands.

Recommendations

In order to improve faculty morale through improving chairman leader behavior, the following recommendations seem appropriate:

1. The administration of the LBDQ to different groups of superordinates, peers and subordinates.
2. An analysis of the data to determine the reasons for the tendencies toward more Initiating Structure or more Consideration among the superordinates, and the finding of which pattern has more associations with the morale of subordinates.

3. The replication of the present design among all the colleges at King Saud University and possibly among all the colleges and universities in the Kingdom.

4. The development of a program of leadership studies within the Department of Organizational Studies at King Saud University to establish empirical research on leadership styles and related variables.

5. Continual faculty feedback to alter consequent chairman leader behavior and improve faculty morale and successfulness in achieving academic excellence.

6. The establishment of sensitivity training sessions or in-service programs for chairmen and faculty members or periodical forums or related topics.

7. The development and maintenance of more faculty participation and exposure to administrative duties in different settings through role playing and the development of skills of group maintenance.

8. The administration of the LBDQ forms to the faculty and chairmen both prior to and after the in-service training or after the periodical forum programs.

9. The study of leadership styles in other organizational settings such as business, industrial, military and public schools in Saudi Arabia in order to discover different perceptions of leader behavior in relation to subordinates' morale, leadership effectiveness, goal-setting and goal-achievement.

BIBLIOGRAPHY

Books, Reports and Research Monographs

- Ali, Abdullah Y. The Meaning of the Glorious Qu'ān. Text Translation and Commentary, vol. 2, p. 1706.
- Al-Nawawi, Abu Zakaria Y. Reaaydh Al-Salheen: From Kalam Siyed Al-Mursaleen, Dar al-Kitab Al-Arabi; Publisher, 1973, p. 281.
- Barnard, Chester I. The Functions of the Executive. Cambridge, Mass.: Harvard University Press, 1938.
- Bentley, R. R. and Rempel, A. M. Changing Teacher Morale: An Experiment in Feedback of Identified Problems to Teachers and Principals - Final Report. U.S. Office of Education, Bureau of Research Projects No. 50151, Washington: Department of HEW, 1967.
- Bergquist, William H. and Phillips, Steven R. A Handbook for Faculty Development. Washington, D.C.: Council for the Advancement of Small Colleges in Association with College Center for Finger Lakes, 1977.
- Bogardus, Emory S. Leaders and Leadership. New York: Appleton, 1934.
- Bryant, Edward C. Statistical Analysis. New York: McGraw-Hill, 1960.
- Cahn, Steven M. "The Politics," The Philosophy Foundation of Education. New York: Harper and Row, 1970, p. 123.
- Fiedler, Fred. Leader Attitudes and Group Effectiveness. Chicago, Illinois: University of Illinois Press, 1958.
- _____. Leadership. New York: General Learning Press, 1971.
- Fiedler, F. E. and Chemers, M. M. Leadership and Effective Management. Glenview, Illinois: Scott, Foresman, 1974

- Getzels, Jacob W.; Lipham, James M.; and Campbell, Ronald F. Educational Administration as a Social Process: Theory, Research, Practice. New York: Harper & Row, 1968.
- Gouldner, Alvin, ed. Studies in Leadership: Leadership and Democratic Action. New York: Harper and Bros., 1950.
- Graff, Orin B. and Street, Calvin M. Improving Competence in Educational Administration. New York: Harper and Brothers, 1956.
- Halpin, Andrew W. Manual for the Leader Behavior Description Questionnaire. Columbus, Ohio: Bureau of Research College of Commerce and Administration, The Ohio State University, 1957, reprint 4th ed., 1973.
- _____. Theory and Research in Administration. New York: Macmillan Company, 1966, reprint 4th ed., 1973.
- _____. The Leader Behavior and Effectiveness of Aircraft Commanders. Columbus, Ohio: The Ohio State University, 1957; reprint 4th ed. Ralph M. Stogdill and Carol L. Shartle, 1973.
- Hengst, Herbert R. "Coordination of Higher Education in Saudi Arabia." Paper presented to a graduate seminar, Center for Studies in Higher Education, University of Oklahoma, October 28, 1982.
- Hersey, Paul and Blanchard, Ken. Management of Organizational Behavior. Englewood Cliffs, New Jersey: Prentice Hall, 1982.
- Hunter, Mary 'Ski'; Ventimiglia, Joe C.; and Day, Paul D. "Instrument Number Three: Institutional Climate Inventory," Faculty Development Resource Center. The University of Texas, Arlington, 1980.
- Kerlinger, Fred N. Foundations of Behavioral Research. Holt, Rinehart and Winston, Inc. New York, 1973.
- King Saud University, Department of Organizational Studies. University Regulation: Rules, Regulations, Instructions. Issued by the University Councils and Their Amendments, 1982.

- Kingdom of Saudi Arabia, Ministry of Finance and National Economy, General Department of Statistics, Statistical Yearbook, 1965-1980.
- Kingdom of Saudi Arabia, University of Riyadh. University Bulletin. King Saud University, 1980-81.
- Likert, Reneis. New Patterns of Management. New York: McGraw-Hill Book Company, 1961.
- McGregor, Douglas. The Human Side of Enterprise. New York: McGraw-Hill Book Company, Inc., 1960.
- Minium, Edward W. Statistical-Reasoning in Psychology and Education. New York: 1970 reprint, John Wiley & Sons, 1978.
- Miskel, C. "Public School Principals' Leader Style, Organizational Situation, Effectiveness," (Lawrence: University of Kansas, School of Education), unpublished report, 1974.
- Moore, David S. Statistics: Concepts and Controversies. San Francisco: W. H. Freeman and Company, 1979.
- Project on Institutional Renewal Through the Improvement of Teaching, by Terry G. Graff, Director. Washington: D.C., The Society for Values in Higher Education, 1976.
- Scott, Ellis L. Leadership and Perceptions of Organization. Columbia, Ohio: The Bureau of Business Research, College of Commerce and Administration, The Ohio State University, 1956.
- Siegel, S. Non-Parametric Statistics for the Behavioral Sciences. New York: McGraw-Hill, 1956.
- Stogdill, Ralph M. and Shartle, Carroll L. Methods in the Study of Administrative Leadership. Reserach Monograph No. 80, Bureau of Business Research, The Ohio State University, 1955.
- Stogdill, Ralph M. and Coons, Alvin E., eds. Leader Behavior: Its Description and Measurement. Columbus, Ohio: College of Administrative Science, The Ohio State University, 1957, reprint 1973.

Stodgill, Ralph M. Handbook of Leadership. New York: France Press, 1974.

The Eighth Mental Measurements Yearbook, vol. 11, 1978, p. 1746.

Viteles, Morris S. Motivation and Morale in Industry. New York: W. W. Norton and Company, Inc., 1953.

Wren, Daniel A. The Evolution of Management Thought. New York: John Wiley and Sons, 1979.

Articles

Al-Riyadh, 11 September 1981.

Al-Riyadh, 24 April 1982.

Blake, R. R.; Mouton, J. S.; Barnes, J. S.; and Greiner, I. F. "Breakthrough in Organizational Development." Harvard Business Review, 42 (November-December, 1964): 136.

Blocker, Clyde E. and Richardson, Richard C. "Twenty-Five Years of Morale Research: A Critical Review." The Journal of Educational Sociology, 31 (January 1963): 200-210.

Chernow, Ron. "John Sawhill Academe's Manager." Change (May-June 1979): 32-41.

Dawson, J. E. "Leadership: Provided by the Individual or Situation." Proceedings of the 81st Annual Convention, American Psychologists Association, Montreal, Canada, 8 (1973): 579-580.

Ellenburg, F. C. "Factors Affecting Teacher Morale: Meaning for Principals," The Bulletin of the National Association for Secondary School Principals (December 1972), pp. 37-45.

Erickson, Donald A. "The School Administrator." Review of Educational Research, 37, pp. 417-433.

Fleishman, Edwin A. and Harris, Edwin F. "Patterns of Leadership Behavior Related to Employee Grievances and Turnover." Personnel Psychology, 15 (Spring 1962): 43-56.

Getzels, Jacob W. and Guba, E. G. "Social Behavior and the Administrative Process." School Review, 65 (1957): 423-441.

- Halpin, Andrew W. "The Leadership Behavior and Combat Performance of Airplane Commanders." Journal of Abnormal and Social Psychology, 49 (January 1954): 19-22.
- Hemphill, John K. "Relations Between the Size of the Group and the Behavior of 'Superior' Leaders." The Journal of Social Psychology, 32 (1950): 11-22.
- _____. "Leadership Behavior Associated with the Administrative Reputation of College Departments." The Journal of Educational Psychology, 46 (November 1955): 385-401.
- _____. "Job Description for Executives." Harvard Business Review, 37 (1959): 55-67.
- Holland, Aprile M. and Miner, John B. "Leadership Potentials." Encyclopedia of Clinical Assessment (1980): 984-991.
- House, Robert J. "A Path Goal Theory of Leader Effectiveness." Administrative Science Quarterly, 16 (1971): 312-338.
- House, Robert J.; Filley, Alan C.; and Gujarati, Damondar N. "Leadership Style, Hierarchical Influence, and the Satisfaction of Subordinate Role Expectations: A Test of Likert's Influence Proposition." Journal of Applied Psychology, 55 (1971): 422-432.
- Hunter, E. C. "Attitudes and Professional Relations of Teachers: A Moral Study." The Journal of Experimental Education, 22 (June, 1955): 345-352.
- Hunter, Mary 'Ski'; Ventimiglia, Joe C.; and Day, Paul D. "Instrument Number Three: Institutional Climate Inventory." Faculty Development Resource Center, The University of Texas, Arlington (1980).
- Leipold, L. E. and Yarbrough, J. W. "What 1600 School People Think About Teacher Morale." American School Board Journal, 119 (December, 1949): 29-30.
- Mann, R. D. "A Review of the Relationship Between Personality and Performance in Small Groups." Psychological Bulletin (July 1959).
- Newport, G. "A Study of Attitudes and Leader Behavior." Personnel Administration, 25 (1962): 42-46.

- Oaklander, H. and Fleishman, E. A. "Patterns of Leadership Related to Organizational Stress in Hospital Settings." Administrative Science Quarterly, 8 (1946): 520-532.
- Richardson, Richard C. Jr. and Blocker, Clyde E. "Notes on the Application of Factor Analysis to the Study of Faculty Morale." Journal of Educational Psychology, 54 (August, 1953): 208-212.
- Ryan, Thomas A. "Multiple Comparisons in Psychological Research." Psychological Bulletin, 56 (1959): 26-47.
- Shilland, Peter D. "Teacher Morale Survey," Educational Forum, 13 (May, 1949).
- Stogdill, Ralph M. "Personal Factors Associated with Leadership: A Survey of the Literature." Journal of Psychology, 25 (1948): 35-71.
- Templer, A. J. "Self-Perceived and Others-Perceived Leadership Style Using the Leader Behavior Description Questionnaire." Personnel Psychology, 26 (1973): 359-367.
- _____. "A Study of the Relationship Between Psychological Differentiation and Management Style." Personnel Psychology, 26 (1973): 227-237.
- Ventimiglia, Joe and Hunter, Mary 'Ski' with assistance of Paul D. Day. "An Inside Look at Academic Life at UTA." Insight to Teaching Excellence, University of Texas at Arlington: Faculty Development Center Publisher, 6 (1979): 3-7.
- Ventimiglia, Joe and Hunter, Mary 'Ski'. "The Old Guard and the Young Turks at UTA: Organizational Composition, Values, and Morale." Insight to Teaching Excellence, The University of Texas at Arlington, 6 (July 1979): 1-7.

Doctoral Dissertations

- Burket, Clifford A. "The Relationship Between Teacher Morale and Democratic School Administration." Ed.D. dissertation, University of Pittsburgh, 1965.
- Cook, Richard Paul. "The Relationship of Principal Leader Behavior and Teacher Morale to Certain Other Variables in Selected Urban Elementary Schools." Ph.D. dissertation, Purdue University, 1970.

- Golster, Emily D. "A Faculty Study in a Community College." Ed.D. dissertation, ERIC Reports, Arlington, Virginia, 1975.
- Green, James E. "The Relationship Between Dogmatism of Principals and Teachers and Teacher's Morale in Twelve Selected Secondary Schools in Michigan." Ed.D. dissertation, Michigan State University, 1966.
- Holland, William R. "The Relationship of Principal Leader Behavior and Certain Selected Variables to Teacher Grievances in Intermediate Schools in Massachusetts School Systems with Comprehensive Teacher Contracts," Ed.D. dissertation, Boston University School of Education, 1970.
- Hood, Evans C. "A Study of Consequence of Perceptions Concerning Factors which Affect Teacher Morale." Ph.D. dissertation, East Texas State University, 1963.
- Lindemuth, Marvin H. "An Analysis of the Leader Behavior of Academic Deans as Related to Campus Climate in Selected Colleges." Ph.D. dissertation, University of Michigan, 1969.
- McGhee, Paul R. "An Investigation of the Relationship Between Principals' Decision-Making Attitudes, Leader Behavior and Teacher Grievances in Public Schools." Ph.D. dissertation, Syracuse University, 1971.
- Miskel, C. "Public School Principals' Leader Style, Organizational Situation, Effectiveness." Lawrence, Kansas, University of Kansas School of Education, unpublished report, 1974.
- Powers, David D. "The Relationship Between Faculty Morale and Perceived Leader Behavior of Department Chairmen at a Florida Metropolitan Community College." Ph.D. dissertation, University of Miami, 1973.
- Rasheed, M. Ahmed. "Saudi Students in the United States: A Study of Their Perceptions of University Goals and Functions." Ph.D. dissertation, University of Oklahoma, 1972.
- Schroeder, Glenn B. "Leadership Behavior of Department Chairmen in Selected State Institutions of Higher Education." Ph.D. dissertation, University of New Mexico, 1969.

- Sharpe, Russell T. "Difference Between Perceived Administrative Behavior and Role-Norms as Factors in Leadership Evaluation and Group Morale." Ph.D. dissertation, Stanford University, 1955.
- Verbeke, Maurice George. "The General College Academic Dean's Leadership Behavior as Viewed by Superior and Faculty." Ed.D. dissertation, Pennsylvania State University, 1966.
- Warrick, Donald D. "The Effect of Leadership Style and Adaptability on Employee Performance and Satisfaction." D.B.A. dissertation, University of Southern California, 1972.

