INFORMATION TO USERS

This dissertation was produced from a microfilm copy of the original document. While the most advanced technological means to photograph and reproduce this document have been used, the quality is heavily dependent upon the quality of the original submitted.

The following explanation of techniques is provided to help you understand markings or patterns 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 thru an image and duplicating adjacent pages to insure you complete continuity.

2. When an image on the film is obliterated with a large round black mark, it is an indication that the photographer suspected that the copy may have moved during exposure and thus cause a blurred image. You will find a good image of the page in the adjacent frame.

3. When a map, drawing or chart, etc., was part of the material being photographed the photographer followed a definite method in "sectioning" the material. It is customary to begin photoing at the upper left hand corner of a large sheet and to continue photoing from left to right in equal sections with a small overlap. If necessary, sectioning is continued again — beginning below the first row and continuing on until complete.

4. The majority of users indicate that the textual content is of greatest value, however, a somewhat higher quality reproduction could be made from "photographs" if essential to the understanding of the dissertation. Silver prints of "photographs" may be ordered at additional charge by writing the Order Department, giving the catalog number, title, author and specific pages you wish reproduced.

University Microfilms

300 North Zeeb Road
Ann Arbor, Michigan 48106

A Xerox Education Company

Downloaded from SHAREOK. Persistent Handle URL: https://hdl.handle.net/11244/3261

72-22,133

BOYD, Charles Flynn, 1938-
AN INVESTIGATION OF THE RISK-TAKING TENDENCY, RIGIDITY BEHAVIOR, AND ADMINISTRATIVE STYLE OF EDUCATIONAL ADMINISTRATORS.

The University of Oklahoma, Ph.D., 1972
Education, administration

University Microfilms, A XEROX Company, Ann Arbor, Michigan

© Copyright by

Charles Flynn Boyd

1972

THIS DISSERTATION HAS BEEN MICROFILMED EXACTLY AS RECEIVED

THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

AN INVESTIGATION OF THE RISK-TAKING TENDENCY, RIGIDITY BEHAVIOR, AND ADMINISTRATIVE STYLE OF EDUCATIONAL ADMINISTRATORS

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

DOCTOR OF PHILOSOPHY

BY

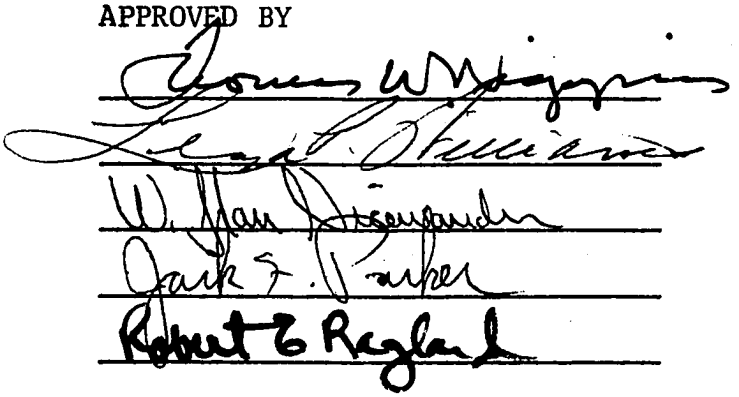
CHARLES FLYNN BOYD

Norman, Oklahoma

1972

AN INVESTIGATION OF THE RISK-TAKING TENDENCY,
RIGIDITY BEHAVIOR, AND ADMINISTRATIVE STYLE
OF EDUCATIONAL ADMINISTRATORS

APPROVED BY



DISSERTATION COMMITTEE

PLEASE NOTE:

Some pages may have

indistinct print.

Filmed as received.

University Microfilms, A Xerox Education Company

ACKNOWLEDGMENT

The writer wishes to express sincere gratitude to his major professor, Dr. Thomas W. Wiggins, who not only directed the research but also inspired an interest in the problem area through his teaching and research. His interest, assistance, guidance, and encouragement throughout the doctoral program are acknowledged with appreciation. Sincere thanks are extended to Dr. W. Alan Nicewander, Dr. Jack F. Parker, Dr. Robert E. Ragland and Dr. Lloyd P. Williams, who served as members of the doctoral committee and gave valuable counsel. Dr. Nicewander made a significant contribution in helping with the statistical analysis of the data.

A special note of thanks is expressed to the administrators who participated in this study. Only through their cooperation was it possible to complete the research. Also, sincere gratitude is expressed to Dr. and Mrs. Garrett T. Wiggins for their encouragement, help, advice, and untiring interest in me, to Mrs. Helen Petre who typed the manuscript, and to Mrs. Martha Mills, for her invaluable assistance, and for many helpful suggestions in the editing of the manuscript.

The writer extends special appreciation to his mother and father, Dr. and Mrs. Simon W. Boyd, Senior, to his Uncle and Aunts Dr. and Mrs. Vernon McDaniel and Mrs. Ethel Jones and to the

rest of the clan for their encouragement, guidance, and financial support throughout the period of the doctoral study.

Finally, with deepest gratitude, I express my appreciation to my wife, Marie, and to our children Marie Thérèse, Carla Francine, and Charles Flynn, Junior, for their patience, love, understanding, and unfailing support throughout my doctoral program.

TABLE OF CONTENTS

Page

LIST OF TABLES vi

LIST OF FIGURES .....

Chapter

I. INTRODUCTION 1

II. REVIEW OF RELATED RESEARCH AND LITERATURE 8

III. RESEARCH DESIGN 40

IV. ANALYSIS OF DATA 48

V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS 64

BIBLIOGRAPHY 71

APPENDIX A 79

APPENDIX B 94

LIST OF TABLES

Table		Page
1.	Risk-Taking Scale-Value	46
2.	Means, Standard Devistions and Intercorrelations for the Three Predictors and Risk-Taking Tendency of Sixty Educational Administrators	50
3.	Analysis of Variance Summarization for the Variable Task-Orientation	53
4.	Analysis of Variance Summarization for the Variable Person-Orientation	54
5.	Analysis of Variance Summarization for the Variable Risk-Taking Tendency	55
6.	Analysis of Variance Summarization for the Variable Rigidity Behavior	56
7.	Means, Standard Deviations, and Intercorrelation for the Three Predictors and Risk-Taking Tendency of Superintendents	58
8.	Means, Standard Deviations and Intercorrelations for the Three Predictors and Risk-Taking Tendency of Secondary Principals	59
9.	Means, Standard Deviations and Intercorrelations for the Three Predictors and Risk-Taking Tendency of Elementary Principals	61
10.	Means, Standard Deviations and Intercorrelations for the Three Predictors and Risk-Taking Tendency of Assistant Principals	62

LIST OF FIGURES

Figure		Page
I.	The Ohio State Leadership Quadrant	32
II.	The Managerial Grid Leadership Styles	33
III.	A Merger of the Ohio State Leadership and Managerial Grid Theories	34
IV.	Paradigm of Risk-Taking Tendencies, Rigidity Behavior, and Administrative Styles of Educational Administrators	37

To Marie, Marie Therese, Carla Francine

and Charles Flynn, Jr.

AN INVESTIGATION OF THE RISK-TAKING TENDENCY, RIGIDITY BEHAVIOR, AND ADMINISTRATIVE STYLE OF EDUCATIONAL ADMINISTRATORS

CHAPTER I

INTRODUCTION

Background of the Problem

The primary responsibility of educational administrators is to the total educational program. The responsibility for the complete operation of the school system or school rests with the administrators. These responsibilities include leadership in the educational program, in supervision of instruction, in community relations, and in management and maintenance of the school plants and facilities.

A secondary responsibility of the educational administrator requires coordinating instructional activities and services into an effective educational program.

Coordinating an educational program constantly requires decision-making. In fulfilling his role, the administrator must depend on his education, previous experiences, knowledge, skills, and abilities. These he brings to bear in actual situations that he faces and on the facts he amasses. He can arrive at decisions

in various ways. First, he may make the decision under great risk. Second, if he is a rigid administrator, he may not make a decision at all. In essence, this is a decision not to make a decision at all. Third, he may postpone his decision and possibly jeopardize the outcome or may even make the right decision.

The ways in which an administrator approaches and deals with any given educational situation comprises his style. His particular style of administrative practice in relation to his colleagues, subordinates, and community may also determine his effectiveness as an educational leader. If an administrator can enhance the program in his community, can fill the needs of his student population, and can inspire confidence and enthusiasm among his colleagues, then he is demonstrating a high degree of effectiveness.

According to Sadler[1] the qualities of leaders and the processes of leadership have long been considered an important field for study. He reported that many social psychologists earlier had speculated about personality traits or the qualities of the successful leader. However, most recent studies have been investigating the actual behavior of leaders and making an analysis of situational factors. In this connection concerning the information of leader behavior characteristics studies, Lipham[2] has

---

[1]Philip J. Sadler, "Leadership Style, Confidence in Management, and Job Satisfaction," The Journal of Applied Behavioral Science. Vol VI, No. 1 (Jan., Feb., Mar., 1970), 3-19.

[2]James M. Lipham, "Personal Variables of Effective Administrators," Administrator's Notebook. Vol. IX, No. 1 (September, 1960), 1.

suggested that the personality prerequisite for effective performance in a given role was an area of increasing concern of behavioral research. He stated the administrator's role is usually defined in terms of tasks, responsibilities, or duties. Sometimes it is defined in terms of the administrative process. A close examination of this role reveals that it may be defined in terms of certain crucial, normative behavior, such as the personal style of the administrator. The relationship of the risk-taking tendency, the rigidity behavior, and the administrative style of educational administrators appears to be more than casual. These characteristics influence each other, and it is important to understand the nature and extent of this influence. They must be considered when evaluating administrative effectiveness. The contribution of research in this area is important both in identifying and in developing capable administrators.

Atkin[3] reported that change has become legitimate in education. He observed that educational administrators must perform their tasks within the matrix of change and countless other social forces. Administrative style, when considered within a matrix of change, is a dynamic organizational phenomenon. Viewed thus, it is important to attempt an assessment of administrative style within the context of change and social forces.

According to Chamberlin[4] an administrator will have to

---

[3]Thurston A. Atkin, "It's Time For a Change -- Or Is It? National Elementary Principal. Vol. XLIII, No. 4 (February, 1969), 46-48.

[4]Leslie J. Chamberlin, "Changes and the Principal" American Secondary Education. Vol. 1, No. 4, (September, 1971), 28.

be a person who is a change agent--an innovator and a human relations consultant. He will have to develop his talents and skills in group dynamics, sensitivity training, computer science, and other techniques for evaluation. He will also have to assist his coworkers in adjusting to change. When the administrator has incorporated these skills and talents into his methods and operations, Chamberlin feels, he will be a creative visionary with excellent skills in human relations.

There is a tendency in education to resist change. This resistance to change influences the risk-taking tendency of educational administrators. Changes which lead to social upheavel or other disruptions may be expected to meet resistance from those educational administrators who are inclined to rigidity behavior and who do not customarily take many risks.

Leavitt[5] pointed out that an administrator is not a direct-action person, but is one who carries out the action initiated by others. His research claimed that certain human controls influence the behavior of educational administrators as they carry out the action initiated by others. Leavitt included these as human controls--feelings, attitudes, and aspirations. Understanding the human controls--feelings, attitudes, and aspirations--is an important factor in determining the effectiveness of the educational administrator.

The factor of human controls adds another dimension to the study of administrative style, risk-taking tendency, and

---

[5]Harold J. Leavitt. "Consequence of Executive Behavior: The Administrative Two-step and Other Seemly Dances For Administrators," N.A.S.S.P. Vol. 48 (April, 1964), 167-176.

rigidity behavior. Intellectual capability, whatever the level of development, is not the sole determiner of decision made by the educational administrator. These decisions are influenced by the factors of human controls which characterize the personality of the educational administrator. Hence, in some instances, personality characteristics may be more important than skill or technical knowledge in determining the nature of decisions an educational administrator will make.

To meet the diverse needs of youth, educational programs must be dynamic. Success in maintaining dynamic educational programs will depend, largely, upon success in identifying and developing capable educational administrators. The investigation of personality variables, as they relate to administrative style, will assist efforts to identify the capable administrator. Therefore, this research is designed to study the relationship among certain personal characteristics which exert significant influence upon the decisions of educational administrators.

Statement of the Problem

The problem for this research is: What is the nature of the relationship between the tendency to take risks, the rigidity behavior, and the administrative style of educational administrators?

Four groups of educational administrators will be compared in terms of task-orientation, person-orientation, risk-taking tendency, and rigidity behavior. The investigator proposes to show differences among four groups of educational

administrators (elementary principals, secondary principals, assistant principals, and superintendents) in their tendency to take risks, in administrative style, and in rigidity behavior.

Two practical questions will be investigated:

1. How well can risk-taking tendency of educational administrators be predicted on the basis of administrative style and rigidity behavior?
2. Are there differences in risk-taking tendency, rigidity behavior, and administrative style of certain educational administrators (elementary principals, assistant principals, secondary principals, and superintendents)?

Significance of the Study

Historically, our public schools are local in character and structure. They are controlled by local school boards and school trustees. Schools are subject to state policies and regulations; hence educational administrators approach their decision-making tasks by use of an "open-closed" decision model. This conclusion is evident when it is considered that educational administrators mainly accept local customs and traditions and generally follow prevailing political views. It is in a political, social, and economic framework that the variables of risk-taking and rigidity behavior attain significance. Thus, the recruitment and direction of staff personnel adapted to risk is important in the building of a dynamic school program.

The present study will be significant for (1) universities which teach and train educational administrators and identify characteristics that could be used in the selection of administrators, (2) school districts in the selection of school administrators, and (3) school districts in the promotion of administrators to strategic positions in the hierarchy of the school system.

CHAPTER II

REVIEW OF RELATED RESEARCH AND LITERATURE

Part I of this chapter presents a review of selected literature related to the topics of risk-taking tendency, rigidity behavior, and administrative style. In a consideration of the style of educational administrators, risk-taking tendency and rigidity behavior are considered as individual and single entities; but administrative style is divided into two dimensions, task-orientation and person-orientation. It is the aim and objective of the investigator to include pertinent studies and theoretical contributions which appear essential for the logical and theoretical development of the problem. From this material, the formulation of the concept basic to this study emerges. A survey of the literature revealed several studies with particular relevance to this investigation; however, most of the studies were concerned with the treatment of the four variables independent of each other. The literature concerning the four variables is reviewed in this order: risk-taking, rigidity behavior, and administrative style (task-person orientation).

Risk-Taking

The effectiveness and efficiency of the school system will, in a large measure, depend upon the quality of decisions

which administrators render in various situations. Probability situations which characterize decision-making were divided into two classes by Marquis and Reitz[6]. They are (1) pure risk, in which the decision-maker knows all possible outcomes, and (2) uncertainty, in which the decision-maker is unable to assign either values or probabilities to each outcome.

The authors used experimental gambling situations to test (1) the effect of uncertainty on individual willingness to take risk, and (2) the effects that group discussion had on the willingness to take risk. The experiment reported by Marquis and Reitz[7] indicated (1) uncertainty reduces the willingness to take risk, and (2) the willingness to take risks increases as uncertainty decreases.

