PERCEPTIONS OF LEADER BEHAVIOR OF SELECTED WOMEN PHYSICAL EDUCATION ADMINISTRATORS

by

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The purpose of this study was to investigate selected physical educators' perceptions of leader behavior of the woman administrator in physical education. In addition the study was concerned with the influence of the sex of the respondents in regard to their perceptions of the leader behavior of such an administrator.

A total of 129 respondents from eight selected colleges and universities participated in the study. A 64-item Q-sort was administered to the respondents. Respondents sorted the statements along a continuum from "most like" to "least like" the woman administrator according to their perception of her leader behavior. Statement content represented Stogdill's concept of leader behavior dimensions: Initiating Structure with its subcategories of initiation of structure and production emphasis; and Consideration with its subcategories of consideration and tolerance of uncertainty. The structured Q-sort was composed of statements representing positive and negative orientation.

The SPSS Computer Program was utilized to identify descriptive characteristics of respondents and to provide statement means. The SAS Program computed cell means for leader behavior dimension subcategories, statement orientation, male and female means for subcategories and statement orientation, and for Pearson Product Moment Correlations. Correlations determined the relationships between leader behavior dimensions, Initiating Structure and Consideration. Using BMD Program, analysis of variance was computed to determine if significant differences existed between leader behavior dimension subcategories, statement orientation, subcategories by statement orientation,

and subcategories by statement orientation with sex of respondents as an added factor. When significant F ratios occurred in these areas Newman-Keuls Technique was used to determine where the mean differences occurred.

Based on data analysis, the woman administrator in this study was described in both leader behavior dimensions. She was perceived as relating more to the subcategory of initiation of structure than to production emphasis, and more to the subcategory of tolerance of uncertainty than to consideration. Statement description indicated that she is perceived as being friendly and approachable, concerned that group members follow standard rules and regulations, willing to make changes, hard-driving when there is a job to be done and desirous of maintaining definite standards of performance. Data analysis indicated statistically significant differences between the perceptions of physical educators in regard to subcategories and statement orientation in both leader behavior dimensions. No statistically significant differences were found between subcategories of leader behavior dimensions or between orientation with sex as a main effect. There were, however, statistically significant differences in both leader behavior dimensions between subcategories by statement orientation by sex.

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TABLE OF CONTENTS

LIST OF TABLES

Table Page

LIST OF FIGURES

CHAPTER I

INTRODUCTION

Leadership is an important aspect of physical education and of athletic administration. There has been, however, limited effort to study systematically leader behavior in these fields. Physical educators have recognized the complexity of the modern administrator's world, but have been slow to use administrative theory in understanding leadership as it relates to scientific management and to human behavior.

An extensive body of administrative literature has been developed by social scientists during the twentieth century, and educators in general have used this information to understand better educational administration. Social science research has provided educators with a framework for studying situations in their field. Educators have investigated specific problems and used social science research to establish theoretical foundations for educational administration. Unlike educational researchers, physical educators have lagged behind in showing an interest in the theoretical aspects of administration. In the past, most administrative research in physical education was related to the technical areas of localized problems. In a summary of physical education administrative studies of 1930-1946 Cureton (1949) showed that research focused mainly on broad and miscellaneous surveys. Cureton (1949), Esslinger (1950), and Treathaway (1953) reported that the major subjects of administrative survey studies were those

dealing with the following subjects: (1) facilities, (2) department structure, (3) interschool athletics, and (4) school recreation. After a period of ten years, Rarick (1960), reviewing the physical education area for the Encyclopedia of Educational Research, indicated administrative investigations continued to deal primarily with subjects relating to practical problems of physical education administration. While educators Griffiths (1959), Campbell and Lipham (1960), and Halpin (1966) were concerning themselves with the formulation of philosophy and theory of educational administration, Rarick (1960) indicated physical educators at that time showed little interest in the behavioral aspects of administration.

The pursuit of theoretical research by social scientists led to the investigation of the leader behavior of the administrator. The fields of business, engineering, psychology, and education were concerned about understanding leaders and their function within the organization. Physical educators, however, still failed to show an interest in administrative theory and in leader behavior. Some physical educators studied leaders in the field as individuals (Phillips, 1960) and others studied leadership and its implications to physical education (Walter, 1968). There appeared, however, to be little interest in the study of leader behavior of physical education administrators.

While physical educators delayed showing an interest in the behavior of their leaders, other fields attempted to understand leaders and their function within the organization. Researchers investigated leadership in three ways. These approaches involved (1) the leader as an individual possessing unique qualities, (2) the function of the leader through his/her task assignments, and

(3) leadership as it related to the situation and to the group.

The study of leadership and the study of administration have been closely related. For example, during the era of the "traditional approach" in which organizations were viewed as if they existed without people, leaders were studied through their task accomplishments. The administrative philosophy was that man's needs were secondary to the needs of the organization. For this reason, research was oriented toward tasks efficiency. Tasks efficiency was an important focus of administration until 1925 when the Hawthorne Studies of the Western Electric Company showed that individuals' needs were influential factors in organizational efficiency (Homans, 1964). The Hawthorne Studies called attention to the importance of the human qualities of the worker and of the leader (Roethlisberger and Dickson, 1939). Allen (1972:18-19) noted that the Hawthorne Studies were the forerunner of the "human relations" approach to leadership. During the period of the "human relations" approach administrative philosophy supported concern for the needs of the worker. Before the Hawthorne Studies, the focus of effective administration had been on task accomplishment rather than on worker concern. The change in philosophy which identified worker concerns as being important to organizational efficiency prompted researchers to investigate the leadership function in relationship to the worker and the organization.

When research was directed toward understanding the influence of the group on the leader and the effects of the variables within the work situation, it became apparent that two dimensions of leader behavior were necessary for

organizational efficiency. One dimension related to the individual's needs and the other to the organization's needs. The theoretical concept of two dimensions of leader behavior imposed upon the leader the task of balancing the individual's demands with the demands of the organization.

Theorists generally supported the idea that effective leadership was related to the leader's concern for completing organizational tasks and for satisfying the needs of the individual. They sought, however, to validate the leader dimension concept through empirical research.

One of the most extensive projects in the study of leader behavior was started in 1945. This project was sponsored by the Personnel Research Board of The Ohio State University (Stogdill and Coons, 1973). The purpose of the program was to provide researchers with the opportunity to investigate objectively leader behavior. Stogdill and Coons (1973:1) indicated that one objective was to test hypotheses concerning the situational determinates of leader behavior. In order to accomplish this task two approaches were taken. Researchers focused on (1) what an individual did when operating as a leader and (2) how the leader went about carrying out leadership tasks. Individuals participating in the project felt that leader behavior and its evaluation should not be considered to be synonymous. For this reason, studies of description and evaluation were conducted in separate research operations. In these studies description preceded evaluation.

An important project of The Ohio State Leadership Studies was an attempt by Hemphill and Coons (1973:6-38) to develop a method of describing how

leaders carried out their tasks. An instrument which represented nine dimensions of leader behavior was designed to be used in describing how leaders performed their activities. An instrument titled The Leader Behavior Description Questionnaire (LBDQ) was developed and provided a framework for determining how leaders went about carrying out their tasks. Throughout this study, The Leader Behavior Description Questionnaire is referred to as LBDQ. The nine categorical classifications of the LBDQ represented the basic concept of organizational efficiency. The classifications were related to the idea of balancing the demands of the individual with the demands of the organization.

After the initial development of the LBDQ, Halpin and Winer (1973: 39-51) attempted to improve the original instrument by factor analysing interrelated items among nine hypothesized dimensions. The results of Halpin and Winer's study led to the emergence of four factors. These factors were identified as Consideration, Initiating Structure, Production Emphasis, and Social Awareness. Of these four factors, Halpin and Winer (1973:51) found that two factors, Initiating Structure and Consideration, accounted for 83 per cent of the total factor variance.

Since its development, the LBDQ has been used to investigate various aspects of leader behavior as it relates to groups and to situations. Halpin (1973:52-64) studied the ratings of aircraft commanders by their superiors and by their crew members. He found that one group perceived the leader dimension category as more important than the other dimension. Crew members felt Consideration was more important than Initiating Structure, but superiors felt

Initiating Structure was more important. The results of the study led Halpin to support the idea that leaders who satisfied the group and their superiors were those who scored above average in both leader behavior dimensions. Other research provided evidence that high scores on the dimensions of Consideration and Initiating Structure indicated efficient leader behavior (Halpin, 1966; Halpin, 1973; and Hemphill, 1973).

The identification of two dimensions of leader behavior and the use of the LBDQ allowed researchers to obtain objective data about leader behavior. Using the LBDQ as a tool, researchers in other fields have investigated the theoretical concept of the leader behavior dimensions. They have also used the LBDQ to improve their understanding of leader behavior.

As early as 1945, social scientists were investigating leader behavior. Physical educators, however, showed little interest in this area until late in the 1960's. Bucher (1975) and Zeigler and Spaeth (1975) have expressed concern about the lack of theoretical research in physical education administration and have stated that investigations in this area still are limited. In addition to those physical educators previously mentioned, Olafson (1969) advocated the pursuit of physical education theoretical research dealing with leader behavior. In his dissertation summary presented in Zeigler and Spaeth (1975:80-97), he stated ". . . with specialization so prevalent in large organizations it is becoming increasingly more important for the practicing administrator to better understand the theoretical complexities of modern management techniques." Olafson (1969) also contended that the physical educator's awareness of unique departmental

characteristics and of the desired administrative behavior would result in a more efficient and satisfying administrative setting.

While researchers in other areas attempted to determine leader behavior factors relating to administrative effectiveness, those in physical education appeared less interested in this area. One area of research pursued by educational administrators was related to perceptions of the leader behavior of the administrator. Verbeke (1966) and Cox (1973) indicated that administrators should be aware of how others perceived their behavior so the administrator could more intelligently achieve fulfillment of organizational goals and of the needs of individuals in the group. Halpin (1966) and Hemphill (1973) also showed that the leaders' ability to maintain a balance of behavior in both dimensions, Consideration and Initiating Structure, indicated effective leadership. In addition, Halpin (1973:65-68) had found that certain leader behaviors were closely associated with specific groups. Olafson (1969) was the first physical educator to show an interest in investigating leader behavior of physical education administrators. He felt, as did Verbeke (1966) and Cox (1973) that perceptions others had of the administrator could be helpful in improving interdepartmental relationships and administrative efficiency. In spite of the fact that understanding leader behavior appeared to be an important factor in physical education administration, only four studies could be found that related specifically to this area: Olafson (1969), Allen, (1972), Bagley (1972), and Buckiewicz (1974). Olafson (1969) studied the leader behavior of junior college and university physical education administrators; Allen (1972) investigated administrative

leadership and group interaction in selected departments of physical education for women. Bagley (1972) used Fiedler's model to determine leader effectiveness in physical education departments; Buckiewicz (1974) identified various groups' perceptions of leader behavior in the physical education departments of community colleges in California, Oregon, and Washington. Of these studies, Olafson (1969) and Buckiewicz (1974) focus specifically on leader behavior of physical education administrators and Allen (1972) dealt with the leader behavior of women administrators in physical education.

A lack of knowledge based upon objective information about the leader behavior of physical education administrators generally and of the woman administrator specifically suggested that an investigation of this subject would be of value. A study investigating perceptions physical educators had of the leader behavior of the woman administrator seemed appropriate at a time when physical education departments were changing from traditionally sex-segregated structures to integrated administrative units. The new unified structures were creating a situation in which for the first time men and women were competing for administrative positions. The present situation is unlike the situation of the past when women were assured administrative appointments in the women's departments. Since in the past attitudes and characteristics of the woman and the role she should play in our society have been based on speculative opinions and assumptions (Spence and Helmreich, 1972:3) and since the position of women has been a focus for more rhetoric than research (Husbands, 1972:261), it is important to have objective data available which show the perceptions members of both sexes have

about the leader behavior of the woman physical education administrator.

The writer was interested in investigating physical educators' perceptions of the woman physical education administrator in order to obtain objective information about leader behavior and to determine the relationship of sex to the perceptions physical educators hold about women administrators.

STATEMENT OF THE PROBLEM

The purpose of this investigation was to examine the perceptions selected physical educators had of the leader behavior of the woman physical education administrator. The study was concerned with leader behavior dimensions as defined by Stogdill (1963:1-3). These dimensions were as follows: (1) Initiating Structure and its subcategories, initiation of structure and production emphasis, and (2) Consideration and its subcategories, consideration and tolerance of uncertainty.

Answers to the following questions were sought:

1. How are women physical education administrators described by selected physical educators' perceptions of their leader behavior?

2. Are there statistically significant differences between the perceptions of physical educators in regard to the subcategories of Initiating Structure leader behavior dimension and in regard to statement orientation?

3. Are there statistically significant differences between the perceptions of physical educators in regard to the subcategories of Consideration leader behavior dimension and in regard to statement orientation?

4. Are there statistically significant differences of perceptions of leader behavior dimensions that may be associated with the sex of the physical educator?

DEFINITION OF TERMS

The terms specifically related to the study are defined in the following way:

1. Administrator

The woman physical educator identified by the title Dean, Chairperson, etc. who is primarily responsible for the program of physical education within the institution of higher learning.

2. Behavior

The term used in a broad sense to include an individual's perceptions, feelings, attitudes, thoughts, and verbalizations as well as overt actions (Halpin, 1966:28).

3. Leader

An individual who is the formally designated leader of a specified work group. For the purpose of this study, the leader refers to the primary administrator of the department or school of physical education.

4. Leader Behavior Dimension

A category of leader behavior pertaining to management style which reflects Initiating Structure and Consideration.

Initiating Structure. The leader behavior dimension delineating the relationship between the leader and members of the group. It endeavors to establish well-defined patterns of organizational channels of communication and ways of getting the job done (Halpin, 1957:1). Initiating Structure is represented in this study by the subcategories of initiation of structure and production emphasis.

initiation of structure: the leader behavior subcategory which reflects leader behavior in which the leaders clearly define their own roles and let followers know what is expected (Stogdill, 1963:3).

production emphasis: the leader behavior subcategory which applies pressure for production output (Stogdill, 1963:3).

Consideration. The leader behavior dimension delineating behavior indicative of friendship, mutual trust, respect, and warmth in relationships between the leader and members of the group (Halpin, 1957:1). Consideration in this study is represented in the subcategories consideration and tolerance of uncertainty.

consideration: the leader behavior subcategory that describes the frequency with which the leader regards the comfort, the

well-being, the status, and the contributions of followers (Stogdill, 1963:3).

tolerance of uncertainty: the leader behavior subcategory that describes the frequency with which a leader to able to tolerate uncertainty and postponement without anxiety or upset (Stogdill, 1963:3).

5. Orientation

The term which denotes the act or process of perceiving the presence or absence of the leader behavior.

