Johnson, Bernice Duffy

PERCEPTIONS OF HOME ECONOMICS ADMINISTRATORS' LEADERSHIP BEHAVIOR BY ADMINISTRATORS AND FACULTY MEMBERS

The University of North Carolina at Greensboro PH.D. 1985

PERCEPTIONS OF HOME ECONOMICS ADMINISTRATORS' LEADERSHIP BEHAVIOR BY ADMINISTRATORS AND FACULTY MEMBERS

by

Bernice Duffy Johnson

A Dissertation submitted to
The Faculty of the Graduate School at
The University of North Carolina at Greensboro
in Partial fulfillment
of the Requirements for the Degree
Doctor of Philosophy

Greensboro
1985

Approved by

Barbara Clawson

APPROVAL PAGE

This dissertation has been approved by the following committee of the Faculty of the Graduate School at the University of North Carolina at Greensboro.

Dissertation Adviser Barbara Cleveland

Committee Members Mildred Johnson

Wanda D. Sherman

Roland T. Nelson

March 27, 1985
Date of Acceptance by Committee

March 27, 1985
Date of Final Oral Examination

JOHNSON, BERNICE DUFFY, Ph.D. Perceptions of Home Economics Administrators' Leadership Behavior by Administrators and Faculty Members. (1985) Directed by Dr. Barbara Clawson. 128 pp.

The overall purpose of the study was to examine perceptions of home economics administrators' leadership behavior by administrators and faculty members. Another purpose was to determine if there was a relationship among faculty members' perceptions of their administrators' leadership behavior and university enrollment, faculty rank, and tenure status. Participants included home economics administrators and faculty members in departments of home economics of state colleges and universities in 12 southern states.

The Leader Behavior Description Questionnaire was used to determine perceptions of administrators and faculty members. The instrument contained 100 items to which subjects responded using a frequency scale. Factors assessed by the LBDQ were Consideration, Integration, Persuasion, Predictive Accuracy, Production Emphasis, Reconciliation, Representation, Role Assumption, Structure, Superior Orientation, Tolerance of Freedom, and Tolerance of Uncertainty.

Questionnaires were sent to 42 home economics administrators and 203 faculty members. Data for this study were obtained from 34 administrators and 130 faculty members.

A *t*-test analysis revealed significant differences between administrators and faculty members' perceptions of administrators' leadership behavior for 9 of the 12 factors. Administrators perceived themselves as exhibiting the majority of the characteristics of leadership behavior more often than did the faculty members.

A 3 X 3 analysis of variance indicated that there was a significant relationship between faculty rank and Production Emphasis and Enrollment and Representation.

ACKNOWLEDGEMENTS

The writer wishes to express sincere appreciation to Dr. Barbara Clawson, her adviser, for her words and acts of encouragement, unselfish time, support, patience, understanding, and guidance given throughout the program of graduate study and the research study;

To Dr. Glenda Herman, Dr. Mildred Johnson, Dr. Roland Nelson, members of the committee, for encouragement, patience, support, and guidance;

To all the home economics administrators and faculty members who spent time completing the survey questionnaire;

To the UNC-G School of Home Economics Foundation, AHEA Foundation, and the UNC-G Graduate School for financial assistance which made it possible for the writer to pursue and complete graduate study;

To Dr. Alton Thompson, NC A & T State University, Dr. Sally McNulty, Lourdes Annevento, UNC-G Statistical Consulting Center, and Dr. Benjamin Speller and Dr. Norman Johnson, NCCU, for statistical consultation and programming assistance for the research;

To Mrs. Saundra Quick for her excellent work in typing the manuscript;

To Dr. Lawrence D. Johnson, the writer's husband for his assistance in typing and transporting copies of rough drafts of the manuscripts;

To Dr. Beverly Nichols, Chairperson, Department of Home Economics, NCCU, for her support and encouragement as the writer's administrator;

To Dr. Cynthia Johnson and other colleagues at NCCU for their support and encouragement throughout the graduate program;

To the Creator, the author and finisher of my faith for the strength to persevere throughout the graduate program.

To Miss Theressa Hoover, Deputy General Secretary, of the Women's Division, her staff, members of the Women's Division and United Methodist Women for their love, support, understanding, and encouragement throughout the graduate program;

To the writer's parents, Leona and Octavris Duffy, Sr., sisters and brothers, Eliza Marie, Cora, Edna, Leona, Nancy, Mary, and Spencer, Henry, Octavris, Jr., Edward, and James for their love, support, and encouragement during the graduate program of study;

To the writer's immediate family, husband Lawrence and daughters, Fatima and Selena for their love, sacrifices, support, and remarkable degrees of understanding throughout the graduate program of study.

DEDICATION

This dissertation is dedicated to my family,
Dr. Lawrence E. Johnson, Fatima and Selena Johnson.

TABLE OF CONTENTS

TABLE OF CONTENTS (continued)

LIST OF TABLES

CHAPTER I

INTRODUCTION

Administration is a complex responsibility. Administrators need both personal talent and the ability to create an atmosphere in which people flourish. The effectiveness of administrators depends on the people with whom they work and on the type of environment. It is understood that an administrator who is successful in one institution may not necessarily be successful in a different kind of institution. The most comprehensive evaluation of an administrator's total behavior includes perceptions of all persons in a position to observe significant administrative behavior. In most cases faculty members have numerous opportunities to observe some aspect of the department chairperson's behavior (Schutz, 1977). The behavior of the administrator strongly influences faculty satisfaction and the quality and quantity of work performance (Herzberg, Mausner, & Snyderman, 1964) "Leadership transforms the potential of machines and people into reality of organization" (Glueck, 1977, p. 182).

As early as 1939, Lewin, Lippit, and White pioneered a study to examine whether or not leadership styles did in fact make a difference in group functioning. Findings demonstrated that the same group of individuals will behave in markedly different ways under leaders who behave differently. When the groups were under an autocratic leader, they were more dependent on the leader and more egocentric in their peer relationships. When rotated to a democratic style of leadership, the same members evidenced more initiative, friendliness, and responsibility. They also continued to work even when the leader was out of the room. Interest in their work and in the quality of their product was also higher (Johnson & Johnson, 1982). Stogdill (1974) noted that neither democratic nor autocratic leadership behavior can be advocated as a method for increasing productivity, but satisfaction is associated with a democratic style of leadership behavior. Satisfaction with democratic leadership behavior tends to be highest in small, interaction-oriented groups; however, members tend to be satisfied with autocratic leadership in large task-oriented groups.

Complex organizations require administrative skills of a polished quality. Technological advances have ushered in-flow of experts, each group with its

own territorial imperatives, provincial allegiance, jargon, and trained capacities. Technological sophistication often brings the hidden costs of lessened collaboration. Undergirding the administrative and technical systems is the social system consisting of group and individual needs, perceptions, attitudes, norms, behavior patterns, pressures, aspirations, mores, goals and reward-punishment codes (Cribbin, 1981). All of these forces interact within the matrix of the formal and nonformal organizational structures. The interaction of these forces constitutes a challenging dilemma for the administrator, at times supportive, at times troublesome, and at times frustrating.

Griffiths (1956) viewed decision making as a central function of administrators. Decision making was seen as being closely correlated with the action itself and more goal-oriented than the problem situation. Concentration on two different areas, task accomplishment and need satisfaction, was evident. In other studies (Duryea, 1962; Horn, 1962; Schutz, 1977; Sergiovanni, 1984) role expectation, not only the actual function that the leader performs, but the group members' perceptions of what the leader is doing, was important. The leader can cope with the group's problem successfully depending upon the group members'

perceptions of the situation, the leader's power of coercion, and the ability of followers to persuade others of the leader's value and capacities. It was further recognized that leaders must know when to restrict and when to be permissive.

There are many factors which influence individual perception. No one looks at things with complete objectivity. Decisions are made and attitudes are formed on the basis of perceptions of reality that are shaped by experience, the environment, and by the goals and expectations one holds consciously or unconsciously. What is perceived at any given time will depend not only on the nature of the stimulus, but also on the background in which it exists, individual experiences, feelings at the moment, prejudices, desires, and goals. Perception covers the awareness of complex environmental situations as well as single objects (Allport, 1955).

The home economics administrator serves in a distinctive organization. Usually the department consists of a female chairperson with the majority of faculty members female. The home economics profession focuses its attention on individuals and families in interaction with their environments. As a profession it concerns itself with many aspects of individual and family living. The home economics administrator thus

continually works for the support of the unit against considerable odds; one of which is the practice of university administrators of giving preferential treatment to affairs of other academic units and to neglect home economics units. Faculty members too must strive for status among other faculty who do not tend to recognize or understand the importance of home economics in higher education. Thus the home economics administrators and faculties tend to work harder than most in promoting and maintaining their profession. Their perceptions of administrators' leadership behavior may offer some new insights as to general characteristics of home economics as well as women administrators.

Need for the Study

Several studies have been conducted concerning leadership styles and leadership behavior in relation to education in general and specifically in elementary and secondary schools among principals and staff and teachers (Dunn & Dunn, 1977; Schutz, 1977). Numerous studies have been conducted which examined relations between superiors and subordinates in business and industry (Barnard, 1938; Blake & Mouton, 1978; Hersey & Blanchard, 1982; Stogdill & Shartle, 1956).

Studies have also been conducted to determine the effects of leadership style on worker productivity, attitude, satisfaction, and participation in decision making (Drucker, 1967; Dowling, 1978; McGregor, 1967; Reddin, 1970; Vroom & Yetton, 1973). However, a review of the literature revealed that administration of home economics in higher education as a topic of study was grossly under-represented in the literature. Even when educational administration in higher education was mentioned, home economics was rarely included. Two ERIC searches yielded little to review for this study. Some attention, however, has been given to home economics administration in the area of Cooperative Extension Service in the United States Department of Agriculture. Theses and journal articles were examined that related to perceptions of extension chairpersons and agents in regard to leadership behavior and the role of the extension service.

It appeared that home economics educators have been slow to join the search for relevant and meaningful concepts of administration that may be specifically applied to home economics. A 1978 study conducted by Hirschlein identified "a limited field" of research on administration of home economics programs in higher education (p. 59). When administration texts which presented methods of formal organizational

structure were reviewed, little was found that considered either administrators' behavior or the academic relationship of such behavior with the people who are members of the group the administrator directs.

Administrative leadership effectiveness can be deceptive. Some chairpersons are conscientious, but seem not to be getting anywhere, whereas others may appear to be disorganized, yet their departments are exciting and productive places. Accomplishments and objectives are associated with leadership effectiveness. How one looks and the image one projects are associated with personal effectiveness. It, therefore, seems that administrators will be more likely to increase their effectiveness when they know their faculty members' perceptions of their leadership behavior.

It was therefore believed that this study, which surveyed perceptions of administrators' leadership behavior by home economics administrators and faculty members in state colleges and universities in the southern region, could contribute relevant information about home economics administration to the body of knowledge that currently exists concerning educational administration. The study of leadership behavior could provide useful information for the home economics profession.

Purpose of the Study

The overall purpose of the study was to examine perceptions of home economics administrators' leadership behavior by faculty and administrators.

Objectives

The specific objectives of the study were to

1. describe the perceptions home economics administrators had of their own leadership behavior;
2. describe the perceptions faculty members had of their administrators' leadership behavior;
3. determine whether there was a difference between perceptions of administrators' leadership behavior by the administrators and faculties;
4. determine whether number of students, faculty rank, and tenure status were related to the perceptions of leadership behavior by the faculty.

Statement of Hypotheses

The hypotheses for this study were the following:

H_1: There is no difference in administrators' and faculty members' perceptions of the home economics administrators' leadership behavior.

H_2: There is no relationship among faculty members' perceptions of their administrators' leadership behavior and number of students, faculty rank, and tenure status.

Definitions of Terms

Administrators: Those heads or chairpersons of departments of home economics in state colleges and universities. (Deans of colleges and schools of home economics and departmental chairpersons of subject matter areas within those colleges and schools were not included in this study).

Faculty Members: Those persons in state colleges and universities charged primarily with teaching students. In this study, faculty members were at least of assistant professor rank and had been under the administrators' supervision for at least one year. (Instructors were included in the study

where no faculty of at least assistant professor rank were eligible).

Home Economics Units: Those home economics divisions designated by name as departments of home economics in state colleges and universities. (Departments of home economics subject matter areas housed within colleges and schools of home economics were not included in this study.)

Leadership Behavior: A term used to describe how leaders perform or act as they carry out the functions of leadership roles. In this study, Consideration (group maintenance) and Integration were examined as well as Persuasion, Predictive Accuracy, Production Emphasis, Reconciliation, Representation, Role Assumption, Structure (task), Superior Orientation, Tolerance of Freedom, and Tolerance of Uncertainty.

Perception: A term used to describe awareness of the objects and conditions that surround one. "It is the way things look to persons, the way things feel or sound. Perceptions involve an understanding, awareness, and a meaning or recognition of those objects and conditions" (Allport, 1955, p.4). In this study, scores on the Leadership Behavior Description Questionnaire (LBDQ) provided the perceptions.

State Colleges: Those 4-year educational institutions designated as state colleges by the 1980-81 Education Directory of Colleges and Universities in the United States.

State Universities: Those 4-6 year educational institutions designated as state universities by the 1980-81 Education Directory of Colleges and Universities in the United States.

Southern Region: States in the southern region were: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, and Virginia

Basic Assumptions and Limitations

One assumption made in this study was that there had been sufficient interaction of home economics faculty with department chairpersons to enable adequate response to the Leadership Behavior Description Questionnaire. It was also assumed that faculty members were comfortable enough with their environmental situations to give accurate responses to the instrument.

A limitation of the study was that it included only home economics units in the southern region of the United States. Therefore, results would be primarily applicable to this area.

CHAPTER II

REVIEW OF LITERATURE

This study was conducted to examine perceptions of home economics administrators' leadership behavior by faculty and administrators in order to ascertain if there was a difference in the way each group perceived the administrators' leadership behavior. In this chapter a frame of reference is set for leadership behavior, particularly perceptions of leadership behavior in educational administration and home economics administration.

Educational Administration, Leadership, and Management

Education as a discipline concerned with leadership did not contribute much of consequence to theories of leadership behavior until the era of administrative theory and research during the 1940's. The movement to bring educational administration abreast of developments in other branches of administrative science was facilitated by three organizations: National Conference of Professors of Educational Administration, the Cooperative Program in Educational Administration, and the University Council

for Educational Administration. These organizations are credited with organizing educational administration into a discipline (Hoy & Miskel, 1982).