McClelland's[8] research built on the thesis that the need to achieve is a distinct human motive. For the educational administrator, achievement is directly related to an attitude toward risk. The setting of moderately difficult, but potentially achievable goals, may then be translated into an attitude toward risk. He claims that many tend to be extreme in their attitudes toward risks, either favoring wild speculative gambling or minimizing their exposure to losses. The conservative or low achievement

---

[6]Donald G. Marquis and H. Joseph Reitz. "Effect of Uncertainty on Risk-taking in Individual and Group Decisions," Journal of Behavior Sciences. Vol. 14 (July, 1969), 281-288.

[7]Ibid.

[8]David McClelland, J. W. Atkinson, R. A. Clark, and B. L. Lowell. The Achieving Society. (Princeton, New Jersey: D. van Nostrand Co.) 1961.

individual chooses tiny risks where the gain is small but secure. The high achievement-motivated person takes the middle-ground, preferring a moderate degree of risk because he feels his efforts and abilities will probably influence the outcome.

The decision-maker is influenced by more than the facts in choice situations. Wilson and Alexis declared:

> The decision-maker is influenced not only by facts of the choice situation but he is also a product of his environment--the total set of social, political, and economic forces around him.[9]

The forces in his environment, social customs and political thought are points of stress in the decision-making process of educational administrators. Baker et al emphasized the influence of stress upon decision-making in terms of risks:

> ... stress is widely recognized as an influential variable in all human endeavor and thus significantly influences human performance... the difficulties of measurement and control of danger of permanent psychological damage to the subjects, ... have restricted the generalization of the findings and have thus attenuated their values.[10]

There are some individuals, however, who are stimulated to higher levels of performance as a result of stress situations.

> ... common observation and experimentation have shown that some individuals appear to be stimulated by stress and produce a more

---

[9]Charles Wilson and Marcus Alexis. "Basic Framework for Decisions," eds. by William J. Gore and J. W. Dyson, The Making of Decisions. (New York: The Free Press of Glencoe, 1960), p. 180.

[10]Robert A. Baker et al., "The Effect of Supervisory Threat on Decision-Making and Risk-Taking in a Simulated Combat Game," Journal of Behavioral Science. Vol. 11 (May, 1966), 127.

> effective performance while others show behavioral disorganization and a reduction in the effectiveness of their performance. ... Threat can be regarded as the central intervening variable in psychological stress.[11]

The limitations of experimentation in the area of decision-making were the subject of a study by Scodel, Ratoosh, and Minas. The authors pointed out:

> ... decision theorists are much more strongly inclined to predict, ... some kind of average behavior than they are to account for variability.[12]

In the treatment of variables, the conclusion concerning intelligence is revealing. Scodel, Ratoosh, and Minas concluded, "... intelligence is not related to the variability in risk-taking."[13] This conclusion does not contradict common observation, as in everyday life there are high risk-takers at all levels of intelligence. Weinstein et al[14] attempted to vary possible outcomes of actors in role-playing in a social situation. The authors analyzed the strategies that were used to achieve the interpersonal tasks under the conditions of gain or loss. The subjects were differientated on the basis of sex and on the measures of Machiavellianism, risk-taking, need for approval, and self-revelation. The

---

[11] Ibid.

[12] Alvin Scodel, Philburn Ratoosh, and J. Sayer Minas, "Of Decision-Making under Conditions of Risks," Journal of Behavioral Science. Vol. 4 (January, 1959), 19.

[13] Ibid.

[14] Eugene Weinstein, Lawrence S. Beckhouse, Philip W. Blumstein. "Interpersonal Strategies under Conditions of Gain or Loss," Journal of Personality. Durham, North Carolina: Duke University Press. Vol. 36 (December, 1968), 616-634.

subjects' interpersonal behavior, as measured by alter-casting rating, was the primary objective of the study. This role-playing study focused on dimensions of identity, projected by an actor, for another given individual in a social situation. Risk-taking was the only personality measure found to be related to interpersonal tactics, with high risk-takers projecting greater mutuality and interdependence.

The effect of success or failure in and the time spent in decision-making on the degree of military and economic risk-taking were investigated by Streufert and Streufert.[15] These authors found that risk-taking increased with the length of time that decision-making groups spent on tasks.

In a notable study, Torrance and Ziller[16], using 370 combat crewmen and 73 F-84 pilots, developed and validated a biographical inventory scale which measured risk-taking tendency against external criteria for risk-taking behavior; in addition, the Inventory Scale that they developed attempted to gain an understanding of the dynamics of risk-taking tendency as they are affected by earlier life experiences. The research proved helpful

---

[15]Siegfried and Streufert and Susan C. Streufert, "Effect of Increasing Failure and Success on Military and Economic Risk-Taking," Journal of Applied Psychology. Vol. 54 No. 5 (October, 1970), 393-400.

[16]E. Paul Torrance and Robert C. Ziller, Risk and Life Experience: Development of a Scale for Measuring Risk-Taking Tendencies. Randolph Air Force Base Texas: Crew Research Laboratory, Air Force Personnel and Training Research Center Project No. 7713 Task No. 57157 Research Report AFPTRC-TN-57-23 ASTIA Document No. 098926 (February, 1957), 1.

in that the responses from the Inventory Scale[17] had a high correlation with the total score on the Risk Scale. They revealed a personality picture of the high riskers as self-confident, masculine, physically and socially adequate, competitive, and self-expressive.

Wallach and Kogan[18] reported from an investigation concerned with (1) the extremity aspect of judgment, (i.e., an individual's pre-disposition toward categories located near the extremes of distribution of alternative categories in a given situation), and (2) judgment confidence (i.e., an individual's degree of conviction). It was reported, with regard to age difference and in the confidence variable, young men were significantly higher in confidence than older men.

Mowrer[19] in his revision of learning theory saw all behavior as being mediated by conditioned emotions, especially the emotions of hope and fear. He argued that hope and fear are the dynamic conditioners of choice and imply not only probabilities but also the nature and magnitude of risk.

Herman[20] believes that differences between the variables, aspiration levels and risk-taking behavior, are related to the nature of the task. In the case of aspiration levels, the

---

[17] Ibid., p. 3.

[18] Michael A. Wallach and Nathan Kogan, "Aspects of Judgment and Decision-Making: Interrelationships and Changes with Age," Journal of Behavioral Science. Vol. 6, 1961, 23-26.

[19] O. H. Mowrer, Learning Theory and the Symbolic Process. (New York: The Wiley Press Co.), 1960.

[20] Hubert J. M. Herman, "Risk-Taking Behavior," Journal of Applied Psychology. Vol. 54, No. 4, 1971, 359-363.

performance is dependent primarily on the skill of the individual, and in the case of risk-taking, it is dependent primarily on chance factors.

Myer and Sedler[21], Myer and Katz[22], and Suydam and Myer[23] have investigated the effect of variance and other pay-off variables on the decision to take risks. In these experiments, the subjects were asked to choose between a gamble and a sure thing. The sure thing was sometimes a win and sometimes a loss. They found that, as the variance of the gamble increased, subjects became more conservative, tending to avoid the larger potential losses more than when they approached the equally larger winning outcomes. As expected, the subjects gambled more when the alternative to gambling was a certain loss than when it was a sure gain.

Wallach and Kogan[24] asserted that direct personality correlates of decision-making behavior have received only partial confirmation. No evidence has been obtained that there is a direct association between the variables of impulsiveness and risk-taking. These variables, in relation to personality and decision-making,

---

[21]J. L. Myer and E. Sedler, "Effect of Range of Pay-Off as a Variable in Risk-Taking," Journal of Experimental Psychology. Vol. 60. (October, 1960), 306-309.

[22]J. L. Myer and L. Katz, "Range of Pay-Off and Feedback in Risk-Taking," Psychological Press. (Montana State University: Southern University Press). Vol. 10 (April, 1962), 483-486.

[23]Mary Suydam and J. L. Meyer, "Some Parameters of Risk-Taking Behavior," Psychological Report. (Montana State University: Southern University Press). Vol. 10 (April, 1962), 559-562.

[24]Michael A. Wallach and Nathan Kogan, "Risk-Taking: A Study in Cognition and Personality. (New York: Holt, Rinehart, and Winston, Inc., 1964), 185.

are quite dissimilar across sex lines; however, the implications of personality for risk-taking behavior are strongly sex-linked. Their findings suggest that there may be personality determinants of risk-taking behavior that become manifest only in the absence of motivational disturbance. Independence and risk-taking were found to be positively related in both sexes.

Many investigators, Berry[25], Bray[26], Chenzoff, Crittendon, Kelly, Flores, Frances and Mackworth[27], have emphasized the need for additional studies of complex or sequential decision-making conducted in the "natural" environment under the more "realistic" conditions of environmental or psychological stress. The authors believe that more research should be designed to observe and study the complex decision-making activities of industrialists, politicians, military commanders, etc. These groups perform under the stressful conditions of high risk, great supervisory pressures, and heavy responsibilities.

Miller[28] reported an examination of sixteen independent

---

[25]Paul C. Berry, "Psychological Studies of Decisions-Making," Tech. Rep. NHVTRADEVCEN. Port Washington, N. J., U. S. Naval Training Devices Center, (March 14, 1961), 797-801.

[26]Charles W. Bray, "Toward a Technology of Human Behavior For Defense Use." American Psychological Revue. Vol. 17. 1962. 327-541.

[27]A. P. Chenzoff; R. M. Crittendon; C. R. Kelley; I. Flores; A. S. Frances; and N. H. Macworth, "Human Decision-Making as Related to Air Surveillance Systems," Beford, Mass. AFCCDDTR Operational Application Office, Directorate of Technology Air Force Research Division (December, 1960), 61-69.

[28]Eldon L. Miller, "Correlations of Risk-Taking and Selected Social Professional Variables of Public School Superintendents" (Unpublished-Ed.D. Dissertation, New Mexico State University, Las Cruces, New Mexico, 1969) pp. 101-110.

socio-professional variables among superintendents. Only six were found to be significant variables. They were:

1. Total years of teaching experience
2. Years between Bachelor's and Master's degrees
3. Age of first superintendency
4. Number of superintendent positions held
5. Expenditure per pupil-present school district
6. Size of the present school district

All of the significant variables found by the study were directly related to the subject's administrative career and present school district. Miller found that the age of the superintendent was not significant when considering risk-taking. He stated, that older superintendents were not less conservative in applying risky solutions to a problem than younger superintendents.

A most recent study supporting this conclusion was suggested by Hearn.[29] He stated that youthful staff members, especially administrative staff members, are the ones who are usually associated with innovations. However, the older administrators, those who have attained stature and feel secure, or those who have little to lose, also innovate. They bring maturity and the necessary skills to the problems. Youth, on the other hand, brings enthusiasm and energy. Unfortunately, youth also brings the characteristics of impatience and naivete, tending to cause as many problems as they attempt to solve. In summarizing his report,

---

[29]Norman E. Hearn, "The Where, When and How of Trying Innovations." Phi Delta Kappan Vol. LIII. No. 6 (February, 1972), 358-361.

Hearn indicated that youth's ambition to advance and to make headlines "tends to put them in the class of educational rapists who leave behind them a trail of prostrated communities subdued for personal gain."

Vroom and Pahl[30] data results showed a significant negative relationship between age and risk-taking. Levinger and Schneider[31] tested 250 students on "value theory" for understanding the risky-shift phenomenon. The authors concluded that most of the students believed that "fellow students" were more conservative than they were, and that the students studied most admired other students who selected a choice more risky than their own. The data found also supported a value interpretation of the risky-shift phenomenon.

Willems[32] commented, from a study conducted at the University of Kansas, that individuals tended to view themselves as moderately risky whereas their peers reflected a different view. The individuals and groups used as the unit of analysis ascribed to peers, tend to be more cautious in their own judgment. The study also concluded that females tend to recommend and to judge peers

---

[30]Victor H. Vroom and Bern D. Pahl, "Relationship Between Age and Risk-Taking Among Managers," Journal of Applied Psychology. Vol. 55, No. 5 (October, 1971), 399-405.

[31]George Levinger and David T. Schneider, "Test of the Risk is a Value Hypothesis," Journal of Personality and Social Psychology. Vol. 11, No. 2 (February, 1969), 165-169.

[32]Edwin P. Willems, "Risk Is a Value," Psychological Report. Vol.24, (February, 1961), 81-82.

at more cautious levels than males.

Johnson[33], Slovic[34], and Baker et al[35] pointed out that risk-taking was neither a general nor a unitary psychological trait. The willingness to take risks may not be a general trait at all, but rather one which varies from time to time and from situation to situation.

Rigidity Behavior

Rokeach et al[36] administered The Dogmatism Scale and The Gough Sandford Rigidity Scale to 60 individuals to determine if there was a difference in dogmatic thinking and rigidity behavior. The individuals were characterized as 30 subjects high in rigidity and 30 subjects low in rigidity. Of these, as measured by The Dogmatism Scale, 30 were close-minded individuals and 30 were open-minded individuals. The authors found that dogmatic thinking and rigidity are not synonymous. Dogmatic thinking was defined by the authors as a total cognitive configuration of ideas and beliefs that are organized. Rigidity behavior was defined as resistance to change of a single task or belief.

---

[33]K. A. Johnson, "Trouble-Shooting Strategies and Utility for Risk," AMPL-TDR-63-92 Aerospace Medical Research Laboratory, Wright Patterson Air Force, Ohio, (October, 1963), 39.

[34]Paul Slovic, "Convergent Validation of Risk-Taking Measures," Journal of Abnormal and Social Psychology. Vol. 65, (July, 1962), 68-71.

[35]Robert R. Baker et al, "The Effect of Supervisory Threat or Decision-Making and Risk-Taking in a Simulated Combat Game," p. 168.

[36]Milton Rokeach, Warren C. McGouney and M. Ray Denny, "Dogmatic Thinking, Versus Rigid Thinking," in Milton Rokeach ed. The Open-Closed Mind. (New York: Basic Book Inc., 1960), pp. 182-185.

Kogan and Wallach[37] found that all of the decision-making procedures involving bet selections under pay-off conditions yielded significant associations with the Gough Sandford Rigidity Scale. It was pointed out by the authors that rigidity was associated with greater conservatism in several decision-making tasks. Kogan and Wallach[38] further stated that, apparently, rigidity impinges on decision-making behavior, but only for those subjects in whom the risk-conservatism dimension constituted a major focus. The rigid females who were studied were expected to be quite inhibited and conservative in decision-making. It was found that the variable rigidity among females was not influenced along these lines until it came in contact with a particular pattern of motivational dynamics. Among males who were high in independence, decisions were found to be tending toward risk. On the other hand, they tended toward conservatism for persons who were high in the tendency to yield.

March and Simon[39] suggested that the reduction in personalized relationships, the increase in internalization of rules, and the decreased search for alternatives combine to make the behavior of members of an organization highly predictable.

This results in an increase in the rigidity of behavior

---

[37]Michael A. Wallach and Nathan Kogan, Risk-Taking, Pp. 183-184.

[38]Ibid.