Negative Orientation. The term which refers to statements indicating behavior at variance with that defined in leader behavior dimension category.

Positive Orientation. The term which refers to statements affirming the presence of behavior defined in the leader behavior dimension category.

6. Perception

An individual's reaction to a mental image based upon intuition, cognition, or judgment.

7. Physical Educator

An individual with academic rank who has teaching responsibilities in the college, school, or department of physical education in institutions of higher learning.

ASSUMPTIONS UNDERLYING THE STUDY

The following assumptions have been accepted in regard to the study.

1. Theories are capable of yielding facts. Facts pertaining to an individual's perception of leader behavior may be measured by ordering of structured statements relating to Initiating Structure and Consideration leader behavior dimensions (Stephenson, 1953).

2. The validity of the structure of Q statements is an empirical matter (Kerlinger, 1964:590).

3. The large number of choices representing a trait universe in Q makes it possible for the individual to have a unique sort that can be objectively analyzed with exactness (Kerlinger, 1956:289).

4. Respondents will sort Q statements honestly.

5. Respondents' responses will reflect prior experiences and associations with the woman administrator.

SCOPE OF THE STUDY

The boundaries of the research are established by the following factors.

1. Perceptions identified in the study are obtained from a single sorting of Q statements structured to represent positive and negative orientation of leader behavior dimensions. Such statements delineate a theory of female physical educator administrative leader behavior.

2. Data are limited to information obtained from a 64 statement sort.

3. Data reflect perceptions of selected respondents from eight colleges and universities.

4. Data are limited to information obtained from individuals in participating institutions of higher learning who are engaged in teaching and coaching responsibilities.

Thus, the results of the investigation will be biased by the nature of the instrument used, by the testing conditions, by the number and selection of respondents, by the selection of the institutions, and by their geographical locations.

CHAPTER II

REVIEW OF LITERATURE

At the present time an extensive amount of literature about leadership is available. For the purpose of this study, the review of literature was limited to the various dimensions of leadership and to the interpretations of these in regard to the woman physical education administrator. The examination of literature involved the following areas: (1) leadership theories, (2) applying theories to education and physical education, (3) describing and measuring leader behavior, and (4) the woman administrator.

LEADERSHIP THEORIES

Theories of leadership have evolved from factors relating to the emergence of leadership as well as from an attempt to explain the functions of leadership. For this reason, it is difficult to identify a consistency of leadership theories in literature. Further complicating matters, leadership theories have been treated as a part of administrative theory (Halpin, 1966). When leadership has been viewed primarily as a function, styles of leadership such as autocratic, aristocratic, democratic, laissez-faire, and eclectic (Cox, 1973; Hall, 1973:8-9) as well as nomothetlic and idiographic styles (Allen, 1972:27; Getzels and Guba, 1957:423-441) have been included in the content of administrative literature. The field theory, the interaction process analysis, and the

systems theory have also been theories used to explain leadership function (Resick, 1970:28). Understanding leadership by reviewing the philosophical ideas relating to the "traditional" and "human relations" eras of administration has been included in the literature (Allen, 1972:20; and Spaeth, 1967:15-17). In addition, the approaches used to understand leadership appear to have been a base for leadership theory. For example, the "traits theory" and the "situational theory" evolved from research attempts to understand the leadership phenomena. Since specific leadership theories were not consistently defined in the literature, theories reviewed in this study are those defined by Stogdill (1974:17-23). The theoretical approach to the study of leadership defined as the "traits theory" and the "situational theory" has been applied specifically to the area of education and physical education.

Great Man Theories

Leadership development has always been a concern of society, and theories of leadership have followed two courses. They have attempted to explain factors involved in the development of leadership, or they have attempted to explain the function of leadership. Both scientific and nonscientific approaches have been used to determine characteristics which set the leader apart from followers in an organization or in a group.

The earliest attempts to understand leadership were based on the assumption that leaders were "born not made," and that furthermore, they were individuals who in some cases had inherited traits necessary for leadership. It was felt that leaders developed the ability to lead from intuition and experience.

Researchers attempted to justify the assumption that leaders were endowed with superior qualities which made them different from others. Stogdill (1974:17) indicated that the idea that leaders were endowed with unique qualities and the idea that these qualities could be identified gave rise to the traits theory of leadership. Stogdill (1974:17) cited Galton and Wiggam as two individuals interested in the hereditary background of leaders. Galton's study of 1870 attempted to justify leadership on the basis of inheritance. Wiggam in 1931 advanced the idea that an adequate supply of superior leaders depended upon the proportional high birth rate among the abler class.

Not all the traits theorists, however, attempted to explain leadership qualities through inheritance. Other investigations supported the contention that the leader was endowed with unique qualities, but they felt the leader could be identified by personality traits of enthusiasm, initiative, and imagination; by social traits of tact, sympathy, and patience; and by physical traits of height, weight, and attractiveness. Researchers of the 1920's and 1930's -- Bernard, Bingham, Kilbourne, and Tead--were identified by Stogdill (1974:17) as those who explained leadership in terms of understanding leaders and their leadership ability through identification of specific personal characteristics.

Jennings (1960:149) identified Terman's research to be one of the earliest projects designed to determine traits that set the leader apart from the followers. Terman studied California children who had been classified as having genius characteristics. The findings of his 1925 study showed gifted children differed significantly, but not largely, from other children in regard to

traits of leadership. This study was significant because up until this time it had been assumed that genius and leadership were related. Terman's study was the first scientifically respected study which showed a link between the nature of gifted children and leadership characteristics.

The traits approach was considered the traditional study of leadership, and through this approach an attempt was made to identify unique leader characteristics. Research in this area, however, often produced conflicting conclusions, and results did little to explain the phenomena of leadership. For example, Stogdill (1974:40-44), in reviewing leadership studies, found that research relating to intelligence drew the following conflicting conclusions: (1) leaders are brighter, (2) there is no difference in intelligence between the leader and the member of the group, and (3) the existence of too great a difference of intelligence between the leader and his followers mitigated against leadership. He identified studies of physical traits which revealed the following divergent conclusions: (1) leaders to be taller, (2) leaders to be shorter, (3) no difference in height between leaders and followers, and (4) height as a trait depended upon the situation (Stogdill, 1974:35-65). Research showed that while a certain trait might be present in the leader, it was not an absolute requirement for leadership. For example, intelligence might be a passive quality of leadership or a contributing factor, but without assistance from other traits it did not account for leadership. Since many traits correlated with leadership, it was concluded by researchers that leaders in some situations possessed traits different from leaders in other situations (Jennings, 1960-167).

Environmental Theories

Researchers dissatisfied with the traits theory attempted to explain leadership from a different perspective. They investigated the environmental and the situational factors relating to leadership. The environment theory advanced the idea that a great leader emerged as a result of time, place, and circumstances. Chance was a factor, for the right man was in the right place at the right time. Stogdill (1974:20) identified Mumford, 1909; Bogardus, 1918; Hocking, 1924; and Person, 1928 as theorists supporting the contention that leaders had specific abilities and skills and that the situation determined the activation of the necessary leadership qualities.

Expanding on the idea that leadership did not reside in the person but was the function of the occasion, Murphy (1941) indicated that a person who emerged as a leader in one situation might not necessarily emerge as a leader in another situation. This idea was basic to the situational theory which defined leadership according to the task to be accomplished. Gorman (1963:15) illustrated the concept of the situational theory by using the example that a bomber pilot may be a leader in the air but not necessarily the leader if the plane crashes and he and the crew must walk through the jungle to get back to the base.

Personal-Situational Theories

The early situational theorists, like the traits theorists, attempted to explain leadership as if it were the product of a single set of forces. Further investigation into understanding leadership led researchers to examine the

influence of interrelated factors of leadership. They studied the group and the situation to determine the influence of these factors on leadership. Stogdill (1974:18-19) named Brown, Case, and Westburgh as researchers who identified the following factors as being influential: (1) the personality of the leader, (2) the group members, (3) the problem confronting the group, and (4) the leader and his/her relationship to the field situation. Sandford (1951) and Gerth and Mills (1952) also supported the hypothesis of interrelated factors, but they thought of the leader, the situation, and the followers as being influential in the leadership phenomena. Stogdill and Startel (1953:1) supported the idea that the product of leadership involved interacting forces; they saw these forces as being the leader, the group, and the situation.

Interaction-Expectation Theories

Using as a base the idea that a number of factors beside the leader and the situation influenced leadership, several researchers attempted to explain leadership by looking at specifics within the interacting variables. Stogdill (1974:20-21) cited Bass, 1960; Evans, 1970; Hemphill, 1954; Homans, 1950; and House, 1971 as investigators who advanced the theory of interaction-expectations. Each of these researchers had a slightly different focus on the theoretical base of leadership, but each one felt the leader must fulfill the expectations of the organization and of the group in order to accomplish effectively a task. Homans (1950) and Hemphill (1954) felt that group tasks were dependently related to one another and that this dependency affected the solving of common problems among group members. Hemphill (1954) believed the institution had expectations which

determined the structure of the group and the position of the leader. It was the leader's responsibility to initiate structured acts which would lead to group conformity and in turn to the solution of group problems.

Bass (1960) thought the leader's success was based upon the leader's ability to increase the frequency of interaction and participation in common activities among the group members. He further believed it was the leader's responsibility to clarify and to conform to group norms. The idea that leaders acquired their position by reinforcing the behavior of group members through granting or denying rewards and punishments was supported by Bass (1960). For this reason he was concerned with motivation as an interaction expectation variable. Evans (1970) like Bass was concerned with motivation. He felt, however, that the consideration shown by the leader to the followers provided the followers with perceptions of available rewards. In addition, the interaction of structure determined the followers' perceptions of the paths or behaviors through which rewards could be obtained.

The idea of a path-goal theory of interacting expectation was also supported by House (1971). He saw the leader as being able to increase path availability by clarifying path-goal relationships and by reducing role ambiguity for the followers. Researchers Bass, 1960; Evans, 1970; Hemphill, 1954; Homans, 1950; and House, 1971 contended effective leadership was the product of interaction expectations of the group and of the leader.

Humanistic Theories

The works of Argyris (1957), Likert (1961), Blake and Mouton (1964) as well as McGregor (1966) were concerned with motivation. They investigated motivation and its influence on leaders and followers. It was their contention that the motivational factor was related to the humanistic needs of the individual. They also felt that the organization in which the individual existed was structured and controlled, thereby restricting the individual's goal achievement. The leader's task was to motivate the individuals to fulfill their needs and to accomplish organizational goals. Researchers who supported this theory felt organizational procedures should consider the personal worth of the individual. For this reason, these researchers were considered humanistic theorists. They felt that concern by the leader for the needs of the individual was of prime importance in motivation.

Exchange Theories

Exchange theories embodied the concept that individuals made sacrifices of themselves in order to receive benefits from the group and from other members. This theory supported the idea that individuals and the group received mutually benefiting rewards from social exchange. Stogdill (1974:22-23) identified Gergen, 1969; March and Simons, 1958; and Thibaut and Kelley, 1959 as researchers who supported the theory of social exchange. These individuals felt social interaction was the variable of primary importance to leadership. Blau (1964) and Jacobs (1971) also advocated a social exchange theory. They, however, looked at social exchange benefits in light of the status of the leader.

Blau (1964) contended that the members of the group felt rewarded by being associated with a high-status leader. On the other hand, Jacobs' (1971) idea of the social exchange theory was that the group provided status and esteem for the leader. The leader in turn provided contributions to goal attainment.

Summary

Earliest research projects concerning leadership involved identifying factors about the development of leaders and about the development of a person's leadership ability. These studies focused on individuals and attempted to identify specific characteristics that contributed to their leadership skills. It was hypothesized that the outstanding leader was the product of the interaction of attitudes, of personal characteristics, and of social abilities. Walter (1968:5) stated that the interaction of these factors formed the basis for the traitist theory. This theory postulated that effective leadership could be explained in terms of traits possessed by the leader. It was assumed leaders were "born not made;" furthermore, they were individuals who in some cases had inherited traits necessary for leadership. Leaders developed the ability to lead from intuition and experience.

Social scientists attempted to identify scientifically traits of the leader. The results of their studies, however, often produced conflicting results. The inability of researchers to provide universal characteristics of leaders in all leadership situations led them to investigate the interaction between leader characteristics and the leadership situation. This approach to understanding leadership was defined as the situational approach. The situational approach

viewed leadership in terms of functions performed, rather than in terms of personal traits of the leader. Theorists using the situational approach looked at specific interrelated variables within the leadership situation. Investigation of interrelated variables led to the attempt to explain leadership through the following theories: (1) environmental, (2) personal-situational, (3) interaction-expectation, (4) humanistic, and (5) exchange. Theories of leadership have attempted to explain factors relating to the leader and to the emergence of leadership. Stogdill (1974:17) expressed some concern about the existence of leadership theories but stated that theories were important because they had served as a source for defining research problems.

APPLICATION OF THEORY TO EDUCATION AND PHYSICAL EDUCATION

In spite of conflicting results, researchers in the field of social science attempted to identify scientifically traits of the leader. Educators, however, did not contribute much objective data about leadership until the era of administrative theory.

Traits Theory and Education

According to Halpin (1960:4), before the time of administrative theory in education those who trained administrators were unorganized and based much of their teachings on speculation and personal experience rather than on theory. Early theorists in educational administration openly stated that scientific data was not the basis of their administrative material. This point is exemplified by

Tead (1935), in his book, The Art of Leadership, when he stated that the content was based upon experience and philosophical background rather than controlled scientific experimentation. During Tead's era, educators in general thought of leaders in terms of the traditional traits theory. They contended that to be an effective leader one must possess certain personality traits and leadership qualities. Writings in the area of educational administration and leadership provided a list of qualifications and a list of personality traits which the authors thought to be desirable for leadership positions. Tead (1935:83) listed ten desirable leadership qualities: (1) physical and nervous energy, (2) sense of purpose and direction, (3) enthusiasm, (4) friendliness, (5) integrity, (6) technical mastery, (7) decisiveness, (8) intelligence, (9) teaching skills, and (10) faith. He also stated that, even though all these qualities were not necessary for every leadership situation, they were necessary for every leader.

Literature on educational administration showed that educators felt some people possessed certain characteristics which qualified them as "natural born" leaders. In addition it was indicated that there were certain qualities that leaders could not do without. This point was expressed by Reeder (1958:21) when he said any person who attempted to lead an organization must have a pleasing personality.

While some educators continued to identify subjectively certain qualities they felt necessary for the administrator, other investigators attempted to use research to determine criteria for selecting educational administrators. The selection criteria were based upon (1) personal characteristics, (2) acts of

behavior, or (3) a combination of both of these factors.