The practice of borrowing concepts from sociology and fitting them to educational needs has changed to an emphasis upon the development of theories especially for education. Administration is human relations, and human behavior can be changed if the administrator has insights about the people who work in institutions or organizations. The administrator needs to show a willingness and ability to understand the behavior of others. On the other hand, it is equally important for administrators to know how others perceive administrators' leadership behavior.

The concept of administration has not been developed and defined by its functions, tasks, conditions, and purposes. Frequently administration refers to management of affairs using principles and practices to achieve objectives and aims of the organization. Administration may also be defined as the process of working with and through others to efficiently accomplish organizational goals; it is the art and science of getting things done. Hersey and Blanchard (1982) reported that leadership is a broader concept than management. Management is thought of as a special kind of leadership in which the achievement of

organizational goals are paramount. The key difference between the concepts lies in the word organization. Leadership occurs any time one attempts to influence the behavior of an individual or group. Leadership is the activity of influencing people to strive willingly for group objectives.

Educational Administration

School administrators are key elements in the question of "quality education". While teachers are certainly the pivotal figures in the educational process, their efforts are sometimes limited, subverted, and nullified by poor administrators. Good administrators tend to encourage, enhance, and help release teachers' potential. In any organization, the person at the top sets the tone. Educational upgrading requires the improvement of school administration (Schutz, 1977).

Effective college operation is the result of the involvement of the total academic community: students, faculty, and administration. Faculty and students are aware that an administrator can delegate authority, but never final responsibility, that ultimately the responsibility rests with one person. Faculty and students also know that the administrator cannot avoid the responsibility by delegating authority. It is the

administrator's responsibility traditionally, legally, and morally. Administrators and faculty must recognize the limits of their individual competence; no one can be equally competent in all areas (Burns, 1982).

The nature of faculty participation in administration needs to be guided by the principles of representative democracy which suggest that administrators must be responsible, creative, and productive. Administration in higher education has not been subject to the same inquiry as secondary and elementary education. Considerable writing has been done on certain aspects such as public relations, fund raising, and finances; very little has been done on elements with respect to the internal management of an institution.

Clark (1979) found "a relative absence of literature on the socialization of higher education in educational administration." Mayhew (1968) stated that "American college education is so administrative oriented that there is a tendency to regard faculty members as nothing more than employees who happen to be skilled in one form of labor" (p. 91). Deans have not been specifically trained for the task of administration. Yet they conceive of their role as a professional one, which implies detailed knowledge of the facts and principles of collegiate administration.

> Many approach tasks from the relatively narrow framework of teaching and research in a specialized subject. Thus, they do not understand the intricate relationships bound to an administrative position and find it difficult to clarify duties much less relate them to those of other administrators. (Duryea, 1962, p. 29)

In order to function as a chairperson, the administrator must represent management to the faculty and the faculty to management. The department head has an orientation to the discipline and is therefore usually closer to the faculty than to management. The chairperson's ability to carry out the duties and responsibilities of the office as head of a department may depend on closeness to management, since chairpersons are chosen by management in the first place. To avoid imputations of disloyalty to faculty colleagues, the administrator sometimes conceals much of the contact with higher administration from the other members of the department. As a result of this uncomfortable situation, the administrator may throw the responsibility for invidious budget decisions upward, especially those budget decisions which will work hardship or sorrow upon individuals. Decisions with pleasant results may be claimed by the administrator (Caplow & Reece, 1965).

The chairperson of a department is subsequently faced with a myriad of frustrations. The office is

essentially executive. The administrator is expected to implement the proposals of the department and parley diplomatically with other administrative officers to achieve the aims of the department. In the very large department, the permanent department chairperson has become an administrative technician. It is likely that teaching for the administrator has been reduced to one or two courses or eliminated entirely. The danger of susceptibility to losing contact with the academic and the intellectual is apparent. Ideally the administrator might represent the communication link between faculty and administrators. In reality there are conflicting purposes for the administrator. Departmental colleagues make specific demands and expect to see them fulfilled by the administrator. At the same time higher administration makes demands that run counter to faculty members' expectations (Law, 1962).

Increasingly, educational administrators are portrayed as managers. Many decry the eminence of managerial and political roles in educational administration. Inescapable realities of modern educational administration require that administrators understand and articulate managerial and political roles. The critical line however, for educational administrators remains educational leadership.

"Management roles, therefore, while critically important, are not central. They exist to support and complement educational leadership roles" (Sergiovanni, Burlingame, Combs, & Thurston, 1980, p. 6).

Educational Management

There are those who claim that the most important element of management is the ability to select and motivate people (Place, 1982). Yet others claim that people cannot be motivated because that is something they do for themselves (Herzberg, 1978; McGregor, 1967). It is agreed that motivated people usually achieve more for an organization than those who are dissatisfied and unmotivated. It is management's primary responsibility to see that the operations, services, or divisions being managed reach the goal it sets for itself. The final appraisal of a manager may be, as Reddin (1970) indicated, based on the effectiveness of results achieved.

There are many reasons for management failure, but inability to get along with others is the one most often mentioned. To be successful, the manager needs two kinds of knowledge: self-knowledge and knowledge of the organization. According to Dowling and Sayles (1978), knowledge of perceptions may facilitate effective management.

> One shouldn't confuse the way one feels with the way other people feel. Many managers assume that the way they view the world around them is the way their subordinates see the world. Thus in trying to analyze what is going wrong, why they are having a problem with 'Archie or Ellen'; managers jump to the mistaken conclusion that reality is the same for everyone. After all, 'I'm being realistic', is what many managers tell themselves. They then decide how to solve the problem based on their own perceptions ignoring or denying the possibility that there could be another, equally reasonable, set of perceptions. In fact, it is almost impossible for two people occupying different roles or positions to see the world the same way. (p. 4)

From the comments by Dowling and Sayles (1978) concerning knowledge, it may be said that persons in administrative or management positions need a clearer understanding that subordinates will view the world differently from superiors, and that self-perceptions are not predictions of how others see the world. Some managers start out with more false preconceptions than solid knowledge about the nature of modern organizations. The following perceptions may be drawn from examination of pyramids on formal organizational charts, articles read, and speeches heard.

1. It's the supervisor's job to get the work done through people with complete authority.

2. The authority of the supervisor is equal to the responsibility assigned. The supervisor controls all of the resources needed to perform the accountable tasks.

3. The only person to whom the supervisor is accountable is the next manager in the chain of command, the boss. (Dowling & Sayles, 1978, p. 4)

Reality is far different. Subordinates have a good deal of power with which to counter the authority of the supervisor. They may have unions or other strong groups that can challenge almost any manager's orders as being unfair or even illegal. There are many assignments for which the manager must rely on the motivation and good will of the subordinates either because the work is complicated, is done out of sight, or lends itself to silent sabotage, delays, and deceptions. Work loads are often ambiguous, and adequate productivity frequently depends on the supervisor's use of persuasion and leadership skills and not on simply telling people what they must do (Dowling & Sayles, 1978).

The leader's ability, as perceived by subordinates, to help the group reach its goal also is likely to be affected by stimulus, generalization phenomena. Thus, if the group turns out to be effective in dealing with an externally imposed change, its cohesive and satisfied members are likely to include the leader in the group as a full-fledged member giving the leader part of the credit for the accomplishments, whether deserved or not. If the group

fails to accomplish its objective, the leader may well take the "rap" even though positive contributions and attributes made were substantial (Rosen, 1969).

In reporting on organizational behavior and human performance, Scott (1973) indicated that, "the more an individual can perceive and experience the newly conceptualized motive as an improvement in the self-image, the more the motive is likely to influence future thoughts and actions" (p. 6). Managers whose behavior contributes to the need satisfaction of their superiors will influence them and tend to be rewarded by them. To the extent that an employer has important expert knowledge and skill that the superior does not have and to the extent that the expertise is hard to replace, the subordinate will have influence over the superior. "The more likeable a subordinate, the more influence he or she is likely to have on a superior. The more needs of the superior the subordinate satisfies, the better he or she will relate to and influence the superior" (Glueck, 1977, p. 216).

Thus educational management must be concerned with accomplishments of organizational goals and objectives in addition to the atmosphere in which superiors and subordinates function. The way in which one group perceives the other may directly affect the overall

management strategies utilized in day-to-day operations.

Leadership Behavior

Administrative leadership has many common characteristics. A vast amount of research effort has been directed toward identifying some common factors related to leadership. The ultimate goal is to establish a general theory of administrative leadership which would make it possible to predict effective leadership and to design appropriate leadership training programs. There has been, however, a persistent difficulty in formulating a theory of leadership which could be applied in all disciplines. The review of the literature on this subject represents some of the efforts to identify specific theories.

Decker (1979) believed that image was related to perceptions. Image affected the credibility and success of the leaders' programs. Image formation is not based entirely on facts. Attitudes and perceptions can be influenced by incorrect information and social psychological phenomena like selection perception and retention. "Images may be thought of as stereotypes of beliefs and attitudes that are consistent with one another and act as facts for the image holder" (p. 5).

A conclusion drawn by Decker (1979) was that leaders with a good image could expect a much higher rate of success than those with a poor image.

Dimensional leadership takes into account that leadership is more than one way. Leadership implies response. To lead someone must follow. Because there is more than one way of following, different ways of leading are necessary. When leading, response is based on the perceptions of the followers, not the leaders' perceptions. Leaders must be able to recognize behavior for what it is, cope with existing behavior, and know when to act, behave, and lead in such a way that desired outcomes are achieved (Troyer, 1977).

Clark (1979) in an address to administrators of home economics reported on effective administrative behavior in organized anarchies.

> Middle and senior level administrators need strong conceptual skills, defined as involving the ability to see the institution as an organic whole, to understand interdependence and interrelatedness, to understand what the alternative consequences of various courses of actions may be, and to take the broad view of the relationship of the institution to the community and beyond. Administrators also need an awareness of what is happening elsewhere in the country in the experience of comparable institutions. The view is cosmopolitan, not parochial; it is both historically rooted and futuristic. Administrators need to consider trends and projections and how they do and will affect the institution and the administrative role. Both bionic

> vision and the capacity for adaptation will enhance administrative behavior. (p. 21)

Administrators are leaders. The tasks of administrators vary with the nature and complexity of the institution, local problems and situations, job descriptions, whether the faculty is morphostatic or morphogenic, and the administrator's own personal style. Clark (1979) reported that some of the indications that a faculty member might make a good administrator may be drawn from a list of thirty characteristics developed by the American Council on Education to evaluate candidates for its Intern Program. The list included:

> Resourcefulness and adaptability, integrity and honesty, courage and commitment, ability in interpersonal relations, professionalism, assertiveness and sense of direction, organizational and analytical ability, poise and self-confidence, communication skills, vigor and capacity for work, judgment, imagination and initiative and loyalty--as well as perserverance, breadth of interests and curiosity, intelligence, cultural level, scholarship and teaching ability and common sense. In addition, sense of humor, candor and openness, motivation and enthusiasm, sense of values, sensitivity for colleagues and community dependability, patience, sense of perspective, maturity, decisiveness, and outstanding among peers. (p. 25)

Clark (1979) added negative signs that would seem to disqualify an individual for a significant administrative post.

1. Unwillingness to listen and to consider the ideas of others.

2. Unwillingness to take reasonable risks, the inability to put up with petty annoyances.

3. Insecurity and defensiveness.

4. Secretiveness and the tendency to operate too much alone and a lack of a sense of ironic detachment from work. (pp. 25-26)

A project to study leadership behavior was begun in 1945 by the Personnel Research Board of the Ohio State University. It was initiated at a time when no satisfactory theory of leadership was available. The project brought together psychologists, sociologists, and economists to represent an interdisciplinary approach to leadership study. The major assumption made by the board was that in order to predict leadership, it was first necessary to learn more about the nature of leaders' behaviors. The project involved a series of studies which attempted to describe how a leader goes about doing what is done. This objective replaced an earlier emphasis on trait and personality investigations of leadership (Hemphill, 1975).

The Leader Behavior Description Questionnaire (LBDQ) was developed as a part of the Ohio State Leadership Studies. The respondent's task was to choose one of five adverbs expressing the frequency of the behavior as described by each of 150 items designed

to measure nine dimensions of leader behavior (Halpin and Winer, 1957). Halpin and Winer modified the original form to include 130 items on eight dimensions when the first factorial test of the LBDQ was conducted.

Two factors, initiating structure and consideration, emerged from the analyses in Halpin and Winer's (1957) study as well as in another conducted by Fleishman (1965). Halpin (1959) later defined the two dimensions as follows:

> Initiating structure refers to the leader's behavior in delineating the relationships between himself and members 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 relationships between the leader and members of the staff. (p. 4)

Many of the developmental studies using the LBDQ were conducted in Air Force and industrial settings. Educators also served as subjects in several of the investigations. Hemphill (1955) designed a study in which members of eighteen departments in a liberal arts college described the behavior of their department chairmen. The subjects also ranked the five departments in the colleges that had the general reputation on the campus for being the best led. The results indicated that departments with a high

reputation were those whose leaders scored high on both the Consideration and Initiating Structure dimensions of the LBDQ.

In a further study of the LBDQ, Halpin (1955) compared school superintendents and aircraft commanders and members of their respective staffs. The analysis revealed no significant correlations between Initiating Structure and Consideration scores achieved by administrators. Thus the assumption that the two dimensions of behavior were independent was confirmed. Halpin (1955) also attempted to determine effectiveness of leadership in the study by applying a technique of quadrant analysis. When the data were treated by the procedure of quadrant analysis, Halpin found that the least effective administrators had lower Initiating Structure and Consideration scores than leaders judged to be more effective. The criteria of effectiveness were based upon the percentages of leader's responses falling within four quadrants separated by mean scores.

Another investigation conducted by Halpin (1959) compared school superintendent's responses with those made by their school boards and staff members. The study revealed that staff members agreed with each other but did not agree with their school boards. In addition, (1) staff members rated their superintendents lower on Consideration than did the superintendents

themselves or school board members, and (2) staff members' responses resulted in a low but significant relationship with the superintendent's own description of initiating structure.