[39]James G. March and Herbert A. Simon, Organization. (New York: John Wiley and Sons Inc., 1964), pp. 38-45.

of participants. In addition, the reduction in personalized relationships, particularly as it pertains to internal competition, contributes to an esprit de corps. It increases the extent to which goals are perceived and shared by members of the group. A sense of commoness of purpose, of interest, and of character increases the propensity of organization members to depend on each other against outside pressures. This, in turn, solidifies the tendency toward rigidity behavior.

March and Simon[40] further commented that rigidity of behavior had three major consequences:

1. It satisfied the original demands for reliability - this helped meet an important maintenance need of the system.
2. It increased the defensibility of individual actions - simple categories rigorously applied to individual cases without regard for personal features which could only be challenged at a higher level of the hierarchy; also client dissatisfaction in itself may re-inforce rigidity.
3. It increased the amount of difficulty with clients of the organization and complicated the achievement of client satisfaction which is a near universal organizational goal.

---

[40] Ibid.

Reddin[41], in using three managerial qualities, eight managerial types, and eight situational elements of the 3-D managerial style theory, showed how an effective manager could modify his management to meet situations. He found that training for style and flexibility was favored more than rigidity in behavioral patterns.

Bryan and Nowas[42] made predictions to test the hypothesis that rigidity is a learned behavioral tendency which was due to a long history of association with reinforcement that persisted, despite the availability of more adaptive alternatives. The results supported all predictions that rigidity was conceptualized within the framework of learning and away from the "trait" theory.

Botwinick[43], in a study of 126 elderly and young adults, compared them in a two-questionnaire context: one required the subjects to commit themselves to a risky course of action, in order to improve upon poor situations; the other context was identical except for an option not to choose the risky course of action, regardless of its likelihood of success. The elderly subjects tended to choose the last option, and younger subjects did not. When this

---

[41]W. J. Reddin, "3D Theory and Management Style Flexibility," Management Journal of the Irish Management Institute. Vol. 14 (December, 1967), 20-22.

[42]Peter M. Bry and Mike M. Nowas, "Rigidity: A Function of Re-enforcement History," Perceptual and Motor Skills. Vol. 29 (January, 1969), 118.

[43]Jack Botwinick, "Distinction to Venture Response Versus Cautiousness in Responding: Age Differences," Journal of Genetic Psychology. Vol. 115 (January, 1969), 55-62

option was unavailable, the elderly and young adults responded similarly. Botwinick interpreted this as a tendency to avoid a decision of risk rather than as an attitude of caution in problem solving.

Administrative Style

Each individual has his own characteristic way of perceiving, feeling, and behaving in a society or group which combines to form a functioning organization. When one is enacting a role, his personality may affect his role-relevant behavior in certain ways. Simon[44] believes that administrative behavior is a systematic treatment of some real life problems. For example, what set of possible courses of action does the decision-maker really consider in making a decision?

One of the most important behavioral traits of an administrator is the personality of the administrator himself. The administrator develops his style from his experiences, education, and training. Leadership studies have identified two major groups of leadership behavior. These groups have been variously described by Bales and Slater[45] as task-oriented versus socioemotionally-oriented; by Blake and Mouton[46] as production versus people-oriented;

---

[44]Herbert A. Simon, Administrative Behavior. (New York: The Free Press, 1966). Pp. 61-77.

[45]R. F. Bales and P. Slater, "Role Differentiation," in T. Parson, R. F. Bales et al. Family Socialization and Interaction Process. (Glencoe, Ill: Fress Press of Glencoe, 1955).

[46]Robert R. Blake and James S. Mouton, The Managerial Grid. (Houston, Texas: Gulf Publishing Company, 1964), p. 5.

and last by Halpin and Winer[47] as initiating structure versus consideration.

March and Simon[48] believe that roles in an organization, as contrasted with many of the other roles that individuals fill, tend to be highly elaborate, relatively stable, and defined to a considerable extent in explicit and written terms. Not only is the role defined for the individual who occupies it, but it is known in considerable detail by others in the organization who have occasion to deal with him.

Steinmetz[49] demonstrated, on a continuum, positions ranging through value types of leadership, from the "human relations" type of management to the "hard-nosed" approach. He concluded that the most effective style of leadership employed must be determined by the situation in which the administrator was placed.

According to White[50] the relevance of personality characteristics to occupational role behavior has interested researchers and theoreticians in psychology and education for some time. They believe that, if a relationship exists between the occupational

---

[47]A. W. Halpin and B. J. Winer, "Leader Behavior: Its Description and Measurement," In R. M. Stodgill and A. E. Coons (eds.) Bureau of Research Monograph. Vol. 88 (Columbus, Ohio: Ohio State University Press), 1957.

[48]James G. March and Herbert A. Simon Organization. p.4.

[49]Lawrence Steinmetz, "Leadership Styles and System Management: More Direction, Less Confusion," Personnel Journal. Vol. 47 (September, 1968), 650-654.

[50]Kinnard White, "Personality Characteristics of Educational Leaders: A Comparison of Administrators and Researchers," School Review. Vol. 73, 1965, 292-300.

role behavior and the personality style, it is a definite, reciprocal one. Hamachek[51] commented that, in order to understand the leadership process, the role relation as a change agent and decision-making, we must first consider the personality of the leader in relation to the personality of the followers. Then these variables can be related to the characteristics of the situation. He felt that a principal, acting within a leadership context, either consciously or unconsciously, reflected a particular style of leadership and decision-making which best suited him as an individual.

Owens[52] reported that the best known research work in decision-making involving school principals is called the Whitman School Study. The researchers were basically interested in finding out whether a systematic relationship existed between certain personality characteristics of principals and their job performance. The researchers found no clear-cut relationship existing between the personality characteristics and the way an administrator performed his job. The Whitman School research data identified eight "administrative styles."

1. High communication style. Principals characterized by this style of work stressed communicating with others about the problems they encountered in their work.

---

[51]Don E. Hamachek, "Leadership Style, Decision-Making and the Principal," The National Elementary Principal. Vol. XLV No. 5 (April, 1966), 26-31.

[52]Robert C. Owen, Organizational Behavior in Schools, (Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1970), pp. 92-93, for a description of the study see John K. Hemphill, Daniel E. Griffith and Norman Frederiksen, Administrative Performance and Personality, (New York: Teachers College Press, 1962).

2. High discussion style. Principals characterized by this style placed unusually high emphasis upon the use of face to face discussion in administration.

3. High compliance style. This style characterized principals who generally followed suggestions made by others.

4. High analysis style. Principals who were high with respect to this style spent relatively more effort than others in analyzing the situation surrounding each administrative problem.

5. High relationship style. This style refers to a high concern with maintaining organizational relationships especially relationships with superiors.

6. High work organization style. This refers to the principal's emphasis upon scheduling and organizing his own work.

7. High outside-orientation style. Principals in this style of administrative performance displayed greater readiness than others to responding to pressures from outside the school.

8. High work-direction style. Principals who followed this style tended to stress giving directions to others as an important part of their work.

Owens [53] further asserted that the researchers of the Whitman Study made certain additional observations as to the effectiveness of a principal. The administrator seen as effective by his superiors and teachers is the one who emphasized frequent and full communications. He also devotes careful attention to his relationship to others in the organization. The third essential quality is that he is inclined to be sociable, relaxed, sensitive

---

[53] Ibid.

and confident and has some considerable verbal fluency.

In his study of administrators Tronc[54] found that persons at this level who strongly desired advancements or promotions place significantly higher emphasis on their style and role perception. They are concerned with initiating structure or task-orientation. On the other hand, those administrators who do not direct their efforts toward advancements or promotion have a different emphasis. They were concerned with consideration or person-orientation.

Limiting his study to the consideration of the nomothetic and ideographic style of leadership, Willower[55] analyzed the administrative process of hierarchial setting of related roles within a social system. He affirmed that nomothetic, or normative dimension, and ideographic, or personal dimension, are styles which are conceptualized in structure. From his investigations, he concluded that no given individual is a pure type, nomothetic or ideographic.

Theoretical Framework and Hypotheses

> There is nothing impractical about good theory... Action divorced from theory is the random scurrying of a rat in a new maze. Good theory is the power to find the way to the goal with a minimum of lost motion and electric shock (Mort and Ross, 1970, pp. 58-64).[56]

---

[54]Keith Tronc, "Leadership Perceptions of Ambitions Education," The Journal of Educational Administration. Vol. VIII, No. 2 (October, 1970), 145-168.

[55]Donald J. Willower, "Leadership Styles and Leader's Perceptions of Subordinates," Journal of Educational Sociology. Vol. 134 (October, 1960), 58-64.

[56]Paul R. Mort and Donald H. Ross, Principles of School Administration. (New York: McGraw-Hill Book Company, 1957) p. 4 found in Robert G. Owens, Organizational Behavior in Schools (Englewood Cliffs, N. J.: Prentice-Hall Inc., 1970), p. 23.

The objective of part II of this chapter is to develop a theoretical framework for evaluating educational administrators in the four factors: risk-taking tendency, rigidity behavior characteristics, and administrative styles, both task and person orientation. It is an attempt to construct a theory that is capable of explaining individual decision behavior as related to risk-taking tendency, rigidity behavior, and the administrative style.

Any theory which hopes to account for an individual decision behavior must accomodate several theoretical questions: among these, for example, are two major considerations. (1) What theoretical scheme of an individual's behavior patterns or characteristics can be devised to explain the administrator's process for reaching a decision? (2) How does he reach the decision he makes? A number of experiments have been performed in this area by Blake and Mouton[57] and by Cartwright[58], who illustrated a theory of interpersonal influence schema of leadership in decision-making. Clarkson[59] stated that a theory that purports to account for observed behavior must include a detailed specification of the mechanism by which interpersonal influence and leadership relations are taken into consideration.

---

[57]Robert R. Blake and Jane S. Mouton, "The Experimental Investigation of Interpersonal Influence," in A. D. Biderman and H. Zimmer (eds.) The Manipulation of Human Behavior. (New York: John S. Wiley Inc., 1961). Pp. 216-276.

[58]D. Cartwright "Influence Leadership Control," in J. G. March ed. Handbook of Organizations (Chicago: Rand McNally, 1965), 25.

[59]Geoffrey P. Clarkson, "Decision-Making in Small Groups: A Simulation Study," Journal of Behavioral Science. Vol. 13 (July, 1968), 288-305.

Further, Lundberg[60] theorized that, in the organizational behavior having to do with administration, certain uniformities exist, three of which form a detailed scheme of analysis for decision-making.

1. Uniformity rests on the knowledge that behavior is patterned but that it is not rigidity determined in most non-pathological cases.
2. Uniformity is derived from the verified knowledge that people in ambiguously defined situations act in ways that provide them with information about appropriate behavior.
3. Uniformity is based on the idea that all persons who occupy formal positions in organizations behave in terms of a set of implicit premises about their position and the positions of others.

Behavior of administrators is influenced by many variables in the social process and, also, by their personality characteristics. Risk-taking tendency and rigidity behavior are two personality variables which have influence upon the behavior of educational administrators. As pointed out by Ratzel et al,[61] the

---

[60]Craig C. Lundberg, "Administrative Decision: A Scheme for Analysis," in William J. Gore and J. W. Dyson (eds.) The Making of Decisions. (New York: The MacMillan Company, 1964). Pp. 17-30.

[61]Raymond A. Ratzell; Richard S. Barrett; H. Donald; and John M. Hogan, "Organizational Correlates of Executive Roles," Journal of Applied Psychology. Vol. 52, No. 1, Part 1 (February, 1968), 22-28.

behavior of members of a social system is shaped by the characteristics of the system, as well as by the individual. The authors conceived a role as the link that ties individuals with a social system. Conceptually, both risk-taking tendency and rigidity behavior are linked with the social system in which educational administrators operate. Getzels and Guba[62] expressed this view in terms of organizational expectations. A social act results from an individual's attempt to cope with his environment. In this environment, he finds patterns of expectations for his behavior which are consistent with his patterns of need.

Briner[63] believes the forte of successful public school administrators resides to a great extent in the quality of decision-making. The educational decision-making process is the attitude pattern of the individual who makes the decision, assuming that attitude represents a tendency to react in a certain way toward designated stimuli.

With this background researchers have developed and transformed many ideas and words into a scheme for handling the accumulated information. Administrative style is conceptualized in terms of concerns formulated by Blake and Mouton in The

---

[62]Jacob W. Getzels and E. G. Guba, "Social Behavior and the Administrative Process," School Review. Vol. 65 (Winter, 1957), 436.

[63]Conrad Briner, "The Superintendents and the Selection of Subordinate Administrators," Administrator's Notebook. Vol. VIII, No. 6 (February, 1960), 4.

Managerial Grid[64]. Earlier Burrup[65] suggested that administrative responsibilities and administrative theory and principles have reciprocal effects. As the responsibilities continue to become more complex and undefinable, it becomes increasingly necessary that administrators be well-grounded in administrative theory and principles. His leadership role requires that he have a broad professional and cultural background because of his varied duties and responsibilities.

The theoretical framework in this study is based on an adaptation of the Ohio State University theory of leadership, The Managerial Grid theory of leadership, and the Getzels and Guba's theoretical model of the Leadership-Followership styles.[66] These theoretical models were merged and adapted.

The Ohio State University Bureau of Business Research developed the Leader Behavior Description Questionnaire[67] which was designed to describe how a leader carries out his activities. According to Halpin[68] the Ohio State University Bureau of Business

---

[64]Robert R. Blake and Jane S. Mouton, The Managerial Grid. Pp. 1-17.

[65]Percy E. Burrup, Modern High School Administration. (New York: Harper and Brothers Publishers, 1962), p. 38.

[66]J. W. Getzels and E. G. Guba, "Social Behavior and the Administrative Process," p. 436.

[67]Roger M. Stodgill and Alvin E. Coons (eds.) "Leader Behavior: Its Description and Measurements," Research Monograph No. 88 (Columbus, Ohio: Bureau of Business Research, The Ohio State University Press, 1957).

[68]Andrew W. Halpin, "The Superintendent's Effectiveness as a Leader," Administrator's Notebook. Vol. VII, No. 2 (October, 1968), 1-4.

Research Staff separated the description of leader behavior into two dimensions: initiating structure and consideration. They are defined as follows:

> Initiating structure-refers to the leader's behavior in delineating the relationship between himself and member of the work group and in endeavoring to establish well-defined patterns of organization, channels of communication and methods of procedure.
>
> Consideration-refers to behavior indicative of friendship, mutual trust, respect, and warmth in the relationship between the leader and the members of his staff.

Initiating structure seems to be task-oriented, and this dimension emphasizes the needs of the organization. Consideration tends to emphasize the needs of the individual. The Ohio State staff, while observing these two dimensions, plotted the two distinct dimensions on two separate axes, rather than on a single continuum. Four quadrants were developed to show various combinations of initiating structure (task) and consideration (person). The Ohio State Leadership quadrant is illustrated in Figure I.[69]

Blake and Mouton[70] developed the Managerial Grid which has been used widely in business organizations and management development programs, and the grid shows two dimensions: 1) a concern for production (task), 2) concern for people (relationship). Figure II shows these two concerns on horizontal and vertical axes.

---

[69]Paul Hersey and Kenneth Blanchard, Management of Organizational Behavior. (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969) p. 66.