Meyers (1954) in his research identified personal characteristics of the administrator. He sought to find factors that would be helpful in the preparation of school administrators. Meyers analyzed approximately 200 studies on leadership. He found there were no physical characteristics significantly related to leadership. He did find that leaders were slightly higher in intelligence than members of the group. Knowledge, insight, interaction, co-operation, originality, ambition, persistence, emotional stability, judgment, popularity, and good communication skills were other factors that seemed to be significant. Meyers' conclusions were similar to those drawn by Stogdill (1948) in his study, "Personality Factors Associated with Leadership: A Survey of Literature." Stogdill's study provided support for the fact that leaders excelled in intelligence, scholarship, dependability, activity, social participation, and socio-economic status. Conclusions of Stogdill (1948) and Meyers (1954) indicated that personal characteristics and skills required of a leader were of an interactional nature and that no single characteristic was the possession of all leaders. Stogdill (1948) and Meyers (1954) gave evidence that a "traits" theory of leadership could not be supported empirically.

Two studies which looked at the acts of behavior as criteria for administrative success were those done by Sturnloff (1953) and Garland (1954). These studies attempted to identify desirable qualities of the educational administrator.

Sturnloff (1953) obtained through a job analysis study a list of com - petencies necessary for the educational administrator. In his study he concluded that the effective administrator had a pattern of competencies rather than isolated qualifications.

Garland (1954) attempted to identify criteria of success for a person engaged in educational administration. His list of nine criteria related to patterns of behavior. Examples of Garland's (1954) criteria are the following: (1) enjoyment of creative approach to matters of educational concern, (2) promotion of the professional growth of the people connected and related to the educational enterprise, and (3) manifestation of high ability in the assessment of value, purpose, and needs and in their translation into realistic educational goals. Garland's study implied that the administrator's success was determined by his behavior as measured against the nine criteria. He did not indicate personal attributes which may or may not have detracted from the behavior. Garland's (1954) study exemplified research which attempted to identify criteria based on acts of behavior.

Becker (1952) also attempted to determine criteria to be used in the selection of administrators. His research established criteria which were based upon personal characteristics and upon behavioral acts. Becker found 14 characteristics that school board members noted as being important to a superintendent. In his study, he listed the characteristics with the percentage of frequency mentioned by the school board members. The five most desirable characteristics according to percentage frequency rank were the following:

(1) personal appearance, (2) agreeableness and friendliness, (3) ability to work democratically, (4) personal integrity and fairness, and (5) ability to supervise instruction.

Researchers and authors in the area of educational administration had identified characteristics of "natural leaders," but there was no scientific support for the contention that leaders were "born not made." In addition, research establishing criteria based upon the acts of the administrator's behavior was vague and inconclusive about behavioral acts and about the objective identification of these acts. The traits theory of leadership and also the administrative research in education which attempted to support the theory did not identify specific personality characteristics or behavioral acts as being unique to educational leadership. Rather than accepting the fact that specific leader characteristics could not be objectively identified, some researchers still felt that the lack of successful identification of traits might be due to other problems. For example, Gibbs (1954:889) stated:

> . . . there is evidence certain personalities do affect group behavior and that it is altogether possible that failure to identify leadership traits positively may be due not to their absence, but to inadequate measurement, the lack of comparability of data from different kinds of research, and the inability to describe exactly what leadership is and how it works.

Physical education. While educators made progress in scientifically understanding leadership by using social science research and by using social science models of investigation, physical educators showed less interest than educators in studying leadership or administration through theoretical concepts. Physical

educators, like educators of the past, attempted to understand leadership and administration through personal experiences. Physical educators appeared to make only scattered attempts to investigate leadership. The little research that was done was of a general nature and did not have a specific focus. In the 1960s however, two studies, Mullins (1965) and Nelson (1966), investigated traits of the leader.

Mullins (1965) was interested in identifying leader qualifications. He attempted to define minimum and preferred qualifications for the chief physical education administrative officers based on the expressed judgment of college and university presidents. He used documentary analysis and interviews as tools for data collection. Interpretation of data produced a checklist of qualifications for the chief administrator. Mullins (1965) felt his list of qualifications could be used as a guide for those aspiring to administrative positions. In addition, it could serve as a guide to self-analysis of current administrators. Nelson (1966) studied the personality and the characteristics of high school basketball leaders and nonleaders. He found, as had social scientists and educators of the past, that the identification of traits of the leader and nonleader produced conflicting results.

Situational Theory and Education

In the 1960s the focus of educational administration began to change from administration based on speculation and personal experiences to administration based on theory. At this point research in leadership was directed toward identifying factors relating to the leader in specific groups and situations.

The identification of particular abilities and skills needed by the leader in order to satisfy groups and situations paralleled the concept of the situational theory of leadership. This theory had postulated that desirable leadership characteristics emerged from situational and from group demands.

Several educational studies looked at the personality differences of leaders and nonleaders in specific groups. Hartshorn (1956) and Dua (1964) attempted to determine differences among leaders and nonleaders in university organizations. Hartshorn (1956) used subjects from social, academic, and service groups on the campus of The University of California, Los Angeles, to identify leader characteristics relating to specific group situations. Dua (1964) sought to identify variables which discriminated women student leaders from nonleaders in a range of campus activities. She found that the campus-wide student-government leader was characterized by personality measures of achievement, intellectual efficiency, and political value, whereas the sorority leader had high scores on femininity, good impression, and aesthetic value. The studies of Hartshorn (1956) and Dua (1964) were similar in that they were both concerned with leadership as it related to requirements of groups. The results of both studies showed that specific leader characteristics were related to demands of specific groups.

White (1965) was interested in investigating personality variables and professional roles. In his study he compared personality traits of educational administrators with those of educational researchers. He found personality traits to be different among the two reference groups. Therefore, he concluded

that personality traits could be related to roles.

The studies of Hartshorn (1956), Dua (1964) and White (1965) were examples of research which attempted to investigate the relationship of leadership characteristics to specific groups or situations. This research did support the contention that certain personality characteristics were desirable for leaders in certain groups and situations. Social science research had already supported this same concept. Scientific justification for this idea had been presented by Stogdill (1948:64) in his study, "Personality Factors Associated with Leadership: A Survey of the Literature." He made the following statement in the conclusion of his study:

> A person does not become a leader by virtue of some combination of traits, but the pattern of personality characteristics of the leader must bear some relationship to the characteristics, activities, and goals of followers. Thus leadership must be conceived in terms of interaction of variables which are in constant flux and change.

Social scientists furthered their understanding of leadership by examining interrelated factors in situations. Educational researchers, however, investigated leadership in the broader context of the situational theory. Social scientists defined specifically variables within the leadership situation and developed other theories such as environmental, personal-situational, humanistic, and exchange. Research in educational administration was not directed as precisely toward specific variables as was research in social science. Data of the 1950s and early 1960s relating to personality characteristics and leadership situations provided educators with some information about leaders and about understanding the leadership phenomena. Using research data, educators began

to identify theories of leadership in educational administration.

Physical education. In the 1960s, through interdisciplinary contacts with the social sciences, a major shift in administrative thought occurred in education. Educational research began to formulate a basis for a theory of administration. Physical educators, however, continued to be vague in directing their research in administration and in leadership toward theoretical concepts. In the 1960s, Zeigler (1967) encouraged professional physical education to use material from the fields of social sciences and education in order to understand better the concepts of human behavior. As late as 1970, research in leadership in physical education still was general and did not have a specific focus (Zeigler and Spaeth, 1975). In his dissertation summary presented by Zeigler and Spaeth (1975:56) Patton noted: "Leadership is a crucial problem in most organizations; yet knowledge of changing leader behavior and discovering potential leaders is lacking." He further contended that leadership was an area of interest but leadership research was mostly descriptive and presented generalized conclusions.

Social scientists and educational reseachers had taken varied approaches to the study of leadership. They had studied traits and characteristics of the leader, various factors of the leader's background, and the use of predictive techniques to discover potential leaders. Their research indicated that the study of leadership has been related to two phases, the traits approach and the situational approach. Physical educators had made only scattered

attempts to investigate leader behavior. The little research that was done was general with little specific focus.

Physical education literature did not indicate a pattern of investigation in regard to theory of administration or leadership. For example there was no core of professional literature devoted to the traits theory or the situational theory of leadership. In the past, research in physical education attempted to provide information leading to the better understanding of local and practical problems. Research focused on administrative tasks of the teacher, organization of the physical education department service program, and the status of these programs. Physical education research could not be specifically identified as relating to the situational theory of leadership.

Summary

The earliest research projects involving the identification of factors about the development of leaders and about the development of their leadership ability were conducted by social scientists. Researchers first attempted to identify specific characteristics of the leader. These studies, however, produced conflicting conclusions. Despite the fact that social scientists were dissatisfied with their attempts to explain leadership through the identification of traits, literature in educational administration from 1935 to 1958 expressed the belief that some people possessed characteristics which qualified them as "natural born" leaders.

During the period when educators were investigating leader behavior, physical educators showed little interest in the characteristics of their leaders. Research in this area was delayed and even later seemed to be limited to the pursuit of only two physical educators, Mullins (1965) and Nelson (1966).

Researchers in social sciences, dissatisfied with the traits theory, directed their attention toward explaining leadership from a different perspective. They expressed the idea that leadership did not reside in the person but was the function of the occasion or situation. Researchers in this field explored the situational theory and defined more specifically leadership variables. For example the following variables were identified as interacting factors in leadership: (1) expectation interactions, (2) social interaction, and (3) humanistic needs interaction.

While social scientists investigated specific factors in the situational theory, educators focused their research on broader theoretical concepts. Both the social scientists and the educational researchers, however, concluded from their studies on personality characteristics and leadership situations that some progress was being made toward understanding the leadership phenomena.

Research in the area of theories of leadership did support the concept that the leader had to be able to show a concern for individual needs as well as be able to accomplish organizational goals. Halpin (1966:87) supported this belief of a successful leader's being able to balance the needs of the individual and the demands of the organization when he said:

> . . . the leader must lead--must initiate action and get things done. But because he must accomplish his purpose through other people, and without jeopardizing the inactness or integrity of the group, the skilled executive knows that he must also maintain good "human relations" if he is to succeed in furthering the purpose of the group. In short, if a leader--whether he be a school superintendent, or an aircraft commander, or a business executive--is to be successful, he must contribute to both major group objectives of goal achievement and group maintenance.

It appears that theories of leadership may have varied sources of reference. At the present time, however, leadership theories involve both the organizational component and the humanistic component. Research supports the following contentions: (1) a balance between these two dimensions of leadership is an important primary factor which relates to administrative efficiency, (2) the situation and group interaction are factors relating to leader behavior, and (3) there are no universal characteristics necessary for leaders in all situations.

DESCRIBING AND MEASURING LEADER BEHAVIOR

The theorists who first studied leadership attempted to provide an understanding of the phenomenon in its entirety. Difficulty occurred, however, when empirical attempts were made to deal with specific problems in leadership. It was difficult to secure data that would provide for an objective understanding of these problems. The various segments of leadership made it difficult for researchers to isolate or measure variables. In order to obtain a better understanding of leadership, the early researchers attempted to determine first who the leader was and then to focus on what the leader did. Halpin (1966:81) was

one of the earliest theorists to contend that researchers should analyze the behavior of the leader rather than attempt to identify his/her traits. He felt that in order to understand leadership the meaning of leadership had to be defined. He insisted that the term "leader behavior" was more appropriate for use in studying leadership than was the term "leadership" per se. Halpin also questioned if leadership should be related to the leader's role or to the effectiveness of the leader's performance. He felt that if researchers were attempting to determine the effectiveness of leadership then effectiveness criteria had to be identified. Halpin (1966:82) supported his position when he stated that:

> . . . research on leader behavior shows that effectiveness in respect to Criteria X is not necessarily correlated with effectiveness in regard to Criteria Y. For example, the behavior of the leader who is effective in maintaining high morale and good human relations within the group is not necessarily effective in accomplishing high production and social achievement.

Halpin continued to explain the dilemma by saying researchers have incorporated into the term "leadership" both descriptive and evaluative components. In the past, research on leadership has had two connotations: (1) the role and the behavior of the role, and (2) evaluation of the individual's performance in the role. Halpin (1966) advocated the behavioral approach to the study of leadership. He encouraged focusing research on observed rather than on inferred behavior. He cited two methodological advantages in the shift from the study of leadership to the analysis of leader behavior. Halpin (1966:86) explained his rationale by saying that:

> In the first place, we can deal directly with observable phenomena and need to make no a priori assumptions about the identity or structure of whatever capacities may or may not undergird this phenomena. Secondly, this formulation keeps at the forefront of our thinking the importance of differentiating between the description of how leaders behave and the evaluation of the effectiveness of their behavior in respect to specified performance criteria.

In 1945 a project to study leadership was begun by the Personnel Research Board of The Ohio State University. Psychologists, sociologists, and economists pursued an interdisciplinary study and used the behavior approach to investigate leader behavior. Hemphill and Coons (1973), in describing the project, stated that it involved a series of studies which attempted to describe how a leader went about doing what he did. As researchers studied the behavior of the leader, they looked at how the leader operated in a specific situation. These investigators attempted to measure two dimensions of leader behavior. The dimensions were identified as "Initiating Structure" and "Consideration." The two dimensions were outgrowths of the concept embodied in the idea that the leader must initiate acts and get things done, but he must also maintain good human relations among the members of the group. Halpin (1966:90) felt that "Initiating Structure" and "Consideration" were not to be thought of as traits of leadership, but were intended to describe the behavior of the leader in a given situation.

An instrument developed under the direction of The Ohio State University project to study leader behavior was The Leader Behavior Description Questionnaire. The preliminary LBDQ was composed of 150 items designed to measure nine dimensions of leader behavior (Hemphill and Coons, 1973:10). The nine

dimensions represented the concepts that the leader must initiate acts and get things done, but he/she must also maintain good human relations among members of the group. The test of the respondent was to choose one of five adverbs expressing the frequency of the behavior. Behavior representing five leader behavior dimensions was identified in questionnaire statements. These statements were designed to depict leader behavior which Halpin (1966:86) identified as "Initiating Structure" or "Consideration." Halpin (1966:86) defined "Initiating Structure" as the leader behavior which delineated the relationship between the leader and his work group, and the behavior which endeavored to establish a well-defined pattern of organizational channels of communication and of methods of procedures. "Consideration" was defined as the behavior which indicated friendship, mutual trust, respect, and warmth in relationship between the leader and members of the staff. The LBDQ measured behavior which represented either "Initiating Structure" or "Consideration" within the nine dimensions of the LBDQ. The respondent's choice of adverbs which indicated the individual's perception of the frequency of occurrence of the behavior provided the LBDQ score. The LBDQ scores obtained from the subjects gave objective information on perceptions of leader behavior within each dimension. Halpin and Winer (1973:39-51) used air force personnel and conducted a factorial test of the LBDQ. Through factor analysis of the original form consisting of 150 items, Halpin and Winer were able to construct a revised form which consisted of 80 items and 4 dimensions of leader behavior. The factorial test showed the two factors, "Consideration" and "Initiating Structure," accounted for the highest total factor

variance.