APPENDIX A

TABLE 1a

CHAIRMEN'S PERCEPTION OF THEIR IDEAL LEADER BEHAVIOR SCORES WITH THEIR
DEMOGRAPHIC DATA ORGANIZED BY DEPARTMENTS

OBS	DEPT	ISID	CSID	AGE	EXPER	YEAR	TYPE	SIZE	RANK	NATL	SEX	DEGREE
1	1	63	59	35	3	77	0	1	1	1	1	2
2	2	57	64	39	4	78	0	1	1	1	1	2
3	3	49	56	55	5	75	0	1	3	0	1	2
4	4	66	64	45	3	72	0	1	1	0	1	2
5	5	62	64	54	3	74	0	1	1	0	1	2
6	6	56	58	45	15	69	0	1	3	1	1	2
7	7	57	56	40	4	78	0	0	1	1	1	2
8	8	58	63	70	4	36	1	0	3	0	1	2
9	9	58	62	41	4	78	1	1	1	1	1	2
10	10	62	59	37	4	77	1	0	1	1	1	2
11	11	61	51	38	2	81	1	1	1	1	1	2
12	12	59	65	39	4	73	1	0	1	1	1	2
13	13	69	65	34	3	78	1	1	1	1	1	2
14	14	61	61	35	6	74	1	0	1	1	1	2
15	15	60	62	30	3	79	1	1	1	0	1	2

NOTE: ISID = Initiating Structure, CSID = Consideration, Exper = Years of Experience, Year = Graduation Date, Type 0 = Professional Dept., Type 1 = Academic Dept., Size 0 = Small Dept., Size 1 = Large Dept., Natl 0 = Non-Saudi National, Natl 1 = Saudi National, Rank 1 = Assistant Professor, Rank 2 = Associate Professor, Rank 3 = Full Professor.

TABLE 2a

FACULTY PERCEPTIONS OF THE CHAIRMEN'S ACTUAL LEADER BEHAVIOR
SCORES AND THE FACULTY PERCEPTIONS OF THEIR MORALE SCORES
WITH THEIR DEMOGRAPHIC DATA ORGANIZED BY DEPARTMENTS

POS	FACNO	DEPT	ISR	CSA	1M	AN	CN	AGE	EXPER	YEAR	TN	DEGREE	TYPE	SIZE	RASA	NATL	SEA	DECM
1	3	1	49	59	18	23	13	36	1	82	34	.	0	1	1	1	1	2
2	4	1	28	44	24	19	11	31	1	82	34	.	0	1	1	1	1	2
3	5	1	45	54	18	17	9	30	3	81	44	.	0	1	1	1	1	2
4	6	1	59	52	24	27	9	53	2	80	60	.	0	1	1	0	1	2
5	7	1	35	44	26	31	21	38	5	75	78	.	0	1	1	1	1	2
6	8	1	60	66	40	31	21	42	3	79	92	.	0	1	1	0	1	2
7	9	1	54	49	32	29	21	46	3	77	82	.	0	1	1	0	1	2
8	11	1	63	59	38	33	23	36	2	77	94	.	0	1	1	0	1	2
9	13	1	57	55	30	27	21	45	3	77	78	.	0	1	1	0	1	2
10	14	1	60	51	24	23	9	53	15	60	56	.	0	1	3	0	1	2
11	17	1	53	60	14	15	11	43	3	78	40	.	0	1	1	0	1	2
12	20	1	62	60	30	17	17	42	2	77	64	.	0	1	1	0	1	2
13	23	2	46	35	36	29	21	33	2	81	86	.	0	1	1	1	1	2
14	24	2	55	57	32	31	17	38	1	81	80	.	0	1	1	0	1	2
15	28	2	48	48	20	17	13	36	1	82	50	.	0	1	1	1	1	2
16	29	2	59	63	34	35	21	60	4	64	92	.	0	1	3	0	1	2
17	31	2	53	68	14	15	9	61	5	61	38	.	0	1	3	0	1	2
18	32	2	33	39	25	15	13	34	2	81	48	.	0	1	1	1	1	2
19	33	2	57	58	12	13	9	40	2	80	34	.	0	1	1	1	1	2
20	35	2	63	66	34	25	17	41	3	79	78	.	0	1	1	0	1	2
21	36	2	66	64	28	21	9	42	6	77	58	.	0	1	1	1	1	2
22	34	2	56	57	32	27	23	34	1	82	80	.	0	1	1	1	1	2
23	40	2	55	66	40	33	21	40	3	79	94	.	0	1	1	0	1	2
24	42	2	67	54	28	27	19	41	3	76	74	.	0	1	1	0	1	2
25	43	3	52	50	25	19	11	55	6	45	50	2	0	1	1	0	1	2
26	45	3	55	53	22	15	21	56	7	48	58	.	0	1	3	0	0	2
27	47	3	61	66	34	31	16	60	5	65	84	.	0	1	3	0	1	2
28	50	3	64	68	24	21	15	43	1	73	60	.	0	1	1	0	1	2
29	52	3	60	66	30	25	25	50	5	63	80	.	0	1	3	0	1	2
30	55	4	66	65	28	25	17	32	2	80	70	.	0	1	1	0	1	2
31	57	4	64	70	20	13	17	35	2	80	50	.	0	1	1	0	1	2
32	58	4	69	73	40	33	21	46	2	80	94	.	0	1	1	0	1	2
33	54	4	65	73	34	35	21	42	3	79	90	.	0	1	1	0	1	2
34	61	4	63	62	32	31	19	36	2	80	82	.	0	1	1	0	1	2
35	64	4	69	67	32	27	13	50	7	56	72	.	0	1	2	0	1	2
36	65	5	53	63	30	19	17	28	2	81	66	.	0	1	1	0	1	2
37	66	5	45	55	26	27	17	40	2	80	70	.	0	1	1	0	1	2
38	68	5	44	36	24	17	9	40	2	80	50	.	0	1	1	0	1	2
39	71	5	31	31	38	27	19	39	4	73	84	.	0	1	1	1	1	2
40	74	5	38	43	28	15	13	45	5	78	56	.	0	1	1	0	1	2
41	75	5	61	57	24	19	17	38	6	77	60	.	0	1	1	0	1	2
42	80	5	44	46	18	19	9	35	2	79	46	.	0	1	1	0	1	2
43	85	5	36	30	40	35	21	36	1	73	96	.	0	1	1	0	1	2
44	88	5	37	41	22	23	17	43	5	77	62	.	0	1	1	0	1	2
45	91	5	43	35	30	27	15	42	2	76	72	.	0	1	2	0	1	2
46	93	6	56	52	14	13	7	53	4	72	34	.	0	1	2	0	1	2
47	94	6	63	66	38	27	21	56	6	52	86	.	0	1	3	0	1	2
48	96	6	71	66	34	27	17	48	5	76	80	.	0	1	1	1	1	2
49	97	6	57	54	28	27	15	55	1	63	70	.	0	1	3	0	1	2
50	98	6	28	23	38	31	23	38	1	81	92	.	0	1	1	0	1	2
51	102	6	45	44	20	21	5	35	1	81	46	.	0	1	1	0	1	2
52	103	6	61	58	32	33	17	52	4	71	82	.	0	1	2	0	1	2
53	104	6	68	59	32	27	21	42	1	82	70	.	0	1	1	0	1	2
54	107	6	60	64	22	27	21	57	3	71	70	.	0	1	2	0	1	2
55	108	7	48	53	16	11	9	57	3	77	36	.	0	0	1	0	1	2
56	110	7	44	50	22	19	9	48	4	77	50	.	0	0	1	0	1	2

TABLE 2a—Continued

OBS	FACNO	DEPT	ISR	CSR	TM	AM	CM	AGE	EXPER	YEAR	TM	DEGREE	TYPE	SIZE	RANK	NATL	SEX	DEGREE
57	111	7	57	61	24	29	5	42	5	77	58	.	0	0	1	0	1	2
58	113	7	62	69	40	35	23	50	2	81	98	.	0	0	2	0	1	2
59	114	7	18	33	28	21	7	46	1	82	56	.	0	0	1	1	1	2
60	115	7	48	34	26	25	23	38	1	82	74	.	0	0	1	1	1	2
61	116	8	57	59	22	25	21	70	3	36	68	.	1	0	3	0	1	2
62	117	8	60	67	16	13	13	52	5	67	42	.	1	0	3	0	1	2
63	118	8	50	61	22	23	15	34	6	74	60	.	1	0	1	0	1	2
64	119	8	53	61	30	27	19	12	4	54	76	.	1	0	1	0	1	2
65	120	8	59	61	26	23	21	45	2	66	70	.	1	0	2	0	1	2
66	122	9	50	62	26	19	13	51	2	61	58	.	1	1	3	0	1	2
67	124	9	60	67	40	29	21	40	3	78	90	.	1	1	1	1	1	2
68	125	9	44	58	24	13	13	40	2	71	50	.	1	1	3	0	1	2
69	127	9	53	46	20	29	19	41	4	77	68	.	1	1	1	1	1	2
70	128	9	49	48	20	21	21	45	4	76	62	.	1	1	1	1	1	2
71	129	9	52	59	24	27	19	48	3	69	70	.	1	1	2	0	1	2
72	130	10	55	60	36	26	17	45	2	64	79	.	1	0	2	0	1	2
73	132	10	45	56	40	31	23	40	2	70	94	.	1	0	1	0	1	2
74	133	10	57	69	28	35	19	39	3	77	82	.	1	0	1	1	1	2
75	135	10	59	73	34	29	17	47	2	72	80	.	1	0	1	0	1	2
76	136	11	51	62	18	19	11	44	3	78	48	.	1	1	1	0	1	2
77	140	11	60	70	34	25	19	34	3	78	78	.	1	1	1	0	1	2
78	142	11	44	55	40	27	25	45	2	74	92	.	1	1	2	0	1	2
79	143	11	47	61	28	15	13	31	2	81	56	.	1	1	1	1	1	2
80	144	11	53	59	26	19	19	63	2	78	64	.	1	1	1	0	1	2
81	145	12	66	69	28	27	15	45	5	73	70	.	1	0	2	0	1	2
82	146	12	63	59	22	21	11	39	2	81	54	.	1	0	1	0	1	2
83	147	12	66	60	26	23	12	35	3	73	61	.	1	0	0	0	1	1
84	148	12	63	70	28	23	21	40	4	73	72	.	1	0	2	0	1	2
85	151	13	46	48	28	23	15	41	1	82	66	.	1	1	1	0	1	2
86	152	13	67	73	40	35	23	49	8	73	98	.	1	1	1	0	1	2
87	154	13	57	48	30	19	17	42	3	72	66	.	1	1	2	1	1	2
88	156	13	58	59	26	19	17	36	4	78	62	.	1	1	1	0	1	2
89	157	13	55	64	8	11	9	44	3	71	28	.	1	1	2	0	1	2
90	159	13	53	44	36	27	21	30	1	82	84	.	1	1	1	1	1	2
91	160	14	50	63	30	21	13	65	9	57	64	.	1	0	1	0	1	2
92	162	14	59	70	40	35	21	39	2	79	96	.	1	0	1	0	1	2
93	163	14	48	64	22	15	13	35	8	74	50	.	1	0	1	1	1	2
94	165	14	65	67	40	27	19	66	6	53	84	.	1	0	3	0	1	2
95	166	15	56	50	26	17	11	41	3	70	54	.	1	1	2	0	1	2
96	169	15	62	52	8	15	13	40	3	79	34	.	1	1	2	0	1	2
97	170	15	64	52	34	33	21	36	2	80	88	.	1	1	1	0	1	2
98	173	15	67	55	36	27	21	55	3	78	84	.	1	1	1	0	1	2
99	175	15	54	50	36	25	15	45	3	77	76	.	1	1	1	0	1	2
100	176	15	63	59	32	23	25	40	2	78	80	.	1	1	1	0	1	2
101	177	15	57	53	36	23	17	36	2	80	76	.	1	1	1	1	1	2

NOTE: ISR = Initiating Structure, CSR = Consideration, IM = Institutional Morale, AM = Administrative Morale, CM = Collegial Morale, TM = Total Moral, Year = Graduation Date, Type 0 = Professional Dept., Type 1 = Academic Dept., Size 0 = Small Dept., Size 1 = Large Dept., Rank 0 = Lecturer, Rank 1 = Assistant Professor, Rank 2 = Associate Professor, Rank 3 = Full Professor, Natl 0 = Non-Saudi National, Natl 1 = Saudi National.



The
University of Oklahoma

150

CENTER FOR STUDIES
IN HIGHER EDUCATION
COLLEGE OF EDUCATION
630 Parrington Oval, Room 558
Norman, Oklahoma 73019
(405) 325-2633

August 31, 1982

Support Services
College of Administrative Science
1775 College Road
Columbus, Ohio 43210

Gentlemen:

My doctoral dissertation involves the investigation of the relationship between perceptions of leadership behavior and faculty morale within the college organization in Saudi Arabia, and the LBDQ seems to be a most appropriate instrument for this study.

Since I have studied the LBDQ carefully, and my native language as well as my undergraduate major is Arabic, I request your permission to translate the 40 Item LBDQ form into Arabic language and administer it in an Arabic setting.

Looking forward to hearing from you, I appreciate your response in the near future.

Cordially yours,

A handwritten signature in cursive script, appearing to read "A. A. Jambi".

Abdelsalam Ali Jambi
1533 Pecan Ave.
Norman, OK 73069

Endorsed by:

A handwritten signature in cursive script, appearing to read "Herbert R. Hengst".