[70]Robert R. Blake and Jane S. Mouton, The Managerial Grid. Pp. 8-10.

Figure I

The Ohio State Leadership Quadrant

Consideration - High		
	High Consideration and Low Structure	High Structure and High Consideration
	Low Structure and Low Consideration	High Structure and Low Consideration

Initiating Structure ----- High

it also shows a range of possible interaction between them. Each is expressed on a 9-point scale.

Blake et al[71] established five leadership styles from the grid.

Impoverished - Exertion of minimum effort to get required work done is appropriate to sustain organization membership.

Country Club - Thoughtful attention to needs of people for satisfying relationships leads to a comfortable, friendly organization atmosphere and work tempo.

Task - Efficiency in operations results from arranging conditions of work in such a way that human elements interfere to a minimum degree.

Middle-of-the-Road - Adequate organization performance is possible through balancing the necessity to get out work while maintaining morale of people at a satisfactory level.

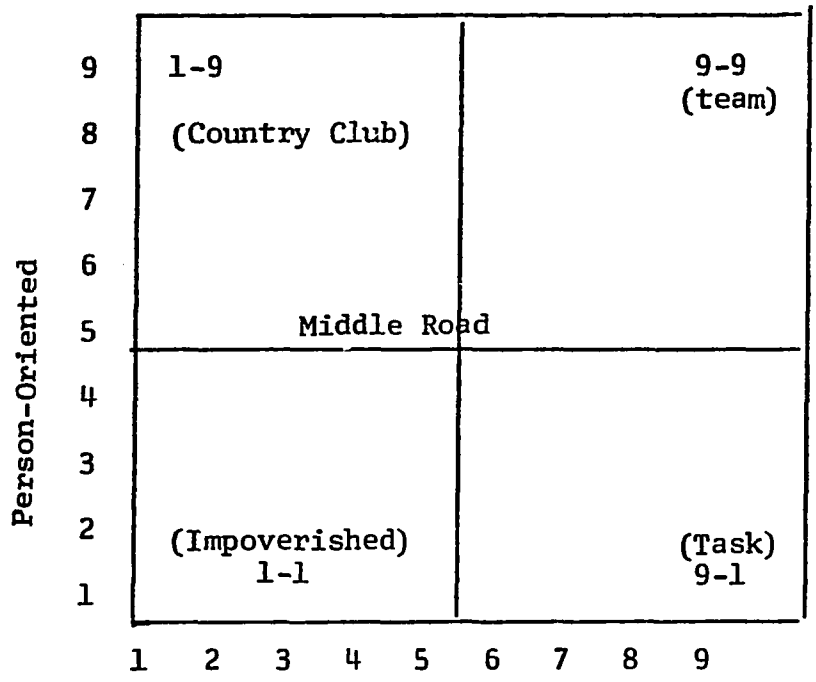
---

[71]Robert R. Blake et al, "Breakthrough in Organization Development," Harvard Business Review. Vol. 42 (Nov. - Dec., 1964), 136.

Team Work - Accomplishment is from committed people.

Figure II

The Managerial Grid Leadership Styles



A diagram of the two theories could be illustrated as shown in Figure III.[72]

School administrators show many common kinds of behavior. Because of differing personal traits and qualities, administrators react differently under the varying conditions of their administration.

Implications from Getzels[73] model of social behavior

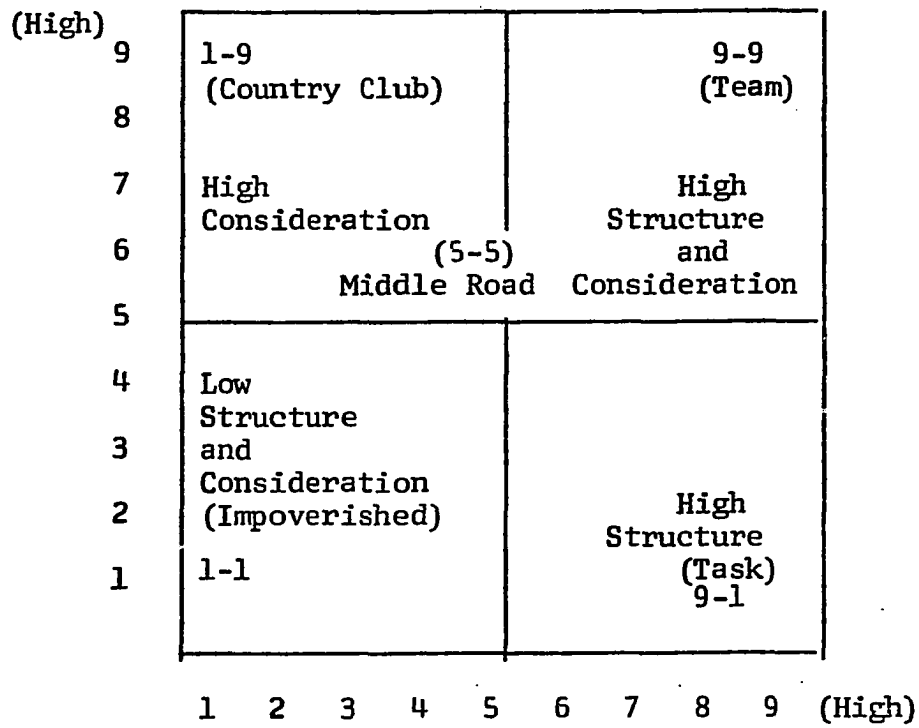
---

[72] Paul Hersey and Kenneth Blanchard, Management of Organizational Behavior. P. 68.

[73] J. W. Getzels, "Administration as a Social Process," in A. W. Halpin, ed., Administrative Theory in Education. (New York: The MacMillan Company, 1967), Pp. 150-155.

Figure III

A Merger of the Ohio State Leadership and Managerial Grid Theories



suggest that we must view a leader's behavior in terms of the interaction between the expectations of his role and his need-dispositions, or more explicit and operationally his values and orientations.

Halpin[74] in a study reported a lack of agreement among school board members, teachers, and superintendents in the perception of a superintendent's behavior in the initiating structure and consideration aspects of leadership activity. He suggested that the role a superintendent adopts when working with board members may be very different from the one he adopts when working

---

[74] A. W. Halpin, "The Superintendent's Effectiveness as a Leader," p. 3.

with his staff. Halpin[75] concluded that a successful leader "must contribute to initiating structure and consideration, both major group maintenance."

Analysis of Paradigm of Risk-Taking Tendency, Rigidity Behavior, and Administrative Style of Educational Administrators

The Managerial Grid[76] will be used to determine the administrative style of educational administrators. Task-orientation, person-orientation, risk-taking tendency and rigidity behavior are conceived as the personality variables. Wallach and Kogan[77] asserted that risk and conservatism can stand side by side in the same personality, representing an exaggerated bipolarity in responding to shifting situational conflict. Person-oriented and task-oriented educational administrators show both risk-taking tendency and rigidity behavior. In terms of role expectation and need disposition, the investigator believes that person-oriented educational administrators are likely to show higher risk-taking tendency than rigidity behavior, and the task-oriented educational administrator, on the other hand, will tend to reflect more rigidity than risk-taking tendency. The social matrix, (e.g., age,

---

[75]Ibid., p. 6.

[76]Robert R. Blake and Jane S. Mouton, The Managerial Grid. P. 5.

[77]Michael A. Wallach and Nathan Kogan, Risk-Taking: A Study in Cognition and Personality. P. 168.

formal education, size of community, size of school district served, number of years as an administrator, salary, and the number of years in the field of education) of the educational administrator will contribute to both role expectation and need-disposition in the manifestation of administrative decisions or his observed behavior. The theoretical model diagram for this study is illustrated in Figure IV.

> BASIC HYPOTHESIS OF THIS STUDY: There is a significant relationship among risk-taking tendency, rigidity behavior, and administrative style of educational administrators (e.g., elementary principals, assistant principals, secondary principals, and superintendents.)

Simon[78] suggested the flavor of various models of rational choice stems primarily from the specific kinds of assumptions that are introduced as the "givens" or restraints within which rational adaption must take place.

Starr[79] recognized the fact that uncertainty exists in making decisions. In our minds there are stored resources that permit us to assign greater or lesser degrees of probabilities to certain states of nature than to others.

Wiggins[80] in his study of 41 principals found them to be highly task-oriented, kindly and considerate of subordinates,

---

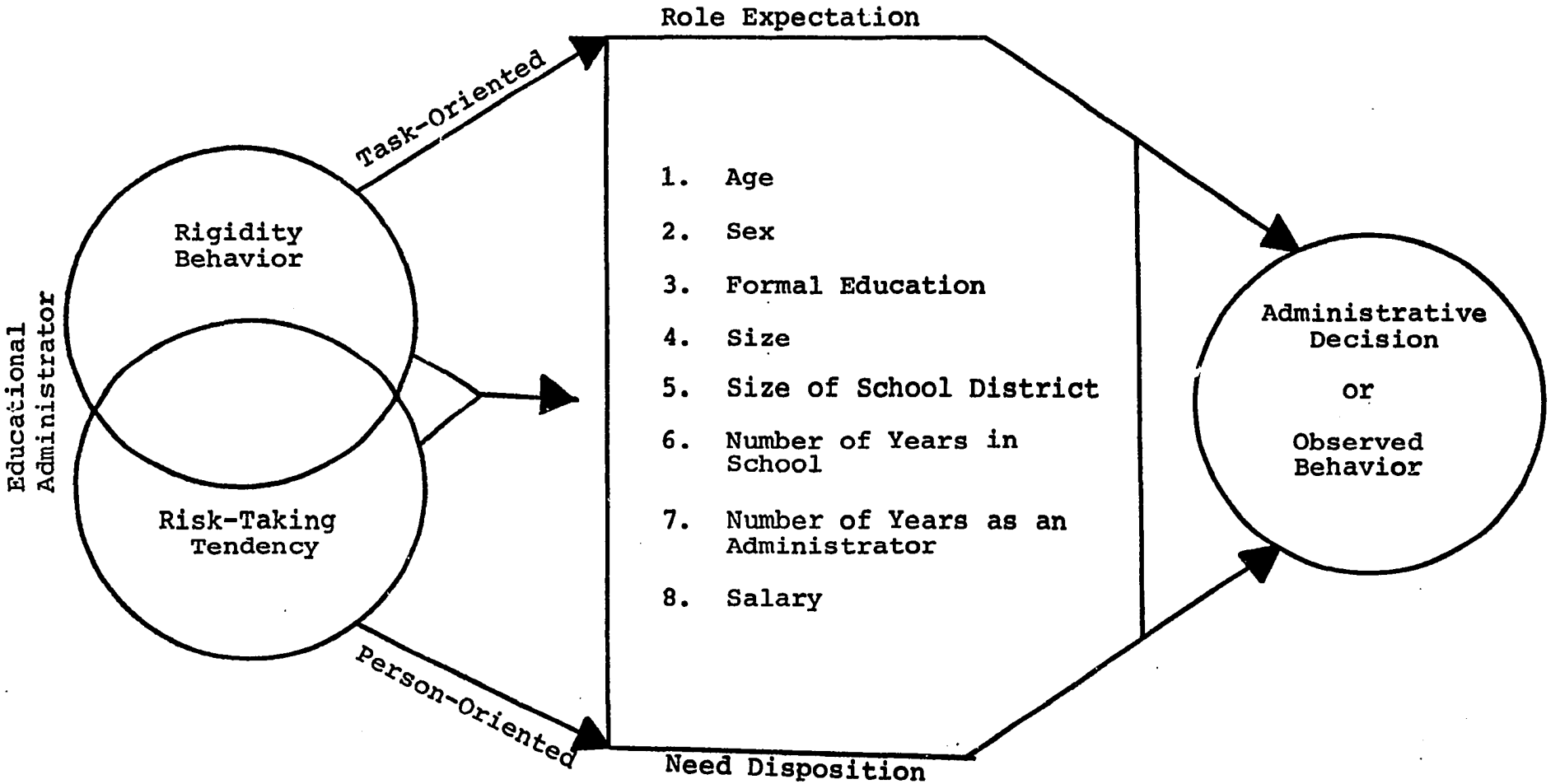
[78]Herbert A. Simon, "A Behavioral Model of Rational Choice," In The Making of Decisions. edited by William J. Gore and J. W. Dyson (New York: The Free Press of Glencoe, 1964), Pp. 111-127.

[79]Martin Kenneth Starr, Product Designs and Decision Theory. (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1963) p. 58).

[80]Thomas W. Wiggins, "Why Our Urban Schools are Leaderless," Education and Urban Society. Vol. 2, No. 2 (February, 1970), 167-177.

Figure IV

Paradigm of Risk-Taking Tendency, Rigidity Behavior, and Administrative Styles of Educational Adminstrators



and needing direction and support to arrive at their decisions. The assumption that a relationship exists among risk-taking tendency, rigidity behavior, and administrative style is tested through the following hypotheses.

HYPOTHESIS I: There is a significant relationship between person-orientation and risk-taking among educational administrators.

HYPOTHESIS II: There is a significant relationship between person-orientation and rigidity behavior among educational administrators.

HYPOTHESIS III: There is a significant relationship between task-orientation and risk-taking tendency among educational administrators.

HYPOTHESIS IV: There is a significant relationship between task-orientation and rigidity behavior of educational administrators.

HYPOTHESIS V: There is a significant relationship between task-orientation and person-orientation of educational administrators.

HYPOTHESIS VI: There are significant differences among the four groups of educational administrators (e.g., elementary principals, assistant principals, secondary principals and superintendents) with regard to risk-taking, rigidity behavior, task-orientation, and person-orientation.

Summary

It has been the purpose of this chapter to review the related literature concerning risk-taking tendency, rigidity behavior, and administrative style of educational administrators and to support the hypotheses of this investigation through the

establishment of a theoretically sound framework. In so doing, it has enabled this investigator to proceed into a program devised to test the stated hypotheses, to analyze the results, and to speculate about their implications in the science of educational administration.

CHAPTER III

RESEARCH DESIGN

Restatement of the Problem

The purpose of this investigation is to explore the nature of the relationship among the tendency to take risks, the rigidity behavior, and the administrative style of educational administrators as they relate to the administration of school and school systems in decision-making.

Definition of Terms and Variables

In this study variables are defined as follows:

> Administrative decision - a product of the efforts of an administrator to influence outcome, whether directly or indirectly, short range or long range, desirably or undesirably, and thus vary from situation to situation.
>
> Administrative style - a type of supervisory control an administrator exercises in directing personnel, such as a school faculty or staff. In this study, two styles of administrators will be considered. They are:
>
> 1. Person-oriented administrator - an administrator who stresses decentralized authority with minimum rules and regulations; highly individualistic relationship with subordinates.
>
> 2. Task-oriented administrator - an administrator who stresses accomplishment of

goals and centralized authority; rules and regulations are considered absolute with little or no recognition of individuality.

Educational administrators - any person who has the responsibility for and is employed in operating the educational organization of the school or school system in accordance with established policies. Specifically the administrators are elementary principals, assistant principals, secondary principals and superintendents of public schools.

Rigidity behavior - the tendency of an individual to follow definite behavioral patterns imposed by conformity to customs or to act according to pre-established personal habits, methodical in behavior.