An additional revision of LBDQ was undertaken by Stogdill in 1963. He developed the LBDQ Form XII: An Experimental Revision (Stogdill, 1963). This modification of the LBDQ consisted of twelve subscales representing more complete patterns of behavior. Each subscale was composed of either 5 or 10 items and the LBDQ Form XII was composed of 100 statements. Since the development of the LBDQ, the original form and the modification of the original form have been used frequently as tools to measure leader behavior. Research studies have used the LBDQ and its modified forms in educational settings, industrial settings, and armed forces settings (Stogdill, 1963; Stogdill and Coons, 1973).

The Study of Leader Behavior in Education

Social science researchers who in the past had been concerned about the lack of leadership understanding began to study leadership by measuring observed behavior of the leader rather than by investigating leadership per se. This approach was referred to as the behavioral approach. Hemphill and Coons (1973) defined the behavioral approach as one in which the leader was observed as he/she functioned within the organization. Early research on leadership had been based on values as well as on facts. In the behavioral approach, no attempt was made to evaluate behavior. This approach emphasized objective research which led to the support of leadership theories.

Educational researchers, like researchers in the social sciences, had difficulty in obtaining objective information about leadership. Much of the

research in education about leaders appeared to be biased by the philosophy and values of the investigator. Educators who were discouraged about the progress in understanding leadership suggested that researchers follow the model set by social scientists and use the behavioral approach to leadership study. Campbell (1962:163), a well-known educator, supported the change in direction of leader behavior research when he said:

> The weight of evidence for research leads to the conclusions that more can be learned about leadership by centering attention upon leadership acts than upon leaders. The essential element in leadership is that an act take place which affects behavior, not that a particular person be present when these acts are performed or that a particular person supply these acts.

Researchers in education relied upon social scientists' research of The Personnel Board of The Ohio State University to serve as a model for leader behavior investigation. The LBDQ provided for one area of research in education to be directed toward understanding leader behavior by investigating behavior in regard to the dimensions of "Initiating Structure" and "Consideration." Educators profited from the social science research and were able to use the LBDQ to understand better leadership problems in education.

Leader behavior perception studies. One subject of interest to educational researchers was in the area of leader behavior perceptions. Researchers were concerned with how leaders perceived themselves and how they were perceived by the reference groups. A number of reference group studies investigated the relationship of the leaders' ideal behavior and the leaders' actual behavior as perceived by their work groups.

One of the classic studies which investigated the relationship between ideal behavior and actual behavior was done in 1955 by Halpin (1973:65). His subjects were 64 educational administrators and 132 aircraft commanders. The subordinate group subjects consisted of 428 members of the administrative staff in the education area and 1,099 crew men of aircraft commanders. The LBDQ "Real" and "Ideal" forms were used to measure leader behavior in the dimensions of "Consideration" and "Initiating Structure." Halpin (1973:68) found a low relationship between Real scores and Ideal scores. He made the following statement about the findings of the study: "It may be said, in general, that a leader's beliefs about how he should behave as a leader are not highly associated with his behavior as described by his followers." Halpin's study also indicated that educational administrators scored higher on the leader behavior dimension "Consideration" and the commanders scored higher on the dimension "Initiating Structure."

A second reference group study conducted by Halpin (1966:111-130) involved school superintendents' perceptions of their behavior as compared to the school board members' and the staff members' perceptions of the superintendents' behavior. Halpin found that staff members agreed among themselves as to their perceptions of the superintendents' behavior. Board members also agreed among themselves as to how they perceived the leader behavior of the superintendents. Staff members and board members, however, did not agree with each other on their perceptions of the superintendents' leader behavior. Another result of the study revealed that on the dimension "Consideration," the

superintendents did not perceive their behavior to be the same as the staff members or as the board members perceived the superintendents' behavior.

Halpin's studies (1966) (1973) gave support to the following contentions: (1) reference group perceptions of the administrators' leader behavior was not highly related to the administrator's self-perception of their leader behavior, (2) reference groups may agree among themselves as to how they perceive the leader behavior of the administrator, but conflict may occur between the perceptions of one reference group and those of another reference group as to how they perceive the administrators' leader behavior, (3) scores on leader behavior dimensions of "Initiating Structure" and "Consideration" were related to role identification of the administrator, and (4) desirable leader behavior was related to high scores on both "Initiating Structure" and "Consideration" dimensions.

Carson (1962) further examined the ability of reference groups to agree among themselves as to their perception of administrators' leader behavior. He investigated the perceptions and expectations of leader behavior of junior college deans. His study compared the perceptions of student leaders with those of department heads and presidents, and with the deans' self-perceptions. Carson (1962) wanted to determine if reference groups could agree among themselves as to perceived leader behavior. Carson (1962) expanded Halpin's study which was concerned with reference group perceptions of leader behavior and attempted to answer the following questions: (1) Can student leaders from college to college agree on how they perceive the deans' behavior? (2) Are students' expectations of the deans' leader behavior in conflict with role expectations of other groups?

(3) Do students recognize a need for a balance between dimensions of leader behavior? and (4) Are student leaders' expectations significantly higher than their perceptions of the deans' behavior? Carson's sample included 24 junior colleges, 141 students, 115 department heads, 20 presidents and 20 deans. The LBDQ was used to describe perceptions of the leader behavior of the dean. Subjects responded as to how they expected the deans to behave and how they perceived the deans' behavior. The study provided the following results: (1) students within an institution agreed among themselves regarding their perceptions and expectations for the leader behavior of the deans, (2) student leaders perceived less "Consideration" in the deans' behavior than did other groups, (3) there was no significant difference in the amount of "Consideration" expected by the reference groups, and (4) the president group differed from the student leader group and the other groups on the perceived and expected amount of "Initiating Structure." Student leaders, department heads, and deans saw similarity in roles perceived and expected, but these groups conflicted with the president group on the expected behavior of the dean. In addition, the results showed that students saw the two dimensions of leader behavior to be about equal in importance. They expected, however, significantly more of both dimensions than they perceived in the deans' behavior.

Verbeke (1966) and Cox (1973) were two other educators who studied perceived and expected leader behavior. The studies of both men involved investigating faculty members' perceptions and expectations of deans' leader behavior. Both studies showed discrepancies between the deans' perceived behavior and

faculty perceptions of the deans' behavior. In Verbeke's (1966) study faculty members' perceptions and expectations of the deans' leader behavior differed significantly from those of the deans who rated themselves higher on all comparisons. Faculty members' scores showed that they expected the deans to be higher on both leader behavior dimensions. Verbeke (1966) indicated that from his study there appeared to be a major role conflict between deans and their faculties. Cox's (1973:112-113) results, like Verbeke's, showed reference group conflict in perception of Real and Ideal leader behavior of college deans. Cox felt that reference groups expected more of the dean than they observed in his behavior. These conclusions led Cox (1973:122) to include the following two recommendations in his list of eight:

> 1. Since the faculty members perceive less and expect more Consideration in the dean of instruction's leader behavior, it is recommended that deans accentuate this dimension of personal trust, respect, and warmth in their association with faculty members.
> . . . . . .
> 4. In view of the fact that faculty members and presidents expect more Initiating Structure in the deans' leader behavior than they actually perceive, it is recommended that greater emphasis on this dimension by the deans in their interpersonal relationships with their superior and subordinates should contribute to creating a climate conducive to the accomplishment of organizational goals and satisfaction of personal needs.

Reference group studies concerning the perception of Real and Ideal leader behavior have been conducted in elementary and secondary public school settings as well as in higher education. Cox (1973:57-60) cites Keyes, Luckie, Meyers, and Roberts as researchers who studied leader behavior perceptions in public school situations. Reference group studies in higher education and in

public school settings have provided insight for understanding leader behavior in administration. The results of the reference group studies gave support to the idea that subordinates had higher expectations of their superiors' leader behavior than they perceived as reality. Some studies also indicated role conflict between superiors and subordinates. A third conclusion drawn from the leader behavior perception studies was that leaders do not perceive their own behavior as their behavior is perceived by members of the work group.

Status position studies. Researchers in education had used the LBDQ to investigate role expectation and perceptions of educational administrators. Smith and Lutz (1964) and Hemphill (1973:73-85) used the LBDQ to investigate another problem in education. They made inquiries into the relationship of leader behavior to status position.

Smith and Lutz (1964:434) looked at a leadership situation which involved the relationship between the teachers' leader behavior and the pupils' respect and liking. They contended that activities and interactions of leaders clustered about two functions. They identified these two functions as ". . . moving the group toward institutional goals, and providing the individual with interpersonal satisfactions in the group." They felt it was possible to conceive of teachers who were able to play both roles, one role, or either role. It was contended that social approval varied depending upon how the teacher was perceived at various stages on the two functions. The hypothesis was that pupils' social approval or liking would relate to their perceptions of teachers' fulfilling effectively the "Consideration" role. They further contended that the teachers receiving social

approval of respect would be perceived as fulfilling effectively the "Initiating Structure." Twelve teachers and 554 junior high and senior high pupils were subjects for the study. The results showed pupils perceived teachers who were high in "Initiating Structure" to be high in "Consideration." Therefore, "Consideration" behavior was not significantly related to liking. However, it was found that "Consideration" was related significantly to respect. As was predicted, "Initiating Structure" was related positively to respect. It was also found that teachers who were disliked tended to have higher "Initiating Structure" scores.

While Smith and Lutz (1964) were interested in investigating leader behavior and its relationship to teacher and pupil respect and liking, Hemphill (1973:73-85) sought to determine the relationship between the leader behavior of department administrators and the reputation of the department as being well administered. He wanted to determine the usefulness of reputational data as criteria of administrative quality. His subjects consisted of 22 department members and 234 faculty members. Hemphill (1973) concluded from his data analysis that a college department's reputation for being well administered was related to the leader behavior of the department chairperson as described by department members. The study revealed that departments with the best reputation for good administration had chairpersons who were described as scoring above average on leader dimensions of "Consideration" and "Initiating Structure." Such departments also came closer to meeting the behavior expectation of the chairpersons than did departments that did not have a reputation

for being well administered.

Literature in the field of education revealed that investigations began to take a social science approach to leadership research in the 1960's. This approach which involved measuring observed behavior served as a model for leader behavior studies in education. Educators using the behavioral approach investigated specific leader behavior situations in educational settings. A number of educators were interested in investigating leader behavior as perceived by reference groups (Carson, 1962; Cox, 1974; Halpin, 1973; Keyes, 1959; Luckie, 1963; Meyers, 1964; Roberts, 1963; and Verbeck, 1966). Smith and Lutz (1964) and Hemphill (1973) also used the social science approach of observed leader behavior to understand better the relationship of leader behavior dimensions to status positions of the administrator and to the department being administered.

The Study of Leader Behavior in Physical Education

In the past, the physical educators' view of administration generally and leadership specifically has been geared to practical and localized problems in physical education. Therefore, limited information on theoretical aspects of administration or on leader behavior is available. Zeigler (1975:3) contended there is little evidence to indicate that administrators of physical education or of athletics are concerned with the theoretical aspects of administration. He cited two reasons for the lack of interest in research pertaining to administrative theory. First, he felt that scientists in the field of physical education opposed the idea of administrative theory because this field was largely practical and

vocational in nature. In addition, he indicated that men and women physical education administrators had worked their way up the ranks in apprenticeships and did not have an interest in theory of administration. Zeigler (1975:5) made clear his feelings about the issues when he said:

> The truth of the matter is that marked progress in the form of scientific investigation has been made in the fields of public administration, business administration, educational administration, and the behavioral sciences relative to the management of organizations and human behavior. In physical education and athletics, however, the sad fact is that we are not even remotely aware of this development.

A review of literature shows that physical education books and writings of the past have given little attention to theories of administration of leadership. In general, administration has been referred to in broad terms. If theories were mentioned, they were in regard to types of administrators or leaders. Early literature appeared to be concerned with characteristics and qualifications of the teacher in an administrative role and with principles and methods of administration. Little emphasis was given to theory. Hall and others (1973:7) supported the contention that physical educators gave little attention to theory when they said:

> . . . for some unknown reason, writers in the field of physical education avoid the word theory as if it were an unmanagable term. They seem to understand the meaning of the word, but prefer a different term. Yet the word theory is most conclusive and descriptive for the ideas relating to how one administers a department.

Hall, and others (1973:26) also gave support to the lack of theoretical orientation in physical education literature when they stated:

> For many years, texts concerned with administration of physical education took the traditional approach by reporting on aspects of administration from a practical point of view. These writings focused on aspects of the program that reflected the parochial concerns of administration. Minimal attention was given to the behavioral aspects of administration and a little more to the contemporary writings of authors in other fields, particularly those in political science and business administration.

Early administrative literature in physical education focused on broad concepts of organization and administration; books in this area appeared to be written for the teacher as well as for the public. Williams (1930:viii) and Nash (1931) both indicated that the purpose of their books was to help the teacher perform administrative tasks more effectively. In his preface, Williams (1930) made the following statement:

> The many requests for help and information coming not only from teachers of physical education but also from school men themselves, have led me to this effort to provide a book dealing with problems of organization and administration.

Because early books about administration were written for a general public and because many authors were administrators themselves, it is not surprising that the contents of the books emphasized desirable qualifications of the leader. In addition such books stressed solving administrative problems of a practical nature. Content relating to the qualifications of leaders identified leaders as teachers and emphasized the influence they could exert on the student in the teaching or administrative situation. Physical educators Nash (1931) and Savage (1933) looked at the leaders' influence on students; Hughes (1933) was interested in practical problems in administration. Nash (1931:327) supported the idea that the physical education leader was responsible for

character development of students. In discussing important aspects of physical education, he makes the following statements:

> Leadership becomes an objective from the standpoint of society because it is by means of it that standards of behavior are passed from one generation to another. The test of adult leadership is--what do children do?

Savage (1933) studied leadership in physical education as it applied to teacher-pupil influence. She was concerned with teacher influence on student development. She supported a democratic orientation to leadership and felt the leader was obligated to provide character and moral training through physical education activities. Savage (1933:72) stated, "The leader sets the standards. In no other activity does adult leadership have greater moral power."

Hughes (1933) was interested in a practical problem in physical education. He was concerned about professional improvement as it related to the aims and objectives of physical education. His research was an attempt to upgrade the quality of physical education programs and was indirectly related to the qualities of a leader. The product of his research was a guide to organizational administrative standards and policies. The diagnostic guide for calculating standards and policies, however, contained limited specific information about leadership.