The early investigations were concerned with the LBDQ as an instrument which would not only serve to describe two dimensions of leader behavior, but also to provide some means to assess the effectiveness of that behavior. More recent studies have not been concerned with the evaluation of leadership behavior and have concentrated more upon the extent of agreement among subject responses. In industry, the LBDQ has been used to assess employee satisfaction in combination with several other measurement tools (Stogdill, 1963).

Since its conception the LBDQ had been a popular research tool for many disciplines; however, it became increasingly apparent that the dimensions of the original instrument were not sufficient to account for all the observable variance in leader behavior. Consequently, Stogdill (1963) developed the LBDQ Form XII, the current form of the instrument. Form XII contains 100 items with 12 subscales or factors which include Consideration, Integration, Persuasion, Predictive Accuracy, Production Emphasis, Reconciliation, Representation, Role Assumption, Structure, Superior Orientation, Tolerance for Freedom

and Tolerance for Uncertainty. Moniot (1975) investigated relationships between leader behavior, type of organization, and role conflict with a small sample of 23 subjects: 8 leaders from an industrial organization and 15 leaders from an educational organization. Data analyzed utilized the mean factor on the LBDQ Form XII and difference scores on the differences among the role senders' perceptions of the leader's behavior. Type of organization correlated significantly with role conflict. Moniot (1975) supported Stogdill's findings that the two dimensions of Structure and Consideration were not enough to accurately describe leadership behavior. In the study, Reconciliation and Superior Orientation significantly strengthened the relationship of the independent variables with role conflict.

In a study designed to indicate the relative importance of the leader's orientation toward the task at hand or the people in the group, Pyle (1973) found the following:

1. Men favored task training more than women.
2. Leaders 40 years of age and over felt a greater need for task training than did the younger leaders.
3. The professional emphasized the human relations aspects of leadership and suggested training for leaders along that dimension.

4. The group to be trained wanted task-related training.

5. Youth agents scored high on the person dimension while scoring relatively low on the task dimension.

6. The State 4-H staff had the highest scores recorded in both dimensions. (p. 16)

Today in organizations, as well as in society in general, many of the problems are people problems. Perrow (1970) stated that:

> Our problems are people problems, interpersonal relationships rather than the material conditions of life and the concrete material of organizations. People's attitudes are shaped at least as much by the organization in which they work as by pre-existing attitudes. The very real constraints and demands created by the job may dictate behavior that is punitive. (p. 5)

Leadership behavior describes various facets of the leader's personality. The literature review contained several references to leadership behavior and emphasized that leadership is at least two-dimensional; that is, leaders and followers make leadership the kind of attribute or constraint needed to accomplish tasks and maintain relationships.

A general theory of leadership behavior is the Fundamental Interpersonal Relations Orientation theory (FIRO). The FIRO theory of interpersonal behavior was used as the theoretical basis for approaching the problem of school administration. The FIRO family of

scales includes FIRO-B which measures behavior in the areas of inclusion, control, and affection; and FIRO-F, which measures feelings in the areas of significance, competence, and lovability. The latter feelings are assumed to underlie the former behavior. With FIRO instruments a person is scored on both behavior expressed toward others and the behavior and feelings wanted from others. The fundamental hypotheses of the FIRO family of scales is that every individual has the three interpersonal needs of inclusion, control, and affection, and accurate measurements of those needs give the results that enable investigators to understand better human behavior in a wide variety of interpersonal situations (Schutz, 1977).

A useful way of looking at the difference between one's perceived self and someone's perception is provided by the Johari "window".

- Some of an individual's personality is perceived both by the individual and others, sector 1.
- Some are perceived by others but unrecognized by the individual because they are the result of unconscious forces, sector 2.
- Other parts are perceived by the individual but are deliberately and successfully hidden from others, sector 3.

- Finally there are characteristics which are so deeply buried that neither the individual nor others perceive them; nevertheless, they influence behavior, sector 4.

In the course of interaction, the individual may choose to reveal things about himself that are unknown to others, thus expanding section 1 and contracting sector 2. Sector 4 will remain unchanged without psychotherapy or the development of an unusually intimate personal relationship.

The individual's managerial and leadership styles are influenced by characteristics in sector 2 (which others perceive but the individual does not) as well as by the characteristics in the other sectors. Thus, the individual and others perceive reality differently, but neither perceives the actual reality. Because of the nature of sectors 2 and 4, an individual's style is rarely consistent. When the inconsistencies are not marked they may be ignored. When the inconsistencies are marked the person is puzzling, complex, and difficult to understand (Hersey & Blanchard, 1982).

Johari's window indicated that there is a certain portion of a leader's personality that is above the surface and is very graphic. Anyone who looks in that direction can hardly help but see the basic size, consistency, makeup, and configuration. But much of

the iceberg exists beneath the surface, and unless conscious efforts are made to probe and understand the behavior there may never be any insight into the inconsistency. Yet much of the part of a leader's personality referred to as unknown may have a relevant impact in terms of the kinds of behavior in which a leader engages when trying to influence the behavior of others.

Leadership appears to be a function of at least three complex variables; the individual, the group of followers, and the condition. The qualities, characteristics, and skills referred to in a leader are determined to a large extent by the demands of the situation in which one is to function as a leader (Adair, 1973). All leaders, according to Maccoby (1981) must be able to articulate goals and values. How the subordinates perceive the supervisor's performance also has bearing on the subordinate's action. The subordinate has a limiting force on the effectiveness of the leader, yet the leader who is efficient and expects efficiency in return is likely to have superior followers (Calhoun, 1963).

There is much agreement, yet disagreement, over definitions of administration, management, and leadership. Some integrate the three and use them synonymously, whereas others believe that everyone can

be a manager or an administrator, but to be a leader is a different concept. Ultimately the three terms point to goal accomplishment and tasks. Administration for the most part seems to be concerned with the rules, regulations, and procedures of the organization. Management deals with the daily routine's of work: how to get the job done, how to produce better and more, and how to direct and control output. Leadership is concerned with the public relations realm of work performance and suggests that leaders take into account the many facets of leadership when leading groups.

Home Economics and Home Economics Administrators' Leadership Behavior

Home Economics

What is the mission of home economics? What are top priorities of home economics administrators for the decade? How are home economics administrators perceived by those outside the field? How are home economics administrators perceived by faculty and how do home economics administrators perceive themselves? These and other questions are addressed in this portion of the review of literature.

> The mission of Home Economics is
>
> to enable families, both as individual units and generally as societal institutions, to build and maintain systems of action which lead to maturing the individual's self-formation and enlightening cooperative participation in the critique and formulation of social goals and the means for accomplishing these goals. (Brown & Paolucci, 1979, p. 23)

Home economics is a profession. The professional must recognize and master theoretical knowledge and practical interrelationships and applications. That is, home economists must acquire the ability to study and solve theoretical and practical problems. All problems and areas of concern selected by home economists for study should be those which impact on the future. If home economics is truly to accomplish its mission for the present generation and future generations, then the discipline must concern itself with preparing individuals for an ever-changing world. Decision making related to successful functioning must be built upon the ability to recognize the possible alternative and then to select the appropriate one based on present and future truths. Theoretical knowledge must be combined with practical application to aid in the anticipation and resolution of problems (Fowler, 1980).

There are many challenges facing home economics. How will home economists respond to the challenges?

What are some of the accomplishments home economists have made during the past ten years? Administrators in 108 private institutions, state universities, and land-grant colleges of the National Council of Administrators of Home Economics reported that research was one of the major accomplishments in home economics since 1980. Administrators in state institutions were nearly three times more likely than administrators of private institutions to mention both improved research productivity and increased involvement in public policy formation as accomplishments. When asked for priorities for the next decade for home economics in higher education, the administrators (43%) cited research productivity as the top priority. This priority was more pronounced among administrators at land-grant institutions (52%). The second priority, public relations, was listed by 35 percent of the respondents and was equally important among administrators from all types of institutions. The third priority was an effort to maintain or increase enrollment, with (34%) of the respondents listing this as a priority. (Greninger, Durrett, Hampton, & Kitt, 1984).

In contrast, Keiser (1984) reported that only a limited number of college and university home economics administrators have research activities for the unit as

their major responsibility. More often, one administrator provides leadership for the training of future professionals as well as for research activities. When this happens, the training of the future professionals usually takes precedence. In this type of setting sound hiring practices emphasize the need for the administrator's background and experience to be more closely associated with the training program than with research capabilities.

Administrative training usually emphasizes curricula and budgeting matters rather than research techniques. Sometimes the administrator's research expertise is limited to graduate student experience. Such administrators can verbalize research needs but have little understanding of how to obtain the most for the research dollar. The ramifications of their research decisions are unknown either to themselves or college administration. There is also a need for home economics administrators to promote international efforts through research and to disseminate results in order to advance efforts in developmental programs to help families improve quality of life (Hertzler, 1984).

Home Economics Administrators: Responsibilities and Behavior

The American Home Economics Association (AHEA) published a book entitled Home Economics in Higher Education in 1949. In it the effective administrator was described and responsibilities were outlined specifically. AHEA at that time had a vision of what life would be like for individuals and families today; as a consequence, the material covered is quite relevant today.

> The effective home economics administrator has vision and professional leadership for education in general as well as for home economics and is able to translate philosophy and objectives into a working program for the unit. The administrator has personal and professional qualities needed to direct the effective use of both human and material resources in an educational program. Home economics administrators practice democracy in administration and promote democratic practices in the department. Opportunities are provided for staff to use special talents and to develop potential abilities. Professional growth is encouraged and work with staff members and students is effective in improving the quality of their work. (AHEA, 1949 p. 124)

Certain administrative responsibilities for home economics are in the hands of an overall administrator who may be the college or university president, a dean, or some other major administrative head responsible for several units in the institution. General administrators differ in points of view concerning the administrative responsibility for home economics. At

one extreme is the general administrator who sees the job as mainly that of selecting a good home economics administrator and giving support; at the other end is the general administrator who believes in carrying much of the responsibility for operating the department. The interest, promotion, and support of the general administrator for home economics are important factors in the success of the home economics program.

Certain personal qualities, preparation, and experience are essential to success as a home economics administrator. The administrator should have the training, experience, scholarship, attitude, and administrative ability to offer professional leadership and to carry the varied responsibilities of administration effectively. When the administrator lacks training or experience, provision should be made for acquiring it. The administrator needs to have the personal qualities necessary to get along well with people and be sympathetic and understanding, fair-minded, objective, and consistent in personal relations with staff and students. The administrator needs experience in college teaching and previous experience in administrative work. The home economics administrator must have vision in the field of education and understand the place of home economics in it. Administrators must be able to interpret the

unique functions of home economics in the institution. The administrator must know other programs of home economics and understand the basis of their strengths and weaknesses, select competent staff members and help them make the most of their assets, and develop their potential abilities (AHEA, 1949).

Whether a home economics administrator devotes full or part time to administration depends in part upon the size of the administrative job. In large units it depends also upon institutional policy regarding the duties of the administrator and whether the administrator wishes to use a portion of the time for teaching, research, or some other administrative work. The number of persons assigned to administrative responsibilities is largely a matter for an institution to determine on the basis of the size of the unit and its organization, program, and diversity of interests. Staff members whose major responsibility is teaching, but who are assigned to some administrative duties, see a different side of education from that seen by staff members who give full time to teaching. Some will develop administrative ability. All are likely to develop a better understanding and appreciation of administrative problems and the ways in which effective administrators facilitate instruction. AHEA warned, however, that when several persons share in

administration, a lag in handling administrative matters often results.

In expressing ways home economics administrators shape the future for higher education, Fowler (1980) presented seven main areas in which the administrator of a program has the opportunity to provide guidance and leadership:

1. Leadership and guidance in the development of curriculum and instruction.
2. Provision and maintenance of the physical facilities.
3. Financial and business management.
4. Recruiting, supervising, and appraising the effectiveness of the faculty and staff and personnel.
5. The provision of services for students.
6. School and community relationships.
7. Determination and implemention of an operational structure in which personnel could most effectively achieve the goal of training successful professionals and citizens. (p. 18)

Betsinger (1980) addressing the same group as Fowler, made the following observations:

> Administrators have important roles to play in helping graduate students become sensitive to the implications for home economics in world affairs. The home economics profession has a part to play in determining the degree of gloom that will prevail. Much of the effort will hinge on the quality of research conducted and the quality of our efforts in working with today's graduate students, students who will do tomorrow's work. (p. 21)

Three challenges offered by Betsinger were these:

(1) predicting the future,

(2) assisting present faculty members to upgrade their skills and improve research involvement and productivity, and

(3) preparing competent staff replacements in present graduate student enrollments. (p. 22)

Meszaros (1980) addressed the same topic, "How Home Economics Administrators Shape the Future in Higher Education", and offered a six-step action plan. The only addition to Fowler's and Betsinger's plans were the foci on the visionary role of the administrator and the marketing of programs by attracting students and reaching audiences.

Perceptions of Leadership Behavior

Perceptions of leadership behavior of individual leaders and various groups have been studies by Cooperative Extension staff, hospital personnel, public school officials, other educators, and governmental agencies. Findings from the studies suggested that leaders' perceptions of themselves and those of the followers are not likely to be in agreement. Groups being perceived by others are not likely to be viewed the same as the group perceives itself, and groups perceiving the same situation may not have consensus on that situation.

The Association of Administrators of Home Economics has conducted two workshops to encourage professional home economists to consider administration as there is a lack of leadership for administration in general, but in home economics in particular. Belck and Meszaros (1984) reported findings from the administrative workshop surveys. It was found that supervisors of home economics administrators rated home economics administrators lowest in terms of perceived academic status on campus. More than 75 percent of the current administrators did not think they were less accepted by faculty outside their own discipline; however, 42 percent of the emerging administrators believed that they were less accepted by faculty outside home economics. When the participants were asked to rank how important faculty members think various administrative skills are, those currently in administration listed operation management, communication skills, and budget allocations as the three most important criteria faculty members use in evaluating administrators' performance. The emerging administrators, by contrast, ranked communication skills highly, along with administrators' national reputation and interpersonal skills.

In a study designed to assess the extent of interest in and perceived need for administrator

development programs related to the use of management tools, Hirschlein (1978) reported that an apparent gap exists between what home economics administrators believed was needed in administrator development and what was actually provided. The administrators tended to score the needs of others to develop skills at a higher level than their own personal interest in developing the same skills. Hirschlein's data were collected from 194 home economics administrators in state universities and land-grant colleges utilizing a management tools questionnaire developed by the author. Management tools identified in the study were Management by Objectives, Management Information Systems, Program Planning, Budgeting Systems, Program Evaluation Review Techniques, and the Delphi Techique.