Herbert R. Hengst
Professor and Director
Center for Studies in Higher Education
University of Oklahoma

STATEMENT OF POLICY

Concerning the Leader Behavior Description Questionnaire and Related Forms

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

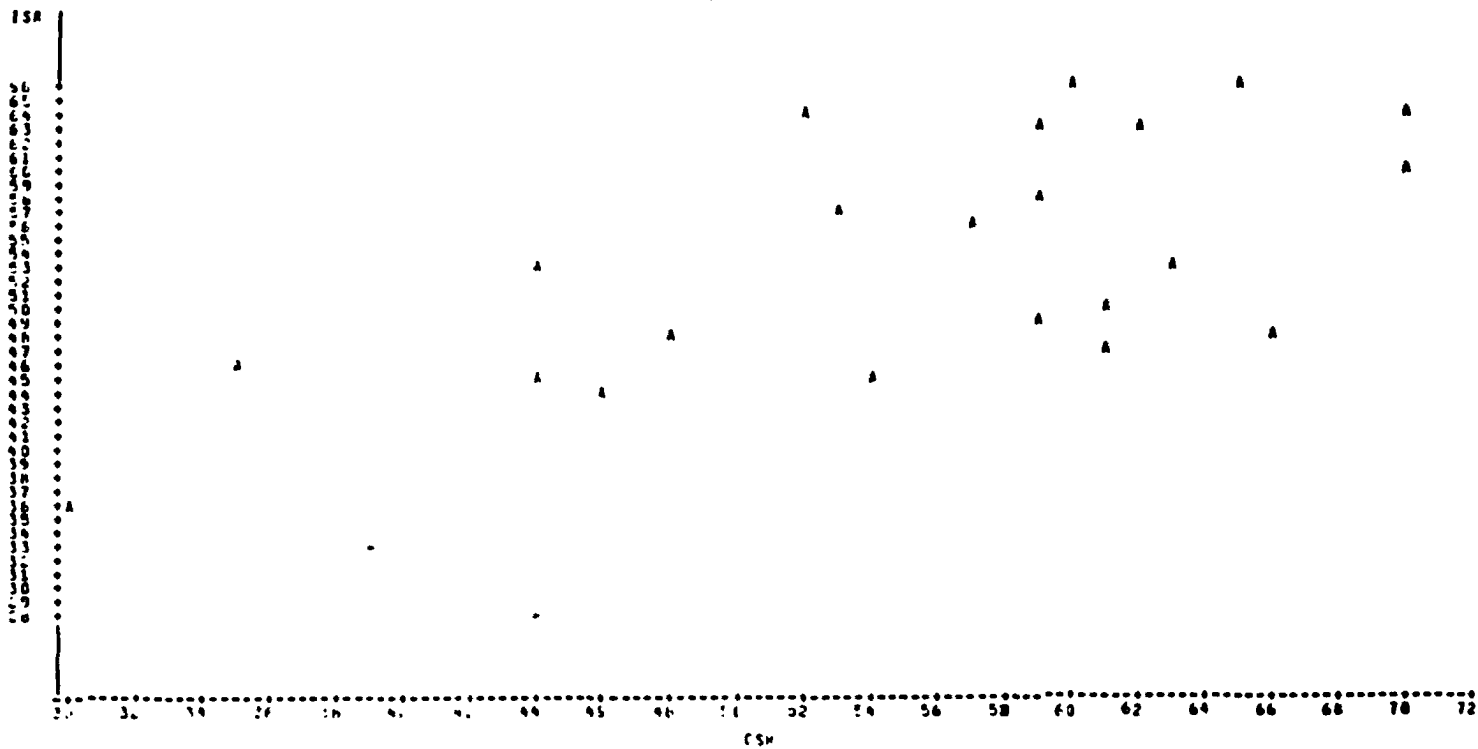
1. Use: The forms may be used in research projects. They may not be used for promotional activities or for producing income on behalf of individuals or organizations other than The Ohio State University.
2. Adaptation and Revision: The directions and the form of the items may be adapted to specific situations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

College of Admin Science
Support Services
The Ohio State University
1775 College Road
Columbus, OH 43210 U.S.A.

P.S. Mr. Jambi:

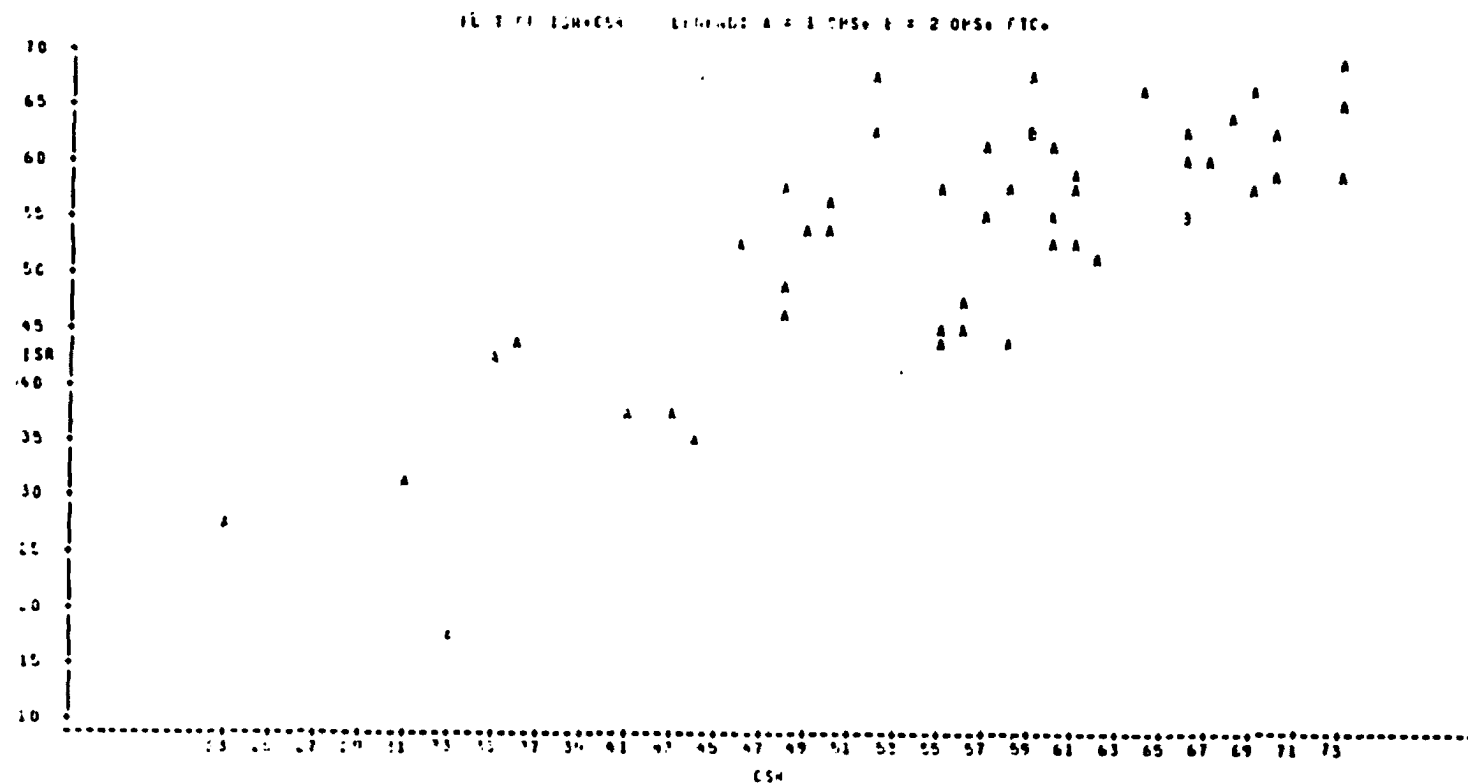
go right ahead. Sounds very
interesting.
I would appreciate a copy in
Arabic when you finish.

P.M. Canoll
DIRECTOR



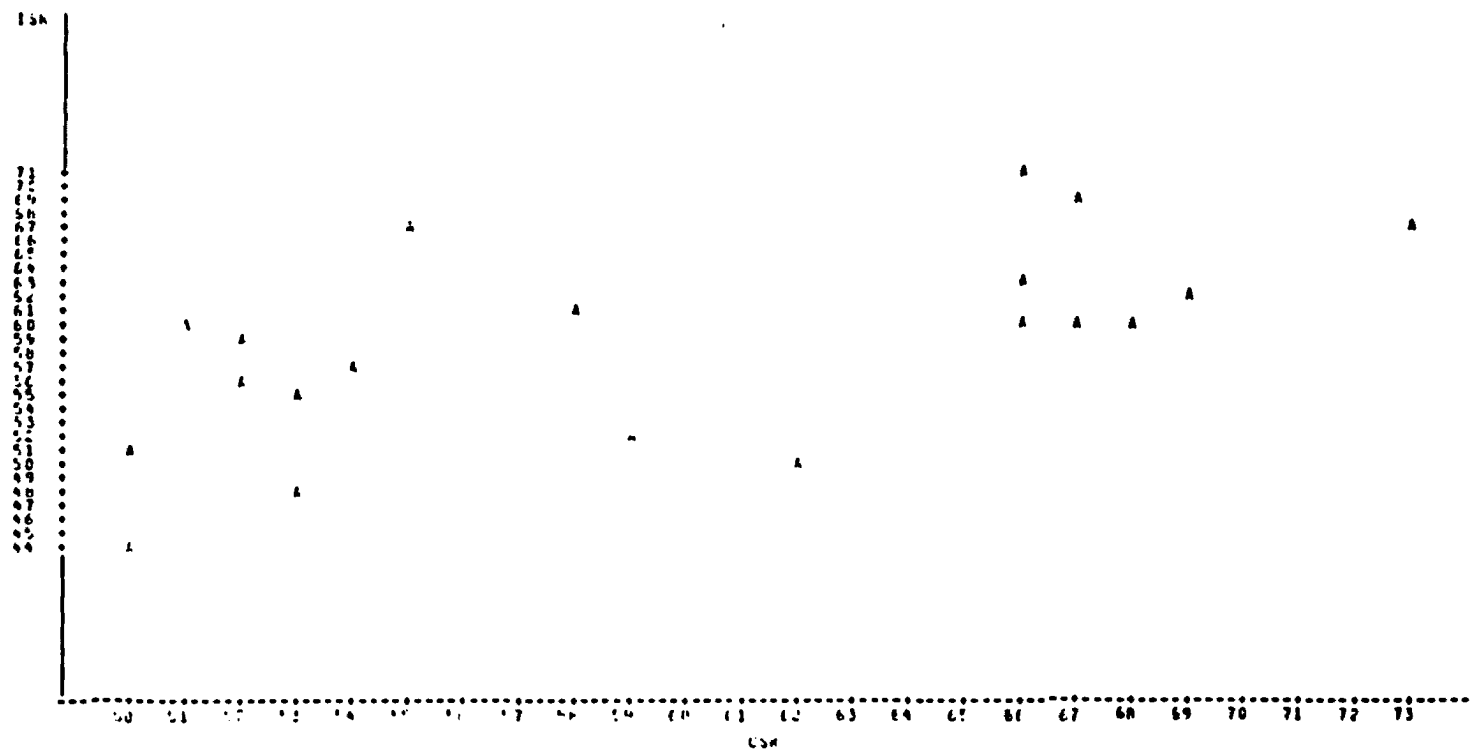
I-Structure against Consideration, $r = .68$, $p > .0002$.
 For Faculty $n = 24$, Age Range = 28-36, Average = 33.91.

Fig. 1a. Plot of Initiating Structure and Consideration for Age Category No. 1.



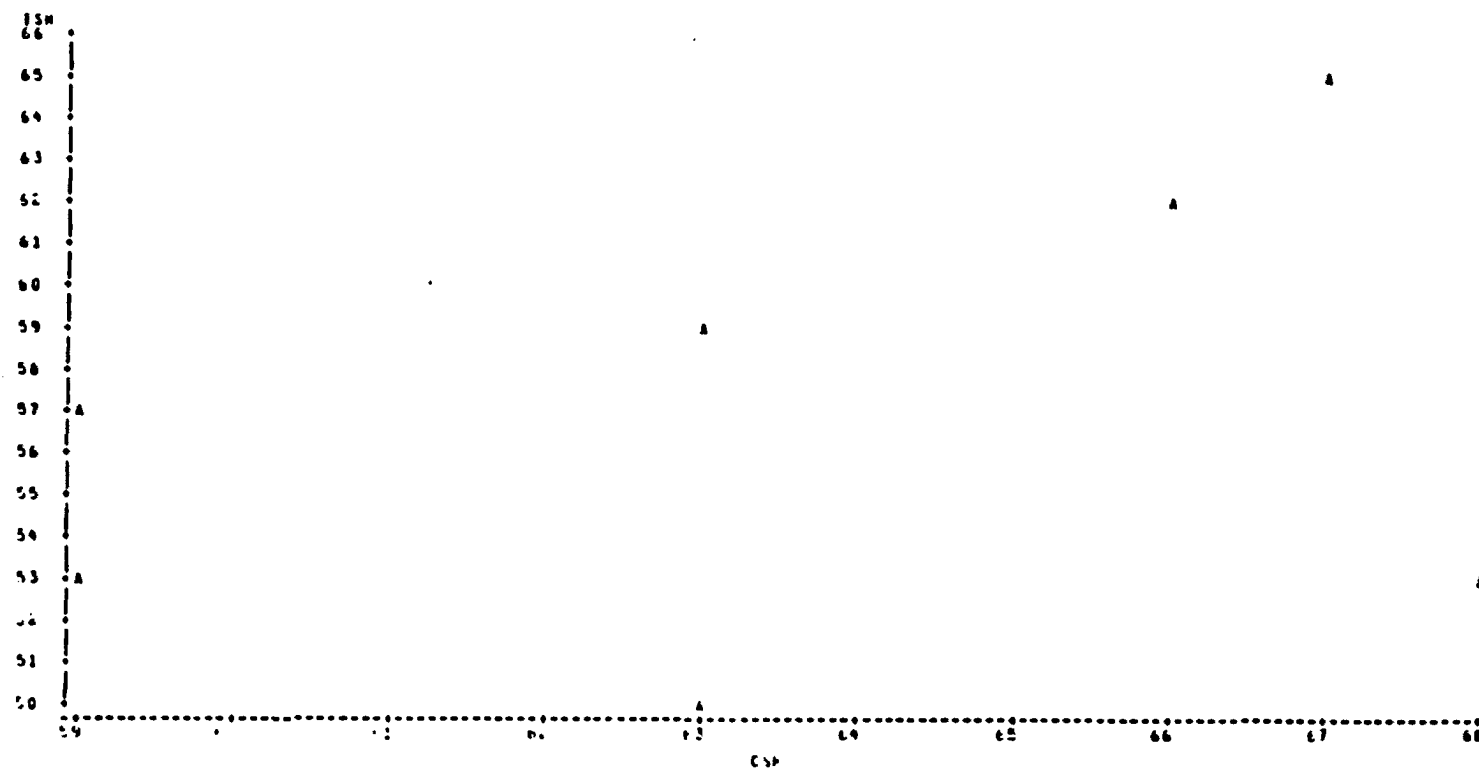
I-Structure against Consideration, $r = .78$, $p > .0001$.
 For Faculty $n = 50$, Age Range = 38-47, Average = 41.82.

Fig. 2a. Plot of Initiating Structure and Consideration for Age Category No. 2.