Limited attempts were made by physical educators to make available information about leadership or to provide information about improving leadership through administrative theory. The study of leadership and of administration continued to be associated with practical problems rather than with theoretical aspects of the problem. Trethaway (1953), in his review of physical

education research completed between 1895-1940, indicated that the study of administration was associated with the following: (1) increased numbers of students in the program; (2) facilities; (3) combining of health, physical education, and recreation departments; and (4) organization and control of interschool athletics and school recreation. Spaeth's (1967:146) study supported the fact that while research was being done in the area of physical education administration the outcome of the research was not leading toward the development of a body of knowledge about administrators and the various aspects of administrative practices.

Into the 1960s, the majority of physical education administrative literature continued to be generalized, and research was not directed toward accumulating data specific to theoretical problems. For example, there was no concentration of interest upon a particular area of leader behavior. Research continued to follow a scattered approach in investigating problems. Trethaway (1953) had indicated research in physical education administration was diversified. For example, Nixon (1949) studied the possible results of combining health, physical education, and recreation departments, and Smith (1953) investigated the organization of service programs within the physical education department. A study in the area of organization and control of athletics was done by Barnes (1956) who investigated controversial issues in athletics. Locke (1961) used data obtained from psychological tests to develop a better understanding of the administrator, and Kingsbury (1963) analyzed budget and financial practices in physical education.

The subject matter of physical education textbooks of the 1930s, 1940s, 1950s, and 1960s, revealed content about the areas of (1) staff, (2) facilities, (3) program, (4) class procedures, (5) intramural and interscholastic athletics, (6) budget and equipment, and (7) public relations. The purpose of literature during this time appeared to be to help teachers and administrators solve daily problems. Forsythe and Duncan (1951), as well as Nash, Moench, and Saurborn (1951), presented content material of a general nature. They intended the material to provide help to a wide variety of people. In their preface, Forsythe and Duncan (1951) said:

> In writing this book the authors have attempted to present a practical approach to the administration of physical education within the structure of a sound physical education philosophy based upon accepted educational policy.

Similarly Voltmer and Esslinger (1949) were concerned with presenting physical education information about the following areas: (1) the aims and objectives of physical education, (2) the service program, (3) the physical plant, (4) the athletic program, (5) the health program and (6) the professional staff. They also were concerned about making the contents applicable to individuals in several administrative roles. In their preface, Voltmer and Esslinger (1949) said:

> This book provides for discussion and consideration of pertinent problems facing the administrator today. It is written not only as a text for classwork but also for the teacher in charge of activities, for the administrator of physical education, and for the general administrator who might desire additional information concerning the significance of physical education in the educational scheme.

Likewise, Forsythe and Duncan (1951) indicated that their book was designed to

aid administrators in the entire educational program from kindergarten through college and into the community.

In the 1950s and 1960s professional publications of The American Association of Health, Physical Education and Recreation revealed that administrative thought was focused on local administrative problems. The report of the First National Conference of City Directors of AAHPER in 1955 revealed a major concern for problems relating to the development of teachers' guides and courses of study and to the improvement of teaching through workshops and in-service courses. In addition, in 1960 the publication, Current Administrative Problems: Athletics, Health Education, Physical Education, and Recreation dealt with the following topics: (1) scheduling physical education classes, (2) supervising physical education, and (3) planning, maintaining, and using physical education facilities. Subjects which related to maintaining quality standards of physical education programs were included. For example, study areas revolved around credit for physical education, substitutes in the curriculum for physical education, excuses for physical education classes, and selection of physical education teachers.

Changing direction of administrative thought in physical education. During the 1930s and until the 1960s, physical education administrative thought appeared to be related to general problems as well as to the duties and qualifications of the administrator. Kropp and Todd (1952) referred to the teacher as the administrator and encouraged a democratic method of handling administrative problems.

They supported a friendly, free, informal style of leadership and encouraged a sympathetic climate based on belief in the merit and worth of each individual. While the attempt to understand administration continued to be broad in nature, some physical educators were beginning to direct their concerns toward administration as a specialized area. By the 1960s a few physical educators expressed support for administrators being professionals who needed special skills in order to do their jobs effectively. Havel and Seymour (1960) and Howard and Messenbrink (1963) showed a concern for administrative specialization.

While most of the literature in the 1950s and in the 1960s was traditional in nature, three publications appeared during this time which indicated a change in direction of administrative thought in physical education. In 1959 Zeigler published a book which was based upon the social science approach to understanding administration. Zeigler (1959) presented his material from the social science case study concept point of view. Hall and others (1973) contended that Zeigler was the first physical educator to break away from the traditional approach to the study of administration. Speaking of Zeigler, Hall and others (1973:27) said: "He proclaimed that it is necessary for the administrative members of physical education and athletics to align themselves with the more progressive trends in education." The second publication using a social science focus was Kozman (1951). Kozman's Group Process in Physical Education contained generalized administrative content but also dealt with solutions to problems through the social science concepts. Information on the styles

of leadership and the advocation of the democratic approach for educational leaders was included. The third publication, AAHPER First Yearbook, Developing Democratic Human Relations, published in 1951, was based upon a social science orientation.

By the 1960s a major shift in administrative thought had already occurred in education through interdisciplinary contacts with the social sciences. At that time, educational empirical research was formulating a basis for a theory of administration. Physical educators like Zeigler encouraged other professionals to use material from the fields of social sciences and education in order to understand better the concepts of human behavior. Physical educators were encouraged to view administration as administration regardless of the field and to realize the importance of special preparation for individuals in administration. It was becoming apparent that education was developing into big business. With this development, there was a realization that the coach or teacher was unable to deal effectively with the extensive and specialized administrative tasks. Hall and others (1973:5-6) noted:

> Often times people are thrust into administration without first having had an opportunity to prepare adequately for multi-dimensional responsibilities. In fact, too many physical education administrators have had inadequate administrative preparation before they became heads of a department. In their work they have given very little attention--and that has not been effective--to establishing acceptable policies or in analyzing propective administrative procedures. They have learned on the job, thus diminishing early administrative effectiveness.

The traditional views of administration had claimed that the best way to prepare the administrator was to practice administration. This idea which

endorsed experience as a means of developing administrative efficiency was beginning to be questioned. Physical educators were realizing that the modern view of administration required special programs for persons entering the field of administration. At this point, it was understood that research and literature in physical education administration should be focused on establishing a theoretical framework.

Research carried out under the direction of Zeigler at The University of Illinois in the late 1960s focused attention on the need for theoretical knowledge basic to physical education administration. Physical educators were encouraged to pursue research which would contribute to a body of knowledge in administration. One of the first physical educators to accept Zeigler's challenge to direct research toward physical education administrative theory was Spaeth (1967). Spaeth analyzed administrative research in physical education and athletics. The purpose of her study was threefold: (1) to review research and identify the major emphasis affecting the research, (2) to review critically the research in relation to the identified emphasis, and (3) to make recommendations concerning future research efforts. From her study Spaeth (1967:145) concluded:

> There is an almost total lack of theoretical orientation in the design of research findings in the sample of administrative research and the interpretation of these findings in the sample of administrative research in physical education and athletics review in this investigation.

It appeared that, up until the time of Spaeth's (1967) study, physical educators' awareness of administrative research in other areas had been limited. In the conclusions of her study Spaeth (1967:146) stated:

> The administrative research in physical education and athletics reviewed in this investigation lacked the methodological rigor necessary for contributions to the development of scientific knowledge about administration. Evidences of this were found in inadequate sampling, lack of objective measurement in data collection, inadequate control of variables and statistical treatment of the data for the complexity of the problems, and the general lack of theoretical orientation.

Spaeth's study forced physical educators to be aware of the fact that the majority of research in physical education and athletics had been descriptive and analytical and that research had focused on technical aspects of administration.

Zeigler and Spaeth (1975:23) felt that the conclusions of Spaeth's study indicated that physical educators up until then had not had a specific direction for their research. They said: ". . . we have witnessed an endless stream of articles, studies, and texts, but . . . we don't know what it all adds up to, and where we can or should go from here!"

Several researchers shared Spaeth's and Zeigler's concerns for the lack of theoretical research in physical education administration. Penny (1968) and Patton (1970) provided additional research conclusions to support Spaeth's (1967) contention that physical educators were not aware of administrative theory or research in other areas. Penny (1968) studied the similarity of meanings attached to concepts of administrative theory and research among three groups of administrators within the Big Ten universities. He found that full-time administrators in education ascribed different meanings to concepts typically found in the literature of administrative theory and practice. Penny (1968) felt that there was a need for development of administrative thought and that there should be an increased concern on the part of physical educators for interdisciplinary study in

administration. In addition he said that physical educators who wished to specialize in administration should focus particularly on understanding the dynamics of human interaction in an organizational setting. Patton (1970) examined the extent to which administrative theories were utilized in graduate courses in physical education. He concluded that graduate administration courses in physical education included only a few significant sections on administrative theory. He recommended that physical education research emphasize a redirection from the present focus on principles of management to a focus on organizational theory, management analysis, and human relations.

It appears that physical educators became interested in investigating the variables of leadership only after they realized that administration was a specialized function, that individuals needed special preparation to become administrators, and that there was a limited amount of research in physical education that had been directed toward administrative theory.

Leader behavior studies in physical education. Until the 1960s and 1970s physical education leader behavior literature was limited. For this reason, it was difficult to determine an area of concentration among studies. There were, however, some studies specifically relating to leader behavior in physical education. Some such studies were those of Burkhart (1965), Olafson (1969), Dannahl (1970), Wood (1971), Allen (1972), Bagley (1972), and Buckiewicz (1974). Buckhart (1965) investigated the role expectations of college directors of physical education and athletics. The purpose of his study was to determine the

awareness of such directors of the selected role concepts held for them by four groups: administration, curriculum, public relations, and staff relations. He used presidents, staff members, and directors to determine the perceptions of the role concept. He sought to determine the ideal and actual roles of the directors as perceived by these three groups. He also wished to determine the amount of time the director ideally should and actually did devote to each area, as perceived by each reference group. Among other things, Burkhart found that in the "ideal" category, the presidents gave top priority to curriculum, followed by administration, public relations, and staff relations. In their consideration of the directors' actual performance, the presidents rated the areas in the following order: administration, curriculum, public relations, and staff relations.

Dannahl (1970) examined the organizational climate in departments and other physical education administrative units in twenty mid-western universities to determine if significant differences in climate occurred within different organizational structures. The study attempted to measure organizational climate as it related to the group and to the leader of the organization. Results of the study implied that the possibility existed there would be a division in the group determined by different professional interest and goals. In addition he perceived goals of the leader might be considered as conflicting with those of subgroups. Dannahl felt that his study indicated the combination of persons with different professional goals and interests could create organizational conflict. The findings of the investigation also showed significant differences between the

perceptions of faculty members who coached and those who only taught: the perceptions of the leader by the faculty were found to be significantly different in regard to the organizational climate.

Physical educators Olafson (1969), Wood (1971), Allen (1972), Bagley (1972), and Buckiewicz (1974) directed their research studies toward understanding perceptions of individuals and groups as to the leader behavior of the administrator. Olafson (1969) investigated the leader behavior of the physical education chairpersons on two levels of higher education, the university and the junior college. Results of the study showed perceived leader behavior in the two situations studied were significantly different. In addition, superiors as a group perceived the leader behavior of the department chairman differently than did the faculty as a group.

Wood (1971) directed her research toward investigating the relationship between teachers and chairpersons in departments for women. She attempted to determine the level of agreement which existed among women physical education teachers and between them and the department chairperson in relation to particular expectations for the two positions. She also wished to determine the relationship which existed between consensus and expectations and teachers' satisfaction with their chairperson's professional leadership. Her conclusions indicated that teachers were not highly accurate in predicting their chairpersons' responses. In addition, satisfaction with the chairpersons' professional leadership appeared to be related to the degree to which the teachers perceived their chairpersons' expectations to be similar to their own expectations.

Allen (1972) attempted to identify group and leader perceptions of leader behavior and to measure leadership styles, group acceptance, and position authority of selected women physical education administrators. In addition she wished to identify existing relationships between the perceived leader behavior, leadership style, group atmosphere, and leader position authority. Allen (1972:114-116) concluded the following about leader behavior of administrators: (1) they did not favor one style of leadership, (2) they were slightly more relation-oriented than task-oriented, (3) faculty members' perceptions of their administrators' leadership behavior differed significantly from the estimates given by the administrators.

Bagley (1972) sought to determine if a social science model could be used effectively in physical education leader behavior research. She used Felder's leadership effectiveness contingency model to investigate group interaction. She concluded that the model was not applicable to graduate departments of physical education and that further research using the model in educational settings seemed inappropriate until the model had been redefined in regard to leadership situations in an educational setting. Her study, however, did indicate that relations-oriented leaders tended to be effective in all situations.

Buckiewicz (1974) analyzed the leader behavior in physical education departments of community colleges of California, Oregon, and Washington. She compared perceptions of faculty and department chairpersons on the LBDQ. Results showed similarities in some group perceptions and conflicting perceptions in others. For example, leaders and faculty groups differed in the

dimensions of initiation of structure, production emphasis, integration, consideration, and superior orientation. Department chairpersons thought they were significantly more considerate and were following integrative patterns to a greater degree than their faculty members thought. In addition, Buckiewiez (1974) found the following points to be true: (1) female and male faculty members differed significantly in perceptions, (2) leader maturity did not seem to affect faculty perceptions of leader behavior, and (3) education courses, size of school, and state origin did not seem to affect faculty perception of leader behavior.

Summary. A study of the literature in the area of physical education reveals that until recently physical educators have visualized administrators and administration with vague concepts. Writings have generally been geared to helping the teacher, the administrator, or other interested persons perform administrative tasks more efficiently. Information about administrative tasks have been presented in broad generalizations. Resick, Seidel, and Mason (1975:2) provided an example of a generalized administrative role for physical educators by saying:

> The handling of a profusion of forms and records which need to be filled out, the advanced planning of coursework, and the ordering of course material are but few examples of administration in its broadest sense.

Recent research in physical education, however, is beginning to show the influence of social science and education research. The social science approach seems to be leading physical educators away from descriptive and

analytical literature and toward literature which has a theoretical base. Recent texts in physical education by Hall and others (1973), Bucher (1975), Resick, Seidel, and Mason (1970), Zeigler and Spaeth (1975) reveal social science orientation in their contents. They include theoretical concepts in their approach to solving administrative problems: these concepts are related to understanding practical problems and human behavior. Presently the role of the administrator is being viewed as one which requires special training, whereas in the past the administrator was thought of as a teacher who performed daily administrative tasks. Bucher (1975:48) emphasized this point when he stated:

> Educational administration has changed with the increased complexity of the setting and services administered. As a result, the educational administrator today is a highly qualified, well-educated individual who must bring diverse abilities to his or her position. He or she must possess the traits of a teacher, philosopher, and business executive, social worker, psychologist, public relations expert, architect, speaker, as well as many other desirable characteristics.