Risk-taking tendency - the tendency of an administrator to choose an alternative for a decision because of his beliefs, attitudes, and values, even though the consequences may prove to be personally dangerous.

Selection of the Subjects

Sixty educational administrators from the State of Oklahoma public school system were randomly selected. Their names and administrative positions held were listed in the Oklahoma Directory of Administrators.[81] Each administrator was contacted personally by the investigator and given a copy of the questionnaires to complete. The administrators were categorized into the four classes: 1) elementary principals, 2) assistant principals, 3) secondary principals, and 4) superintendents.

---

[81] Oklahoma Education Directory 1971-72. Issued by Leslie Fisher, State Superintendent of Education. Pp. 1-116.

Description of the Instruments

Three questionnaires and an information sheet were used to collect data for this study. The battery of instruments administered were:

1. Information sheet - to obtain background information on the respondents.
2. T-P Leadership Questionnaire[82] - to identify administrative style. The T-P Leadership Questionnaire was designed by Blake and Mouton for appraising the administrative style of an individual in an administrative role. It has been used as a basis for management improvement in national institutions and in other service-oriented institutions. It provides descriptions for The Managerial Grid to determine managerial alternatives. The results are equally useful when applied to managerial dilemma in the United States and other foreign countries. The Managerial Grid aids in evaluation of the concern for people and concern for production in an organization. In the field of education these terms are expressed as the task and need disposition dimension of administration.

---

[82] J. William Pfeiffer and John E. Jones. Structured Experifor Human Relation Training. (Iowa City, Iowa: University Associate Press, 1964). Pp. 7-11.

3. Educational Problem Questionnaire[83] - to identify risk-taking behavioral tendency of educational administrators. The questionnaire was designed by Eldon Miller and consists of administrative problems that represent six operational areas of administration. These areas are (1) pupil personnel, (2) personnel administration, (3) finance, (4) instructional program, (5) public relations, and (6) the school plant.

4. Gough - Sandford Rigidity Scale[84] - to identify rigidity behavior. Flexibility and adaptability of the subjects were established by the Gough - Sandford Rigidity Scale which includes several traits -- methodical, rigidity, deliberate, deferential to authority, customs, and traditions -- on a low informal score and egotistics on a high score. An examination of Abstract[85] of the Manual from the California Psychological Inventory states that it is a reliable and valid instrument.

---

[83]Eldon L. Miller, "Educational Problem Questionnaire," Correlations of Risk-taking and Selected Socio-Professional Variables of Public School Superintendents. Pp. 116-123.

[84]Milton Rokeach. "The Gough-Sandford Rigidity Scale," found in The Open-Closed Mind. (New York: Basic Books, Inc., 1960) p. 418. This scale is also included in The California Psychological Inventory where it is labeled F. (flexibility), Consulting Psychological Press, Palo Alto, California.

[85]Harrison G. Gough, Abstract from the Manual for the California Psychological Inventory. (California: Consulting Psychologists Press, Inc., 1956).

Procedure for Collecting the Data

The questionnaires and the information sheet were distributed and administered personally by the investigator during the fall and winter of 1971-72. When completed, the questionnaires were divided into four groups: (1) elementary principals, (2) assistant principals, (3) secondary principals, and (4) superintendents.

Treatment of the Data

Subjects in this study were classified on the basis of their positions as practicing school administrators: 1) elementary principals, 2) assistant principals, 3) secondary principals, and 4) superintendents. The educational administrators were further divided into two classes of administrators, person-oriented and task-oriented. Further classification was based upon data secured from The Task-Person Orientation Questionnaire.

The four groups of educational administrators were observed on four different variables, namely risk-taking tendency, rigidity behavior, task-orientation, and person-orientation. The experimental design used in this study was the statistical techniques of Correlation Analysis and Analysis of Variance.

Data from the Educational Problem Questionnaire were chosen to determine risk-taking tendencies of educational administrators. The method of re-scaling the items making up the Educational Problem Questionnaire was the Thurstonian Case V Technique[86],

---

[86]Allen L. Edwards, Techniques of Attitude Scale Construction. (New York: Appleton-Century Crofts, 1957). Pp. 19-51.

developed from Thurstone's Law of Comparative Judgment. The Law of Comparative Judgment provided a rationale for the ordering of stimuli along a psychological continuum. Thirty-four students from the graduate classes of educational administration were asked to make a comparative judgment as to the degree of risk-taking from the four solutions on each of the ten problems found on the Educational Problem Questionnaire. The four statements for each of the ten problems were presented in all possible pairs, in order that each individual could make a comparative judgment on each of the $n(n-1)/2 = 2$ possible pairs of statements. For further explanation of the technique, see Edwards Techniques of Attitude Scale Construction[87].

The Risk-Taking Tendency Scale value that was computed by using the Thurstone Scaling Procedure is located in Table 1. Each of the scale values was placed on a psychological continuum. The highest total scale value of each of the ten problems was computed, in order to achieve a risk score for individual educational administrator.

An inspection of Table 1 shows a comparison of the risk-score values obtained from each problematic solution on the Educational Problem Questionnaire. These are the results from the computation, using the Thurstonian Scaling Procedure and the scores obtained from the original rank-order scoring of the four problematical solutions. The original scores ranged from low to high on a 1-4 ratio. The new scores consist of an interval scale .0000 to the highest value. Reading horizontally, the upper scores

---

[87] Ibid.

Table 1

Risk-Taking Scale-Value

Problem	Low Values	Medium Values		High Values
	2	1	3	4
1.	.0000	.3200	.5025	.5275
	2	4	3	1
2.	.0000	.1395	.3470	.4620
	1	3	4	2
3.	.0000	.1400	1.0275	1.2150
	1	2	3	4
4.	.0000	.2300	.5100	1.3950
	1	2	3	4
5.	.0000	.8625	.9200	1.0025
	4	2	1	3
6.	.0000	.0825	.8500	1.1075
	1	2	4	3
7.	.0000	.0495	.1195	.6895
	4	1	3	2
8.	.0000	.9200	.9375	1.0575
	2	3	1	4
9.	.0000	.5425	.1045	1.1750
	4	1	2	3
10.	.0000	.4100	.5350	.6375

represent the risk scores obtained from the original scoring. The bottom scores of the table represent the score value obtained from the Thurstonian Scale Procedure. Reading vertically, the numbers 1-10 represent each problem of the questionnaire.

The scoring of each instrument was by hand because of the relatively small number of educational administrators used in this study. After the scores from each instrument were obtained for each individual educational administrator, an IBM computer was employed in order to handle the complex computation. A score from every instrument established by the individual educational administrator was punched on an IBM card. The data were programmed on an IBM 360 computer at the University of Oklahoma Computer Research Center. The correlation analysis was used to determine the relationships of the four variables. The Analysis of Variance was used to accomplish the differences among the four types of educational administrators: 1) elementary principals, 2) assistant principals, 3) task-oriented, and 4) person-oriented. The writer was assisted in this undertaking by Dr. W. Alan Nicewander, Assistant Professor of Psychology, at the University of Oklahoma.

CHAPTER IV

ANALYSIS OF DATA

This chapter is concerned with the presentation, statistical analysis, interpretation, and findings based upon the administration of the instruments described in Chapter III, i.e., the T-P Leadership Questionnaire, the Educational Problem Questionnaire, and the Gough-Sandford Rigidity Scale, to sixty educational administrators from the state of Oklahoma public school system. The variables 1) age, 2) sex, 3) formal education, 4) size of community served, 5) size of school district served, 6) number of years as an administrator, and 7) salary, which are the personal data obtained from the Background Information Sheet, were not included in the statistical analysis. The investigator felt that the data were necessary to gain information concerning the educational administrators. The biographical data concerning the educational administrators are found in Appendix B.

By means of correlation analysis, Hypotheses I through V were tested. Hypothesis VI was analyzed through the use of analysis of variance. The level of significance was set at .05. Each of the hypotheses tested the theoretical paradigm of the study and are used as a basis for discussion. The data paradigm are

presented in table and textual form.

The hypotheses regarding the relationship among risk-taking tendency and the three independent variables, person-orientation, task-orientation, and rigidity behavior, were assessed by computing simple correlation coefficients, and by testing the significance of their departure from zero.

Table 2 presents the means, standard deviations and intercorrelations of the four variables: task-orientation, person-orientation, risk-taking tendency, and rigidity behavior for sixty educational administrators. The mean, a measure of central tendency, and the standard deviation, a measure of variability, are methods which summarize sets of scores around a central score. The standard deviation reflects the spread of the scores, or the extent to which the scores differ from each other.[88]

Reading vertically or horizontally, the table shows relationships among the four variables in terms of their correlation with one another.

Testing the Hypotheses I-V

HYPOTHESIS I: There is a significant relationship between the person-orientation and risk-taking tendency among educational administrators.

No significant relationship was found between the variable risk-taking tendency and person-oriented administrative style. The correlation is near zero.

---

[88]Fred N. Kerlinger, Foundation of Behavioral Research. (New York: Holt, Rinehart and Winston, Inc., 1967). 97-99.

Table 2

Means, Standard Deviations and Intercorrelations for the Three Predictors and Risk-Taking Tendency of Sixty Educational Administrators

Variables	T.O.	P.O.	R.T.	R.B.
Task-Orientation	1.0000	-0.1092	0.1639	0.0087
Person-Orientation		1.0000	0.0428	-0.1100
Risk-Taking Tendency			1.0000	0.0598
Rigidity Behavior				1.0000
Means	5.9000	9.4667	3.9415	5.6833
Standard Deviations	2.2708	2.4322	1.1536	2.6236

N=60

HYPOTHESIS II: There is a significant relationship between person-orientation and rigidity behavior among educational administrators.

No significant relationship (r=.11) was found between person-orientation and rigidity behavior among educational administrators. This hypothesis was not supported.

HYPOTHESIS III: There is a significant relationship between task-orientation and risk-taking tendency among educational administrators.

As evident from Table 2, the correlation between task-orientation and risk-taking tendency approached zero (r=.16). The data in this instance failed to support this hypothesis.

HYPOTHESIS IV: There is a significant relationship between task-orientation and rigidity behavior of educational administrators.

The analysis of data from Table 2 shows there was no significant relationship (r=.0087) between task-orientation and rigidity behavior of the educational administrators.

HYPOTHESIS V: There is a significant relationship between task-orientation and person orientation of educational administrators.

No significant relationship (r=.10) was found between person-orientation of educational administrators. Thus, hypothesis V was not supported by the data.

HYPOTHESIS VI: There are significant differences among the four groups of educational administrators, i.e., elementary principals, assistant principals, secondary principals, and superintendents with regard to risk-taking tendency, rigidity behavior, person-orientation, and task-orientation.

Results of the analysis of variance for hypothesis VI are found in Tables 3 through 6. Table 3 represents data for the variable task-orientation; Table 4 represents data for the variable person orientation; Table 5 represents data for the variable risk-taking tendency; and Table 6 represents data for the variable rigidity behavior. The groups of educational administrators are represented as: Group 1, superintendents; Group 2, secondary principals; Group 3, elementary principals; and Group 4, assistant principals. Explanation of the data follows.

For the variable, task-orientation, the hypothesis of equal means for the four groups of educational administrators was rejected (P=.003). Following the overall F-test the Tukey HSD (see Winer)[89] Post-hoc procedure was used to compare all pairs of means. The means of secondary principals and assistant principals with regard to task-orientation were different at the .05 level. A significant difference between the task-orientation means for superintendents and for secondary principals were also indicated by the Tukey procedure ($P < .05$). The data is found in Table 3.

Table 4 presents the ANOV summary table for the analysis of the four groups of educational administrators with regard to the person orientation variable. The hypothesis of equal means can not be rejected at the .05 level.

---

[89]B. J. Winer, Statistical Principles in Experimental Design. (New York: McGraw Hill, 1971).

Table 3

Analysis of Variance Summarization for the

Variable Task-Orientation

Source	Mean Square	D.F.	F-ratio	P
Total	5.2441	59.		
Group	22.4666	3.	5.199	0.0034
Error	4.3214	56.		
Group Means	1	2	3	4
	Superintendents	Secondary Principals	Elementary Principals	Assistant Principals
	6.7333	7.1333	5.1333	4.6000

Table 4

Analysis of Variance Summarization for the

Variable Person-Orientation

Source	Mean Square	D.F.	F-ratio	P
Total	6.0158	59.		
Group	14.0443	3.	2.514	0.0665
Error	5.5857	56.		
Group Means	1 Superintendents	2 Secondary Principals	3 Elementary Principals	4 Assistant Principals
	8.1533	9.4667	10.4000	9.8667

Table 5

Analysis of Variance Summarization for the

Variable Risk-Taking Tendency

Source	Mean Square	D.F.	F-ratio	P
Total	1.3534	59.		
Groups	2.0904	3.	1.594	0.1998
Error	1.3137	56.		
Group Means	1	2	3	4
	Superintendents	Secondary Principals	Elementary Principals	Assistant Principals
	3.6741	4.2648	3.5662	4.6208

Table 6

Analysis of Variance Summarization for the

Variable Rigidity Behavior

Source	Mean Square	D.F.	F-ratio	P
Total	6.9997	59.		
Group	0.9500	3.	0.130	0.9413
Error	7.3238	56.		
Group Means	1	2	3	4
	Superintendents	Secondary Principals	Elementary Principals	Assistant Principals
	5.60000	5.7333	6.0000	5.4000

The Tukey HSD comparison of all possible pairs of group means revealed only one significant (P .05) mean difference--superintendents and assistant principals. The reader is cautioned about taking the difference between the person-orientation means for superintendents and assistant principal too seriously. The Tukey HSD procedure should be used only after a significant overall F-test. The F-test for person-orientation only approached significance.

The ANOV summaries contained in Table 5 and 6 indicate that there are no significant differences among the four educational administrator groups with regard to the variables risk-taking tendency (see Table 5) and rigidity behavior (see Table 6).

The correlations among the four variables (task-orientation, person-orientation, risk-taking tendency and rigidity behavior) across all four educational administrator groups were small and none differed significantly from zero. In particular, risk-taking tendency is apparently not related to the other three variables--task-orientation, person-orientation, and rigidity behavior. It was of interest to study the relationships of the four variables within each group of educational administrators.

No correlation was found among any of the four variables within the group of superintendents (see Table 7).

A Two-tailed t-test applied to all correlations indicated that none of them differed from zero at the .05 level.

No significant correlations among the four variables were found for the four groups of elementary principals. There was a

Table 7

Means, Standard Deviations, and Intercorrelation for the Three Predictors and Risk-Taking Tendency of Superintendents

Variables	T.O.	P.O.	R.T.	R.B.
Task-Orientation	1.0000	0.3115	0.0215	-0.2194
Person-Orientation		1.0000	-0.1264	0.0730
Risk-Taking Tendency			1.0000	0.1995
Rigidity Behavior				1.0000
Means	6.7333	8.1333	3.6741	5.6000
Standard deviations	2.0155	3.0302	0.9494	2.6533

N=15

Table 8

Means, Standard Deviations and Intercorrelations for the Three Predictors and Risk-Taking Tendency of Secondary Principals

Variables	T.O.	P.O.	R.T.	R.B.
Task-Orientation	1.0000	0.0821	.0988	0.1392
Person-Orientation		1.0000	.0555	0.0453
Risk-Taking Tendency			1.0000	0.2798
Rigidity Behavior				1.0000
Means	7.1333	9.4667	4.2648	5.7333
Standard Deviations	1.9956	2.0613	0.8855	2.0483

N=15

slight negative correlation between task-orientation and person-orientation and the variables rigidity behavior. These relationships were not significant. The shared variance between the variable is slight (see Table 9).