Several studies have investigated perceptions of Extension chairpersons and agents concerning programming skills, role of Cooperative Extension in rural areas (Ball, 1960), and public affairs (Nave, 1966). The role of the advisory board in Extension programming was investigated by Allen (1965) and Shearon (1965).

Shearon (1965) questioned 92 county Extension chairpersons in North Carolina on 34 programming functions employing the scale: "agent function," "cooperative function," or "advisory board function."

The purpose of the study was to determine county extension chairpersons' perceptions of the role of the advisory board in county programming and the extent to which chairpersons concurred or differed with respect to who ought to have major responsibility for programming functions. There were 22 functions for which less than 75 percent of the chairpersons' agents agreed about who ought to have major responsibility. Shearon (1965) found disagreement about 22 of 34 programming roles.

In a study similar to Shearon's (1965) and based on Shearon's data, Allen (1965) designed a study to determine the extent of agreement between the county extension chairpersons' and advisory board presidents' perceptions of who ought to have the primary responsibility for performing selected roles in planning, executing, and evaluating the county extension program at the county level. Ninety-nine out of the 100 county extension chairpersons and advisory board presidents participated in the study. The respondents were asked to indicate whether performance of 34 selected programming functions ought to be primarily the responsibility of agents, the advisory board, or both. When chairpersons' and presidents' scores were compared for each of the programming roles, there was significant agreement that 13 of the programming roles were

designated to be primarily the responsibilities of agents, 19 were corporate responsibilities, and only 2 were the responsibility of the advisory board. Although advisory board presidents and chairpersons agreed on their perceptions of who ought to perform 22 out of 34 microprogramming roles, they were in disagreement about 12 of the programming roles. Allen found the reverse of Shearon's study.

Ball (1966) designed a study to determine the role of the Cooperative Extension Service in resource development as perceived by resource development leaders and county Cooperative Extension Service coordinators in the 39 counties designated as the Appalachian section of Kentucky. Sixty-eight leaders and 47 coordinators participated in the study. There were no significant differences between leaders' and coordinators' perceptions of the importance of selected objectives on which Extension should provide assistance, objectives on which Extension could be most helpful to the county resource development organization, the amount of time and effort Extension should assume in performing selected development roles, and the amount of time and effort Extension groups should spend with clientele groups. Degree of contact leaders had with Extension workers did not influence their perception of the degree of responsibilities

Extension agents should assume for selected resource development roles. However, it was noted that leaders' attitudes did not influence to a significant degree their perceptions of the degree of responsibility Extension should assume for selected resource development.

Nave (1966) investigated the role of the county Extension chairperson in public affairs education in North Carolina. Ninety-nine county Extension chairpersons and 29 elected Extension administrators were the respondents. One area of concern was the respondents' perceptions of the chairperson's degree of objectivity, responsibility, and qualifications in conducting county Extension public affairs education programs. The findings revealed that there was not a significant positive correlation between the chairpersons' and administrators' perceived degree of responsibility. The chairpersons and the administrators agreed that public affairs education would be of even more importance in the future than at the present. The chairpersons and administrators perceived the chairpersons to be more qualified to encourage decision making among clientele and less qualified to point out the consequences of alternative courses of action. The chairpersons perceived the chairpersons as

having more qualifications for performing the role dimensions than did the administrators.

In a study directed toward increasing understanding of the expectations and perceived communication between field and supervisory personnel in Extension, Russell (1972) found that supervisors as a group believed there was less overall communication than did the field agents, who believed there was less communication about personal matters and new ideas than did their supervisors. Overall, the supervisors were much less satisfied with the amount of communication than were their field agents, and in particular, significantly more supervisors wanted more communication about the existing program. Field agents felt that most of communication received was imposed by supervisors rather than sent in response to needs. Similarly, the field agents felt that much more of the communication coming from their supervisors had to do with administration and getting the job done rather than with personal matters or new ideas, while the supervisors viewed the overall communication as being more balanced.

Perceptions of chairpersons of hospital boards, hospital administrators, doctors, and nurses were examined by Crossley (1981). The study included 389 subjects and 131 hospitals. Findings revealed that the

hospital administrators and nursing staff administrators were in agreement on appropriate nursing staff administrators' functions. The perceptions of chairpersons of hospital governing boards differed from those of hospital administrators and nursing staff administrators. Crossley suggested that perhaps attention needed to be paid to the selection and preparation of individuals for membership and leadership on governing boards. Barnes (1971) found that significant differences existed among the groups on whether the nurse should coordinate plans for standardized medical care in computer storage. Doctors suggested less mean change on this behavior than did hospital administrators or nurses. Thus doctors were less sure that nurses could effectively carry out this highly technical behavior than were nurses or hospital administrators. It appeared that nursing staff supervisors were perceived to be in stereotypic roles with the main concern being loyalty and support to the physician.

Perceptions of the principal's leadership style were examined by Guba (1959) who studied the relationship between the extent to which teachers feel effective, confident, and satisfied, and their perceptions of the principal's leadership style. Perceptions of nomethetic style were accompanied by

decreases in effectiveness, confidence, and satisfaction; perceptions of transactional style were accompanied by increases in effectiveness, confidence, and satisfaction. Perceptions of idiographic style were positively, but not significantly, related to effectiveness, confidence, and satisfaction. The principal who is perceived by teachers as more nomethetic than the personal perceptions of the principal is likely to rate the staff relatively low in effectiveness. A conclusion drawn was that confidence in the principal's leadership which is exhibited by a teacher is the function of the congruence between the teacher's perceptions of the administrator's expectations and the teacher's idealized version of those expectations. In addition, satisfaction on the job seemed closely related to the extent to which the perceptions, both of expectations and behavior, held by principals and teachers coincided.

In order to examine perceptions and morale of agents and their perceptions of the leader behavior of their immediate supervisor, the county chairperson, Johnson and Bledsoe (1974) utilized the LBDQ. Findings were that agents' morale and the leader behavior of the supervisor were significantly and highly related. The supervisor favorably perceived by Extension agents in

personal interaction was also perceived as being effective in planning and directing Extension programs and procedures. Agents were more critical of their supervisor with respect to the Initiating Structure functions than the Consideration functions. Surprisingly, the Consideration score alone provided almost as good a prediction of the morale score as both the Consideration and the Initiating Structure scores. Finally, length of service was one of the most critical factors in extension agents' morale scores. Agents with the least amount of service (0 to 5 years) had the lowest morale scores, followed by the group with 6 to 15 years of service. Highest morale was indicated for those with more than 15 years of service.

Summary

As indicated in the studies reported in this section, many groups perceive leaders' behavior differently than the leaders themselves perceive their behavior. In the studies reported, it was found that only a moderate amount of agreement existed between two groups perceiving the same group when one of the groups reporting the perceptions was also being perceived. This may suggest a problem with sample size, limitations by area, methodology, or realities of

administrators' interpersonal relationships and task responsibilities by the subjects in the samples studied.

Data reviewed suggested limited research in home economics administration in its broadest sense, particularly leadership behavior. For this reason it was believed information provided by this study would contribute to the body of knowledge available on home economics administration.

CHAPTER III

METHOD

The purpose of the study was to examine perceptions of home economics administrators' leadership behavior by faculty and administrators. Perceptions were assessed through the use of the Leader Behavior Description Questionnaire. This chapter discusses the design of the study, the sampling procedure, instrumentation, data collection, and data analysis. The study was descriptive in design because it examined perceptions of leadership behavior by two different groups of subjects.

Sampling Procedure

The population consisted of 65 administrators in departments of home economics in the southern region of the United States. A decision was made to exclude deans of colleges and schools of home economics as well as subject-matter department heads within those colleges and schools. This was done because of the differences in administrative responsibilities among the deans, subject-matter department heads, and home

economics chairpersons who do not operate as a part of a college or school of home economics. A list of home economics department administrators was obtained from the American Home Economics Association. That list was checked with the listings in the 1980-81 Education Directory of Colleges and Universities in the United States to determine whether or not the institution was public or private. From the two lists, the researcher identified 65 colleges and universities that had home economics departments and administrators designated as department heads or chairpersons.

Administrators included in the study must have been in their position for at least one year. Administrators were asked to grant permission for the unit to be included in the study and to supply a list of faculty who met the criteria for selection. Eight faculty members who had been under the administrator's supervision for at least one year and had the rank of assistant professor or higher were chosen to participate in the study. Exceptions were the four instances where only faculty members at the rank of instructor were on the list submitted by the administrator. Where there were more than eight faculty members listed, eight were randomly selected to participate. If there were fewer than eight faculty members that met the requirements, all were included in

the study. In order for the institution to be included in the study, responses from at least three faculty members and the administrator were necessary. A total of 34 administrators and 130 faculty members participated in this study. The states in the southern region included in this study were Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, Tennessee, Texas, and Virginia. No home economics unit from South Carolina chose to participate in the study.

Instrumentation

Instruments for measuring leadership behavior were discussed in the review of the literature chapter. The Fundamental Interpersonal Relations Orientation (FIRO Theory), the Johari "window", and the Leader Behavior Description Questionnaire are suitable instruments for assessing leadership behavior. The LBDQ was chosen for this study because of its extensive use in leadership studies, its validity and reliability, and because of the specificity with which it described leadership behavior.

The Leader Behavior Description Questionnaire (see Appendix A) was developed by the Ohio State University Bureau of Business Research in 1945 and has been

revised several times. The current Form XII was the result of Stogdill's revision in 1962. The LBDQ Questionnaire consists of 100 items and 12 factors related to leadership behavior which were answered with a scale using responses of always, often, occasionally, seldom, and never. For the scoring of the positive statements the alternatives were weighed 5, 4, 3, 2, 1 from always to never. Scoring was reversed for negative statements. The scores for each subject were summed across factors, yielding 12 scores for each subject. A higher score indicated a more favorable perception of the administrators' leadership behavior. The factors are Consideration, Integration, Persuasion, Predictive Accuracy, Production Emphasis, Reconciliation, Representation, Role Assumption, Structure, Superior Orientation, Tolerance of Freedom, and Tolerance for Uncertainty. The instrument has been experimentally validated (Stogdill, 1969). The reliability of the subscales, using a modified Kuder-Richardson formula, range from .55 (on a factor-representation for a sample of ministers) to .91 (on a factor predictive accuracy for a sample of air craft executives) (Stogdill, 1963).

Stogdill (1970) reported that "both theory and research suggest that the following patterns of behavior are involved in leadership, but are not

equally important in all situations" (pp. 2-3). The 12 factors used in the study are described by Stogdill as:

> Consideration - regards the comfort, well being, status, and contributions of followers.
>
> Integration - maintains a closely knit organization; resolve inter-member conflicts.
>
> Persuasion - uses persuasion and argument effectively; exhibits strong convictions.
>
> Predictive Accuracy - exhibits foresight and ability to predict outcomes accurately.
>
> Production Emphasis - applies pressure for productive output.
>
> Reconciliation - reconciles conflicting organizational demands and reduces disorder to system.
>
> Representation - speaks and acts as the representative of the group.
>
> Role Assumption - actively exercises the leadership role rather than surrendering leadership to others.
>
> Structure - clearly defines own role, and lets followers know what is expected.
>
> Superior Orientation - maintains cordial relations with superiors; has influence with superiors; is striving for higher status.
>
> Tolerance of Freedom - allows followers scope for initiative, decision, and action.
>
> Tolerance of Uncertainty - is able to tolerate uncertainty and postponement without anxiety or becoming upset (p. 2-3).

The LBDQ is quoted throughout literature on leadership behavior as one of the strongest instruments

now available for use in leadership research. In this study it was used to assess perceptions of leadership behavior by administrators and faculty members.

Data Collection

A letter requesting the president of the Association of Administrators of Home Economics to sign the letters was mailed in mid-October. Permission was granted; therefore, the signature of the president of AAHE appeared on letters used in this study (see Appendix B). Letters explaining the nature of the study (see Appendix B) and requesting permission to include the administrator and faculty in the study and a list of faculty by rank and years at the institution (see Appendix C) were sent to the 65 home economics administrators who were designated as heads of departments or chairpersons on the AHEA list of names and institutions. The letters were sent in early November in order to have the final list of names by mid-November.

Data were collected in the fall and winter of 1984 and 1985. The LBDQ with attached cover letter and administrator or faculty information sheets (see Appendices D and E) was mailed to participants during the middle of November. In late November, a postcard was sent to those administrators who had not granted permission to be included in the study. Early in

January, a third request for participation was sent to those administrators who had not responded. During that time a second questionnaire was sent to those administrators and faculty members who had not returned the first one. As a final resort, telephone calls were made to 12 administrators and faculty members who had not responded. All mailings were done by first-class mail. Stamped and self-addressed envelopes were enclosed for participants' use.

Administrators and faculty were promised summaries of the results of the study upon request. The summary and a personal letter of appreciation for the cooperation which participants had given the researcher were sent upon completion of the study.

Statistical Analysis

The analysis of data in this study included three statistical applications: (1) frequency analysis, (2) two-tailed *t* test for difference between means, and (3) three-way analysis of variance. The latter was used to determine if there was a relationship among faculty members' perceptions of their administrators' leadership behavior and number of students, faculty rank, and tenure status, using the 12 subscales on the LBDQ. The level of significance selected was .05.

Computations were done by computer utilizing the UNC-G Academic Computer Center and others as available. The SPSSX program (Statistical Package for the Social Sciences) was used to analyze the data.

CHAPTER IV

RESULTS AND DISCUSSION

The overall purpose of the study was to examine perceptions of home economics administrators' leadership behavior by faculty and administrators. Perceptions of both groups were assessed through the use of the Leader Behavior Description Questionnaire which contained 12 subscales of factors: Consideration, Integration, Persuasion, Predictive Accuracy, Production Emphasis, Reconciliation, Representation, Role Assumption, Structure, Superior Orientation, Tolerance of Freedom, and Tolerance of Uncertainty.

In early November 1984, letters were sent to 65 administrators with forms requesting permission to be included in the study. Follow-up notices were sent on a postcard in late November to those administrators who had not returned the permission forms. The mailing of questionnaires and cover letters was done at several different times as permission was granted by administrators for units to be included in the study.