He continues:

> It is increasingly being recognized that administration is not something that is hit or miss, trial and error or a matter of expediency. Instead, there is evidence to show that a theory of administration is emerging. It is recognized that from a study of this administrative theory one will gain the ability to act wisely in specific situations and since theory is practical, it provides an accurate picture of how human beings work. Administrative theory will also help in the identification of problems that need to be solved if an effective working organization is to exist (Bucher, 1975:8-9).

When physical educators become aware of administration as a specialized function of education and when they realized the need to prepare individuals as administrators, they became interested in investigating the theoretical aspects of administration as well as variables of leadership.

Physical education administrative research had first focused on the practical problems of administration. For example, investigations about the organization of physical education departments, about the service programs, and about the status of these programs were subjects of interest to researchers. In the early literature, information about the teachers' responsibilities in carrying out administrative tasks was a primary issue. Little attention was given to information about the leader behavior of the administrator.

The more recent administrative research studies in physical education, those completed between the mid-1960's and the present time, indicate a social science emphasis. Research using the social science approach to understanding administrative problems has been: (1) utilization of theory in physical education administrative courses, (2) similarity of meanings of administrative concepts among practicing administrators, (3) organization of climate and its relationship to organizational structure, and (4) differentiated role and job satisfaction.

Leadership research based on the traditional approach of viewing the leaders as to their qualifications and as to personal influence has included the following: (1) qualifications of the administrators, (2) methods and styles of leadership, and (3) teacher-student influence. Research in leadership which has shown the influence of the social sciences has been related to the following: (1) personality and physical characteristics of leaders, (2) role expectations of the administrator, (3) application of Feidler's leadership effectiveness model to physical education departments, and (4) perceptions of the leader behavior of physical education administrators.

THE WOMAN ADMINISTRATOR

During the last 100 years the role of the woman in American society has undergone considerable change. Until the turn of the century, the woman's role was basically that of mother and homemaker (Coffey, 1965; Sherriff, 1971).

An Overview of the Woman Administrator

In American society the woman has been generally depicted in a steroetyped role. During the last decade, a trend toward de-emphasizing differences between the sexes has appeared (Gerber, 1974). Certain occupations, however, are still seen in American society as being more appropriate to males than to females. Epstein and Goods (1971:27) contended that occupational roles are linked with sex roles and that female occupations sanctioned by society are those which involve nurturing, helping, and empathizing. They further felt that occupations which are seen as requiring such characteristics as coolness, detachment, objectivity, and outspokenness are not considered appropriate for women.

Since men and women of the past have conceived the role of a woman as that of wife and mother and have accepted her in occupations compatible to the feminine stereotype, women have not generally been accepted as executives or administrators. Lewis (1968) cites McClelland as indicating the male image is characterized by both sexes as large, strong, hard, and heavy, and the female image as small, weak, soft and light. This conception of the male image and female image may be a reason why it has been assumed that men rather than

women possess characteristics necessary for administrative positions. In addition, it has been thought that women were not oriented to management positions. It has been generally accepted that women did not have the natural characteristics necessary for becoming effective administrators. In situations where the woman has attempted to move into administrative positions, she has been associated with a negative stereotype. In his foreword Basil (1972) stated: "The concept of women in management always seems to raise the spectre of a hard-driving and almost totally unfeminine executive." Lewis, (1968:171) further supported this point of view by saying:

> The stereotype of the female business executive is not a flattering one. She is usually pictured as cold, calculating, and unemotional with a narrow range of interest. It is assumed she is unmarried since her devotion to the company is so strong as to eliminate the possibilities that she might become attached to a husband and children.

It appears that both men and women have been biased against women as administrators. Lewis (1968:134), speaking of barriers to women's promotion, said:

> . . . most employees, whether male or female, prefer to be supervised by a man rather than a woman. To many men, having a woman boss seems to be psychologically threatening, as though they are somehow in danger of losing their masculinity.

He continued:

> . . . even in areas in which most of the employees are women, male supervisors are often preferred. Women often have trouble working with other women and seem to get along more easily with a man as their boss. Much of the problem is probably simply the results of several stereotypes but the difficulties are real enough to cause employers to be reluctant to promote women to supervisory positions (1968:134).

Basil (1972:110) concluded from his research with the following statement:

> This research study, and others quoted here all point to the existence of prejudice against women in management. Some of the prejudices are related to the psychological makeup of women as compared to that of men, and these prejudices are held almost equally by men and women.

Society has generally felt that women are not positively associated with the leadership role and that women are thought of as possessing characteristics not compatible with administration. Research, however, has shown that there are no personal characteristics universally accepted as being necessary for the leader (Stogdill, 1948). In addition, current findings in leadership support the thesis that there is no one best way to be a successful administrator (Gorman, 1963). The traditional attributes required for leadership--aggressiveness, decisiveness, and outspokenness--are no longer accepted as being necessary qualities for all leadership situations.

Society has assumed women are not as well suited for administration as men. In addition, institutions have not provided opportunities for women to have access to executive positions. Research about women leaders, however, has disclosed interesting facts about leadership positions. For example, Fishel and Pottker (1973:388), reviewing a study carried out in 1959 in Michigan, found the following to be true:

> One not very surprising finding was that women teachers were more favorably inclined to having a woman as principal than were men teachers. A teacher's age, marital status, tenure, and level of education, were found not to be significant in determining the teacher's attitude toward women as principals.

It was further noted that:

> A particularly revealing finding was that male teachers who had taught in a school under a woman principal were far more favorable to women as principals than were men not having this experience (Fishel and Pottker, 1973:388).

This finding showed that emotional prejudices enter into male teachers' view of female principals. Men are hesitant to work under a woman, unless they have in fact had this experience. In addition, Dale (1973:123) stated: "Leadership studies indicate that women rank significantly ahead of men as democratic principals, yet women's role in educational leadership has actually decreased since World War II."

The Woman Administrator in Physical Education

Investigations about the woman administrator in physical education have been limited. Perhaps one reason for the lack of interest in the woman as an administrator has been that the woman has not been thought of primarily as an administrator. Even though in the past women have served as administrators of women's departments, literature has depicted their leadership role more in terms of a teacher rather than an administrator. Early textbooks in administration written by women and for women concerned themselves primarily with the presentation of philosophy and principles relating to physical education programs. In addition, the material emphasized the women's philosophical point of view and strongly urged women physical educators to conform to the stereotype feminine image. Wayman (1925) and Lee (1937) were two women physical educators whose writings on administration dealt with general subjects pertaining to physical education programs. Their books had as their philosophical basis "the woman's

point of view." They felt that the woman as a leader was responsible for providing direct influence on physical education programs. They stressed qualities necessary for women leaders in physical education. Wayman (1925:35) made the following statement concerning qualities of leadership:

> If she is to lead, she must have qualities of leadership, initiative and sense of responsibility, good judgment, and also the qualifications which make for fellowship among her girls. These include enthusiasm, force without aggressiveness, poise, a sense of humor and self-control.

Wayman felt that achieving objectives in physical education was more dependent upon the leader than upon the characteristics and content of the program. Lee (1937) showed concern for improving the image of physical education women and encouraged them to adhere to the feminine image. Lee said (1937:20):

> Although there has long existed in the minds of some unthinking laymen the idea that none but mannish women should enter the field, the highest type of woman teacher has always been in the majority within its ranks. As the fine type of man who is attracted to this field of educational work has always had to fight against the layman's idea of the prize-fighting, big-muscles exponent of physical education, so has the woman educator had to work against the mistaken idea that work in physical education robs her of femininity.
>
> True it is that some mannish women do enter the profession and that others, having entered, do for some mistaken values purposely strike a mannish pose. Both types are in the minority and are not representative of the great rank and file of women of culture and refinement who are in the profession.

More recent texts in administration written for women and dealing with physical education programs follow the format of other books in the area of physical education administration. For example, Ashton (1968) discussed administrative duties and principles basic to administration. There is little mention, however, of information dealing specifically with the woman as an

administrator.

Women in physical education have generally not been studied as administrators. Research on women has been related more to providing bibliographical information about women leaders. For example, Phillips (1960) presented bibliographical information about women leaders in various areas of physical education. Her study dealt with women leaders as individuals, and no attempt was made to understand their leader behavior. Halsey (1961) in her book about women in physical education gave a brief history of the early women leaders in physical education and also an overview of the changing role of women in society. Halsey did not discuss the woman physical educator in the role of administrator. A vast majority of literature on administration and leader behavior virtually ignores the fact that the administrator might be a woman.

While there have been research investigations pertaining to women executives and administrators which have provided information about women in administrative positions, research specific to women physical education administrators has been limited. For this reason, ideas about women physical education administrators continue to be based primarily on speculation and assumptions.

Research by Wood (1971) and Allen (1972) did provide some information about the woman administrator's leader behavior. Wood's study dealt more specifically with the theoretical concepts of administration rather than with facts about the woman administrator. Allen (1972) provided a significant investigation which reveals an understanding of the woman physical education administrator in

light of theoretical concepts of leader behavior. She investigated administrative leadership and group interaction in departments of physical education for women in selected colleges and universities. The purpose of the study was to identify group and leader perceptions of leader behavior and to measure leadership styles, group acceptance, and position authority of selected women physical education administrators. Allen (1972) wished to identify any existing relationship between perceived leader behavior, leadership style, group atmosphere and leader position authority. Her investigation provided a comprehensive understanding of the behavior and leadership styles of the woman administrator. This study allowed for objective conclusions to be made about how the woman behaves as she carries out her role as an administrator. For example, it could be noted that from the sample in her study, women administrators did not favor one style of leadership, but they were slightly more concerned with people rather than with task. The administrators felt their leadership style was related to their authority position. Teachers and administrators saw the administrators' behavior differently, and there was great variability among the samples as to leader authority.

Summary

While the role of women in American society has changed during the last decade, women still are not readily accepted in administrative leadership positions. Social patterns to some extent still reflect a stereotyped image of the woman administrator, and this image is not a positive one in light of the past accepted female model. There are some indications that a woman accepted in

American society does not and should not possess characteristics necessary for the effective fulfillment of an administrator's role. Research, however, has supported the contention that there are no universal characteristics of an effective administrator. Research relating to the woman administrator showed that when individuals had a work experience with a woman administrator, they were supportive of the woman in a leadership role. In addition, research had shown that a woman principal exhibited more democratic principles than her male counterpart. It appears that society has assumed men to be better suited for the role of administrator. Some research, however, is beginning to contradict this assumption (Dale, 1973).

In the past, physical educators have encouraged women in the field to conform to the stereotyped feminine image. Women authors have stressed the fact that feminine qualities were necessary for women leaders in physical education. Literature provided little information about the woman as an administrator in physical education. It appeared that only two researchers had investigated the woman physical education administrator. Teacher-chairmen relationships were studied by Wood (1971), and Allen (1972) investigated theoretical concepts of leader behavior of women physical education administrators. Allen (1972) provided information about the woman administrator's style of leadership and faculty members' perceptions of the administrators' leader behavior. In spite of the studies of Wood (1971) and Allen (1972), very little objective information is available about the woman physical education administrator.

SUMMARY

Social scientists became dissatisfied with their attempts to understand leadership through subjectively describing and evaluating leader behavior. This dissatisfaction led researchers to obtain more objective information about leader behavior through the behavioral approach. The development of the LBDQ and its use by researchers provided a means for scientific data collection. By using the LBDQ, researchers were able to investigate problems in leadership and to determine leader behavior variables which related to specific situations.

Educational researchers used social science research as a guide to investigate leadership through the behavioral approach. Educators, like social scientists, attempted to define leader behavior and to look at leader behavior in specific educational situations. The LBDQ was used as a tool to investigate leader behavior in educational studies. One area of study using the LBDQ involved reference group perceptions of "Real" and "Ideal" behavior of the leader as it related to the leaders' perceptions of their own behavior (Carson, 1962; Cox, 1973; Halpin, 1956; Halpin, 1973; and Verbeck, 1966). A second area of study involving the use of LBDQ was in the investigation of status position and leader behavior (Halpin, 1973; Smith and Lutz, 1964). Leader behavior studies using LBDQ have provided information which allowed for a better understanding of leadership. For example, research has provided the following information about leader behavior: (1) reference groups can agree among themselves on their perceptions of the leader behavior of the administrator, (2) leader behavior

relative to the LBDQ dimensions of "Initiating Structure" and "Consideration" shows a relationahip to professional roles and groups, (3) in general, reference groups expect more from their leader than they observe in the leaders' actual behavior, and (4) high scores on LBDQ dimensions of "Initiating Structure" and "Consideration" indicate effective leader behavior.

While social scientists and educators developed an interest in the behavioral approach to the study of leadership, physical educators showed little concern about investigating leader behavior. Until the 1960s it appeared that physical educators viewed administration and leadership as a part of the role of the teacher. When education began to expand into "big business," physical educators realized the need for special training for individuals involved in physical education administration. In the 1960s, physical education research indicated that physical educators had little theoretical understanding of administration and leadership. At this point, physical educators were encouraged to become more aware of the behavioral aspects of administration and to pursue this approach to research in administration and leadership (Zeigler and Spaeth, 1975:150). In the late 1960s and early 1970s, five physical education studies appeared which investigated leader behavior as perceived by individuals or groups (Allen, 1972; Bagley, 1972; Buckiewicz, 1974; Olafson, 1969, and Wood, 1971).

It appears from the review of related literature that physical education administrative thought is reaching a stage in its development where it is achieving greater complexity and breadth. There are signs that steps have been taken to develop a theoretical foundation for understanding administration and the

administrator.

While physical education research generally has shown an increased interest in investigating leader behavior of the administrator, literature has provided little information about the woman administrator in physical education. In the past the woman administrator in physical education was viewed in light of being a teacher more than in being an administrator.

CHAPTER III

PROCEDURES

The purpose of this investigation was to examine the perceptions selected physical educators had of the leader behavior of the woman physical education administrator. The study was concerned with leader behavior dimensions as defined by Stogdill (1963:1-3). These dimensions were: (1) Initiating Structure and its subcategories, initiation of structure and production emphasis, and (2) Consideration and its subcategories, consideration and tolerance of uncertainty.

Answers to the following questions were sought:

1. How are women physical education administrators described by selected physical educators' perceptions of their leader behavior?

2. Are there statistically significant differences between the perceptions of physical educators in regard to the subcategories of Initiating Structure and to statement orientation?

3. Are there statistically significant differences between the perceptions of physical educators in regard to the subcategories of Consideration and to statement orientation?

4. Are there statistically significant differences of perceptions of leader behavior dimensions that may be associated with the sex of the physical

educator?

In attempting to answer the questions which frame the research, the following steps were taken in conducting the inquiry: (1) designing the structured Q-sort, (2) constructing the Q-statements, (3) preparing material for administration of the sort, (4) administrating the pilot, (5) selecting schools, respondents, and test administrators, (6) administering the Q-sort, and (7) treating the data.