Statistical examination of Table 10 showed no significant correlation among the four variables within the group of assistant principals. However, there was a slight positive correlation between the variables of risk-taking tendency and task-orientation, but it was not high enough to reach significance.

SUMMARY

One of the major objectives of the present study was to determine the nature and extent of the relationship of the variables, risk-taking tendency, rigidity behavior, and administrative style (task-person orientation). Another purpose of this research was to explore the possibility of developing a theoretical approach in the study of the four variables in decision-making of educational administrators.

This chapter was devoted to the statistical testing of the six hypotheses as stated in Chapter III. In summary there were no significant relationships found among the sixty educational administrators in a tendency to take risks and a person-oriented administrative style, nor between task-oriented administrators and rigidity behavior. Likewise no significant relationships were found between the variables person-orientation and risk-taking tendency, and there were no significant relationships found

Table 9

Means, Standard Deviations and Intercorrelations for the Three Predictors and Risk-Taking Tendency of Elementary Principals

Variables	T.O.	P.O.	R.T.	R.B.
Task-Orientation	1.0000	-0.3326	0.0659	0.0205
Person-Orientation		1.0000	-0.0292	-0.3670
Risk-Taking Tendency			1.0000	0.0908
Rigidity Behavior				1.0000
Means	5.1333	10.4000	3.5662	6.0000
Standard Deviations	2.0287	2.1541	1.0432	3.2042

N=15

Table 10

Means, Standard Deviations and Intercorrelations for the Three Predictors and Risk-Taking Tendency of Assistant Principals

Variables	T.O.	P.O.	R.T.	R.B.
Task-Orientation	1.0000	-0.2566	0.4514	0.1163
Person-Orientation		1.0000	0.2768	-0.3341
Risk-Taking Tendency			1.0000	-0.1185
Rigidity Behavior				1.0000
Means	4.6000	9.8667	4.2608	5.4000
Standard Deviations	1.9933	1.6680	1.4598	2.4166

N=15

between the variables task-orientation and person-orientation. Within the four groups of educational administrators there was a slight correlation between the variables risk-taking tendency and task-orientation for the assistant principals. There was marginal correlation between task-orientation and person-orientation for the elementary principals. Of the four groups of educational administrators, only elementary principals and assistant principals showed a small correlation among any of the four variables. These varying differences were not significant.

The analysis of variance revealed among the four groups of educational administrators with regard to the four variables that secondary principals and assistant principals differed significantly with the variable task-orientation. For the variable person-orientation there was no significant difference among groups of educational administrators as with the variables risk-taking tendency and rigidity behavior.

The next chapter, Chapter V, is a summary of the study, conclusions and recommendations for further study.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This research was designed to investigate the nature and extent of the relationship of the variables risk-taking tendency, rigidity behavior, and administrative style (task-person orientation) of four groups of educational administrators. The educational administrators were defined as people who had the responsibility for, and were employed in operating the educational organization of a school or school system in accordance with established policies. Sixty educational administrators were randomly selected from the state of Oklahoma public school system. The educational administrators were superintendents, assistant principals, secondary principals, and elementary principals.

The following questions were presented:

1. How well can risk-taking tendency of educational administrators be predicted on the basis of rigidity behavior and administrative style?

2. Are there differences in risk-taking tendency, rigidity behavior, and administrative style of educational administrators (elementary principals, assistant principals, secondary principals, and superintendents)?

A review of the research and related literature revealed

that numerous studies had been undertaken relating to the variables, risk-taking tendency, rigidity behavior and administrative style (task-person orientation) of educational administrators. However, the review revealed research had been undertaken on the variables as independent entities. Most of the research found was on risk-taking, rigidity behavior, and administrative style (task-person orientation) in reference to other professions.

Three instruments were administered during the fall and winter, 1971. The first instrument, the T-P Leadership Questionnaire, the second, the Educational Problem Questionnaire, focused on risk-taking tendency, and the third, The Gough-Sandford Rigidity Scale, focused on rigidity behavior. An information sheet was given to each respondent to obtain personal data about the respondents. Re-scaling of the Educational Problem Questionnaire was accomplished by using the Thurstone Scale Procedure.

After the above instruments had been hand-scored, the data of the four variables were punched on IBM cards, and the statistics were computed at the University of Oklahoma Computer center in Norman, Oklahoma. The analysis of data was accomplished by means of correlation analysis and analysis of variance.

A theoretical schema was presented using a merger of three proposed theories: one, The Ohio State University Theory of Leadership; two, The Managerial Grid theory of leadership and three, the Getzels and Guba's theory of Three Leadership-Followership style. From this theoretical framework and the subject of this research: six hypotheses were derived and tested.

HYPOTHESIS I: There is a significant relationship between person-orientation and risk-taking among educational administrators.

HYPOTHESIS II: There is a significant relationship between person-orientation and rigidity behavior among educational administrators.

HYPOTHESIS III: There is a significant relationship between task-orientation and risk-taking tendency among educational administrators.

HYPOTHESIS IV: There is a significant relationship between task-orientation and rigidity behavior of educational administrators.

HYPOTHESIS V: There is a significant relationship between task-orientation and person-orientation of educational administrators.

HYPOTHESIS VI: There are significant differences among the four groups of educational administrators (i.e., elementary principals, assistant principals, secondary principals and superintendents with regards to risk-taking, rigidity behavior, task-orientation and person-orientation.

The results presented in the preceding chapter indicated there were no significant relationships found among all categories of the educational administrators with regard to the four variables, risk-taking tendency, rigidity behavior and administrative style (task-person orientation). Nor were there any significant relationships found within the separate groups of educational administrators with the four variables. Little can be said about these findings, except that although some differences may have been found, they were not great enough to produce any significant effect on the

dependent variables among the educational administrators. The data failed to support the six hypotheses, and a number of factors may have been operating.

Although the study did not produce any significant findings, some value is derived from the fact that, in general, it supports the studies of Steinmetz, Willower, Baker et al., Sinclair, and Wallach and Kogan, which were presented in Chapter II of this research. Most of these authors stated that administrative behavior often varies from time to time, from situation to situation, and that no specific label can be used to categorize all administrators with regard to personal characteristics variables. The present study also supports the findings of Wiggins, Bridges, Hoy, Fromm Lipham, Presthus and Halpin concerning socialization.[90] Wiggins[91] stated that socialization is a process whereby an individual learns to become a more viable group member. On the other hand, the group member's personality is in complete harmony with the objectives of an institution, and this behavior conforms to the standards of the organization. All of the above authors tended to agree that social values and the climate of the social system develop individual personalities through the process of socialization. Wiggins[92] affirmed that man has the potential for

---

[90]Thomas W. Wiggins. "Why our Urban Schools are Leaderless." 172-176.

[91]Ibid.

[92]Thomas W. Wiggins, "Leadership Behavior Characteristics and Organizational Climate." (Unpublished Ph.D. dissertation Claremont Graduate School, 1968), 29-31.

a wide range of individual decisions. In actual practice, however, many significant influences in the social system structure his choices to follow the pattern of socialization. Wiggins[93] further supported his statement by the investigation of Bridges, which concerned several assumptions about socializing influences of large formal organizations:

> ... sustained role-enactment in a bureaucracy should lead to reduction in behavioral variation among organizational members occupying the same role. Role performance should be characterized by uniformity rather than diversity with perspectives, outlook, and behavior shaped more and more by institutional position and less and less by personality in the course of service within a given bureaucratic role.[94]

According to the correlation analysis procedures revealed no significant relationship across all groups or within each group of educational administrators. An analysis of the data support the assumptions of Bridges. Clearly these assumptions are evident in this investigation: educational administrators show a great similiarities among themselves.

Another factor which may have a bearing on the results of this study is the validity of the instruments used in the study. Because of the complex and varying behavior of educational administrators, the study suggests that the instruments can not account for all of the possible variance. The possible extraneous variance

---

[93] Ibid.

[94] Ibid.

was likely too great. Also, the investigator feels that the small number of educational administrators may have been a factor which may have caused bias in the sample. The final factor that may be considered is the research design. Perhaps another statistical technique should be attempted. The investigator suggests, because of the complex nature of the variables, it might be profitable to utilize multivariate statistics, such as multivariate analysis of variance.

Conclusions

Based on the findings of this study the following conclusions are drawn:

1. That there were no significant relationships found among the educational administrators in their tendency to take risk, their rigidity behavior, and their administrative style (task-person orientation).

2. That no significant relationships were found within the four groups of educational administrators, i.e., superintendents, assistant principals, elementary principals, and secondary principals, in their tendency to take risk, rigidity behavior, and administrative style (task-person orientation).

3. That the educational administrators showed effects of socialization, which may have caused them to respond to the questionnaires in a similar way.

4. That the constant change in education, and the innumerable factors that affect the behavior of educational administrators most time complicate predictive analysis results.

These conclusions should be restricted to the educational administrators under this investigation until further evidence

is obtained on a similiar group of educational administrators.

Recommendations

The experience gained from this research has been helpful in formulating questions and indicating future direction for study thoroughly in risk-taking tendency, rigidity behavior and administrative style (task-person orientation) with educational administrators. The following recommendations have been suggested for future studies:

1. That other research techniques and instruments be used to study risk-taking tendency, rigidity behavior, and administrative style of educational administrators.

2. That research be designed to study the relationships that exist among the educational administrators in factors taken from the personal data included in the biographical information sheet.

3. That research be designed to gain experimental evidence to build further an adequate theory of risk-taking tendency, rigidity behavior, and administrative style of educational administrators.

4. That future research be designed to study an extended sample of educational administrators with similiar administrative positions within the fifty states.

BIBLIOGRAPHY

Books

Bales, R. F. and Slater, P. "Role Differentiation," in T. Parson and R. F. Bales, Family Socialization and Interaction Process. Glencoe, Ill:· The Free Press of Glencoe, 1955.

Blake, Robert R. and Mouton, Jane S. The Managerial Grid. Houston, Texas: Gulf Publishing Company, 1964.

_____ "The Experimental Investigation of Interpersonal Influence." Edited by A. S. Biderman and H. Zimmer. The Manipulation of Human Behavior. New York: John S. Wiley Co., 1961.

Burrup, Percy E. Modern High School Administration. New York: Harper and Brothers Publishers, 1962.

Cartwright, D. "Influence Leadership Control." Edited by J. G. March. Handbook of Organizations. Chicago: Rand McNally, 1965.

Edwards, Allen L. Techniques of Attitude Scale Construction. New York: Appleton-Century Crofts, Inc., 1957.

Getzel, J. W. "Administration as a Social Process," in Administrative Theory in Education. Edited by A. W. Halpin. New York: The MacMillan Co., 1967.

Hersey, Paul and Blanchard, Kenneth H. Management of Organizational Behavior. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969.

Kerlinger, Fred N. Foundation of Behavior Research. New York: Holt, Rinehart and Winston, Inc., 1967.

McClelland, David; Atkinson, J. W.; Clark, R. A.; and Lowell, B.L. The Achieving Society. Princeton, New Jersey: D. VanNostrand Co., 1961.

March, James G. and Simon, Herbert A. Organizations. New York: John Wiley and Sons, Inc., 1969.

Mort, Paul R. and Ross, Donald H. Principles of School Administration. New York: McGraw-Hill Book Company, 1957 found in Robert Owen, Organizational Behavior in Schools. Englewood Cliffs, New Jersey: Prentice Hall Inc., 1970.

Mowrer, O. H. Learning Theory and the Symbolic Process. New York: The Wiley Press, 1960.

Owens, Robert G. Organizational Behavior in School. Englewood Cliffs, New Jersey: Prentice Hall Inc., 1970.

Pfeiffer, J. Williams and Jones, John E. Structured Experience for Human Relation Training. Iowa City, Iowa: University Associate Press, 1964.

Rokeach, Milton; McGovney, Warren C.; and Denny, Ray M. "Dogmatic Thinking, versus Rigid Thinking." The Open-Closed Mind. Edited by Milton Rokeach. New York: Basic Books, Inc., 1960.

Simon, Herbert A. Administrative Behavior. New York: The Free Press, 1966.

_____ "A Behavioral Model of Rational Choice." The Making of Decisions. Edited by William J. Gore and J. W. Dyson, New York: The Free Press of Glencoe, 1960.

Starr, Martin Kenneth. Product-Design and Decision Theory. Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1963.

Wallach, Michael A. and Kogan, Nathan. Risk-Taking: A Study in Cognition and Personality. New York: Holt, Rinehart and Winston, Inc., 1964.

Wilson, Charles and Alexis, Marcus. "Basic Framework for Decisions." The Making of Decisions. Edited by William Gore and J. W. Dyson, New York: The Press of Glencoe, 1960.

Winer, B. J. Statistical Principles in Experimental Design. New York: McGraw-Hill Publishing Company, 1971.

Periodicals

Atkin, Thurston A. "It's Time for a Change--Or Is It?" National Elementary Principal, XLIII (February, 1969), 46-48.

Baker, Robert A.; Ware, J. Roger; Spires, G. H.; and Osborn, W. C. "The Effect of Supervisory Threat in Decision-Making and Risk-Taking in a Simulated Combat Game." Journal of Behavioral Science, XI, (May, 1966), 168.

Blake, Robert. et. al., "Breakthrough in Organization Development." Harvard Business Review, No. 42, (Nov-Dec., 1964), 136.

Botwinick, Jack. "Disclination to Venture Response Versus Cautiousness in Responding: Age Difference." Journal of Genetic Psychology, CXIV (January, 1969), 55-62.

Bray, Chalres W. "Toward a Technology of Human Behavior for Defense." American Psychological Revue, XVII (1962), 327-541.

Briner, Conrad. "The Superintendents and the Selection of Subordinate Administrators." Administrator's Notebook, Vol. VIII (February, 1969), 4.

Bry, Peter and Nowas, Mike M. "Rigidity: A Function of Reinforcement History." Perceptual and Motor Skill, XXIX (January, 1969), 118.

Chamberlin, Leslie J. "Change and the Principal." American Secondary Education, I (September, 1971), 28.

Clarkson, Geoffrey P. "Decision-Making in Small Groups: A Simulation Study." Journal of Behavioral Science, XIII (July, 1968), 228-305.

Getzels, Jacob W. and Guba, E. G. "Social Behavior and the Administrative Process." School Review, LXV (Winter, 1957), 436.

Halpin, Andrew W. "The Superintendents Effectiveness as a Leader." Administrator's Notebook, VII (October, 1958), 1-9.

Hamachek, Don E. "Leadership Style, Decision-Making and the Principal." The National Elementary Principal, Vol. XLV (April, 1966), 26-31.

Hearn, Norman E. "The Where, When, and How of Trying Innovations." Phi Delta Kappan, Vol. LIII (February, 1972), 101-110.