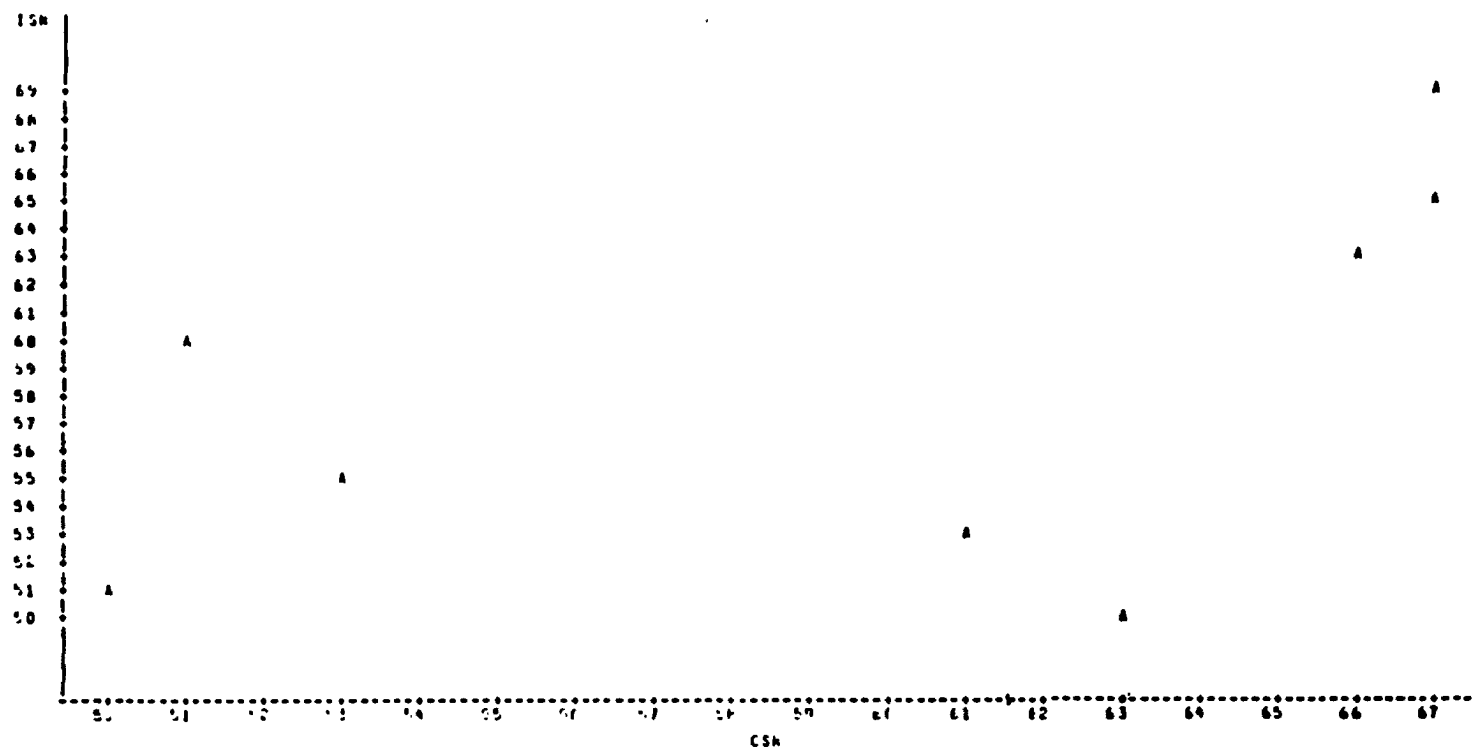
I-Structure against Consideration, $r = .60$, $p > .004$.
 For Faculty $n = 20$, Age Range = 48-57, Average = 52.40.

Fig. 3a. Plot of Initiating Structure and Consideration for Age Category No. 3.



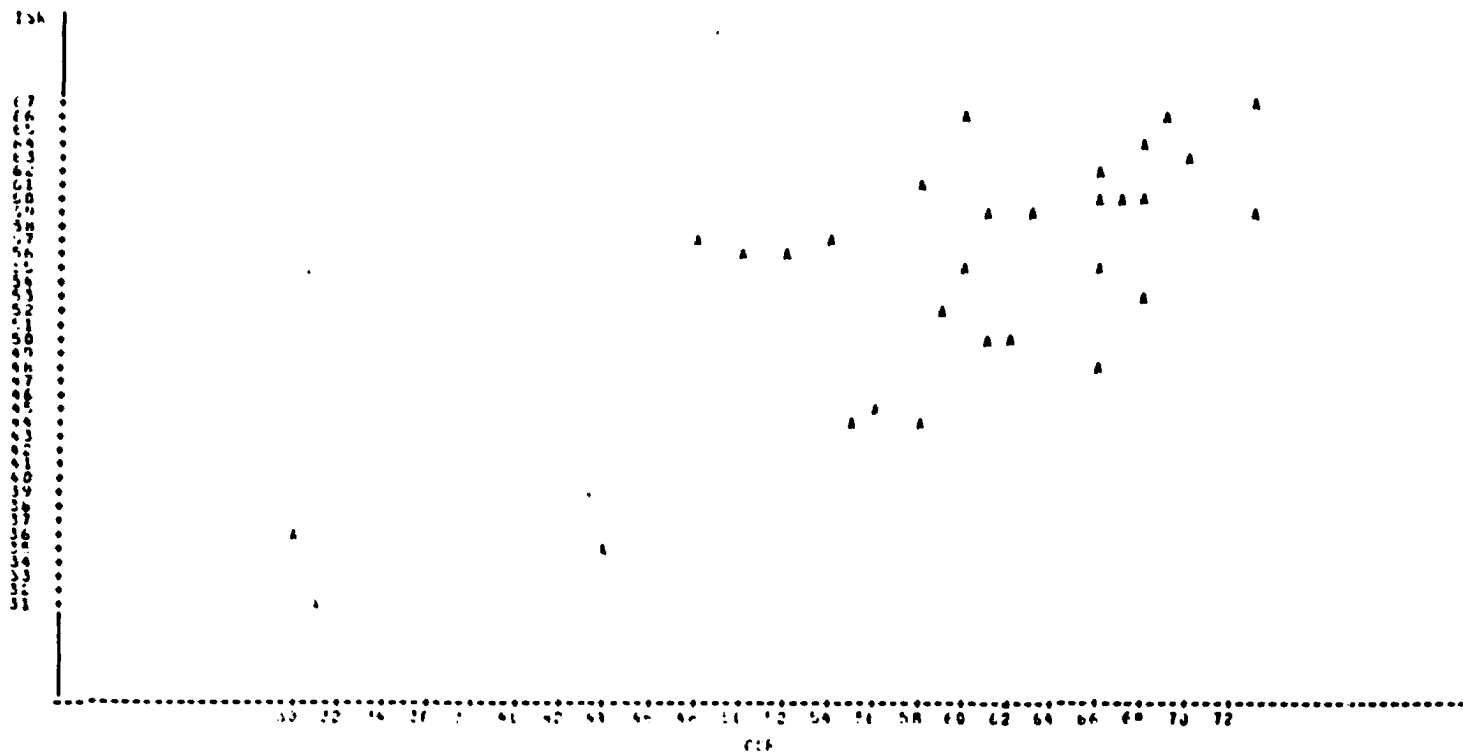
I-Structure against Consideration, $r = .36$, $p > .42$.
 For Faculty $n = 7$, Age Range = 60-70, Average = 62.57.

Fig. 4a. Plot of Initiating Structure and Consideration for Age Category No. 4.



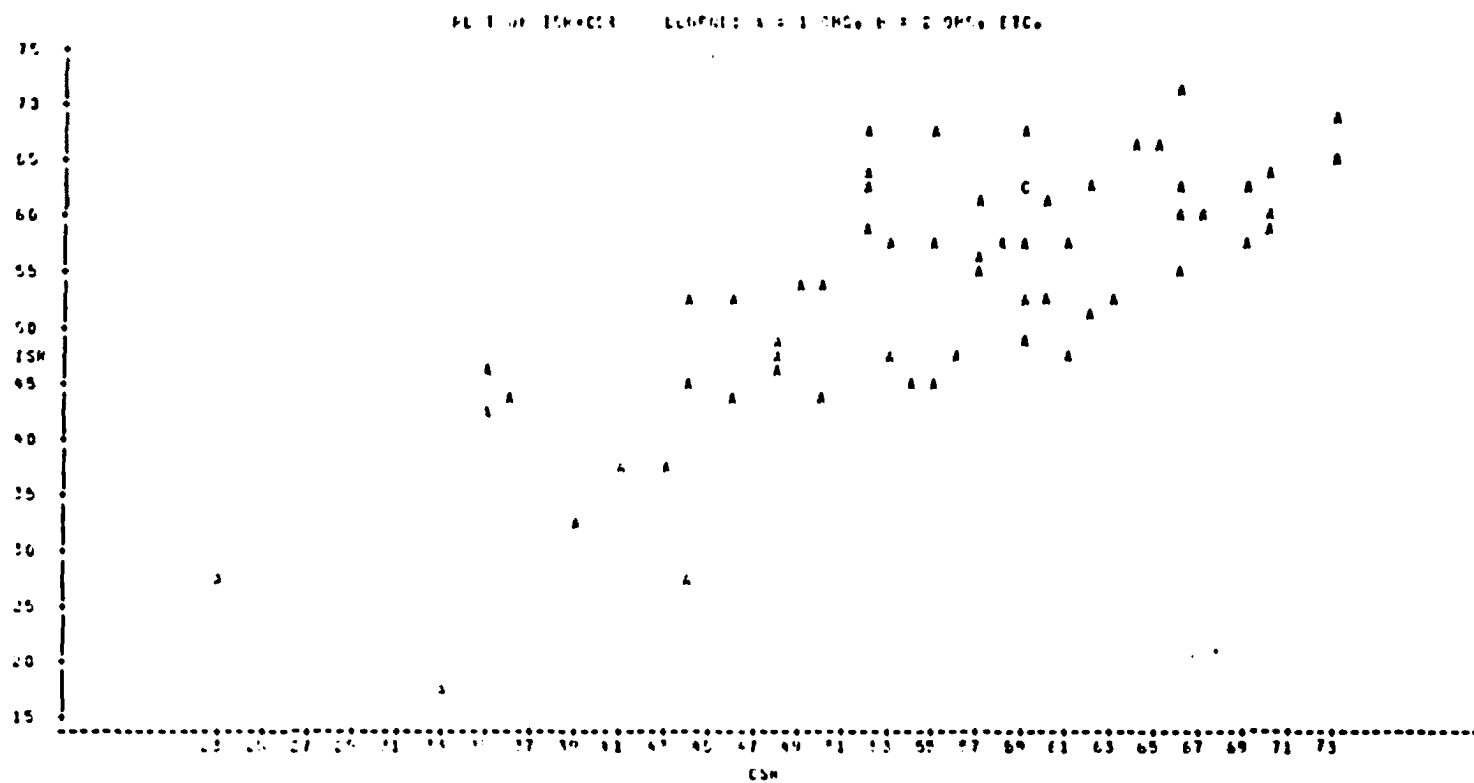
I-Structure against Consideration, $r = .56$, $p > .15$.
 For Faculty $n = 8$, Graduation Date Range = 45-60, Mean = 53.

Fig. 5a. Plot of Initiating Structure and Consideration for Graduation Date Category No. 1.



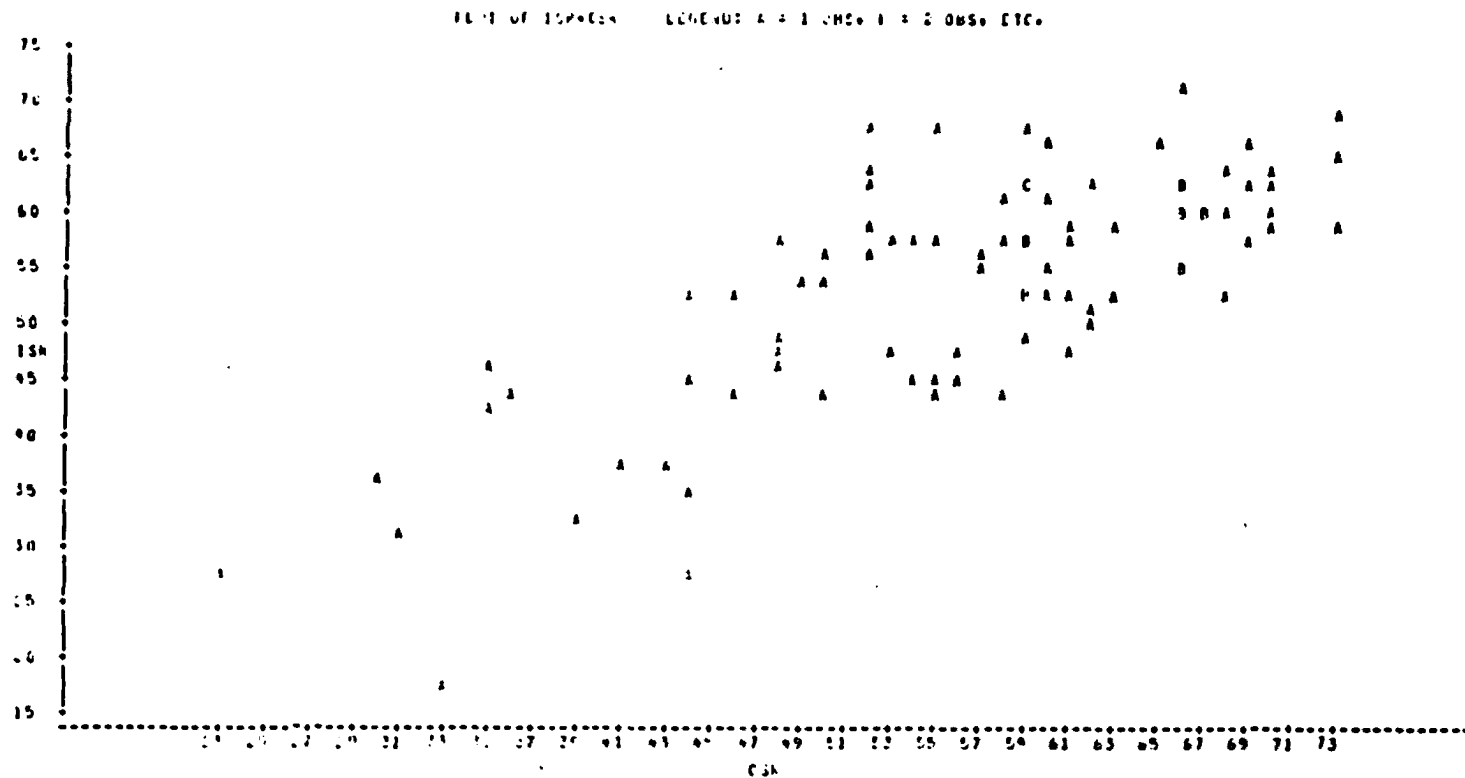
I-Structure against Consideration, $r = .75$, $p > .0001$.
 For Faculty $n = 30$, Graduation Date Range = 61-75, Mean 69.