Of the 53 forms returned by administrators, 42 (64.6%) gave permission to be included in the study. Twenty-three (35.3%) of the administrators meeting the criteria for the study chose not to participate or did not respond. One hundred fifty-seven questionnaires had been mailed and 105 (66.8%) returned by December 31, 1984. Responses from at least three faculty from an institution and the administrator were necessary for the institution to be included in the study. Only 18 (42.8%) of the 42 units met that criterion on December 31.

Fifty-three follow-up letters and second questionnaires were mailed on January 10, 1985 to faculty members and administrators who had not returned the first questionnaire. Eighty-eight questionnaires were mailed for the first time between January 10 and February 2, 1985.

From the 245 questionnaires mailed, 188 (76.7%) were returned. This number included 39 of the administrators who agreed to participate or 60.6% of the eligible administrators and 149 faculty members (73.3%). Of the 188 questionnaires returned, only 164 were actually usable for all of the analyses. The 24 questionnaires returned which were not usable were categorized into four classes. Five administrators' questionnaires were not used: two were not filled out

and three were from institutions where an insufficient number of faculty returned questionnaires. Eight faculty members sent questionnaires back that were incomplete and 11 were in institutions where the three administrators did not return the questionnaire. However, 11 of the faculty members' scores not used in frequency distributions or t-test analyses were used in the analysis of variance making it possible for all faculty members to be included in at least one aspect of the analysis.

Table 1 summarizes the location of participants who were included in the study by state. Most states had 2 or 3 institutions participating. Texas had eight institutions and 40 subjects, the highest number of institutions and subjects from a state. North Carolina, with four institutions and 22 subjects, was the next highest, followed by Kentucky and Louisiana with three institutions each and 18 and 15 subjects, respectively. Alabama and Florida with one institution and 5 and 4 subjects each represented the smallest number of institutions and subjects in the study.

Table 1

Location of Subjects by State

State	Number of Institutions N = 34	Percentage	Number of Subjects N = 164	Percentage
Alabama	1	2.9	5	3.0
Arkansas	2	5.8	9	5.4
Florida	1	2.9	4	2.4
Georgia	2	5.8	8	4.8
Kentucky	3	8.8	18	10.9
Louisiana	3	8.8	15	9.1
Mississippi	2	5.8	8	4.8
North Carolina	4	11.7	22	13.4
Oklahoma	3	8.8	14	8.5
Tennessee	3	8.8	12	7.3
Texas	8	23.5	40	24.3
Virginia	2	5.8	9	5.4

Note: Number of Institutions = 34
Number of Subject includes 34 administrators and 130 faculty members

Demographic Data

A description of the subjects who returned the questionnaires that were usable is given in Table 2. A larger percentage of administrators had doctoral degrees (73.5%) than did faculty (46.4%). Most of the subjects were white, 70.5% of the administrators and 73.0% of the faculty. No administrator included in the study was under 30 years of age. The largest percentage of the faculty (49.2%) ranged from 31 to 45 years of age and half of the administrators were 46-60. Approximately equal numbers of administrators were professors (52.9%) or associate professors (41.1%). In contrast, the highest percentage of faculty members (46.9%) were of assistant professor rank and 23.8% were associate professors. Nearly all (91.1%) of the administrators were tenured, whereas slightly more than half (56.1%) of the faculty members were tenured.

Table 3 indicates that the largest percentage of faculty members had been in their present positions 11 years or more (33.8%) and ten percent had been in their present position one or two years. Almost the same percentage (27.6%) had been a faculty member in higher education for 11-15 years. Similar numbers of the administrators had been in their present positions

Table 2

Description of Subjects

Variable	Administrators Number N = 34	Administrators Percentage	Faculty Number N = 130	Faculty Percentage
Highest degree held				
M.A. or M.S.	1	2.9	51	39.2
Ed.S. or Ed.D.	1	2.9	8	6.1
Ph.D.	24	70.6	55	42.3
Other	6	17.6	15	11.5
Missing	2	5.8	1	.7
Race				
Asian	0	0	2	1.5
Black	9	26.4	28	21.5
Hispanic	1	2.9	0	0
White	24	70.5	95	73.0
Other	0	0	1	.7
Missing	0	0	4	3.0

Table 2 (continued)

Description of Subjects

Variable	Administrators Number N = 34	Administrators Percentage	Faculty Number N = 130	Faculty Percentage
Age				
30 or under	0	0	5	3.8
31-45	15	44.1	64	49.2
46-60	17	50.0	51	39.2
61 or over	2	5.8	7	5.3
Missing	0	0	3	2.3
Rank				
Instructor	0	0	12	9.2
Assistant Professor	2	5.8	61	46.9
Associate Professor	14	41.1	31	23.8
Professor	18	52.9	23	17.6
Missing	0	0	3	2.3
Tenure				
Tenured	31	91.1	73	56.1
Tenure track Position	3	8.8	33	25.3
Non-tenured	0	0	21	16.1
Missing	0	0	3	2.3

Table 3

Distribution of Faculty Members by Number of Years at Present Institution and in Higher Education

Variable	Number N = 130	Percentage
Number of years at present college or university		
1- 2	13	10.0
3- 4	16	12.3
5- 6	18	13.8
7- 8	18	13.8
9-10	10	7.6
11 or more	44	33.8
Missing	11	8.4
Number of years employed in higher education as a faculty member		
1- 5	15	11.5
6-10	33	25.3
11-15	36	27.6
16-20	14	10.7
21-30	16	12.3
31-40	3	2.3
41 or more		
Missing	12	9.2

11 years or more (12) or four years or less (13) as shown in Table 4.

The one area of home economics found in each of the administrators' departments was home economics education (See Table 5). The traditional areas of foods and nutrition, clothing and textiles, child development and family relations, general home economics, housing and equipment, and interior design were all represented in at least some of the departments.

Presented in Table 6 are the frequency distributions for administrators who completed credit hours in administration of home economics and higher education. Examination of the category of one to 10 hours revealed that 20 (58.8%) of the administrators had that range of credit hours of administration in home economics; one-fifth of the administrators had no study in this area. Further examination revealed that 70.5% had taken one to ten hours in administration in higher education.

Enrollment may be expected to have some relationship to the way in which the administrators are perceived by the faculty members. Table 7 presents enrollment of undergraduate and graduate students and university enrollments for the units included in the study. The home economics departments were generally located in small institutions with 5,000

Table 4

Description of Administrators by Years in Administration

Variable	Number N = 34	Percentage
Number of years in present position		
1- 2	3	8.8
3- 4	10	29.4
5- 6	4	11.7
7- 8	2	5.8
9-10	3	8.8
11 or more	12	35.2
Number of years employed as an administrator in higher education		
1- 5	11	32.3
6-10	8	23.5
11-15	9	26.4
16-20	4	11.7
21-30	2	5.8

Table 5

Distribution of Subject-Matter Areas Represented in Home Economics Departments

Subject Matter Areas	Number of Institutions N = 34	Percentage
Related art and design	10	29.4
Business	3	8.8
Child development/ family relations/ human development	31	91.1
Communication and journalism	1	2.9
Foods, nutrition and dietetics	32	94.1
General home economics	22	64.7
Home economics education	34	100.0
Housing and Equipment	17	50.0
Family economics and home management	15	44.1
Institutional and hotel management	13	38.2
Textiles and clothing	31	91.1

Table 6

Description of Administrators by Credit Hours Completed in Administration

Credit Hours	Number N = 34	Percentage
Administration in home economics		
0	7	20.5
1-10	20	58.8
11-20	6	17.6
21-30	0	0
31-40	1	2.9
41 or more	0	0
Administration in higher education		
0	4	11.7
1-10	24	70.5
11-20	4	11.7
21-30	0	0
31-40	1	2.9
41 or more	1	2.9

Table 7

Distribution of subjects by Home Economics and University Enrollment

Enrollment	Number N = 34	Percentage
Undergraduate		
1-100	10	29.4
100-200	8	23.5
201-300	8	23.5
301-400	6	17.6
401-500	0	0
600 or over	2	5.8
Graduate		
0	17	50.0
10-30	7	20.5
31-50	6	17.6
51-70	2	5.8
71-90	1	2.9
91 or more	1	2.9
University		
5,000 or less	11	32.3
5,001-10,000	14	41.1
10,001-15,000	7	20.5
15,001-20,000	1	2.9
25,001 or over	1	2.9

to 10,000 students (41.1%). Most of the departments (26) had undergraduate enrollments under 300 students. Graduate enrollment was a part of only half of the programs included in the study.

Descriptions of Administrators' Perceptions

Perceptions of home economics administrators' leadership behavior as perceived by administrators themselves may help others to understand how home economics units in this study are operated. Generally administrators perceived themselves as being very capable of leading the departments in their charge. In order to facilitate, the interpretation of the mean scores for each of the factors, the following example is given. A mean of 20.41 for the administrators on the Representation factor (see Table 8) based on the original scale of 1 to 5 would yield an item mean of 4.08, (20.41 ÷ 5). The 4.08 item mean indicates that in general the administrators perceived themselves as often exhibiting behavior of speaking and acting as the representative of the home economics unit.

Administrators scored toward the high end of the scale on each of the 12 factors. Examination of the mean scores for Tolerance of Uncertainty (33.20), Representation (20.41), and Role Assumption (35.48) indicated that the administrators tolerated uncertainty

Table 8

Mean Scores and Standard Deviations on LBDQ for Administrators and Faculty Members

Factor	Administrators		Faculty	
	Mean	Standard Deviation	Mean	Standard Deviation
	N = 34		N = 130	
Consideration (10)	39.82	4.87	33.48	8.03
Integration (5)	19.41	2.68	15.38	4.85
Persuasion (10)	37.05	5.19	33.61	7.88
Predictive Accuracy (5)	18.82	2.03	16.17	3.94
Production Emphasis (10)	35.57	4.54	32.15	6.46
Reconciliation (5)	18.09	2.57	16.57	4.08
Representation (5)	20.41	3.29	19.17	3.98
Role Assumption (10)	35.48	4.49	33.88	5.73
Structure (10)	39.47	5.52	35.46	7.60
Superior Orientation (10)	38.23	3.79	35.50	7.09
Tolerance of Freedom (10)	40.17	4.98	35.73	9.24
Tolerance of Uncertainty (10)	33.20	4.06	32.00	6.31

and postponement without becoming anxious or upset on occasions, often spoke and acted as the representative of the home economics unit, and actively exercised the leadership role rather than surrendering it to others between the categories of occasionally and often.

Administrators perceived themselves as reconciliatory in the administration of the home economics unit. The mean scores for the Reconciliation factor (18.09) indicated that administrators perceived themselves as often reconciling conflicting organizational demands and reducing disorder to system. The mean score on the Persuasion factor (37.05) and an item mean of 3.70, indicated that administrators often used persuasion and argument effectively and exhibited strong convictions.

Consideration and Structure are often paired when leadership behavior is described because at one time these two factors alone were thought to accurately describe leader behavior. The administrators' scores for Consideration and Structure were nearly the same, 39.82 and 39.47, respectively. An interpretation of the mean score revealed that administrators' perceptions were that they often regarded the comfort, well being, status, and contributions of the followers, and clearly defined their roles and informed followers of their expectations.

The highest mean scores for administrators (40.17) was on the Tolerance of Freedom factor. Of all aspects of the administrators' behavior perceived in this study, administrators believed that they were most tolerant of freedom and often allowed the faculty members scope for initiative, decision, and action.

An examination of the mean scores for Predictive Accuracy (18.82) and Production Emphasis (35.37) indicated that administrators more often than not exhibited foresight and ability to predict outcomes accurately. Administrators also perceived themselves as occasionally to often applying pressure for productive output.

Means for the Integration and Superior Orientation factors (19.41) and (38.23) indicated administrators were consistent in their perceptions of these factors. Administrators believed that they maintained a closely knit organization and resolved intermember conflict. In addition, administrators often saw themselves behaving in such a way that cordial relationships with superiors were noted. Influences were often exerted by administrators as they strived for high status.

Faculty Members Perceptions of Administrators Leadership Behavior

Faculty members generally perceived administrators as behaving in roles of leadership only occasionally. Faculty members perceived administrators as tolerating uncertainty and postponement without becoming upset only on occasions (Tolerance of Uncertainty). Faculty mean scores on Consideration (33.48) and Structure (35.46) reveal that faculty members were more critical of administrators' concern for the comfort, well-being, status, and contributions of the followers than for whether or not the administrators clearly defined roles.

Faculty members scored administrators highest on the Tolerance of Freedom factor (35.73 out of 50) and lowest on the Integration factor (15.38 out of 25). This indicated that faculty members believed that administrators often allowed followers scope for initiative, decision, and action, but maintained a closely knit organization and resolved intermember conflict only occasionally. Mean scores on factors Representation (19.17) and Tolerance of Uncertainty (32.00) showed that faculty members believed that administrators often spoke and acted as the representative of the home economics unit; however, administrators were perceived to tolerate uncertainty

and postponement without becoming anxious or upset only occasionally. For the remaining factors--Production Emphasis, (32.15), Predictive Accuracy (16.17), and Reconciliation (16.57), faculty members perceived administrators as applying pressure for productive output, exhibiting foresight and ability to predict outcomes accurately, and reconciling conflicting organizational demands occasionally.

There was more variation in faculty scores than administration as indicated by the standard deviations reported in Table 8. Scores varied the most for the Consideration factor (s.d. = 9.24) and the Tolerance of Freedom factor (s.d. = 8.03), and the least for Predictive Accuracy (s.d. = 3.94) and Representation (s.d. = 3.98).

Analyses of Hypotheses

The *t*-test analysis for H_1--There is no difference in administrators' and faculty members' perceptions of home economics administrators' leadership behavior revealed that responses to nine of the 12 factors were found to differ significantly between administrators and faculty, and responses to three of the factors were not significantly different (see Table 9). Factors for which significant differences were found included Reconciliation ($p = .01$) and

Table 9

t Test for Differences Between Mean Scores of Administrators and Faculty on the LBDQ

Factor	Administrators Mean N = 34	Faculty Mean N = 130	t Value	p Value
Consideration (10)	39.82	33.48	5.77	.000*
Integration (5)	19.41	15.38	6.36	.000*
Persuasion (10)	37.05	33.61	3.04	.003*
Predictive Accuracy (10)	18.82	16.17	5.27	.000*
Production Emphasis (10)	35.57	32.15	3.50	.001*
Reconciliation (5)	18.09	16.57	2.60	.01*
Representation (5)	20.41	19.17	1.85	.069
Role Assumption (10)	35.48	33.88	1.70	.09
Structure (10)	39.47	35.46	3.43	.001*
Superior Orientation (10)	38.23	35.50	6.68	.000*
Tolerance of Freedom	40.17	35.73	3.73	.000*
Tolerance of Uncertainty (10)	33.20	32.00	1.34	.186

Note: Numbers in parentheses indicate number of items in each factor. For factors with 5 items, the total score possible is 25. For factors with 10 items, total possible score is 50.