Hubert, J. M. Herman. "Risk-Taking Behavior." Journal of Applied Psychology, Vol. 54, No. 4, 1971. 359-363.

Levinger, George and Schneider, David J. "Test of the 'Risk is a Value' Hypothesis." Journal of Personality and Psychology, XI (February, 1969), 165-169.

Lipham, James M. "Personal Variables of Effective Administrators." Administrator's Notebook, IX (September, 1960), 1.

Marquis, Donald G. and Reitz, H. Joseph. "Effect of Uncertainty on Risk-Taking in Individuals and Group Decisions." Journal of Behavioral Science, XIV (July, 1969), 281-288.

Myer, J. L. and Katz, L. "Range of Pay-Off and Feedback in Risk-Taking." Psychological Report, X (April, 1962), 483-486.

_____ and Sedler, E. "Effect of Range of Pay-Off as a Variable in Risk-Taking." Journal of Experimental Psychology, LX (October, 1960), 306-309.

Ratzell, Raymond; Barrett, Richard S.; Donald, H.; and Hogan, John M. "Organizational Correlates of Executive Roles." Journal of Applied Psychology, LII (February, 1968), 22-28.

Reddin, W. J. "3D Theory and Management Style Flexibility." Management Journal of the Irish Management Institute, XIV, (Dec. 1967), 20-22.

Sadler, Philip J. "Leadership Style, Confidence in Management and Job Satisfaction." The Journal of Applied Behavioral Science, VI (Jan. - Feb. - Mar., 1970), 3-19.

Scodel, Alvin; Ratoosh, Philburn; and Minas, J. Sayer. "Some Personality Correlates of Decision-Making Under Conditions of Risks." Journal of Behavioral Science, IV (January, 1959), 19.

Slovic, Paul. "Convergent Validation of Risk-Taking Measures." Journal of Abnormal Social Psychology, LXV (July, 1962), 68-71.

Steinmetz, Lawrence. "Leadership Styles and System Management: More Direction, Less Confusion." Personnel Journal, XXXXVII (September, 1968), 650-654.

Streufort, Siegfried and Streufort, Susan C. "Effect of Increasing Failure and Success on Military and Economic Risk-Taking." Journal of Applied Psychology, LIV (October, 1970), 393-400.

Suydam, Mary and Myer, J. L. "Some Parameters of Risk-Taking Behavior." Psychology Report, X (April, 1962), 559-562.

Tronc, Keith. "Leadership Perceptions of the Ambitious Education." The Journal of Educational Administration, Vol. VIII (October, 1970), 145-168.

Vroom, Victor H. and Pahl, Bernd. "Relationship Between Age and Risk-Taking Among Manager." Journal of Applied Psychology LV (October, 1971), 399-405.

Wallach, Michael A. and Kogan, Nathan. "Aspects of Judgment and Decision-Making" Interrelationships and Change with Age." Journal of Behavioral Science. VI (1961), 23-26.

Weinstein, Eugene; Beckhouse, Lawrence S.; Blumstein, Philip W.; and Stein, Robert B. "Interpersonal Strategies Under Conditions of Gain or Loss." Journal of Personality. XXXVI (December, 1968), 616-634.

White, Kinnard. "Personality Characteristics of Educational Leaders: A Comparison of Administrators and Researchers." School Review, LXXIII (1965), 292-293.

Wiggins, Thomas W. "Why Our Urban Schools Are Leaderless." Education and Society, II (February, 1970),

Willems, Edwin P. "Risk Is a Value." Psychological Report, XXIV (February, 1961), 81-82.

Willower, Donald J. "Leadership Styles and Leader's Perception of Subordinates." Journal of Educational Sociology XXXIV (October, 1960), 58-64.

Special Reports and Monographs

Berry, Paul C. "Psychological Studies of Decision-Making." Tech. Rep. NHVTRADEVCEN. Port Washington, New Jersey: U. S. Naval Training Devices Center, March 14, 1961.

Chenzoff, A. P.; Crittendon, R. M.; Kelly, C. R.; Flores, I; Frances, A. S.; and Macworth, N. H. "Human Decision-Making as Related to Air Force Surveillance Systems." Bedford, Mass: AFCCDDTR Operational Applications Office, Directorate of Technology Air Force Research Division December, 1960.

Halpin, A. W. and Winer, B. J. Leader Behavior: Its Description and Measurement." Bureau of Business Research Monograph Vol. 88. Edited by R. M. Stodgill and A. S. Coons. Columbus, Ohio State University Press, 1957.

Johnson, K. A. "Trouble-Shooting Strategies and Utility for Risk." AMRL-TDR-63-92 Aerospace Medical Research Laboratory, Wright Patterson Air Force, Ohio. October, 1963.

Stogdill, Roger M. and Coons, Alvin E. Eds. "Leader Behavior: Its Description and Measurement." Research Monograph No. 88 Columbus, Ohio: Bureaus of Business Research, Ohio State University, 1957.

Torrance, E. Paul and Ziller, Robert C. Risk and Life Experience: Development of a Scale for Measuring Risk-Taking Tendencies. Randolph Air Force Base, Texas: Crew Research Laboratory Air Force Personnel and Training Research Center Project No. 7713, Task No. 57157 Research Report AFPTRC-TN-57-23 ASTIA Document Number 098926 February, 1957.

Unpublished Materials

Miller, Eldon L. "Correlations of Risk-Taking and Selected Socio-Professional Variables of Public School Superintendents." Unpublished Ed.D., dissertation, New Mexico State University, Las Cruces, New Mexico, 1969.

Wiggins, Thomas W. "Leader Behavior Characteristics and Organizational Climate." Unpublished Ph.D., dissertation Clarement Graduate School, Claremont, California, 1968.

APPENDICES

APPENDIX A

Information Sheet

Please complete the following information: Check where applicable, or fill in the blank.

1. What is the total number of years you have been in the field of education? _____

2. What is the total number of years you have been an administrator?

   Elementary Principal _____
   Assistant Principal _____
   Secondary Principal _____
   Superintendent _____

3. What is the total number of years in your present position? _____

4. Check the highest degree you have received.

Degree	Major
_____ 1. Bachelor	_____
_____ 2. Masters	_____
_____ 3. Education Specialist	_____
_____ 4. Doctorate	_____

5. What is the population of the size of your school districts:

   _____ 1. Less than 2500
   _____ 2. 2500 to 9990
   _____ 3. 10,000 to 24,999
   _____ 4. 25,000 to 49,000
   _____ 5. 50,000 or more

6. Number of students under your supervision.

   _____ 1. Less than 400
   _____ 2. 400 to 899
   _____ 3. 900 to 1500
   _____ 4. 1500 to 2000
   _____ 5. 2000 to 2600

7. What is the size of the population of your community.

   _____ 1. Less than 2000 people
   _____ 2. 2000 to 10,000
   _____ 3. 10,000 to 25,000
   _____ 4. 25,000 to 65,000
   _____ 5. 65,000 and more

8. Age, (check).

   _____ 1. Less than 25
   _____ 2. 25 to 35
   _____ 3. 36 to 46
   _____ 4. 47 to 57
   _____ 5. Over 57

9. Check your present salary range.

   _____ 1. Less than $6000
   _____ 2. $6000 to $10,000
   _____ 3. $10,000 to $15,000
   _____ 4. $15,000 to $20,000
   _____ 5. $20,000 to $25,000
   _____ 6. $25,000 or more

T-P Leadership Questionnaire

_____
Present Administrative Position Held

The following items describe aspects of leadership behavior. Respond to each item according to the way you would be most likely to act if you were the leader of a work group. Circle whether you would be likely to behave in the described way always (A), frequently (F), occasionally, (O), seldom (S), or never (N).

					If I were the leader of a work group . . .
A	F	O	S	N	1. I would most likely act as the spokesman of the group.
A	F	O	S	N	2. I would encourage overtime work.
A	F	O	S	N	3. I would allow members complete freedom in their work.
A	F	O	S	N	4. I would encourage the use of uniform procedures.
A	F	O	S	N	5. I would permit the members to use their own judgment in solving problems . . . .
A	F	O	S	N	6. I would stress being ahead of competing groups.
A	F	O	S	N	7. I would speak as a representative of the group.
A	F	O	S	N	8. I would needle members for greater effort.
A	F	O	S	N	9. I would try out my ideas in the group.
A	F	O	S	N	10. I would let the members do their work the way they think best.
A	F	O	S	N	11. I would be working hard for a promotion.
A	F	O	S	N	12. I would be able to tolerate postponement and uncertainty.
A	F	O	S	N	13. I would speak for the group when visitors were present.
A	F	O	S	N	14. I would keep the work moving at a rapid pace.

T-P Leadership Questionnaire (continued)

A F O S N	15.	I would turn the members loose on a job, and let them go to it.
A F O S N	16.	I would settle conflicts when they occur in the group.
A F O S N	17.	I would get swamped by details.
A F O S N	18.	I would represent the group at outside meetings.
A F O S N	19.	I would be reluctant to allow the members any freedom of action.
A F O S N	20.	I would decide what shall be done and how it shall be done.
A F O S N	21.	I would push for increased production.
A F O S N	22.	I would let some members have authority which I should keep.
A F O S N	23.	Things would usually turn out as I predict.
A F O S N	24.	I would allow the group a high degree of initiative.
A F O S N	25.	I would assign group members to particular tasks.
A F O S N	26.	I would be willing to make changes.
A F O S N	27.	I would ask the members to work harder.
A F O S N	28.	I would trust the group members to exercise good judgment.
A F O S N	29.	I would schedule the work to be done.
A F O S N	30.	I would refuse to explain my actions.
A F O S N	31.	I would persuade others that my ideas are to their advantage.
A F O S N	32.	I would permit the group to set its own pace.
A F O S N	33.	I would urge the group to beat its previous record.

T-P Leadership Questionnaire (continued)

A F O S N 34. I would act without consulting the group.

A F O S N 35. I would ask that group members follow standard rules and regulations.

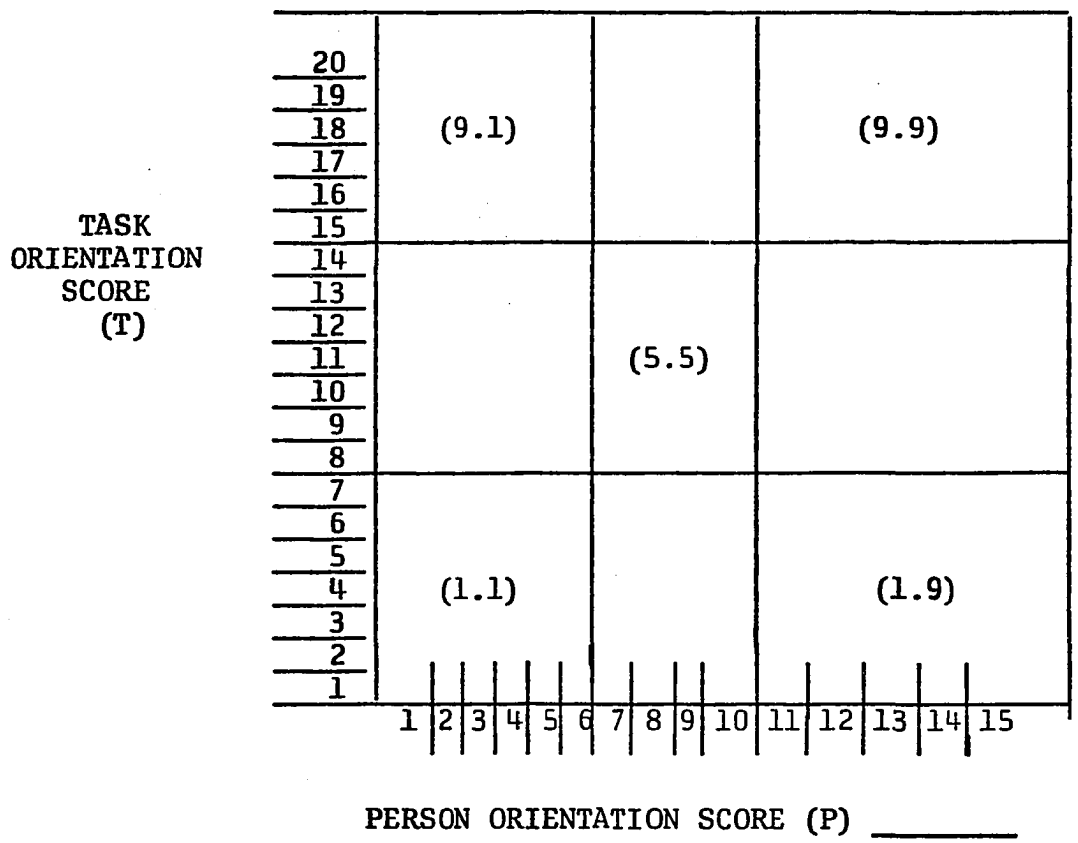
T _____ P _____

Leadership Grid

Present Administrative Position Held

LOCATING ONESELF ON THE GRID:

Directions: In order to locate oneself on the Leadership Grid below find your score on the Person Dimension (P) on the horizontal axis of the graph. Next, move up the column corresponding to your P-score to the cell that corresponds to your task score (T). Place an "X" in the cell that represents your two scores. Numbers in parentheses correspond to the major management styles in Blake and Mouton's Managerial Grid.



Educational Problems Questionnaire

Directions

On the following pages you will find a series of problematic situations which are likely to occur in any public school district. The manner in which each problem evolves requires that the superintendent of the district make an evaluation and decide upon a solution for the problem.

Assume that these situations were to occur in your school district. What solution would you choose as an answer to each problem?

Read through each situation. Then select from the four possible solutions listed after each situation the one solution which is the closest approximation to the type of decision you would make. Place a check beside your selection.

Situations

1. Your school district pays its teachers well below the average of systems of comparable size. At mid-year there is talk of a raise for teachers. The issue is scheduled to come before the board in February.

A new junior high school building is needed at this time. The school board is planning to spend considerable time in preparing data and organizing the upcoming bond election campaign for this building project.

Because of the bond election the following year, the school board is of the opinion that the teachers should not ask for a salary increase until after next year. It is expressed by some board members that such action at this time may alarm the community to educational expenditures and result in a defeated bond issue.

This information is presented by the superintendent to the local teachers' association. After the meeting numerous teachers indicate that it does not really matter to them because they are going to seek employment in other school districts at the end of the year.

After surveying the implications of the board's stand, it is determined that if the board maintains its position, an appreciable number of respected teachers will be lost to the system, and morale will suffer.

Solutions:

____ 1. Recommend that the teachers form a salary committee, outline their proposal for increases, and present it to the board.

____ 2. Present a plan to the teachers whereby an adequate salary scale will be achieved through periodic increases over a span of years. Grant a small increase for the coming year and then give full attention to the bond issue.

____ 3. Ask the teachers to postpone their demands for a salary increase until after the bond election next fall. Promise your full support for an adequate salary raise at that time.

____ 4. Inform the community of the need for both salary increases and building construction. Seek through proper means community approval of finances to meet both needs.