Fig. 6a. Plot of Initiating Structure and Consideration for Graduation Date Category No. 2.



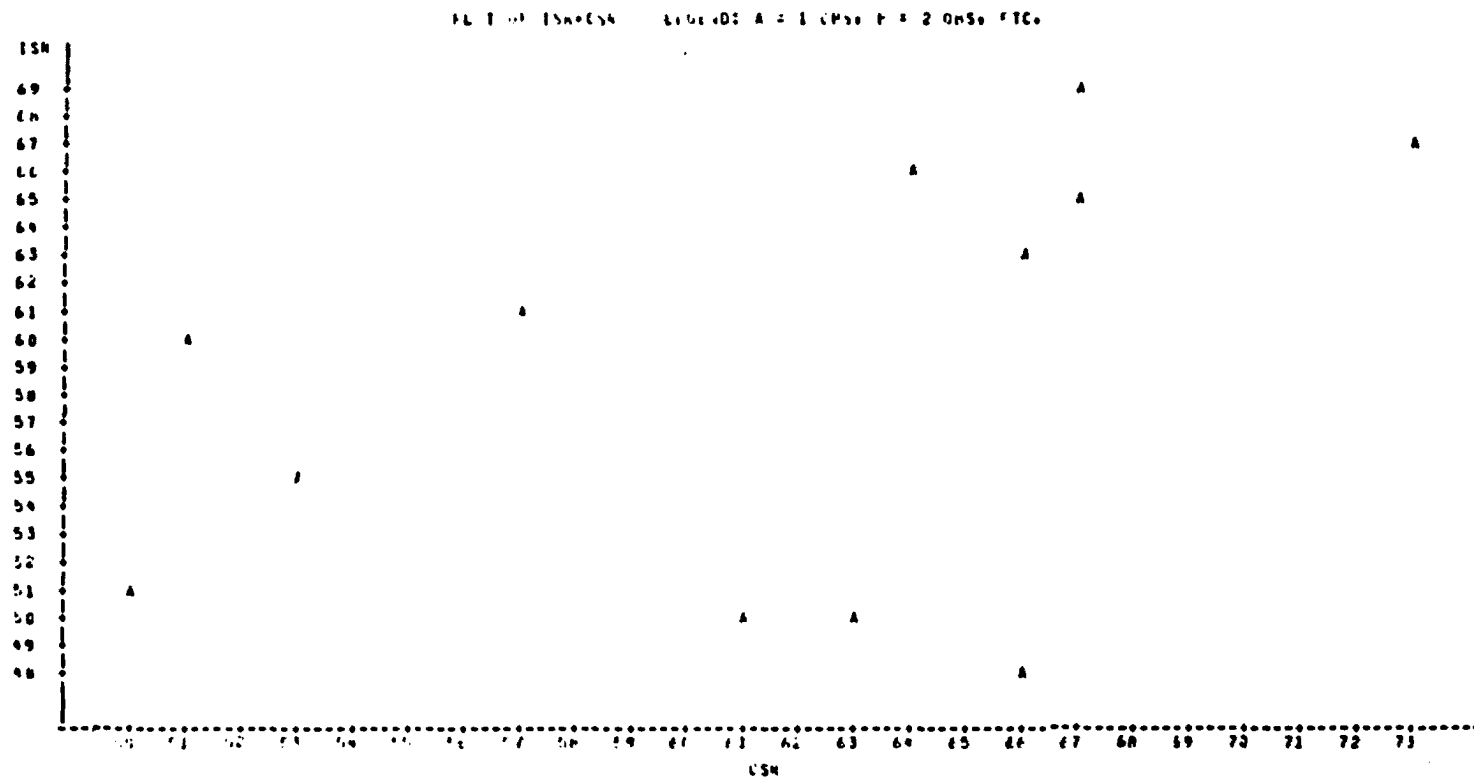
I-Structure against Consideration, $r = .76, p > .0001$.
 For Faculty $n = 62$, Graduation Date Range = 76-82, Mean = 79.

Fig. 7a. Plot of Initiating Structure and Consideration for Graduation Date No. 3.



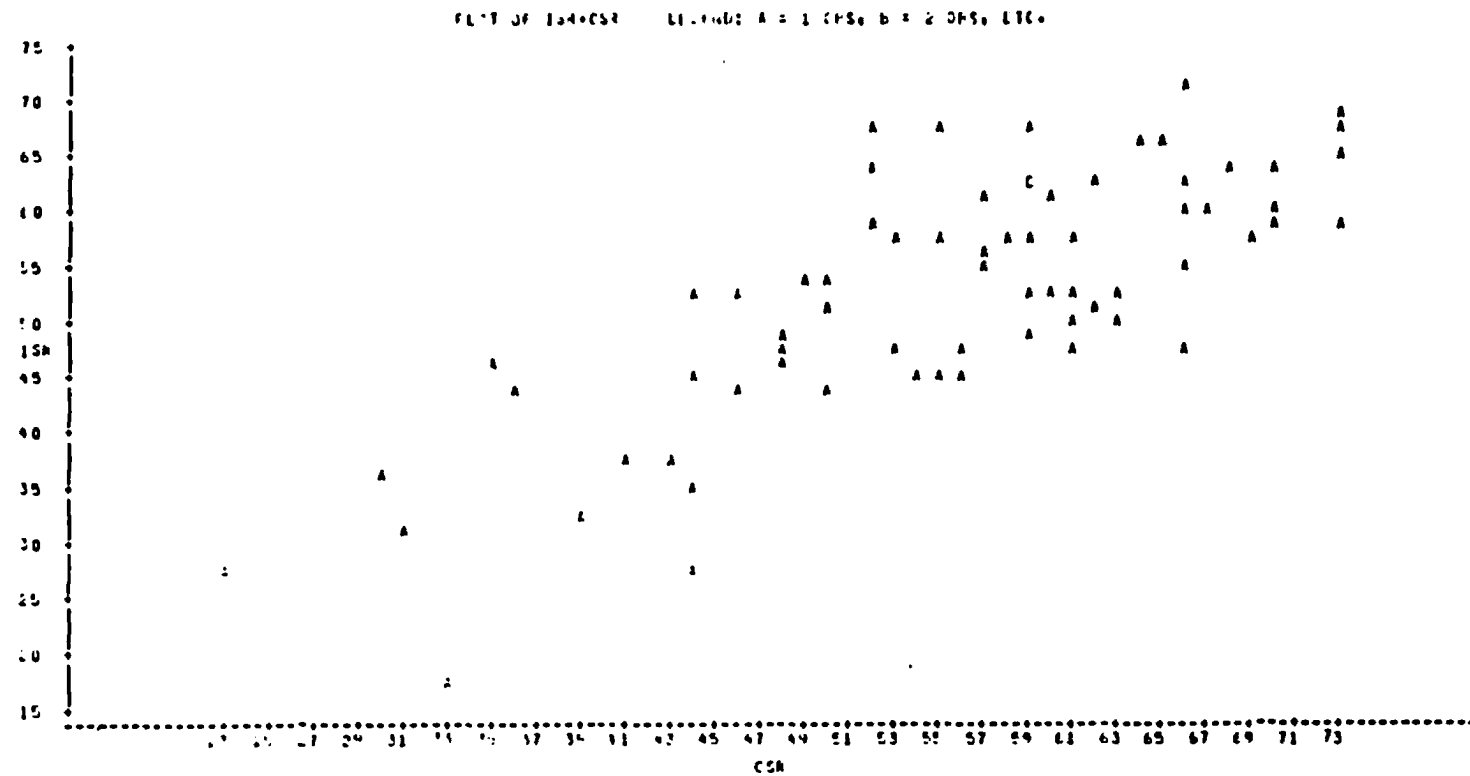
I-Structure against Consideration, $r = .75, p > .0001$.
 For Faculty $n = 89$, Years Experience Range = 1-5, Average = 2.66.

Fig. 8a. Plot of Initiating Structure and Consideration for Years of Experience Category No. 1.



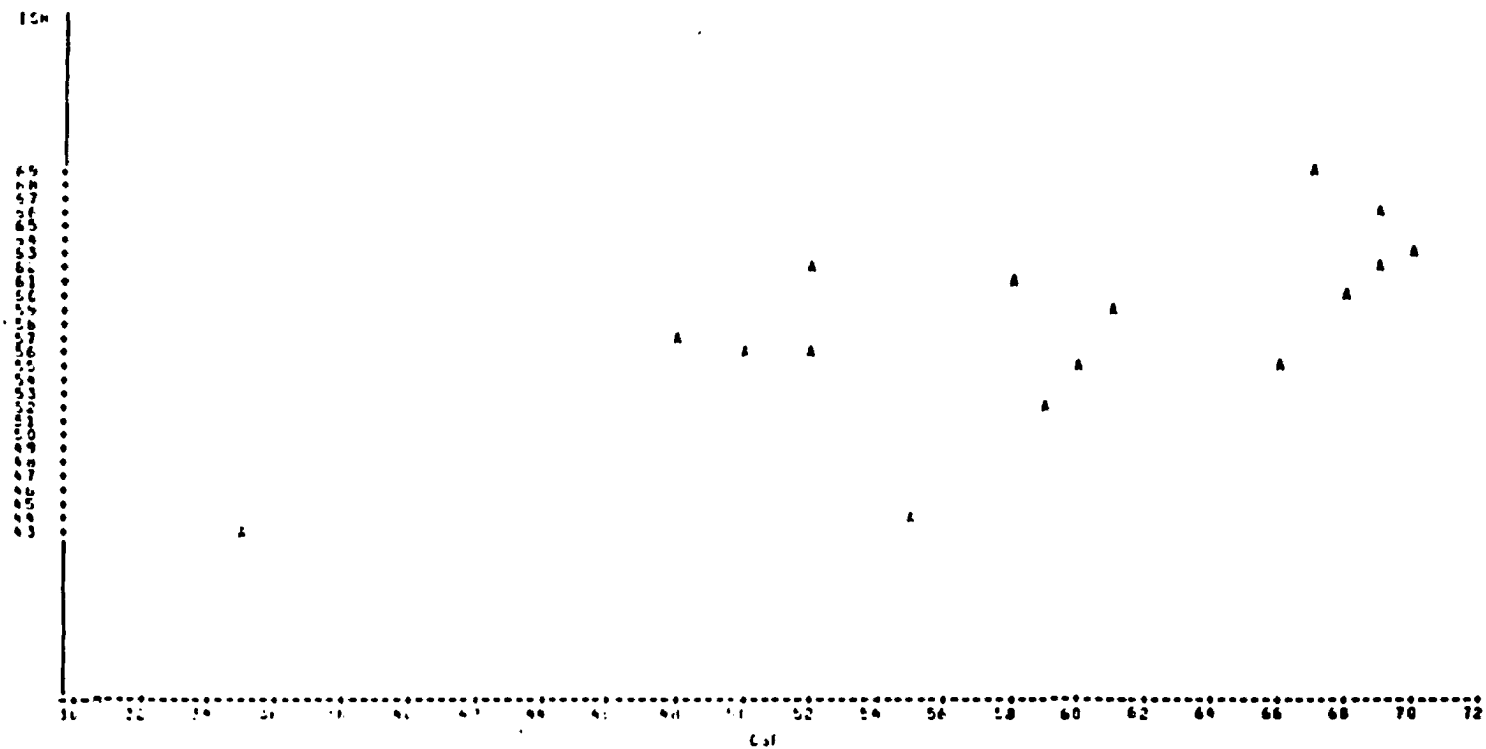
I-Structure against Consideration, $r = .44, p > .15$.
 For Faculty $n = 12$, Years Experience Range = 6-15, Average = 7.50.

Fig. 9a. Plot of Initiating Structure and Consideration for Years of Experience Category No. 2.



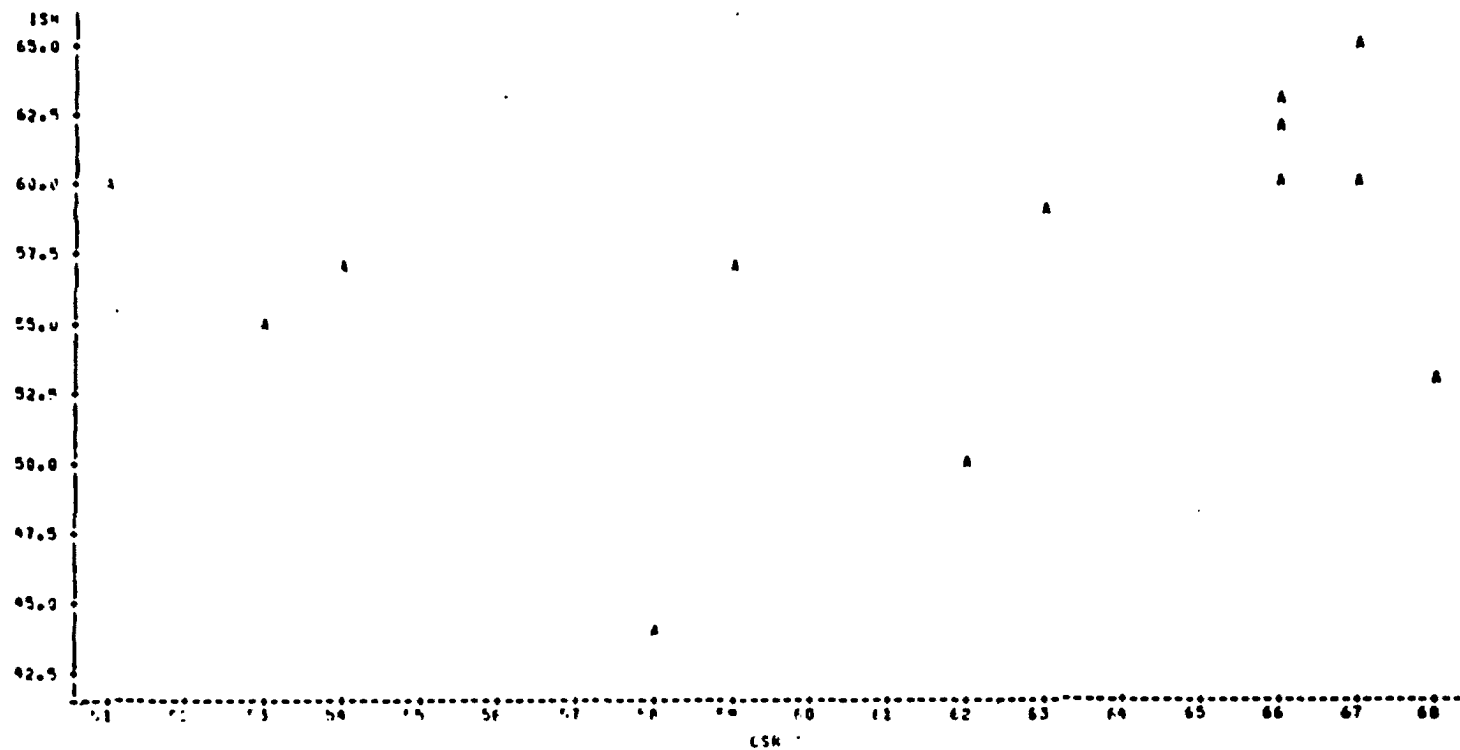
I-Structure against Consideration, $r = .77$, $p < .0001$.
For Assistant Professors $n = 71$.