* Significant at or beyond .05.

Persuasion ($p = .003$). Highly significant differences were found for factors Structure ($p = .001$), Tolerance of Freedom ($p = .000$), Consideration ($p = .000$), Predictive Accuracy ($p = .000$), Integration ($p = .000$), Production Emphasis ($p = .001$), and Superior Orientation ($p = .001$). No significant differences were found for factors Representation, Role Assumption, and Tolerance of Uncertainty. A comparison of the mean scores for administrators and faculty members for each of the nine significant factors indicated that faculty members did not perceive the administrators' exhibiting behaviors as frequently as the administrators perceived their doing so.

For the significant factors, administrators perceived themselves as more often exhibiting the following characteristics of leadership behavior than did the faculty: clearly defining their roles, informing followers of their expectations; allowing followers scope for initiative, decision, and action; regarding the comfort, well being, status, and contributions of followers; applying pressure for productive output; exhibiting foresight and predicting outcomes accurately; maintaining a closely knit organization, resolving inter-member conflict; maintaining cordial relations with superiors, using persuasion and argument effectively, exhibiting strong

convictions; and influencing superiors and striving for higher status. Therefore the null hypothesis was rejected for the nine factors for which significant differences were found. The null hypothesis was not rejected for three factors for which no significant differences were found: Representation, Role Assumption, and Tolerance of Uncertainty.

H_2: There is no relationship among faculty members' perceptions of their administrators' leadership behavior and number of students, faculty rank, and tenure status. This hypothesis was tested using a three-way analysis of variance. The results indicated that only two of the variables were found to be significant in relation to two factors on the LBDQ. Enrollment was significantly related ($p = .03$) to the Representation factor (see Table 10). An examination of the mean scores for each of the categories indicated that the mean score for medium enrollments (18.63) was the highest followed by the mean in large institutions (18.57). The lowest mean score (18.01) reported was from small institutions. It seemed that faculty members in medium and large institutions perceived the administrators as speaking and acting as the representatives of the home economics units more often than did those faculty members in small institutions.

Table 10

Analysis of Variance for Representation Factor by Faculty Rank, Tenure Status, and Enrollment

Variable N = 141	SS	DF	MS	F-Ratio	Significance of F
Faculty Rank	66.45	2	33.22	1.55	0.21
Tenure Status	5.24	2	2.62	0.12	0.88
Enrollment	145.88	2	72.94	3.41	0.03*

* = Significant at or beyond p = .05

Table 11 presents results of the analysis for the Production Emphasis factor. Professors' mean score (36.11) compared with associate professors' mean score (30.80) and assistant professors' and instructors' mean score (31.88) indicated that the professors more often than individuals at the other ranks perceived the administrators as applying pressure for productive output. Therefore, the null hypothesis was rejected for the relationships between representation and enrollment and between production emphasis and rank. It was not rejected for other relationships tested in the hypothesis.

Discussion

A comparison of qualities recommended for home economics administrators and discussed in Chapter II and those found in this study resulted in the following observations: Home economics administrators perceived themselves as having many qualities suggested by AHEA (1949): vision and professional leadership (Predictive Accuracy and Role Assumption); ability to translate philosophy and objectives into working programs for the unit (Persuasion); practicing of democracy (Tolerance of Freedom); and encouragement of professional growth (Consideration). Characteristics listed by Clark

Table 11

Analysis of Variance for Production Emphasis Factor by Faculty Rank, Tenure Status, and Enrollment

Variable N = 141	SS	DF	MS	F-Ratio	Significance of F
Faculty Rank	281.18	2	140.59	3.60	0.03*
Tenure Status	123.18	2	61.59	1.57	0.21
Enrollment	140.06	2	70.03	1.79	0.17

* = Significant at or beyond p = .05

(1979) were also evident: resourcefulness and adaptability (Tolerance of Uncertainty); ability in interpersonal relationships (Integration); organizational and analytical ability (Reconciliation); breadth of interests, intelligence, and decisiveness (Structure); and vigor and capacity for work (Production Emphasis). Decker's (1979) emphasis on the importance of image was supported by findings in the study on the Representation factor.

The lack of training in administration could have an influence on the way administrators perceive themselves. When administrators have not been exposed to training that introduces them to tools and instruments regarding leadership behavior, their responses may well have been based on characteristics they feel followers most admire. Whether or not the administrator actually performs those roles may result in different perceptions by the two groups. On the other hand, the advantage of experience in leadership seminars and workshop could mean that those administrators chose responses based on knowledge of what constitutes good leadership behavior, regardless of actual performance. Either of these cases may help explain the lack of congruence in responses of faculty and administrators using the same instrument.

The highly significant difference between administrators' and faculty members' perceptions for the factors, Tolerance of Freedom, Consideration, and Structure are supported by findings from Russell (1972), who indicated that field agents as a group believed that rather than responding to needs (Structure), the communication had to do with administrators getting the job done rather than with personal matters. Supervisors of the field agents perceived the overall communication as being more balanced between personal matters (Consideration) and matters concerned with getting the job done (Structure). Administrators in this study perceived a balance between the Consideration and Structure leadership roles.

The significant results in this study support Pyle's (1973) findings that the professionals emphasized the human relations aspects of leadership and suggested training for leaders along that dimension. Pyle also concluded that the highest scores recorded in the study for the staff were dimensions of task behavior and consideration. This is consistent with findings in this study that administrators scored significantly higher than did faculty on both Structure and Consideration.

Faculty members were found to be more critical of administrators' consideration behavior than structure based on mean scores on each factor. Johnson and Bledsoe (1974) found the opposite: "agents were more critical of their superior with respect to the initiating structure functions than for the consideration functions" (p. 15). Hirschlein (1978) found that "Consideration for others seemed more descriptive of administrative behavior than did a high concern for structure" (p. 152).

Findings from studies by Dowling and Syles (1978) were supported by findings in this study that basically administrators and faculty members perceive administrators in different ways. Dowling and Sayles concluded that "it is almost impossible for two people occupying different roles to see the world the same way" (p. 4).

Glueck's findings (1977) related to subordinates' influence on superiors. The conclusion drawn that the more likeable a subordinate, the more influence the person is likely to have on superiors, would suggest that findings in this study indicated a likeable group of administrators since both faculty and administrators agreed that administrators have influence with their superiors more often than not.

Findings in the study that faculty perceive administrators as only occasionally clearly defining their roles corresponded with Duryea's (1962) study. Both studies indicated that "many collegiate administrators do not understand the intricate relationship bond to an administrative position and find it difficult to clarify duties much less relate them to those of other administrators" (p. 29).

Law (1962) described some of the conflicts administrators may face. Among them was one on conflicting purposes, some stemming from faculties, others from higher administration. Although administrators in this study believed they were often reconciliatory and maintained closely knit organizations and resolved intermember conflict, faculty members only occasionally believed that administrators reconciled conflicting demands.

Stogdill's (1963) assertion that more than two dimensions, Consideration and Structure, are needed to adequately access leader behavior was supported in this study. The significant difference between administrators' and faculty members' scores on 9 out of 12 factors on the LBDQ indicate that there are many facets of leadership behavior that influence subordinates' perceptions of leadership behavior. Perhaps more careful attention needs to be given to

each facet of leadership behavior to bring perceptions of administrators and faculty members into congruence.

Administrators may want to take inventory of findings in a study by Troyer (1977) which revealed that the response a leader receives is based on the perceptions of the followers, not the leader. Since there were so many areas of disagreement between the two groups in this study, it may be helpful for administrators to re-examine their relationships with and toward their faculties.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

The overall purpose of this study was to examine perceptions of home economics administrators' leadership behavior by faculty and administrators. One objective was to describe the perceptions faculty members had of their administrator's leadership behavior. The perceptions were assessed through the use of the Leader Behavior Description Questionnaire with 100 items and 12 subscales or factors: Consideration, Integration, Persuasion, Predictive Accuracy, Production Emphasis, Reconciliation, Representation, Role Assumption, Structure, Superior Orientation, Tolerance for Freedom, and Tolerance for Uncertainty.

Summary

A descriptive study was conducted with 34 home economics administrators who were chairpersons of home economics departments and 130 faculty members from institutions in 12 southern states. Faculty members who participated were those who held the rank of

assistant professor or above and had been under the administrators' supervision for at least one year. An exception to this criterion was made to include instructors when no eligible assistant professor or above was in the department; thus 12 instructors were a part of the study. Administrators must have been in their positions for at least one year.

A mail survey was used to collect data. Data were collected in the fall and winter, 1984 and 1985. In early November, letters and forms were sent to 65 administrators who were eligible for the study requesting permission to include the unit in the study.

In late November a postcard was sent to administrators who were eligible but had not answered the request for permission to be a part of the study. Follow-up letters and a second questionnaire were sent in early January to faculty and administrators who had not returned the first questionnaire. The cover letter was mailed to participants at several points as administrators granted permission to be included in the study. Thirty-four administrators and 130 faculty members participated in the study. The return rate for the questionnaires was 76.7% (188 out of 245), but only 66.9% (164) of the questionnaires were usable due to the lack of response by administrators or faculty in a few institutions.

Administrators who participated in the study were generally described as white, tenured Ph.D's between the ages of 45 and 60, who had been in their present positions from at least three to more than 11 years. They had 1 to 10 credit hours in home economics administration or administration in higher education.

Faculty members were similar in description. They were generally younger than the administrators and slightly more than half (56.1%) were tenured. Their degrees included about as many masters as doctorates, and they had been in higher education 11 or more years.

The two hypotheses which were analyzed are listed in the following section with a summary of the results.

H_1: There is no difference in administrators' and faculty members' perceptions of home economics administrators' leadership behavior. Hypothesis 1 was analyzed using the two-tailed t test. Significant differences were found in faculty members' and administrators' perceptions for 9 of the 12 factors, indicating that home economics administrators perceived themselves as exhibiting various roles of leadership more often than did their faculties. Administrators scored higher than did faculty members on each of the nine factors.

Highly significant differences ($p = \leq .001$) occurred between administrators and faculty on the

following factors: Structure, Production Emphasis, Tolerance of Freedom, Consideration, Predictive Accuracy, Integration, and Superior Orientation. This indicated that administrators perceived themselves as more often than faculty members behaving in the following ways: applying pressure for productive output; clearly defining their roles; allowing followers scope for initiative, decision, and action; regarding the comfort, status, well-being and contributions of faculty; exhibiting foresight ability, predicting outcomes accurately; using skills in conflict management; and frequently competing for higher status and enacting influence with supervisors.

For these nine factors the null hypothesis was rejected.

Faculty and administrators were in agreement that administrators were occasionally representative of the unit, tolerated uncertainty and postponement without becoming anxious or upset, and actively exercised the leadership role. Therefore for factors Representation, Tolerance of Uncertainty and Role Assumption, the null hypothesis was not rejected.

H_2: There is no relationship among faculty members' perceptions of their administrators' leadership behavior and number of students, faculty rank, and tenure status.

Three-way analysis of variance was used to analyze the variables of faculty rank, tenure status, and university enrollment and the 12 factors on LBDQ. Findings indicated that faculty rank was significantly related to Production Emphasis. The professors' mean scores were higher than those of the associate or assistant professors which indicated that faculty members in those institutions perceived the administrators as applying pressure for productive output more often than did individuals of the other ranks.

The mean scores for institutions with medium and large enrollments indicated that faculty members in those institutions perceived the administrators as more often speaking and acting as the representative of the home economics unit than did faculty in small institutions. For these relationships, the null hypothesis was rejected. It was not rejected for all other relationships tested.

Implications

Items on the LBDQ were very specific and did require faculty and administrators to reveal critical behavior practices of administrators. The fact that administrators were willing to have their units

included in the study, revealed to the researcher that these administrators were positive and confident in their relationships with their faculty members. Administrators' scores on the LBDQ support that assumption. However, faculty members did not perceive the administrators as behaving in the characteristics of leadership as often as did the administrators.

Lack of congruence in faculty members' and administrators' perceptions of leadership behavior in this study may indicate differences between the two groups that deserve attention. Congruence of perceptions may affect the effectiveness of the day-to-day operations of the department. The researcher believes that administrators in home economics units may want to provide opportunities for faculty and administrators to come together intentionally to discuss perceptions of administrators' leadership behavior as perceived by the faculty members as well as the administrators. Administrators may want to conduct their own perception surveys within the department.

Possible events where findings in this study may be discussed are the emerging administrators' workshops, other workshops, seminars, NCHEA annual meetings, regional meetings, and graduate courses. These events could provide a forum for the discussion and further analysis of the findings in the study. Prospective

administrators, current administrators, faculty members, and students should have an opportunity to address the issue of perception openly and what it means when two groups observing the same thing disagree in their perceptions of it.

Recommendations For Further Study

The following recommendations are made for further study:

1. Replicate studies similar to this in other geographic areas because there are few studies relating to home economics administrators' leadership behavior.
2. Replicate studies similar to this one but use deans of colleges and schools of home economics and subject-matter department heads in those schools and colleges to obtain a broader perspective of home economics administrators' roles.
3. Conduct studies in the southern United States with a larger sample and include private institutions.
4. Replicate studies using other instruments for assessing leadership behavior.

5. Conduct a similar study using the LBDQ but include additional variables which may affect leadership behavior, such as retention of faculty.
6. Conduct a study contrasting male and female administrators in education and compare to home economics administrators in higher education.
7. Conduct a study to determine whether or not congruence in perceptions of administrators and faculty members makes a difference in the effective operation of the home economics department.

BIBLIOGRAPHY

Adair, J. (1973). Action-centered leadership. New York: McGraw-Hill.