DESIGNING THE STRUCTURED Q-SORT

A structured Q-sort was designed for the purpose of measuring perceptions of physical educators by means of Q-sort technique as described by Stephenson (1953). The investigator felt the advantages of Q-methodology cited by Stephenson (1953) and Block (1961) made Q an appropriate technique for use in this study. The advantages of Q-methodology were the following:

1. A great many discriminations are made.

2. A value judgment is not placed on the items nor imposed on the subject previously; the interpretation of items is left to the subjects.

3. All subjects make the same number of discriminations, and comparisons between orderings is straightforward, and without ambiguity.

4. Q-sort gives factors which reflect differences within subjects (Stephenson, 1953:79).

5. Q-sort allows the structuring of the sample into subsets and analysis of variance can be calculated among these subsets.

The design for the construction of the Q-sort was a four-by-two balanced-block consisting of eight cells. Embodied in the design was the theory that a leader's behavior falls into two general categories. One category, Consideration, is concerned with people, and the other category, Initiating Structure, is concerned with getting the job done (Sergiovanni, Metzcus, and Burton, 1969:63-64). The eight cells which composed the four-by-two balanced-block design represented leader behavior dimensions and statement orientation. This design allowed for the construction of a sort consisting of 64 statements which were considered a suitable number for Q-technique operation (Kerlinger, 1964:583). Thirty-two statements were constructed to represent each leader behavior dimension category. Each subcategory was represented by 16 statements, 8 with positive orientation and 8 with negative orientation. Statements represented the leader behavior dimensions (1) Consideration and its subcategories of tolerance of uncertainty and consideration, and (2) Initiating Structure and its subcategories of production emphasis and initiation of structure. Statements with positive orientation affirmed the presence of behavior defined in the leader behavior dimension category. Negative statements indicated behavior at variance with that defined in the leader dimension category. Two factors, leader behavior dimensions and statement orientation, were chosen to formulate the basis of a structured Q-sort. Table 1 shows the structured Q-sort balanced-block design consisting of the two factors and their corresponding levels.

Table 1

Structured Q-Sort Balanced-Block Design

Factors	Levels	
Leader Behavior Dimensions	Initiating Structure	Consideration
	Subcategories	
	initiation of structure	consideration
	production emphasis	tolerance of uncertainty
Statement Orientation	positive	negative

CONSTRUCTING Q-STATEMENTS

The 64 statements which composed the Q-sort were designed to represent leader behavior dimensions and statement orientation. Thirty-two statements represented the leader behavior dimension "Initiating Structure" and 32 represented the leader behavior dimension "Consideration." Each subcategory of the leader behavior dimension was presented by 16 statements, 8 with positive orientation and 8 with negative orientation. This design as represented in Table 1 allows for eight combinations between factors. The cells which determined the statement content resulted from factors and level combinations. Table 2 illustrates these 8 combinations. The Q-array matrix of statements by cell representation is shown in Table 3.

Table 2

Level Combinations for the Two-Factor Design

Cells			
initiation of structure positive	consideration positive	initiation of structure negative	consideration negative
production emphasis positive	tolerance of uncertainty positive	production emphasis negative	tolerance of uncertainty negative

The major sources for the pool of sort statements were the original LBDQ devised by the Personnel Research Board of The Ohio State University (Stogdill, 1973:153-162) and the LBDQ-XII (Stogdill, 1963). Subcategory statements represented the four factors of LBDQ-XII which showed the highest varimax loading in "Systems" Orientation and "Persons" Orientation (Brown, 1967:68). In Brown's model, the Systems Orientation was represented by the leader dimension category Initiating Structure and Persons Orientation by Consideration Structure (Brown, 1967:68).

Statements taken from LBDQ and the LBDQ-XII to fit the design were adapted as follows:

1. Statements have assumed subjects rather than personal pronoun subjects. For example, "He encourages slow-working members to greater effort" was adapted to, ". . . encourages slow-working members to greater effort" (Stogdill, 1973:153).

Table 3

Q-Array Matrix of Statements by Cells

Cells							
initiation of structure positive	production emphasis positive	consideration positive	tolerance of uncertainty positive	initiation of structure negative	production emphasis negative	consideration negative	tolerance of uncertainty negative
2	5	3	21	12	1	8	7
6	13	10	25	17	4	9	14
11	18	27	34	15	37	28	16
22	19	30	36	24	46	32	23
41	20	35	39	43	48	33	31
44	26	40	52	45	53	42	54
55	29	47	59	50	60	49	58
57	38	51	62	63	64	56	61

Statement Numbers

Numbers in each cell corresponds to the statement number in the Q-sort.

2. Some positive statements were adapted to negative orientation statements to provide an equal number of positive and negative statements. For example, "He stresses being ahead of competing groups" was changed to, ". . . puts little emphasis on being ahead of competing groups."

Previous research on the LBDQ (Stogdill, 1973), allowed for the acceptance of content validity of the statements within leader behavior dimensions without judges' ratings. In the original pool of 80 Q-sort statements 10 rather than 8 statements were indicated in each category (See Appendix A). Of the statements 49 or 16 percent were taken from LBDQ XII and 12 or 15 percent from the original LBDQ. Nineteen statements or 24 percent were obtained through the review of leader behavior literature. An expert in the field of educational administration, an individual familiar with the literature in the area of leader behavior, was asked to select from the pool of 10, 8 statements which appeared to be most representative of each area. The final Q-sort was composed of 64 statements which were randomly numbered 1 to 64 (See Appendix A).

PREPARING MATERIALS FOR ADMINISTRATION

Materials needed for administering the sort and for data collection included the following: (1) sort decks, (2) score sheets, (3) background information forms, (4) direction sheets for 64-item sort, (5) summary request slips, and (6) Q-statement and sort evaluation slips.

The Q-sort deck was composed of statements with their assigned numbers typed on regular white bond paper, five statements per page. The

statement cards were prepared through photocopy technique provided by Rapid Impressions of Greensboro. The photocopy technique duplicated the statements on 13 Bristol 8 1/2" x 11" white sheets which were cut as closely as possible to represent 3" x 5" index cards. Statement cards were collated into 30 sort decks of 64 cards.

Forced choice score sheets were made, and ample copies mimeographed for use by respondents. The forced choice score sheet was designed in blocks which represented the number of derived responses along a continuum (see Appendix B). The score sheet was titled, Perceptions of Leader Behavior of Selected Women Physical Education Administrators.

A form was developed to obtain personnel and professional information about respondents (see Appendix B). The form was designed to secure background information from the subjects. This information was considered for use in determining the relationships of background factors to the physical educator's perceptions of the woman administrator.

A direction sheet which explained the procedure for sorting was constructed (see Appendix B). The direction sheet used by the respondents presented uniform information and insured consistency in sort administration.

Two slips, each requesting information important to the researcher, were designed. One slip, summary request slip, gave respondents an opportunity to request a summary of the results of the study upon its completion (see Appendix B). The second slip, Q-statement and sorting evaluation slip, allowed respondents to make comments concerning the contents of the statements (see Appendix B).

ADMINISTERING THE PILOT

Twenty-three graduate students enrolled in The University of North Carolina at Greensboro summer session, 1975, served as subjects for the Pilot Sorting program. Contact with subjects was made through physical education classes. The investigator attended classes and briefly explained to the prospective subjects the nature of the study and the purpose of the pilot. A request was made for interested individuals to sign a Q-sort schedule sheet which indicated their preference of sorting times. Sorting periods were held in the Rosenthal Pool Seminar Room on July 15, 16, 17, and 18, 1975. Upon arrival, subjects were given the packet of material required for the sorting process. Included in the packet were the following items: (1) 60 statement sort-deck, (2) score sheet, (3) background information form, (4) direction sheet for 64-item sort, (5) summary request slip, and (6) Q-statement and sort evaluation slip.

At the beginning of the sorting period, the investigator gave an explanation of the packet materials. Subjects were told to review the materials and to ask the investigator for clarification if questions developed.

Twenty females and three males followed the Q-sort procedures as recommended by Stephenson (1953). Subjects sorted the statement cards into a series of piles. Cards were sorted according to a continuum of concept reference which was the following: "most like the woman administrator" and "least like the woman administrator." Due to the varied backgrounds and experiences of members of the pilot group, the woman administrator who served as the subject's frame of reference could be any woman who supervised the subject in a work

experience. Forced choice sorting was required of the 64 statements. Such forced choice sorting insured the approximation of a normal distribution. The pilot study allowed the investigator to refine administrative procedures and materials.

SELECTING SCHOOLS, RESPONDENTS, AND SORT ADMINISTRATORS

Selecting of Schools

Selection of schools was based on suggestions made by the members of the researcher's Doctoral Advisory Committee. A list of colleges and universities selected for use in the study is shown in Appendix C. Criteria for the final selection of institutions were the following: (1) the school or department of physical education would have a woman as its primary administrator, and (2) the school or department would be of sufficient size to provide a minimum of five male and five female subjects. After the subject schools had been identified, the investigator contacted the administrators by letter and asked if they would grant permission to use the institution and the faculty members in the investigation (see Appendix D). A brief description of the study and an explanation of its purposes were included in the contents of the letter. In addition to the letter from the investigator, the administrator received the following: (1) letter of introduction from the Dean of The School of Health, Physical Education, and Recreation at The University of North Carolina at Greensboro, (2) a permission-granted form, and (3) a faculty list form (see Appendix D). If the administrator granted permission for the School/Department to be used in the study, she

returned to the investigator a list of names of full-time faculty. Eleven administrators were contacted; seven administrators indicated a willingness for their institutions to be included in the study. Three administrators replied negatively, and one administrator did not reply at all. While administrators in three institutions first replied negatively to the request to participate in the study, following personal contact, two of these three administrators gave permission for the institution to be used as a subject school. Contact with the administrators allowed the investigator to clarify the criteria which had been set for the use of the subject schools and to further define the purpose of the investigation. After clarification, these administrators granted permission to use their schools. A letter of appreciation was written to administrators who were willing to have their institutions participate (see Appendix D). A total of nine colleges and universities were chosen as selected schools. The schools selected were representative of all types of institutions as well as of broad geographical areas (see Appendix C).

Selection of Respondents

Administrators of the selected schools provided the investigator with names of full-time faculty members teaching in the school or department. Letters were written to the faculty members explaining the nature of the study and asking them to serve as respondents (see Appendix D). A self-addressed response card was enclosed to indicate the individual's willingness to participate (see Appendix D). If the response card was not returned to the investigator by the specified date, a second letter of request and a second response card were

sent. If, after the second contact, the respondents did not acknowledge the request, the individual's name was dropped from the respondent list. Only one school of the nine was unable to provide enough subjects willing to participate in the study.

Following the completion of data collecting, the investigation sample contained 8 institutions, and 129 respondents. The number of participants representing each institution varied due to the size of the department or school of health, physical education, and recreation. Information as to the number of faculty contacted and the number of faculty serving as respondents is provided in Table 4 (see Appendix E).

Selecting Sort Administrators

Time and geographical limitations precluded direct contact by the investigator with all the respondents during the sorting periods. Therefore, sorting was administered under the direction of the investigator or, in some cases, under the direction of an individual who had been approved by the researcher's Doctoral Advisory Committee members to serve as the sort administrator. In cases where the sort was not administered by the investigator, a letter was sent to this individual requesting that he/she serve as the approved sort administrator (see Appendix D). Information concerning the administration of the Q-sort was also included (see Appendix D). A response card was enclosed in the letter for the purpose of communicating acceptance of this responsibility.

ADMINISTERING THE Q-SORT

Sort Administered by Researcher

Between October, 1975, and March, 1976, 129 respondents sorted the statements according to procedures recommended by Stephenson (1953). The administration of the sort by the investigator included the following procedures:

1. Contact was made with the department or school administrator, and campus sorting date was verified.

2. Contact was made with respondents on campus, and appointment times were arranged.

3. Sort materials were distributed to respondents.

4. Brief explanation of sorting procedures was given by the investigator.

5. Data were collected.

A deviation in the above procedures occurred during the administration of the sort at one university. Contact with the administrator at that institution varied because permission to use the school in the study was granted in a personal interview. During the interview, arrangements were made with the administrator for the sorting dates. It was understood by the investigator that the administrator would provide by mail a list of faculty to be contacted for the purpose of serving as subjects. The faculty list, however, was not received by the investigator before the scheduled date for sort administration. Upon arrival at this university, the investigator received a list of faculty and contacted them by telephone. Before the arrival of the investigator on campus, the faculty members

had received a memorandum from the administrator explaining the nature of the study. After the investigator contacted faculty by phone to request they serve as respondents, procedures uniform to the other sort administrations were followed.

The investigator arranged a three-day time period for sort administration. The average individual's sorting time was 30-40 minutes. The sort procedure allowed individuals to work at his/her own pace. Following the sorting period, respondents were given a request slip to indicate their desire for a summary of the results upon its completion. A letter of thanks was sent to the administrator, the respondents, and the sort administrators for giving their time and cooperation to the study.

Sort Administration by Approved Sort Administrator

When the sort was administered under the direction of an approved sort administrator, a letter which explained generally the procedures for the sort administration was sent by the investigator to the sort administrator. A packet of materials was sent to the sort administrators after the investigator received the necessary number of subject response cards from cooperating schools. The packet included the following items: (1) information regarding Q-sorting administration, (2) sort decks, (3) score sheets, (4) background information forms for 64-items sort, (6) summary request slips, (7) Q-statement and sort evaluation slips, and (8) sort period schedule forms. A self-addressed post card was enclosed in the packet, and a request was made to return the card to the investigator to verify the receipt of the materials. The sort administrators were provided

with $10.00 to cover administration expense. Sort-administrators were requested to review the materials, to verify sorting data with the department or school administrator, and to schedule subjects for sorting periods. After the preliminary preparations had been completed, the investigator communicated with sort administrators by telephone in order to answer questions, clarify information, and insure uniform sorting administration procedures. After the sorting was completed, the sort administrator returned the materials to the investigator. They were provided with self-addressed envelopes for returning data and sort materials. As a precaution xeroxed copies of the score sheets and background information forms were kept by the sort administrator. Sort administrators were notified when xeroxed material could be discarded.

TREATING THE DATA

After data-collecting procedures were completed, responses were converted from the original response sheet to a numerical conversion sheet (see Appendix G). Sorting responses and schools were coded (see Appendix G). This procedure allowed the investigator to assign sort values on a fixed form. The two statements "most like the woman administrator" received a score of eight, the next three a score of seven and so on, until the two statements "least like the woman administrator" received a score of zero. Numerical values were assigned to each statement for each sort in accordance with the forced-choice normal distribution approximation shown in Figure 1.

	most like women administrators						least like women administrators		
cards per pile	2	3	7	12	16	12	7	3	2
values	8	7	6	5	4	3	2	1	0

Figure 1. Numerical Values Assigned to Statements

Statistical computations were carried out at The University of North Carolina at Greensboro's Computer Center. Mean, standard deviation, minimum and maximum range, and standard error of the difference between the mean for each statement was computed by SPSS (Statistical Packages for Social Sciences) and SAS (Statistical Analysis System) programs. Computations analyzed data for the descriptive statistics, Pearson Product Moment correlations, and for analysis of variance.