Fig. 10a. Plot of Initiating Structure and Consideration for Assistant Professors.



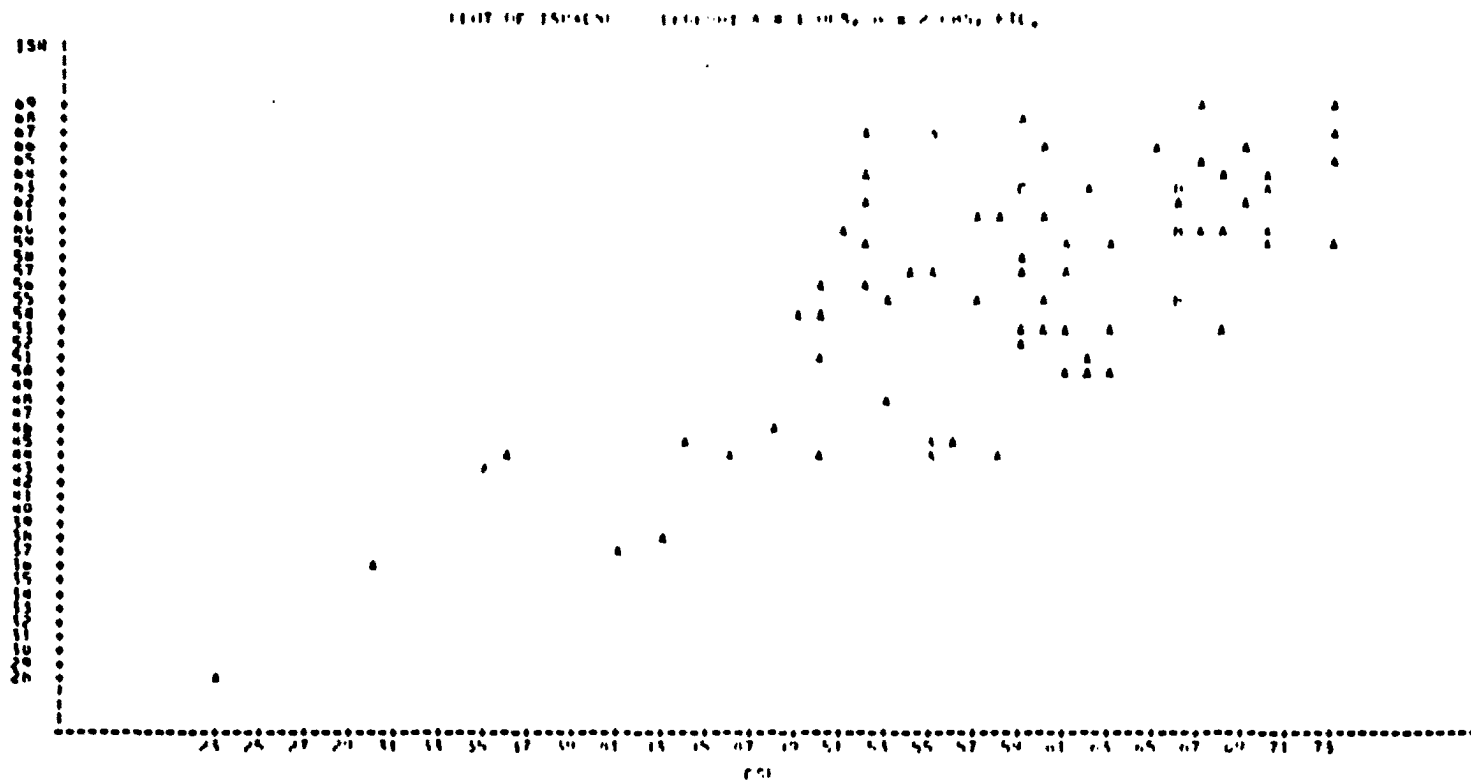
I-Structure against Consideration, $r = .71$, $p > .004$.
For Associate Professors $n = 16$.

Fig. 11a. Plot of Initiating Structure and Consideration for Associate Professors.



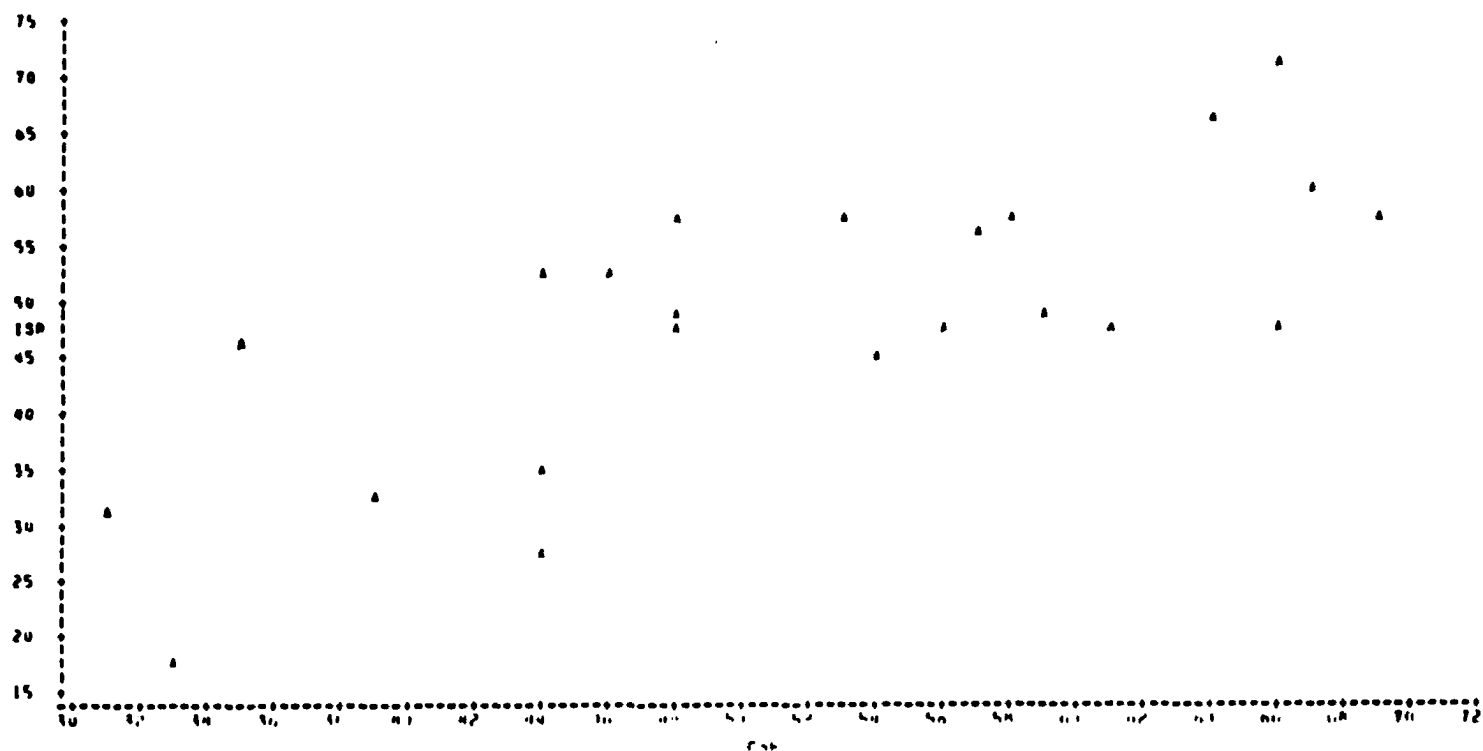
I-Structure against Consideration, $r = .31, p > .29$.
For Full-Professors $n = 13$.

Fig. 12a. Plot of Initiating Structure and Consideration for Full Professors.



I-Structure against Consideration, $r = .33$, $p < .0001$.
 For Non-Saudi Faculty $n = 78$.

Fig. 13a. Plot of Initiating Structure and Consideration for Saudi Faculty Members.



I-Structure against Consideration, $r = .32, p < .0001$.
For Saudi Faculty $n = 23$.

Fig. 14a. Plot of Initiating Structure and Consideration for Non-Saudi Faculty Members.

APPENDIX B

IDEAL LEADER BEHAVIOR
صرفات القائد المثالية

WHAT I EXPECT OF MY LEADERSHIP

ماذا أتوقع من قيادتي

DEVELOPED BY STAFF MEMBER OF

THE OHIO STATE LEADERSHIP STUDIES

إعداد: أعضاء هيئة ولايه أوهايو
لدراسات القيادة

On the following pages is a list of items that may be used to describe your behavior as a chairman. This is not a test of ability. It simply asks you to describe what an ideal leader ought to do in supervising his group.

في الصفحات التالية توجد قائمة بالمعبارات التي يمكن استعمالها لوصف تصرفك كرئيس. هذا ليس اختبار قدرة، انه يسألك ببساطة لتفصح - بصدق وبقدر الا كان - التصرفات التي يجب ان يقوم بها الرئيس النموذجي للإشراف على مجموعته.

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

ملاحظة: المصطلح "مجموعة" كما هي مرفوعة في العبارات الالية تدل على "القسم" أو "وحدة التنظيم" التي يشرف عليها الشخص الموصوف.

Published by

College of Administrative Science
The Ohio State University
Columbus, Ohio 43210

الناشر

كلية العلوم الإدارية - جامعة ولاية أوهايو
كولومبوس أوهايو ٤٣٢١٠

Copyright 1957

حقوق الطبع لعام ١٩٥٧

DIRECTIONS:

- a. Read each item carefully.
- b. THINK about how frequently the leader engages in the behavior described by the item.
- c. Decide whether he/she always, often, occasionally, seldom or never acts as described by the item.
- d. Draw a circle around one of the five letters following the item to show the answer you have selected.

تعليمات:

- أ - اقرأ بعناية كل جزء على حدة .
- ب - كم من مرة يتشغل الرئيس بالصرف المشرح بالجزء .
- ج - قبرا اذا كان ذلك دائما ، غالبا ، نسبيا ، نادرا ، أو ابدا لا .
- د - ارسم دائرة حول أحد الحروف الخمسة بعد كل عبارة ليظهر الجواب الذي اخترته .

A- Always	أ - دائما
B- Often	ب - غالبا
C- Occasionally	ج - أحيانا (نسبيا)
D- Seldom	د - نادرا
E- Never	هـ - أبدا لا

1. I should do personal favors for group members. A B C D E
ينبغي أن أؤدي جمائل شخصية لأعضاء المجموعة .
2. I should make my attitudes clear to the group. A B C D E
ينبغي أن أجعل مواقف واضحة للجميع .
3. I should do little things to make it pleasant to be a member of the group. A B C D E
ينبغي أن أفعل أشياء صغيرة (بأجرة) تجعل المجموعة ممتعة في المجموعة .
4. I should try out my new ideas with the group. A B C D E
ينبغي أن أناقش أفكارى الجديدة مع المجموعة .
5. I should act as the real leader of the group. A B C D E
ينبغي أن أصرف كالقائد الحقيقي للمجموعة .
6. I should be easy to understand. A B C D E
ينبغي أن أكون من السهولة فهمي .
7. I should rule with an iron hand. A B C D E
ينبغي أن أحكمهم بيد من حديد .
8. I should find time to listen to group members. A B C D E
ينبغي أن أجد وقتا للاستماع إلى أعضاء المجموعة .
9. I should criticize poor work. A B C D E
ينبغي أن أنتقد العمل الهزيل .