Allen, F. D. (1965). A comparative analysis of county extension Chairmen's and advisory board presidents' perceptions of programming role responsibilities and conformity of these perceptions to the administrative norm. Unpublished master's thesis, North Carolina State University, Raleigh.

Allport, F. H. (1955). Theories of perception and concepts of structure. New York: John Wiley and Sons, Inc.

American Home Economics Association (1949). Home Economics in higher education. Washington, D.C.: Author.

American Psychological Association (1983). Publication manual of the American Psychological Association. (3rd ed.). Washington, D.C.: Author.

Ary, D., Jacobs, L., & Razavieh, A. (1979). Introduction to research in education (2nd ed.). New York: Holt, Rinehart and Winston.

Ball, L. D. (1966). A comparative analysis of resource development leaders' and county extension coordinators' perceptions of the role of the cooperative extension service in resource development in Appalachia, Kentucky. Unpublished master's thesis, North Carolina State University, Raleigh.

Barnard, C. I. (1938). The functions of the executive. Cambridge: Harvard University Press.

Barnes, R. G. (1971). The role of the hospital staff nurse as ascribed by nurses, hospital administrators and doctors. Unpublished master's thesis, North Carolina State University, Raleigh.

Belck, N., & Meszaros, P. S. (1984). Developing home economics administrators in higher education: Findings from administrative workshop surveys. Journal of Home Economics, 76(4), 25-29.

Betsinger, S. (1980). Roles of administrators in shaping the future of home economics in higher education. Proceedings of the Fourteenth Annual Meeting of the Association of Administrators of Home Economics, (pp. 21-25). Lexington: University of Kentucky, Cooperative Extension Service.

Blake, R. R., & Mouton, J. S. (1978). The new managerial grid. Houston: Gulf Publishing Co.

Blake, R. R., Shephard, H. A., & Mouton, J. S. (1964). Managing intergroup conflict in industry. Ann Arbor, Michigan: Foundation for Research on Human Behavior.

Brown, M., & Paolucci, B. (1979). Home economics: A definition. Washington, D.C.: American Home Economics Association.

Burns, G. P. (Ed.). (1962). Administrators in higher education: Their functions and coordination. New York: Harper & Brothers.

Calhoun, R. P. (1963). Managing personnel. New York: Harper and Row.

Caplow, T., & Reece, J. (1965). The academic marketplace. New York: Doubleday.

Clark, S. (1979). Effective administrative behavior in organized anarchies. Proceedings of the Thirteenth Annual Meeting of the Association of Administrators of Home Economics. (pp. 17-28). Lexington: University of Kentucky.

Cribbin, J. J. (1981). Leadership strategies for organizational effectiveness. New York: AMACOM.

Crossley, J. E. (1981). The nursing service administrator's role: Perceptions of hospital administrators, governing body chairmen and nursing service administrators. Unpublished doctoral dissertation. The University of North Carolina at Greensboro.

Decker, D. J. (1979). Your extension image is important. Journal of Extension, 17(5), 5-9.

Dowling, W. F. and Sayles, L. (1978). How managers motivate. New York: McGraw-Hill.

Dowling, W. (Ed.) (1978). Effective management and the behavioral sciences: Conversations from organizational dynamics. New York: American Management Association.

Drucker, P. F. (1967). The effective executive. New York: Harper and Row.

Dunn, R., & Dunn, K. J. (1977). Administrative guide to new program for faculty management and evaluation. West Nyack, NY: Parker.

Duryea, E. D. (1962). Academic administrators. In G. P. Burns (Ed.), Administrators in higher education: Their functions and coordination (pp. 29-40). New York: Harper and Brothers.

Fleishman, E. A., & Hunt, J. G. (Eds.) (1973). Current development in the study of leadership. Carbondale: Southern Illinois University Press.

Fleishman, E. A. (1965). A leader behavior description for industry. In R. Stogdill & A. Coons, (Eds.), Leader behavior (pp. 39-51). Columbus: Ohio State University.

Fowler, B. D. (1980). Roles of administrators in shaping the future of home economics in higher education. Proceedings of the Fourteenth Annual Meeting of the Association of Administrators of Home Economics (pp. 16-20). Lexington, Kentucky. University of Kentucky, Cooperative Extension Service.

Glueck, W. F. (1977). Management. Hinsdale, IL: Dryden Press.

Greninger, S. A., Durrett, M. E., Hampton, V. L., & Kitt, K. A. (1984). Home economics in higher education: Foundation for the future. Journal of Home Economics. 76(2), 31-34.

Griffiths, D. E. (1956). Human relations in school administration. New York: Appleton-Century-Crofts, Inc.

Guba, E. G., & Bidwell, C. E. (1959). Administrative relationships. Chicago: The Midwest Administration Center.

Halpin, A. W. (1959). The leadership behavior of school superintendents (2nd. ed.). Chicago: University of Chicago Press.

Halpin, A. W., & Winer, J. (1957). A factorial study of the leader behavior description questionnaire. In R. Stogdill & A. Coons, (Eds.). Leader Behavior (pp. 13-17). Columbus: Ohio State University.

Hanson, M. E. (1975). The modern educational bureaucracy and the process of change. Educational Administration Quarterly, 11 (3), 21-36.

Hemphill, J. K. (1955). Leadership behavior associated with the administrators' reputation of college departments. Journal Educational Psychology, 46(7), 385-402.

Hemphill, J. K., & Coons, A. (1975). Development of the leader behavior description and measurement. In R. Stogdill & A. Coons (Eds.), Leader behavior (pp. 6-7). Columbus: Ohio State University.

Hersey, P., & Blanchard, K. (1982). Management of organizational behavior: Utilizing human resources (4th ed.). Englewood Cliffs, NJ: Prentice-Hall.

Hertzberg, F. (1978). Conversations with Frederick Hertzberg. In W. Dowling, Effective Management and the behavioral sciences: Conversations from organizational dynamics (pp. 36-51). New York: American Management Association.

Hertzberg, F., Mausner, B, & Snyderman, B. B. (1964). The motivation to work. New York: John Wiley.

Hertzler, A. A., & Wall, V. J. (1984). University home economics programs in the U.S.: A survey of international involvement. Home Economics Research Journal, 12(3), 420-431.

Hirschlein, B. M. (1978). Management tools used by home economics department heads. Unpublished doctoral dissertation, The Oklahoma State University, Stillwater.

Horn, F. H. (1962). The academic dean. In G. P. Burns; Administrators in higher education: Their functions and coordination (pp. 59-69). New York: Harper and Brothers.

Hoy, W. K., & Miskel, C. G. (1982). Educational administration theory, research and practice (2nd. ed.). New York: Random House.

Johnson, P. O., & Bledsoe, J. C. (1974). Mr. chairman, your behavior affects morale. Journal of Extension, 12(1), 12-17.

Johnson, D. W., & Johnson, F. P. (1982). Joining together: Group theory and group skills (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall.

Keiser, M. B. (1984). Critical needs for home economics research. Home Economics Research Journal, 12(4), 450-459.

Law, G. C. (1962). The urgency of new leadership in higher education. Stamford, CT: Prestige.

Maccoby, M. (1981). The leader: A new face for American management. New York: Ballantine Books.

Mayhew, L. (1968). Faculty. In A. J. Dibden (Ed.), The academic deanship in American colleges and universities (pp. 91-98). Carbondale, IL: Southern Illinois University Press.

McGregor, D. (1967). The professional manager. New York: McGraw-Hill.

Meszaros, P. (1980). Role of administrators in shaping the future of home economics in higher education. Proceedings of the Fourteenth Annual Meeting of the Association of Administrators of Home Economics (pp. 26-29). Lexington: University of Kentucky, Cooperative Extension Service.

Minium, E. W. (1978). Statistical reasoning in psychology and education (2nd ed.). New York: John Wiley and Sons.

Moniot, S. H. (1975). The relationship between leader behavior, type of organization, and role conflict. Unpublished doctoral dissertation, University of North Carolina at Greensboro, Greensboro.

Nave, W. K. (1966). The role of the county extension chairmen in public affairs education in North Carolina as perceived by county extension Chairman and administrators. Unpublished master's thesis, North Carolina State University.

Perrow, C. B. (1970). Organizational analysis: A sociological view. New York: Brooks/Cole.

Place, I., & Plummer, S. (1982). Women in management. Skokie, IL: National Textbook Co.

Pyle, D. D. (1973). Leader's dilemma: The individual or the task? Journal of Extension, 12(1), 12-17.

Reddin, W. J. (1970). Managerial effectiveness. New York: McGraw-Hill.

Rosen, N. A. (1969). Leadership change and work group dynamics: An experiment. Ithaca: Cornell University Press.

Russell, H. M. (1972). Communication: Key to understanding. Journal of Extension, 10(4), 12-22.

Schutz, W. (1977). Leaders of schools: FIRO theory applied to administrators. LaJolla, CA: University Association, Inc.

Scott, W. E. and Cumming, L. L. (1973). Readings in organizational behavior and human performance. Homewood, IL: Richard D. Irwin, Inc.

Sergiovanni, T. J., Burlingame, M., Combs, T. D., & Thurston, P. W. (1980). Educational governance and administration, Englewood Cliffs, NJ: Prentice-Hall, Inc.

Sergiovanni, T. J. (1984). Handbook for effective department leadership: Concepts and practices in todays secondary schools (2nd ed.). New York: Allyn & Bacon.

Shearon, R. W. (1965). A study of North Carolina county extension chairmen's perceptions of the role of the advisory board in county programming. Unpublished master's thesis, North Carolina State University.

Stogdill, R. M. (1948). Personal factors associated with leadership: A survey of the leadership literature. Journal of Psychology, 1(1), 66-76.

Stogdill, R. M. (1959). Individual behavior and group achievement. New York: Oxford University Press.

Stogdill, R. M. (1963). Manual for the Leader Behavior Description Questionnaire--From XII: An experimental revision. Columbus: Ohio State University.

Stogdill, R. M. (1974). Handbook of leadership. New York: The Free Press.

Stogdill, R. M., & Coons, A. (1970). Leader behavior: Columbus: Ohio State University.

Stogdill, R. M., Shartle, C. L., & Associates (1956). Patterns of administrative performance. Columbus: The Ohio State University.

Troyer, D. R. (1977). Discovering dimensional leadership. Journal of Extension, 15(6), 12-17.

Turner, N. W. (1979). Effective leadership in small groups. Valley Forge, PA.: Judson Press.

Vroom, V. H., & Yetton, P. W. (1973). Leadership and decision making. Pittsburgh: University of Pittsburgh Press.

APPENDIX A

Leader Behavior Description Questionnaire

LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE—Form XII

Originated by staff members of
The Ohio State Leadership Studies
and revised by the
Bureau of Business Research

Purpose of the Questionnaire

On the following pages is a list of items that may be used to describe the behavior of your supervisor. Each item describes a specific kind of behavior, but does not ask you to judge whether the behavior is desirable or undesirable. Although some items may appear similar, they express differences that are important in the description of leadership. Each item should be considered as a separate description. This is not a test of ability or consistency in making answers. Its only purpose is to make it possible for you to describe, as accurately as you can, the behavior of your supervisor.

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

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

Published by

College of Administrative Science
The Ohio State University
Columbus, Ohio

DIRECTIONS:

a. READ each item carefully.

b. THINK about how frequently the leader engages in the behavior described by the item.

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

d. DRAW A CIRCLE around *one* of the five letters (A B C D E) following the item to show the answer you have selected.

A = Always

B = Often

C = Occasionally

D = Seldom

E = Never

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

Example: Often acts as described	A	(B)	C	D	E
Example: Never acts as described	A	B	C	D	(E)
Example: Occasionally acts as described	A	B	(C)	D	E

---

1. Acts as the spokesperson of the group	A	B	C	D	E
2. Waits patiently for the results of a decision	A	B	C	D	E
3. Makes pep talks to stimulate the group	A	B	C	D	E
4. Lets group members know what is expected of them	A	B	C	D	E
5. Allows the members complete freedom in their work	A	B	C	D	E
6. Is hesitant about taking initiative in the group	A	B	C	D	E
7. Is friendly and approachable	A	B	C	D	E
8. Encourages overtime work	A	B	C	D	E

A = Always

B = Often

C = Occasionally

D = Seldom

E = Never

9. Makes accurate decisions	A	B	C	D	E
10. Gets along well with the people above him/her	A	B	C	D	E
11. Publicizes the activities of the group	A	B	C	D	E
12. Becomes anxious when he/she cannot find out what is coming next	A	B	C	D	E
13. His/her arguments are convincing	A	B	C	D	E
14. Encourages the use of uniform procedures	A	B	C	D	E
15. Permits the members to use their own judgment in solving problems	A	B	C	D	E
16. Fails to take necessary action	A	B	C	D	E
17. Does little things to make it pleasant to be a member of the group	A	B	C	D	E
18. Stresses being ahead of competing groups	A	B	C	D	E
19. Keeps the group working together as a team	A	B	C	D	E
20. Keeps the group in good standing with higher authority	A	B	C	D	E
21. Speaks as the representative of the group	A	B	C	D	E
22. Accepts defeat in stride	A	B	C	D	E
23. Argues persuasively for his/her point of view	A	B	C	D	E
24. Tries out his/her ideas in the group	A	B	C	D	E
25. Encourages initiative in the group members	A	B	C	D	E
26. Lets other persons take away his/her leadership in the group	A	B	C	D	E
27. Puts suggestions made by the group into operation	A	B	C	D	E
28. Needles members for greater effort	A	B	C	D	E
29. Seems able to predict what is coming next	A	B	C	D	E

A = Always

B = Often

C = Occasionally

D = Seldom

E = Never

30. Is working hard for a promotion	A	B	C	D	E
31. Speaks for the group when visitors are present	A	B	C	D	E
32. Accepts delays without becoming upset	A	B	C	D	E
33. Is a very persuasive talker	A	B	C	D	E
34. Makes his/her attitudes clear to the group	A	B	C	D	E
35. Lets the members do their work the way they think best	A	B	C	D	E
36. Lets some members take advantage of him/her	A	B	C	D	E
37. Treats all group members as his/her equals	A	B	C	D	E
38. Keeps the work moving at a rapid pace	A	B	C	D	E
39. Settles conflicts when they occur in the group	A	B	C	D	E
40. His/her superiors act favorably on most of his/her suggestions	A	B	C	D	E
41. Represents the group at outside meetings	A	B	C	D	E
42. Becomes anxious when waiting for new developments	A	B	C	D	E
43. Is very skillful in an argument	A	B	C	D	E
44. Decides what shall be done and how it shall be done	A	B	C	D	E
45. Assigns a task, then lets the members handle it	A	B	C	D	E
46. Is the leader of the group in name only	A	B	C	D	E
47. Gives advance notice of changes	A	B	C	D	E
48. Pushes for increased production	A	B	C	D	E
49. Things usually turn out as he/she predicts	A	B	C	D	E