2. A state university receives a major foundation grant for the purpose of introducing team teaching into elementary schools. The university asks for and is granted permission to introduce a pilot program in an elementary school in your district. Team teaching is approximately 5% more costly than conventional programs.

During the summer the teachers from the experimental school attend a special session designed to prepare them for the project. During the school year there were some problems, but the teachers and building principals were enthusiastic and communicated a strong desire to continue the team teaching method.

In May, standardized achievement tests were given to all students in the experimental school and in two control schools. The coordinator from the state university announces that the tests indicated there were no significant gains in pupil achievement in the experimental school, but the program should be called a success largely because personality inventory tests given to the students showed that the team-teaching program produced higher levels of social and personal development.

The experimental program can be continued for the next year but only if the local school district will assume the additional cost of the program. This is a stipulation insisted upon by the foundation in the initial awarding of the grant. There will be difficulty in arranging the budget to provide the additional funds.

Solutions:

____ 1. Present the facts to the school board and let them make a decision as to the team-teaching program. Take a neutral stand on the issue.

____ 2. Use school money to continue the program in the one elementary school for one more year.

____ 3. Continue the program on the basis that "social growth" is a defensible improvement in pupil achievement. Incorporate the team approach in several other schools.

____ 4. Cease the team-teaching on the basis that the necessary district funds are not available and that "social growth" is hard to define and defend.

3. During the past two years you have heard many criticisms about the public relations of Mr. Smith, the principal at Central Junior High School. In most cases you investigate and find that, generally, the stories stem from people who had disagreed with a particular decision or policy executed by Mr. Smith. The criticism is directed not so much at the differences of opinion as the manner with which Mr. Smith interacted with the people voicing their differences.

After talking with teachers and doing some classroom visitation, you come to the conclusion that Mr. Smith is sincerely interested in his school and that he and his staff provide a well organized and adequate program for the students at Central.

The school board meets in April and discusses the re-election of personnel for the following year. One board member states that he questions the competency of Mr. Smith as a principal and makes a motion that he be reassigned to a teaching position. It is apparent that three of the board members will vote in support of the motion. The president of the board asks for your recommendations.

Solutions:

_____ 1. Recommend that Mr. Smith be placed on a year's probation, giving him an opportunity to improve his public relations.

_____ 2. Present your findings regarding Mr. Smith and let the board vote.

_____ 3. Ask for time to make a thorough investigation and submit a report at the next session. At this session give Mr. Smith a hearing.

_____ 4. Defend Mr. Smith's competency. Declare that criticisms must be submitted in writing and ask that the motion be defeated.

4. During the month of November you receive three phone calls from parents registering complaints. All three charged that Bill Johnson, a mathematics teacher at the high school, has been neglecting his job because of outside employment.

An investigation reveals that three other teachers were involved in outside jobs requiring regular evening working hours. Conferences with their supervising principals indicate that two of these teachers were slumping in their teaching duties. The principals ask that a policy be established regarding moonlighting activities during the school year.

The teachers give the following reasons for the outside employment:

Bill Johnson - In the previous year his wife had been crippled with a neuromuscular disease. Johnson had to hire a woman to take care of her and their two small children. He had started a tutoring service as a means of getting out of debt.

Ron McKenney - McKenney had recently purchased a new home. He stated that he needs supplementary income to meet the payments.

Philip Heisman - With two daughters in college, Heisman found it difficult to meet his bills and still finance his children's education.

Solutions:

_____ 1. Confer with the teachers neglecting their teaching responsibilities. Obtain from them an agreement to give proper attention to their classroom duties.

_____ 2. Recommend to the school board that moonlighting be covered by clause in teachers' contracts. Policies for outside jobs will be established and administered by the central office.

_____ 3. Construct some ground rules whereby moderate moonlighting may occur. Delegate responsibility to building principals to exercise judgment on these ground rules.

_____ 4. Defend the teachers' right to moonlight.

5. Your school district offers a hot lunch program for its students. The records show that for the last two years, the district has lost money on this program. The previous year has been especially costly. The traditional supply of federal groceries has been cut substantially. You decide that it will be necessary to raise the price of lunches. In order to break even on the program, the price will have to be almost doubled.

A news article is released stating the problems the school district is encountering with its hot lunch program and the possibility of the increase in cost to the students. Protests are raised by certain segments of the community. Most of the criticism focuses around the view that children from the poorer families will suffer because of the lack of money. There is some sentiment that these children will be forced to bring their lunches to school.

The school board is of the opinion that the price per lunch must be increased or the whole program discontinued.

Solutions:

_____ 1. Install a three or four year program to ease lunch prices upward. Offset part of losses with increased price.

_____ 2. Keep present policy using school funds to absorb loss.

_____ 3. Retain the hot lunch program with a slight increase in price in the elementary and junior high schools, but drop the program on the high school level.

_____ 4. Raise price to necessary level and provide work opportunities for the more needy children.

6. Your district is in the final stages of planning a new high school plant. The working drawing and specifications have been approved in formal board action.

One specification calls for carpeting on the floor of some classrooms and hallways. Considerable research has been given to the feasibility of using this material on the floor rather than the customary tiling. The data compiled indicate that, economically, the carpeting is the better floor covering. Additionally, it has certain psychological effects upon students that are advantageous.

Somehow, information regarding the use of carpeting in the proposed building leaks out to a local newspaper. Before the school board can

release the architect's model and building specifications to news media for publicity and explanation, a story is published in the newspaper regarding the proposed use of carpeting.

Some indignant taxpayers raise a storm of protest. A committee of citizens demands a conference with the school board and an explanation for the extravagance in building materials.

Solutions:

_____ 1. Limit the use of carpet to the library and several rooms only for the purpose of experimentation.

_____ 2. Appoint a citizens' committee to study the matter and relate their findings to the public.

_____ 3. Stand by the original decision.

_____ 4. Remove the carpet from the specifications.

7. Rumors have been circulating that several local businessmen are unhappy about the purchasing policies of the school district. Supplies and equipment have been purchased by the district on the basis of the lowest price and the best service. Over the last several years the administration has given consideration to buying materials from local merchants, but almost without exception, a lower price and better service have been obtained from outside businesses.

It has been the contention of local merchants that since they are paying taxes in support of the local system, they should be entitled to extra consideration in the purchasing activities of the district management. They feel that by funneling capital back into the community, it serves to boost its economy.

They have been especially concerned with supplies that total less than $500.00 per purchase. Since the school was not obligated by state statutes to require bids for these purchases, the district has complete freedom to purchase from any business establishment.

Several representatives of this group meet formally with the superintendent to present their objections and appeal for a change in policy.

Solutions:

_____ 1. Purchase locally all items under $500 in which the margin of difference is less than 3% between local prices and prices outside the community.

_____ 2. Ask the business representatives to aid the board in drafting a set of purchasing policies.

_____ 3. Inform the group that the superintendent's responsibility is to use the district's money to the best advantage. Continue present practices.

_____ 4. Purchase some of the more expensive items under $500 in the community.

8. Some elementary teachers and principals in your system have recently participated in a seminar at a local state university. The objective of the seminar was to examine the advantages and disadvantages regarding the use of letter grades as opposed to progress grades.

The participating teachers and principals are convinced that the elimination of letter grades in the elementary schools of the system would enhance the educational program. Through direct contact with other personnel in their respective buildings, they are able to sway the majority of them to accept their arguments.

Representatives of the elementary teachers present a proposal to the superintendent through the proper communicative channels. The proposal calls for the use of progress grades rather than letter grades in the elementary schools. Most of the elementary principals support this proposal.

Earlier in the school year, the school board had informally discussed the use of progress grades. They had agreed that there were some definite advantages but expressed the opinion that the community would likely not be receptive to the change. Members of the teaching and administrative staff are pressing for an answer.

Solutions:

_____ 1. Adopt a new report card using both progress and letter grades.

_____ 2. Appoint a committee of personnel who support progress grades, those who oppose progress grades and several lay people to study the matter.

_____ 3. After a three month's public relations effort, adopt progress grades in several elementary schools for a trial run.

_____ 4. Adopt progress grades after a year of publicizing the advantages of progress grades to the community.

9. Two elementary schools in your district are de facto segregated. The area encompassed by the schools had originally been a camp for migrant workers. Few of the residents in the area are now transient, moving from seasonal job to another. Most of the adults are employed in a large mill nearby or work in other capacities as unskilled labor.

The two schools are segregated because they originally were built to serve the children of the area, and at the time of their construction, the settlement lay some distance from the city. The area is now surrounded by other residential districts. The buildings are in good repair and compare equally to other buildings in appearance and facilities. Teacher quality and pupil achievement appear strong.

Recent civil rights movements have caused pressure groups in the district to openly criticize the segregation of the schools. The most pressing demand is for students to be bussed to other schools. The minority group is composed of about 20% of the total district population.

Solutions:

____ 1. Explain that the educational opportunities in all school buildings are equal, and the present system of student distribution will be continued.

____ 2. Ask for a year's opportunity to study the situation.

____ 3. Allow freedom of choice where parents can matriculate students in any school of their choice but must provide their own transportation.

____ 4. Bus in children from other schools and bus out "minorities" to achieve a more equal balance.

10. The curriculum director of the school district has been working to establish an enrichment program in reading throughout the entire system. The most recent addition to the program has been the inclusion of paperback books.

Because of the offensive nature of some paperback books being sold in commercial businesses, several citizens write letters to the editorial staff of the local newspaper. Basically, these letters pose questions about the content of the books being loaned to students by the school libraries and some textbooks used in classrooms. These letters are printed by the newspaper.

The letters arouse the attention of a certain segment of the community which regards itself as purgers of subversive influences and offensive literature. This group organizes, and the following week they place an ad in the paper urging that the school administration adopt a set of criteria against which every book in the school libraries and classrooms could be evaluated.

At the next school board meeting several representatives of the group appear before the board and demand that the superintendent permit their committee to personally examine all books in the school system.

Solutions:

____ 1. Appoint four representatives of the protestors to review the books and submit written suggestions as to the type of books or portions of books that should be evaluated for removal.

____ 2. Give the protesting group a hearing, diplomatically do nothing about their request.

____ 3. Defend the present practice to the protestors during the board meeting and state that this practice will remain in effect until the board feels it is necessary to revise its policy.

____ 4. Organize a committee composed of teachers, protestors, board members and staff members to evaluate the present practice of book selection.

The Gough-Sandford Rigidity Scale

Directions: Each question on this test may be answered either True or False. Please indicate by marking "T" or "F". Be sure to make only one response to each question:

Example: Question 1. T F I enjoy social gathering just to be with people.

If your answer to question #1 is True, mark out the entire letter "T" on the test. If your answer to question # 1 is False, mark out the entire letter "F" on the test.

T F 1. I am often the last one to give up trying to do a thing.

T F 2. There is usually only one best way to solve most problems.

T F 3. I prefer to work that requires a great deal of attention to detail.

T F 4. I often become so wrapped up in something I am doing that I find it difficult to turn my attention to other matters.

T F 5. I dislike to change my plan in the midst of an undertaking.

T F 6. I never miss going to church.

T F 7. I usually maintain my own opinions even though many other people may have a different point of view.

T F 8. I find it easy to stick to a certain schedule, once I have started it.

T F 9. I do not enjoy having to adapt myself to new and unusual situations.

T F 10. I prefer to stop and think before I act even on trifling matters.

T F 11. I try to follow a program of life based on duty.

T F 12. I usually find that my own way of attaching a problem is best, even though it doesn't always seem to work in the beginning.

T F 13. I am a methodical person in whatever I do.

T F 14. I think it is usually wise to do things in a conventional way.

The Gough-Sandford Rigidity Scale (continued)

T F 15. I always finish tasks I start, even if they are not very important.

T F 16. I often find myself thinking of the same tunes or phrases for days at a time.

T F 17. I have a work and study schedule which I follow carefully.

T F 18. I usually check more than once to be sure that I have locked a door, put out the light, or something of the sort.

T F 19. I have never done anything dangerous for the thrill of it.

T F 20. I believe that promptness is a very important personality characteristics.

T F 21. I am always careful about my manner of dress.

T F 22. I always put on and take off my clothes in the same order.

APPENDIX B

Basic Biographical Data of Educational Administrators

BIOGRAPHICAL DATA CONCERNING ADMINISTRATORS

Total Number of Administrators

	Administrative Positions				
	Elem.	Asst.	Sec.	Supt.	Total
Male	12	14	15	15	56
Female	3	1	0	0	4
Total	15	15	15	15	60

Experience and Length of Service in the Field of Education

Number of years of experience	Administrative Position				
	Elem.	Asst.	Sec.	Supt.	Total
1-5	1	2	1	0	4
6-10	6	5	4	4	19
11-15	3	6	7	4	20
16-20	2	1	3	7	13
21-25	1	1	0	0	2
26-30	1	0	0	0	1
31-35	1	0	0	0	1
Total	15	15	15	15	60

BIOGRAPHICAL DATA CONCERNING ADMINISTRATORS (continued)

Number of Years in Present Position

	Administrative Position				
Years	Elem.	Asst.	Sec.	Supt.	Total
1-5	12	15	12	15	54
6-10	1	0	3	0	1
11-15	1	0	0	0	1
16-20	1	0	0	0	1
Total	15	15	15	15	60

Age of Administrators

	Administrative Position				
Age	Elem.	Asst.	Sec.	Supt.	Total
Less than 25	0	0	0	0	0
25-35	4	4	10	4	22
36-46	9	10	4	8	31
47-57	0	1	1	3	5
Over 57	2	0	0	0	2
Total	15	15	15	15	60

BIOGRAPHICAL DATA CONCERNING ADMINISTRATORS (continued)

Present Salary of Administrators

	Administrative Position				
Salary	Elem.	Asst.	Sec.	Supt.	Total
Less than 6000	0	0	0	0	0
6000 to 10000	8	10	7	2	27
10000 to 15000	7	5	8	11	31
15000 to 20000	0	0	0	2	2
20000 to 25000	0	0	0	0	0
25000 or more	0	0	0	0	0
Total	15	15	15	15	60

The Population of the Size of School District Served

	Administrative Position				
Population	Elem.	Asst.	Sec.	Supt.	Total
Less than 2500	3	0	7	8	18
2500 to 9900	1	1	0	3	5
10000 to 24999	5	1	1	2	9
25000 to 49000	0	1	2	1	4
50000 or more	6	12	5	1	24
Total	15	15	15	15	60

55 of the administrators had masters degrees.
5 of them had the Education Administrator's Certificate

BIOGRAPHICAL DATA CONCERNING ADMINISTRATORS (continued)

Population of Community Served

	Administrative Position				
Population	Elem.	Asst.	Sec.	Supt.	Total
Less than 2000	7	0	5	9	21
2000 to 10000	6	1	4	2	13
11000 to 25000	2	1	0	2	5
25000 to 65000	0	5	1	1	7
65000 and more	0	8	5	1	14
Total	15	15	15	15	60

Number of Students Under Supervision

	Administrative Position				
Students	Elem.	Asst.	Sec.	Supt.	Total
Less than 400	7	1	7	9	24
400 to 899	6	4	4	3	13
900 to 1500	2	4	1	1	8
1500 to 2000	0	3	0	2	5
2000 to 26000	0	3	3	0	6
Total	15	15	15	15	60