10. I should give advance notice of changes. A B C D E
 ينبغي أن أعطي ملاحظة سابقة للتغييرات. أ ب ج د هـ
11. I should speak in a manner not to be questioned. A B C D E
 ينبغي أن أتحدث بطريقة غير قابلة للمناقشة. أ ب ج د هـ
12. I should keep to myself. A B C D E
 ينبغي أن أكون غامضاً (أكتفي بنفسي). أ ب ج د هـ
13. I should look out for the personal welfare of individual group members. A B C D E
 ينبغي أن أهتم بالصحة الشخصية لكل فرد من أفراد المجموعة. أ ب ج د هـ
14. I should assign group members to particular tasks. A B C D E
 ينبغي أن أسند واجبات محددة لأعضاء المجموعة. أ ب ج د هـ
15. I should be the spokesperson of the group. A B C D E
 ينبغي أن أكون الشخص المتحدث باسم المجموعة. أ ب ج د هـ
16. I should schedule the work to be done. A B C D E
 ينبغي أن أجدول العمل المطلوب إنجازه. أ ب ج د هـ
17. I should maintain definite standards of performance. A B C D E
 ينبغي أن أحافظ على معايير محددة للأداء. أ ب ج د هـ
18. I should refuse to explain my actions. A B C D E
 ينبغي أن أرفض شرح تصرفاتي. أ ب ج د هـ
19. I should keep the group informed. A B C D E
 ينبغي أن أطلع المجموعة على سير الأمور. أ ب ج د هـ
20. I should act without consulting the group. A B C D E
 ينبغي أن أصرّف بدون استشارة المجموعة. أ ب ج د هـ
21. I should back up the members in their actions. A B C D E
 ينبغي أن أساند الأعضاء في أفعالهم أو تصرفاتهم. أ ب ج د هـ
22. I should emphasize the meeting of deadline. A B C D E
 ينبغي أن أكثّر على مطابقة الآلة المحددة لإنهاء العمل. أ ب ج د هـ
23. I should treat all group members as my equals. A B C D E
 ينبغي أن أعامل كل أعضاء المجموعة كمتساويين. أ ب ج د هـ
24. I should encourage the use of uniform procedures. A B C D E
 ينبغي أن أشجع على استعمال إجراءات موحدة. أ ب ج د هـ
25. I should get what I ask for from my superiors. A B C D E
 ينبغي أن أحصل على ما أطلبه من رؤسائي. أ ب ج د هـ
26. I should be willing to make changes. A B C D E
 ينبغي أن أكون متقبلاً لأحداث تغييرات. أ ب ج د هـ

27. I should make sure that my part in the organisation is understood by group members. A B C D E
ينبغي التأكد من أن دوري في المؤسسة مفهوماً من أعضاء المجموعة. أ ب ج د هـ
28. I should be friendly and approachable. A B C D E
ينبغي أن أكون متعاوناً سهل الوصول إلى. أ ب ج د هـ
29. I should ask that group members follow standard rules and regulations. A B C D E
ينبغي أن أطلب أعضاء المجموعة اتباع أنظمة وقوانين محددة. أ ب ج د هـ
30. I should fail to take necessary action. A B C D E
ينبغي أن لا ألتزم الموقف الضروري. أ ب ج د هـ
31. I should make group members feel at ease when talking with them. A B C D E
ينبغي أن أجعل الأعضاء يشعرون بالارتياح عند التحدث إليهم. أ ب ج د هـ
32. I should let group members know what is expected of them. A B C D E
ينبغي أن أجعل أعضاء المجموعة على علم بما أتوقع منهم. أ ب ج د هـ
33. I should speak as the representative of the group. A B C D E
ينبغي أن أتحدث كمدوب من المجموعة. أ ب ج د هـ
34. I should put suggestions made by the group into operation. A B C D E
ينبغي أن أضع اقتراحات المجموعة موضع التنفيذ. أ ب ج د هـ
35. I should see to it that group members are working upto capacity. A B C D E
ينبغي التأكد من أن أعضاء المجموعة يعملون بأقصى طاقتهم. أ ب ج د هـ
36. I should let other people take away my leadership in the group. A B C D E
ينبغي أن أسمح للآخرين بأن يحلوا محلي في المجموعة. أ ب ج د هـ
37. I should get my superiors to act for the welfare of the group members. A B C D E
ينبغي أن أستحث رؤسائي للعمل لمصلحة أعضاء المجموعة. أ ب ج د هـ
38. I should get group approval in important matters before going ahead. A B C D E
ينبغي أن أحصل على موافقة المجموعة في الأمور الهامة قبل المضي قدماً. أ ب ج د هـ
39. I should see to it that the work of group members is coordinated. A B C D E
ينبغي أن أتاكد من أن العمل متسق بين الأعضاء. أ ب ج د هـ
40. I should keep the group working together as a team. A B C D E
ينبغي أن أجعل المجموعة تعمل على عكبي فريدر. أ ب ج د هـ

Introduced and Translated by
Abdelsalam Ali Jambli

تقديم وترجمة / عبدالسلام علي الجمبلي

LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE
استفتاء وصفي لتصرفات القائد "الرئيس"

Developed by staff members of
The Ohio State Leadership Studies
إعداد أعضاء هيئة زلاية أوهايو
لدراسات القيادة

Name of Leader Being Described اسم القائد "الرئيس" العوصف
Name of Group Which He/She Leads اسم المجموعة التي يقودها أو "رؤسها"
Your Name. أسمك

On the following pages is a list of Items that may be used to describe the behavior of your supervisor. Each item describes a specific kind of behavior, but does not ask you to judge whether the behavior is desirable or undesirable. This is not a test of ability. It simply asks you to describe, as accurately as you can, the behavior of your supervisor.

في الصفحات التالية توجد قائمة بالمعبارات التي يمكن استعمالها لوصف تصرف
رئيسك . كل عبارة تصف نوعا معينا من التصرفه لكنها لا تطلب منك بأن تحكمم ما
إذا كان التصرف محببا اليك أم لا . هذا ليس اختبار قدرة . انه يمالك ببساطة لتشرح
بدقة وبقدر الا كان - تصرفات رئيسك .

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

The term "members," refers to all the people in the unit of organization which is supervised by the person being described.

ملاحظة : المصطلح "مجموعة" كما هي مرفوعة في العبارات الاتية تدل على "القسم"
أو "وحدة التنظيم" التي يشرف عليها الشخص العوصف .
المصطلح "أعضاء" يدل على كل الناس في وحدة التنظيم التي يشرف عليها الشخص
العوصف .

Published by

College of Administrative Science
The Ohio State University
Columbus, Ohio 43210

الناشر

كلية العلوم الادارية - جامعة ولاية اوهايو
كلومباس أوهايو ٤٣٢١٠

Copyright 1957

حقوق الطبع لعام ١٩٥٧

DIRECTIONS:

- Read each item carefully.
- Think about how frequently the leader engages in the behavior described by the item.
- Decide whether he/she always, often, occasionally, seldom or never acts as described by the item.
- Draw a CIRCLE around one of the five letters following the item to show the answer you have selected.

تعليمات :

- أ - اقرأ بعناية كل جزء على حدة .
- ب - كم من مرة يتشغل الرئيس بالتصرف الموصوف بالجزء .
- ج - قرر اذا كان ذلك دائما ، غالبا ، نائبا ، نادرا أو أبدا لا .
- د - ارسم دائرة حول أحد الحروف الخمسة بعد كل عبارة ليظهر الجواب الذي اخترته .

A= Always	أ - دائما
B= Often	ب - غالبا
C= Occasionally	ج - أحيانا
D= Seldom	د - نادرا
E= Never	هـ - أبدا لا

- Does personal favors for group members. A B C D E
يبدى جمائلا شخصية لأعضاء المجموعة أ ب ج د هـ
- Makes his/her attitudes clear to the group. A B C D E
يجعل موقفه واضحا للجميع أ ب ج د هـ
- Does little things to make it pleasant to be a member of the group. A B C D E
يفعل أشياء صغيرة طاهرة يجعل العضوية في المجموعة ممتعة أ ب ج د هـ
- Tries out his/her new ideas with the group. A B C D E
يناقش أفكاره الجديدة مع المجموعة أ ب ج د هـ
- Acts as the real leader of the group. A B C D E
يتصرف كالقائد الحقيقي للمجموعة أ ب ج د هـ
- Is easy to understand. A B C D E
من السهولة فهمه أ ب ج د هـ
- Rules with an iron hand. A B C D E
يحكم بيد من حديد (شديد) أ ب ج د هـ
- Finds time to listen to group members. A B C D E
يجد وقتا للاستماع إلى أعضاء المجموعة أ ب ج د هـ
- Criticizes poor work. A B C D E
ينتقد العمل الهزيل أ ب ج د هـ
- Gives advance notice of changes. A B C D E
يعطي إشعارا مسبقا للتغييرات أ ب ج د هـ

11. Speaks in a manner not to be questioned. A B C D E
يتحدث بطريقة غير قابلة للمناقشة - أ ب ج د هـ
12. Keeps to himself/herself. A B C D E
يكتف في نفسه (خامسا) أ ب ج د هـ
13. Looks out for the personal welfare of individual group members. A B C D E
يهتم بالصحة الشخصية لكل فرد من أفراد المجموعة • أ ب ج د هـ
14. Assigns group members to particular tasks. A B C D E
يسند واجبات محددة إلى أعضاء المجموعة • أ ب ج د هـ
15. Is the spokesperson of the group. A B C D E
هو الشخص المتحدث باسم المجموعة • أ ب ج د هـ
16. Schedules the work to be done. A B C D E
يجدول العمل المراد إنجازه • أ ب ج د هـ
17. Maintains definite standards of performance. A B C D E
يحافظ على مستويات واضحة للأداء • أ ب ج د هـ
18. Refuses to explain his/her actions. A B C D E
يمرغ أن يشرح تصرفاته • أ ب ج د هـ
19. Keeps the group informed. A B C D E
يطلع المجموعة على سير الأمور • أ ب ج د هـ
20. Acts without consulting the group. A B C D E
يتصرف بدون استشارة المجموعة • أ ب ج د هـ
21. Backs up the members in their actions. A B C D E
يسانّد الأعضاء في أفعالهم أو تصرفاتهم • أ ب ج د هـ
22. Emphasizes the meeting of deadlines. A B C D E
يؤكد على إنجاز العمل في الوقت المحدد • أ ب ج د هـ
23. Treats all group members as his/her equals. A B C D E
يعامل كل أعضاء المجموعة كشركائه • أ ب ج د هـ
24. Encourages the use of uniform procedures. A B C D E
يشجع على استعمال إجراءات موحدة • أ ب ج د هـ
25. Gets what he/she asks for from his/her superiors. A B C D E
يحصل على ما يطلبه من رؤسائه • أ ب ج د هـ
26. Is willing to make changes. A B C D E
يتقبل إجراء تعديلات • أ ب ج د هـ
27. Makes sure that his/her part in the organization is understood by the group members. A B C D E

يتأكد من أن دوره في المؤسسة مفهوماً من أعضاء

المجموعة • أ ب ج د هـ

28. Is friendly and approachable. A B C D E
هـ ب ج د ا صدق يسهل الوصول اليه
29. Asks that group members follow standard rules and regulations. A B C D E
هـ ب ج د ا يطالب أعضاء المجموعة اتباع قوانين وأنظمة معينة
30. Fails to take necessary action. A B C D E
هـ ب ج د ا عاجز عن اتخاذ الاجراء الضروري
31. Makes group members feel at ease when talking with them. A B C D E
هـ ب ج د ا يجعل الاعضاء يشعرون بالارتياح عندما يتحدث اليهم
32. Lets group members know what is expected of them. A B C D E
هـ ب ج د ا يجعل أعضاء المجموعة على علم بما يتوقعه منهم
33. Speaks as the representative of the group. A B C D E
هـ ب ج د ا يتحدث كممثل للمجموعة
34. Puts suggestions made by the group into operation. A B C D E
هـ ب ج د ا يضع اقتراحات المجموعة موضع التنفيذ
35. Sees to it that group members are working up to capacity. A B C D E
هـ ب ج د ا يتأكد من أن أعضاء المجموعة يعملون بأقصى طاقتهم
36. Lets other people take away his/her leadership in the group. A B C D E
هـ ب ج د ا يسمح للآخرين بأن يحلوا محله في المجموعة
37. Gets his/her superiors to act for the welfare of the group members. A B C D E
هـ ب ج د ا يستحث رؤسائه ليعطوا لمصلحة أعضاء المجموعة
38. Gets group approval in important matters before going ahead. A B C D E
هـ ب ج د ا يحصل على موافقة المجموعة في الأمور الهامة قبل أن يمشي قدماً
39. Sees to it that the work of group members is coordinated. A B C D E
هـ ب ج د ا يعني بأن يكون العمل متسقاً بين الأعضاء
40. Keeps the group working together as a team. A B C D E
هـ ب ج د ا يجعل المجموعة تعمل على شكل فريق

Thank You
Introduced and translated by
Abdelsalam Ali Jambi

شكراً
تقديم و ترجمة (عبد السلام علي جمبي)

Abdelsalam A. Jambi
1533 Pecan Ave
Norman, Oklahoma 73069

March 11, 1982

Professors: Mary "Ski" Hunter
Joe Nentimiglia
Mary Lynn Crow
Faculty Development Center
The University of Texas at Arlington
Arlington, Texas 76019

Dear Drs.:

My doctoral dissertation involves the investigation of the relationship between perceptions of leadership behavior and faculty morale within the college organization.

I understood from reading your article in the March - April 1980 Journal of Teacher Education that a four-page questionnaire was utilized. Since I was unable to locate this, I would be most grateful if you would send me a copy together with the related instruction manual. I would like to examine it.

If there are any costs or restrictions involved, please let me know.

Thanking you in advance.

Sincerely,

A. A. Jambi



The
University of Texas
at
Arlington

Faculty Development
Resource Center
Arlington, Texas 76019
Metro 817/273-3339

March 25, 1982

Abdelsalam A. Jambi
1533 Pecan Ave.
Norman, Oklahoma 73069

I N V O I C E

9 photocopies @ 7¢ each	\$.63
postage and handling	<u>.50</u>
Total	\$1.13

Please make check payable to UTA and mail to Dr. Mary Lynn Crow,
UTA Box 19359, Arlington, Texas 76019. Thank you.

INSTITUTIONAL MORALE SCALE
المقياس المعنوي للمؤسسة

People perceive their institutions in different ways. Please indicate, from your own perspective, whether you think the following statements describe or do not describe the institution of higher learning where you are employed.

يرى بعض الناس مؤسساتهم بطرق مختلفة، فضلاً عن إشارة (✓) تحت الاختيار الذي تراه يصف أو لا يصف المؤسسة التعليمية العليا التي تعمل بها •

	No	Don't Know	Yes
1. Faculty morale is generally high. الروح المعنوية لأعضاء هيئة التدريس عالية بمفـة عامة •	—	—	—
2. Communication between the faculty and the administration is good. الصلات بين أعضاء هيئة التدريس والإدارة طيبة	—	—	—
3. This institution does little to help a faculty member develop as a teacher, scholar, or professional. هذه المؤسسة تفعل القليل لمساعدة عضو هيئة التدريس في تطويره كـ مدرس كـ عالم ، أو مختص •	—	—	—
4. It is very difficult to make any significant change in the quality of teaching or learning here. إنه من الصعوبة جداً إحداث تغيير هام في نوعية التعليم والتعلم هنا •	—	—	—

INSTITUTIONAL MORALE SCALE
المقياس المعنوي للمؤسسة

People perceive their institutions in different ways. Please indicate, from your own perspective, whether you think the following statements describe or do not describe the institution of higher learning where you are employed.