A = Always

B = Often

C = Occasionally

D = Seldom

50. Enjoys the privileges of his/her position	A	B	C	D	E
51. Handles complex problems efficiently	A	B	C	D	E
52. Is able to tolerate postponement and uncertainty	A	B	C	D	E
53. Is not a very convincing talker	A	B	C	D	E
54. Assigns group members to particular tasks	A	B	C	D	E
55. Turns the members loose on a job, and lets them go to it	A	B	C	D	E
56. Backs down when he/she ought to stand firm	A	B	C	D	E
57. Keeps to himself/herself	A	B	C	D	E
58. Asks the members to work harder	A	B	C	D	E
59. Is accurate in predicting the trend of events	A	B	C	D	E
60. Gets his/her superiors to act for the welfare of the group members	A	B	C	D	E
61. Gets swamped by details	A	B	C	D	E
62. Can wait just so long, then blows up	A	B	C	D	E
63. Speaks from a strong inner conviction	A	B	C	D	E
64. Makes sure that his/her part in the group is understood by the group members	A	B	C	D	E
65. Is reluctant to allow the members any freedom of action	A	B	C	D	E
66. Lets some members have authority that he/she should keep	A	B	C	D	E
67. Looks out for the personal welfare of group members	A	B	C	D	E
68. Permits the members to take it easy in their work	A	B	C	D	E
69. Sees to it that the work of the group is coordinated	A	B	C	D	E
70. His/her word carries weight with superiors	A	B	C	D	E
71. Gets things all tangled up	A	B	C	D	E

A = Always

B = Often

C = Occasionally

D = Seldom

E = Never

72. Remains calm when uncertain about coming events	A	B	C	D	E
73. Is an inspiring talker	A	B	C	D	E
74. Schedules the work to be done	A	B	C	D	E
75. Allows the group a high degree of initiative	A	B	C	D	E
76. Takes full charge when emergencies arise	A	B	C	D	E
77. Is willing to make changes	A	B	C	D	E
78. Drives hard when there is a job to be done	A	B	C	D	E
79. Helps group members settle their differences	A	B	C	D	E
80. Gets what he/she asks for from his/her superiors	A	B	C	D	E
81. Can reduce a madhouse to system and order	A	B	C	D	E
82. Is able to delay action until the proper time occurs	A	B	C	D	E
83. Persuades others that his/her ideas are to their advantage	A	B	C	D	E
84. Maintains definite standards of performance	A	B	C	D	E
85. Trusts members to exercise good judgment	A	B	C	D	E
86. Overcomes attempts made to challenge his/her leadership	A	B	C	D	E
87. Refuses to explain his/her actions	A	B	C	D	E
88. Urges the group to beat its previous record	A	B	C	D	E
89. Anticipates problems and plans for them	A	B	C	D	E
90. Is working his/her way to the top	A	B	C	D	E
91. Gets confused when too many demands are made of him/her	A	B	C	D	E
92. Worries about the outcome of any new procedure	A	B	C	D	E

A = Always

B = Often

C = Occasionally

D = Seldom

E = Never

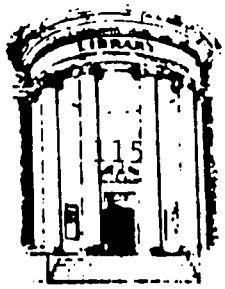
93. Can inspire enthusiasm for a project	A	B	C	D	E
94. Asks that group members follow standard rules and regulations	A	B	C	D	E
95. Permits the group to set its own pace	A	B	C	D	E
96. Is easily recognized as the leader of the group	A	B	C	D	E
97. Acts without consulting the group	A	B	C	D	E
98. Keeps the group working up to capacity	A	B	C	D	E
99. Maintains a closely knit group	A	B	C	D	E
100. Maintains cordial relations with superiors	A	B	C	D	E

APPENDIX B

Letters

THE UNIVERSITY OF NORTH CAROLINA

AT GREENSBORO



November 6, 1984

Dear

Have you ever wondered if home economics administrators are similar to other administrators in higher education? Are home economics administrators different in consideration and task behaviors? There has been little research to provide answers to the questions in the previous sentences. Therefore, a research study to examine perceptions of home economics administrators' leadership behavior by faculty and administrators in state colleges and universities in thirteen southern states is being conducted.

The survey population is defined to include those individuals who are department heads or chairpersons of departments of home economics in state colleges and universities. The administrator must have been in that position for at least 1 year. Eight faculty members who have been under the administrator's supervision for at least one year, and have the rank of assistant professor or higher will be chosen to participate in the study. Where there are more than eight faculty members that meet the criteria, 8 will be randomly selected to participate. If there are fewer than 8 faculty members that meet the requirements, all will be included in the study.

The data will be collected using the Leader Behavior Description Questionnaire developed by Ralph Stogdill at Ohio State University. The instrument may be answered in 20-30 minutes.

If you are willing to participate in the study, please complete the form requesting the names and ranks of each faculty member meeting the specific requirements from the second paragraph above . Return forms by November 18,1984.

It is important that each department participates in the study. Your cooperation is appreciated and we look forward to your prompt response.

Sincerely yours,

Bernice D. Johnson
Mrs. Bernice D. Johnson
Doctoral Student

Barbara Clawson
Dr. Barbara Clawson
Professor

Kathleen Jones
Dr. Kathleen Jones,
President, Assoc. of
Administrators of
Home Economics

THE UNIVERSITY OF NORTH CAROLINA
AT GREENSBORO

November 18, 1984

School of Home Economics
Department of Home Economics
in Education and Business
(919) 379-5896

Dear

Have you ever wondered if home economics administrators are similar to other administrators in higher education ? Are home economics administrators different in consideration and task behaviors ? There has been little research to provide answers to the questions in the previous sentences. Therefore, a research study to examine perceptions of home economics administrators' leadership behavior by faculty and administrators in state colleges and universities in thirteen southern states is being conducted.

Your department has agreed to participate in the study; therefore , each faculty member's participation is important to the success of the study. The Leader Behavior Description Questionnaire will be used for the study. Completion of the questionnaire will require approximately 20 to 30 minutes of your time . All that is required is that you react to statements in a way that accurately describes your administrator's leadership behavior. Responses will be kept confidential . Codes will be used to facilitate follow-up.

Please return the questionnaire by November 30,1984, in the envelope provided. Thank you very much for your cooperation in this study.

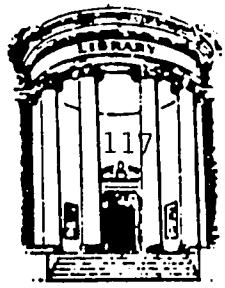
Sincerely yours,

Bernice D. Johnson
Bernice D. Johnson
Doctoral Student

Barbara Clawson
Dr. Barbara Clawson
Professor

Kathleen Jones
Dr. Kathleen Jones
President,Association Administrators of Home Economics

THE UNIVERSITY OF NORTH CAROLINA
AT GREENSBORO



School of Home Economics
Department of Home Economics
in Education and Business
(919) 379-5896

November 18, 1984

Dear

Thank you very much for agreeing to participate in the study on "Perceptions of Home Economics Administrators' Leadership Behavior by Administrators and Faculty Members in State Colleges and Universities in Thirteen Southern States". Your participation has made it possible for the study to be conducted.

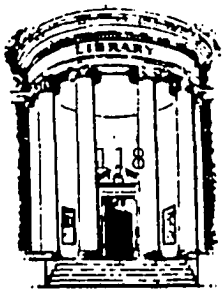
Enclosed you will find the "Administrator Information Form" and the "Leader Behavior Description Questionnaire". The demographic information requested on the Administrator Information Form will be used to generally describe home economics administrators. You will use the Leader Behavior Description Questionnaire to describe your own leadership behavior as you perceive it. Please take the time to complete the form and questionaire and mail by December 7, 1984 in the envelope provided.

Sinserely yours,

Bernice D. Johnson
Doctoral Student

Barbara Clawson
Dr. Barbara Clawson
Professor

Kathleen Jones
Dr. Kathleen Jones, President
Association of Administrators
of Home Economics



THE UNIVERSITY OF NORTH CAROLINA
AT GREENSBORO

January 10,1985

School of Home Economics
Department of Home Economics
in Education and Business
(919) 379-5896

Dear

In early November or December of 1984, you were sent an information form and the Leader Behavior Description Questionnaire as a part of a study designed to explore perceptions of administrators' leadership behavior as perceived by the administrators and faculty members in state colleges and universities in thirteen southern states. The response has been good so far; however it would be much better with your help. It is important that enough faculty members from each institution return the questionnaires and information forms to ensure the inclusion of the institution in the study. In order for the study to be meaningful, it is important that each institution that grants permission to be included is in fact a part of the study.

Enclosed are a second information form and questionnaire to be completed and mailed in the stamped self-addressed envelope provided. Please return these as soon as possible, or no later than January 21,1985, so that your department will be a part of the study.

Sincerely yours,

Bernice D. Johnson
Doctoral Student

Barbara Clawson
Dr. Barbara Clawson
Professor

Kathleen Jones
Dr. Kathleen Jones
President,Association
Administrators of Home
Economics

APPENDIX C

Permission Form

FORM FOR PERMISSION TO BE INCLUDED IN THE STUDY

Please indicate your willingness to participate in the study by checking (✓) one of the statements below.

Name of Institution _____

___ I am willing to have my department included in the study.

___ I am not willing to have my department included in the study.

If you are willing to participate in the study, please list names of faculty who have been in the department under your supervision for at least one year, and are of at least assistant professor rank, on the form provided.

Return the form by November 16, 1984 to:

Mrs. Bernice D. Johnson
507 Tuggle Street
Durham, NC 27713

	Faculty	Rank
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		

APPENDIX D

Administrators' Information Form

Administrator Information Form

On this form you are asked to provide personal, employment, and institutional data. Each question should be answered by each participant.

Place a (✓) in the blank preceding the most accurate response.

1. List below your major and your area of concentration for each degree.

Degree	Major	Concentration
Baccalaureate		
Master's		
Doctoral		

2. Highest degree held

1.__B.A. or B.S.
2.__M.A. or M.S.
3.__Ed.S.
4.__Ph.D.
5.__Other, please specify _____

3. Race

1.__Asian American
2.__Black American
3.__Hispanic American
4.__Native American
5.__White American
6.__Other, please specify _____

4. Present age

1.__30 or under
2.__31-45
3.__46-64
4.__64 or over

5. What is your present academic rank?

1.__Instructor
2.__Assistant Professor
3.__Associate Professor
4.__Professor

6. What is your present academic status?

1.__Tenured
2.__Tenure Track Position
3.__Non-Tenured

7. How many credit hours of work have you completed that focused particularly on the administration of home economics programs in higher education? (If exact number is not immediately available, please estimate).

1.___0
2.___1-10
3.__11-20
4.__21-30
5.__31-40
6.__41 or more

8. How many credit hours of work have you completed in courses related to administration in higher education in general? (If exact number is not immediately available, please estimate).

1.___0
2.___1-10
3.__11-20
4.__21-30
5.__31-40
6.__41 or more

9. What academic area(s) are represented in your department's program of studies? (Check as many as apply.)

1.__Related Art and Design
2.__Business
3.__Child Development/Family Relationships/Human Development
4.__Communication and Journalism
5.__Foods, Nutrition, Dietetics
6.__General Home Economics
7.__Home Economics Education
8.__Housing and Equipment
9.__Family Economics and Home Management
10.__Institutional, Hotel, Restaurant Management
11.__Textiles, Clothing, Merchandising
12.__Other, please list _____

10. Including this academic year, how many years have you held your present position?

1.___1- 2
2.___3- 4
3.___5- 6
4.___7- 8
5.___9-10
6.__11 or more

11. Including this academic year, how many years have you been employed as an administrator in higher education?

1.___0
2.___1- 5
3.___6-10
4.__11-15
5.__16-20
6.__21-30
7.__31 or more

12. Which of the following ranges best estimate the head count (Fall, 1984) enrollment of graduate and undergraduate students at your college or university.

1.___5,000 or less
2.___5,001-10,000
3.__10,001-15,000
4.__15,001-20,000
5.__20,001-25,000
6.__25,001 and over

13. How many (head count) undergraduate students are enrolled in the degree programs for which you have administrative responsibility?

1.____1-100
2.__101-200
3.__201-300
4.__301-400
5.__401-300
6.__600 and over

14. What was the (head count) enrollment of graduate students (Fall, 1984) in the degree program(s) for which you have administrative responsibility?

1.____0
2.___10- 30
3.___31- 50
4.___51- 70
5.___71- 90
6.___91-100
7.__101 or more

APPENDIX E

Faculty Information Form

Faculty Information Form

On this form you are asked to provide personal and employment data. Each question should be answered by each participant.

Place a (✓) in the blank preceding the most accurate response.

1. List below your major and major area of study for each degree.

Degree	Major	Specific Area of Study
Baccalaureate		
Master's		
Doctoral		

2. Highest degree held

1. __B.A. or B.S.
2. __M.A. or M.S.
3. __Ed.S.
4. __Ph.D.
5. __Other, please specify _____

3. Race

1. __Asian American
2. __Black American
3. __Hispanic American
4. __Native American
5. __White American
6. __Other, please specify _____

4. Present age

1. __30 or under
2. __31-45
3. __46-50
4. __61 or over

5. What is your present academic rank?

1. __Instructor
2. __Assistant Professor
3. __Associate Professor
4. __Professor

6. What is your present academic status?

1.__Tenured
2.__Tenured Track Position
3.__Non-Tenured

7. Including this academic year, how many years have you been at your present college or university?

1.___1- 2
2.___3- 4
3.___5- 6
4.___7- 8
5.___9-10
6.__11 or more

8. Including this academic year, how many years have you been employed as a faculty member in higher education?

1.___1- 5
2.___6-10
3.__11-15
4.__16-20
5.__21-30
6.__31-40
7.__41 or more