يرى بعض الناس مؤسساتهم بطرق مختلفة، فضلاً عن إشارة (✓) تحت الاختيار الذي تراه صحفاً أو لا صحفاً المؤسسة التعليمية العليا التي تعمل بها •

No Don't Know Yes

1. Faculty morale is generally high.

الروح المعنوية لأعضاء هيئة التدريس عالية بمفهوم عامة •

— — —

2. Communication between the faculty and the administration is good.

العلاقات بين أعضاء هيئة التدريس والإدارة طيبة

— — —

3. This institution does little to help a faculty member develop as a teacher, scholar, or professional.

هذه المؤسسة تفعل القليل لمساعدة عضو هيئة التدريس في تطويره كمدرب، كعالم، أو مختص •

— — —

4. It is very difficult to make any significant change in the quality of teaching or learning here.

إنه من الصعب جداً إحداث تغيير هام في نوعية التعليم والتعلم هنا •

— — —

	No	Don't Know	Yes
5. Rules and regulations are too restrictive. القوانين واللائحة صارمة جدا •	---	---	---
6. The quality of education a student gets at this school is generally quite high. نوعية التعليم التي يتلقاها الطالب في هذه المؤسسة عالية جدا بمقايير عامة •	---	---	---
7. This institution does a great deal to promote the professional development of the faculty. تعمل هذه المؤسسة الشئ الكثير لرفع مستوى تطوير مهنة التدريس في الكلية •	---	---	---
8. The atmosphere here is warm and friendly. الجو هنا يسوده الودة والالفة •	---	---	---

ADMINISTRATIVE MORALE SCALE

المقياس المعنوي الإداري

People perceive their institutions in different ways. Please indicate, from your own perspective, whether you think the following statements describe or do not describe the institution of higher learning where you are employed.

يرى بعض الناس مؤسساتهم بطرق مختلفة ، فضلاً عن إشارة (/) تحت الاختيار الذي تراه
يصف أولاً لا يصف المؤسسة التعليمية العليا التي تعمل بها •

	<u>No</u>	<u>Don't Know</u>	<u>Yes</u>
1. By any large, top-level administrators are providing effective educational leadership. بصورة عامة الاداريون الكبار يظهرون قيادة تعليمية فعالة •	—	—	—
2. Teaching is considered to be of little value by the administration. يعتبر التدريس ذا قيمة قليلة من قبل الادارة •	—	—	—
3. The institution has a long-range plan that is widely understood and generally accepted. للمؤسسة تخطيط طويل المدى مفهوم ومقبول بصفة عامة •	—	—	—
4. Department chairmen and central administrators generally encourage faculty members to experiment with new courses or teaching methods. رؤساء الاقسام والاداريون المركزيون يشجعون بصفة عامة أعضاء هيئة التدريس لتجربة بعض الكورسات او طرق التدريس الجديدة •	—	—	—
5. Rules and regulations are too restrictive. القوانين واللائحة صارمة جداً •	—	—	—
6. Relationships between faculty members and administrators tend to be egalitarian rather than hierarchical. العلاقة بين هيئة التدريس والاداريين تبدو علاقة زمالة أكثر منها بعلاقة رئيس و مرؤوس [علاقة هرمية] •	—	—	—

7. Departmental barriers discourage serious work among faculty members in different fields.

No Don't
Know Yes

الحواجز الادارية لا تشجع العمل الجاد
بين أعضاء هيئة التدريس في مجالات مختلفة •

COLLEGIAL MORALE SCALE

المقياس المعنوي لأعضاء الكلية

People perceive their institutions in different ways. Please indicate, from your own perspective, whether you think the following statements describe or don't describe the institution of higher learning where you are employed.

يرى بعض الناس مؤسساتهم بطرق مختلفة، فضلاً عن إشارة (✓) تحت الاختيار الذي تراه يصف أولاً ولا يصف المؤسسة التعليمية العليا التي تعمل بها •

<u>No</u>	<u>Don't Know</u>	<u>Yes</u>
-----------	-------------------	------------

1. There is a strong sense of community, a feeling of shared purposes and interests on this campus.

يوجد احساس قوي بروح الجماعة، وشعور بالأهداف
والصالح المشتركة في هذا الحرم الجامعي •

---	---	---
-----	-----	-----

2. Mutual respect and trust exist among the faculty.

يوجد احترام وثقة متبادلتان بين أعضاء هيئة
التدريس •

---	---	---
-----	-----	-----

3. Opportunities for interdisciplinary teaching and learning are common.

الفرص متوفرة لتدريس وتعلم العلوم المتداخلة •

---	---	---
-----	-----	-----

4. Some faculty members do little more than meet their classes and pick up their checks.

بعض أعضاء هيئة التدريس لا يكاد يعمل أكثر من
حضور المحاضرات واستلام الرواتب •

---	---	---
-----	-----	-----

5. For the most part, relationships with colleagues tend to be intellectually sterile.

في معظم الاوقات، العلاقات مع الزملاء تميل الى العقم
فكرياً •

---	---	---
-----	-----	-----

معلومات شخصية
DIMOGRAPHIC DATA

1. Name: (optinal) : ١. الاسم (اختياري)
2. AGE: : ٢. العمر
3. Nationality: Saudi-- Non S. : ٣. الجنسية : أ - سعودي ب - غير سعودي
4. SEX: M. F. : ٤. الجنس : أ - ذكر ب - أنثى
5. Marital Status: M. S. : ٥. الحالة الاجتماعية : أ - متزوج ب - أعزب
6. DEGREE: : ٦. الدرجة العلمية
7. EXPERIENCE IN: This Coll. or Dept : ٧. الخبرة : أ - في الكلية أو في القسم ب - في غيرها
Other's
8. DEPARTMENT: : ٨. القسم
9. Rank: A. Graduate Assist. : ٩. المرتبة العلمية : أ - معيد
B. Lecturer : ب - محاضر
C. Assist. Prof. : ج - استاذ مساعد
D. Associate Prof. : د - استاذ مشارك
E. Full Prof. : هـ - استاذ كرسي
10. Workload A. Classes : ١٠. عبء العمل : أ - عدد المحاضرات
B. Publication : ب - عدد المؤلفات
C. Public Service : ج - المشاركة في الخدمات العامة
11. Any Information you like to add: : ١١. معلومات أخرى تحب ان تضيفها :
.....
.....
.....

ع/حميدي

APPENDIX C

IN THE NAME OF GOD, MOST GRACIOUS

AND MOST MERCIFUL

Gregorian Date: 12, 6, 1983 Hegira Date: 8, 21, 1403

(General Memo to Departmental Chairmen)

FROM: Abdelsalam Ali Jambi (A scholarship receiver from
King Saud University to the University of
Oklahoma, USA)

TO: His excellency Dr. (Chair of Department
.....)

Peace and mercy of God upon you.

Hoping for your cooperation and helpfulness. I am pleased to inform you that my topic of the doctoral study is "The Relationship Between the Perceived Leader Behavior of the Departmental Chairpersons and the Faculty Morale at the College of Education, King Saud University," which is a descriptive but not an evaluative study. In attaching the Leader Behavior Description Questionnaire (LBDQ), please first read the instruction on the front cover carefully and then choose the appropriate answer to your knowledge. If any inquiry should arise I'll be in touch with you frequently. Please feel free to ask.

The investigator promises you personal data and specific results will be confidential. Please be kind enough and know that the deadline for collecting the completed forms is the 30th of Safer, 1403, corresponding Gregorian date is the 15th of December, 1983.

Signature

IN THE NAME OF GOD, MOST GRACIOUS

AND MOST MERCIFUL

Gregorian Date: 12, 6, 1983 Hegira Date: 8, 21, 1403

(General Memo to Faculty Members)

FROM: Abdelsalam Ali Jambi (A scholarship receiver from
King Saud University to the University of
Oklahoma, USA)

TO: His excellency Dr. (Department of)

Peace and mercy of God upon you.

Hoping for your cooperation and helpfulness, I am pleased to inform you that my topic of the doctoral study is "The Relationship Between the Perceived Leader Behavior of the Departmental Chairpersons and the Faculty Morale at the College of Education, King Saud University," which is a descriptive but not an evaluative study. The instruments for the study are attached; a blue form of the Leader Behavior Description Questionnaire (LBDQ) and three forms of the faculty morale measures; the Institutional, the Administrative and the Collegial Morale scales in addition to a demographic data.

Please be kind enough and find a little time to read the instructions that each of the questionnaires cover, then choose the appropriate answers to the best of your knowledge. The (LBDQ) will not take more than ten minutes. In addition, you will need ten minutes to read and complete the faculty morale measures.

The investigator promises you that your personal data and specific results will be confidential. If any inquiry should arise I'll be pleased to answer. I'll be in touch with you frequently. The deadline for collecting the completed forms is the 30th of Safer, 1403, corresponding Gregorian date is the 15th of December, 1982.

Please accept my compliments and thank you.

Signature

معلومات شخصية

DIMOGRAPHIC DATA

1. Name: (optinal) : ١. الاسم (اختياري)
2. AGE: : ٢. السن
3. Nationality: Saudi-- Non S. : ٣. الجنسية : أ - سعودي ب - غير سعودي
4. SEX: M. F. : ٤. الجنس : أ - ذكر ب - انثى
5. Marital Status: M. S. : ٥. الحالة الاجتماعية : أ - متزوج ب - اعزب
6. DEGREE: : ٦. الدرجة العلمية
7. EXPERIENCE IN: This Coll. or ^{Dept} : ٧. الخدمة : أ - في الكلية او في القسم : ب - في غيرهما
Other's
8. DEPARTMENT: : ٨. القسم
9. Rank: A. Graduate Assist. : ٩. المرتبة العلمية : أ - معيد
B. Lecturer : ب - محاضر
C. Assist. Prof. : ج - استاذ مساعد
D. Associate Prof. : د - استاذ مشارك
E. Full Prof. : هـ - استاذ كرسي
10. Workload A. Classes : ١٠. عبء العمل : أ - عدد المحاضرات
B. Publication : ب - عدد المؤلفات
C. Public Service : ج - المشاركة في الخدمات العامة
11. Any Information you like to add: : ١١. معلومات اخرى تحب ان تضيفها :
.....
.....
.....

ع/حميدي

بسم الله الرحمن الرحيم

الموافق : ١٤٠٣/١٢/٦ م

التاريخ : ١٤٠٣/٢/٢١ هـ

من : عبد السلام على جمبى " مبتعث جامعة الملك سعود الى جامعة أوكلاهوما فى أمريكا "
الى : سعادة الدكتور " " بقسم " " المحترم

السلام عليكم ورحمة الله وبركاته ، وبعد :

فأما فى تعاونكم ومساعدتكم، يسرنى أن أحيطكم علما بأن موضوع رسالة الدكتوراة التى
أعمل من أجلها هى " العلاقة بين التصرفات القيادية لرؤساء الأقسام والروح المعنوية
لأعضاء هيئة التدريس فى كلية التربية " وهى دراسة وصفية لا تقييمية لتصرفات
الرؤساء وعلاقة ذلك بارتفاع أو هبوط الروح المعنوية لأعضاء هيئة التدريس ، لذا أرفق
من طيه طرفا مختوما بداخله الآتى :

١- " إستبيان ذا لون أزرق " تنصده تعليمات عن كيفية التأشير على بنود الإستبيان .

٢- " ثلاث إستبيانات " منفصلة وخاصة بمقاييس الروح المعنوية تنصدر كل منها تعليمات
خاصة بكيفية التأشير على بنودها .

٣- " بيان معلومات شخصية " .

المرجو تخصيص جزء يسير من وقتكم لقراءة ^{التعليمات} الخاصة بكل واستكمال بنود الإستبيانات بكل
صدق وأمانة ودقة ، علما بأن " الإستبيان الوصفى للتصرفات القيادية لرؤساء الأقسام " لا
يتطلب أكثر من عشر دقائق بالإضافة إلى عشر دقائق أخرى لاستكمال " إستبيانات مقاييس
الروح المعنوية " ، علما بأن استكمال البيانات الشخصية إختياري . هذا وأعدكم بأنه
تمنيا مع أخلاقيات البحث العلمى سوف تبقى أى معلومات أو نتائج شخصية فى موضع السر
حيث لا يطلع عليها أحد غيرى " كباحث " .

أرجو استكمال هذه الإستبيانات فى مدة أقصاها الأربعة ٣٠ صفر لعام ١٤٠٣ هـ الموافق

١٥ ديسمبر لعام ١٩٨٣ م .

وتقبلوا شكرى وتقديرى .

أخوكم

عبد السلام على جمبى

التاريخ : ١٤٠٣/٢/٢١ هـ

بسم الله الرحمن الرحيم الموافق : ١٤٨٣/١٢/٦ م

من :عبد السلام على جمبى " مبتعث جامعة الملك سعود الى جامعة أكلا هوما فى أمريكا "
الى: عبادة الدكتور "....."رئيس قسم "....." المحترم

السلام عليكم ورحمة الله وبركاته ، وبعد

فأملأ فى تعاونكم ومساعدتكم يسرنى أن أحيطكم علما بأن موضوع رسالة الدكتوراة
التي أعمل من أجلها هي " العلاقة بين التصرفات القيادية لرؤساء الأقسام والروح
المعنوية لأعضاء هيئة التدريس فى كلية التربية" وهى دراسة وصفية لا تقييمية
لتصرفات الرؤساء وعلاقة ذلك بارتفاع أو هبوط الروح المعنوية لأعضاء هيئة التدريس
لذا أرفق من طيه ظرفا. مختوما بداخله " إستبيان ذا لون برتقالي" وهو خاص بكم
تتصدره تعليمات عن كيفية التأشير على بنود هذا الإستبيان ، أرجو العناية بقراءتها
ثم التأشير على بنود الإستبيان بأقصى ما لديكم من معرفة، علما بأن أنة معلومات
خاصة بكم شخصيا أو عن قسمكم بصفة خاصة سوف لا يطلع عليها أحد غيرى " كباحث "
الا اذا رغبتم أنتم الأطلاع عليها لأعطائكم قاعدة خلفية لتطوير قسمكم ، هذا وسوف
يُعطى كل عضو من أعضاء التدريس بقسمكم استبياننا معائلا وأخرى لمقاييس الروح المعنوية
وستبقى المعلومات الشخصية الخاصة بكل عضو "أيضا" موضع السر حماية للحقوق الشخصية
وتمشيا مع أخلاقيات البحث العلمى

٠٠ أرجو تخصيص عشر دقائق من وقتكم لقراءة الإستبيان واستكمالها ٠٠ علما بأن آخر
موعد لجمع المعلومات المستكملة هو الأربعاء ٢٠ صفر لعام ١٤٠٣ هـ الموافق ١٥ ديسمبر
لعام ١٩٨٣ م .

٠٠ وتقبلوا تحياتى وشكرى .

أخوكم

عبد السلام على جمبى