Descriptive statistics allowed for the ranking of the 12 statements receiving the highest numerical mean value and the 10 statements receiving the lowest numerical mean value. Descriptive statistics showed clustering or lack of clustering of positive and negative statement orientation. In addition, the descriptive statistics revealed the statements as they related to leader behavior dimensions and subcategories. The descriptive statistics allowed the 64 statements to be rank-ordered according to their means (see Appendix F). Descriptive statistics summarized background information data about the subjects. Mean, median, and mode were calculated for each questionnaire category. Absolute frequency, relative frequency, adjusted frequency, and cumulative

adjusted frequency were calculated for each category and for each level within each category. Descriptive statistics summarized data for the following categories: (1) age, (2) sex, (3) marital status, (4) degree, (5) academic rank, (6) tenure, (7) work for a woman administrator at another institution, (8) department affiliation, (9) primary teaching responsibility, and (10) teaching responsibility area. The mean, standard error of the mean and the standard deviation were computed for the following variables: (1) years at present institution, (2) years of full-time teaching, (3) years worked for woman administrator at present institution, and (4) years worked for woman administrator at another institution.

The 64 statements were categorized into dimensions of leader behavior, and statement orientation and mean scores were computed for each. These means were equal to the summation of each of the statements within the category. To discern whether differences existed among the leader behavior dimensions and between statement orientation, an analysis of variance was calculated among representative mean values of the statements within each of the categories. Statements were categorized into dimensions of leader behavior and statement orientation according to the sex factor. Mean scores were computed for the male group and the female group according to leader behavior dimensions and statement orientation. Analysis of variance was calculated among representative mean values of the statements according to sex within each of the categories to see if differences existed between the subcategories and between statement orientation. When a significant difference was determined, the Newman-Keuls post hoc test was then utilized to determine where the significant difference

existed. Pearson Product Moment correlation was computed to determine relationships between the Leader Behavior Dimensions, Initiating Structure and Consideration.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

The purpose of this investigation was to examine the perceptions selected physical educators had of the leader behavior of the woman physical education administrator. The study was concerned with leader behavior dimensions as defined by Stogdill (1963:1).

Data were collected from 129 respondents, 61 males and 68 females. Participants were selected from eight colleges and universities. Criteria for the selection of schools were as follows: (1) the primary administrator of the department or school of physical education was a woman, and (2) the department or school could provide a minimum of five male and five female subjects. The Q-technique and a background information questionnaire were used for data collection. Data were treated statistically by descriptive analysis, analysis of variance, and correlation analysis.

DESCRIPTION OF RESPONDENTS

Descriptive data provided information in regard to the following: (1) characteristics of respondents, (2) statements perceived to be "most like" and "least like" the woman administrator, and (3) statements representing perceived behavior in regard to leader behavior dimensions and to statement orientation.

Characteristics of Respondents

The background information questionnaire provided raw data in regard to personal and professional information for the 129 respondents. These data, presented in Table 5, identified the following characteristics pertaining to the participants. Of the 129 respondents representing eight colleges and universities, 61 were males and 68 females. The highest percentage of respondents (46.5%) was in the 31-40 age category. Respondents ranged from ages 21 to 50 or more years. Marital status category showed 55 single respondents (42.6%) and 69 married respondents (53.5%); 4 respondents were divorced (3.1%) and 1 subject (.8%) did not indicate his/her marital status. The degrees held by the respondents were as follows: (1) bachelor's degree, 4 (3.1%); (2) master's degree, 63 (48.8%); (3) doctor's degree, 59 (45.7%); and (4) degrees other than ones listed, 3 (2.5%). The highest percentage of respondents, 58 (45%), held an academic rank of assistant professor; instructors were the second largest group with 28 (21.7%). Twenty-five respondents (19.4%) held the rank of associate professor, and 15 (11.6%) were full professors. Of the total group, 73 (56.6%) were tenured, and 56 (43.4%) were not tenured. Fifty respondents (38.8%) indicated they had worked for a woman administrator at another institution; 76 (58.9%) indicated they had not had such previous experience. Three respondents did not indicate if they had or had not worked for a woman administrator at another institution. The majority of respondents, 108 (83.7%), classified their department affiliation as physical education. Other respondents classified their affiliation as follows: (1) athletics, 1 (.8%); (2) research, 2 (1.6%); (3) health, 5 (3%); and

Table 5

Personal and Professional Characteristics of Respondents

	Absolute Frequency	Relative Frequency	Adjusted Frequency
		Age	
21-30	25	19.4	19.4
31-40	60	46.5	46.5
41-50	30	23.3	23.3
50 or more	14	10.9	10.9
Total	129	100	100
		Sex	
Male	61	47.3	47.3
Female	68	52.7	52.7
Total	129	100	100
		Marital Status	
Single	55	42.6	43.0
Married	69	53.5	53.9
Divorced	4	3.0	3.1
Out of Range	1	0.8	missing
Total	129	100	100
		Highest Degree Held	
Bachelor's	4	3.1	3.1
Master's	63	48.8	48.8
Doctoral	59	45.7	45.7
Others	3	2.3	2.3
Total	129	100	100

Table 5 (continued)

	Absolute Frequency	Relative Frequency	Adjusted Frequency
		Academic Rank	
Instructor	28	21.7	22.7
Assistant Prof.	58	45.0	46
Associate Prof.	25	19.4	19.8
Professor	15	11.6	11.9
Out of Range	3	2.3	missing
Total	129	100	100
		Tenured	
Yes	73	56.6	56.6
No	56	43.4	43.4
Total	129	100	100
		Have Worked for Woman Administrator at Another Institution	
Yes	50	38.8	39.7
No	76	58.9	60.3
Out of Range	3	2.3	missing
Total	129	100	100
		Department Affiliation	
Physical Education	108	83.7	91.5
Athletics	1	.8	.8
Recreation	2	1.6	1.7
Health	5	3.9	4.2
Others	2	1.6	1.7
Out of Range	11	8.5	missing
Total	129	100	100

Table 5 (continued)

	Absolute Frequency	Relative Frequency	Adjusted Frequency
Primary Teaching Responsibility			
Coaching	5	3.9	4.4
Teaching	101	78.3	89.4
Other	7	5.4	6.2
Out of Range	16	12.4	missing
Total	129	100	100
Teaching Responsibility Area			
Undergraduate Non-major	23	17.8	28.
Undergraduate Major	52	40.3	63.4
Graduate	7	5.4	8.5
Out of Range	47	36.4	missing
Total	129	100	100

(4) other, 2 (.6%). Eleven respondents (8.5%) failed to indicate department affiliation. In the category of primary teaching responsibilities, 101 respondents (78.3%) were in teaching, 5 (3.9%) in coaching, 7 (5.4%) in a category other than those listed on the background information form. Sixteen respondents (12.4%) did not indicate a teaching responsibility area. Of those indicating a teaching area, 52 (40.3%) taught undergraduate major courses, 23 (17.8%) taught undergraduate non-major courses. It is noted, however, that 47 (36.4%) did not indicate an area of teaching responsibility. Respondents ranged in

experience at their present institutions from zero years to over twenty years. In the category of years of full-time teaching experience, respondents ranged from first-year teachers to teachers with 20 or more years of experience. Some respondents indicated that this was their first year working with a woman administrator at the present institution, and others responded that they had worked for a woman administrator at that institution for over 20 years. Fifty-two respondents had worked for a woman administrator at another institution, and seventy-seven did not have such previous experience.

Summary. The data identifying personal and professional information about the respondents showed the group had a relatively equal distribution in categories of sex, marital status, and tenure. In the categories of age, degrees, and academic rank, the percentage distribution appeared to be within a normal range for a selected group according to criteria established for college and university teachers. There were more respondents who had not worked for a woman administrator at another institution than respondents who had such previous experience. The majority of respondents were affiliated with the physical education department and were primarily involved in teaching physical education to undergraduate majors and nonmajors. The sample consisted of first-year physical education teachers as well as of physical educators who had taught for more than 20 years. In addition, some respondents were experiencing working for a woman administrator for the first time; others had worked for a woman administrator at the present institution for over 20 years.

The investigator felt the data about the characteristics of the respondents indicated the group was representative of a random sampling of college and university physical educators. There did not appear to be uneven representation in categories.

STATEMENTS PERCEIVED TO BE "MOST LIKE" AND "LEAST LIKE" THE WOMAN ADMINISTRATOR

In order to answer the first question framing the research, mean scores for each statement were computed. These scores enabled the investigator to rank the statements as the 129 respondents perceived the behavior of the woman administrator. The computed statement mean and the ranking of these means aided the investigator in answering the question: "How are women physical education administrators described by selected physical educators' perceptions of their leader behavior?"

The mean values and rank order were computed for all the sort statements (see Appendix F). Mean values ranged from the highest of 5.915 to the lowest of 1.690. Table 6 indicates the 10 statements perceived by physical educators to be "most like" the woman administrator and the 10 statements perceived to be "least like" the woman administrator.

The statement perceived by the subjects as being "most like" the woman administrator was Statement 47, "Is friendly and approachable." The mean value of Statement 47 was 5.915. The second ranked statement, "Asks that group members follow standard rules and regulations," had a mean value of 5.698. The third ranked statement "Is willing to make changes," had a mean value of

Table 6

Leader Behavior Dimension Statements Perceived to be "Most Like" and "Least Like" the Woman Administrator

State-ment Numbers	Statement	Rank	Mean	Leader Behavior Dimension	Sub-Category	Statement Orientation
	Most Like					
47.	Is friendly and approachable.	1	5.915	C	consideration	+
06.	Asks that group members follow standard rules and regulations.	2	5.698	IS	initiation of structure	+
27.	Is willing to make changes.	3	5.636	C	consideration	+
18.	Drives hard when there is a job to be done.	4	5.620	IS	production emphasis	+
57.	Maintains definite standards of performance.	5	5.527	IS	initiation of structure	+
54.	Likes things to go according to schedule.	6	5.380	C	tolerance of uncertainty	-
44.	Encourages the use of uniform procedures.	7	5.364	IS	initiation of structure	+
31.	Expects deadlines to be met.	8	5.295	C	tolerance of uncertainty	-

Table 6 (continued)

Statement Numbers	Statement	Rank	Mean	Leader Behavior Dimension	Sub-Category	Statement Orientation
	Most Like					
11.	Lets group members know what is expected of them.	9	5.279	IS	initiation of structure	+
45.	Shares the responsibility of scheduling the work to be done.	10.5	5.233	IS	initiation of structure	-
03.	Is concerned about comfort and well-being of group members.	10.5	5.233	C	consideration	+
	Least Like					
42.	Is distant and unapproachable.	64	1.690	C	consideration	-
15.	Has little concern for following standard rules and regulations.	63	1.977	IS	initiation of structure	-
17.	Has little concern for uniform procedures.	61.5	2.178	IS	initiation of structure	-
09.	Acts as if she thinks she is better than other group members.	61.5	2.178	C	consideration	-

Table 6 (continued)

Statement Numbers	Statement	Rank	Mean	Leader Behavior Dimension	Sub-Category	Statement Orientation
	Least Like					
32.	Shows little concern for comfort and well-being of the group.	60	2.271	C	consideration	-
64.	Lets work pace lag.	59	2.496	IS	production emphasis	-
60.	Fails to emphasize quality of work.	58	2.512	IS	production emphasis	-
01.	Advises members to take it easy.	57	2.651	IS	production emphasis	-
08.	Keeps to herself.	56	2.695	C	consideration	-
16.	Can wait just so long and then blows up.	55	2.814	C	tolerance of uncertainty	-

5.636. The statement, "Drives hard when there is a job to be done," ranked fourth with a mean of 5.620. The fifth ranking statement, "Maintains definite standards of performance," had a mean of 5.527.

Statement 42, "Is distant and unapproachable," was the statement perceived by the subjects as being "least like" the woman physical education administrator. The mean of this statement was 1.690. Statement 15, "Has little

concern for following standard rules and regulations," was perceived as being second "least like" the woman administrator. Two statements, 09, "Acts as if she is better than other group members," and 17, "Has little concern for uniform procedures," had mean values of 2.178 and a rank of 61.5, Statement 32, "Shows little concern for comfort and well-being of the group," ranked number 60 with a mean value of 2.271.

Summary

In answering the first research question, "How are women physical education administrators described by selected physical educators' perceptions of their leader behavior?," data analysis using statement means and the ranking of these means supported the following general descriptions of a woman physical education administrator. She is a person who is perceived as being friendly and approachable as well as being an administrator who desires that group members follow rules and regulations. Further, she is perceived as an individual who is willing to make changes but who pushes hard to get the job done. The behavior perceived to be "least like" the woman administrator is represented in the statement, "Is distant and unapproachable." She is not perceived as a person who has little concern for following standard rules and regulations, nor is she perceived as a person who has little concern for uniform procedures. Physical educators do not perceive the woman administrator as a person who acts as if she is better than other members of her group.

STATEMENTS REPRESENTING PERCEIVED BEHAVIOR IN REGARD TO LEADER BEHAVIOR DIMENSIONS AND TO STATEMENT ORIENTATION

In answering the question, "How are women physical education administrators described by selected physical educators' perceptions of their leader behavior?," it was the intent of the inquiry to reveal general information about the administrator's leader behavior and specific information in regard to leader behavior dimensions (see Table 2, page 80).

In the leader behavior dimension areas, the statements ranked one and three by the respondents as being "most like" the woman administrator were Statements 47 and 27. These statements represented leader behavior dimension Consideration--subcategory: consideration and positive orientation. The second ranked statement was from the leader behavior dimension Initiating Structure--subcategory: initiation of structure, positive orientation. The fourth and fifth ranked statements, 18 and 57, also represented leader behavior dimension, Initiating Structure; positive orientation. Statement 18, however, was in the subcategory production emphasis, while Statement 57 represented subcategory initiation of structure. Of the statements perceived to be "most like" the woman administrator, five were from the leader behavior dimension, Consideration and six from Initiating Structure. All subcategories were represented by at least one statement. Five of the highest ranked statements were from subcategory initiation of structure. Of the statements perceived to be "most like" the woman administrator, eight were of positive orientation and three of negative orientation. The three negative statements were sixth-ranked Statement 54,

"Likes things to go according to schedule," Statement 31, "Expects deadlines to be met," and tenth-ranked Statement 45, "Shares the responsibility of work to be done." Two negative statements, Statement 54 and Statement 31 were in leader behavior dimension Consideration--subcategory: tolerance of uncertainty. The other negative statement, Statement 45, was in leader behavior dimension Initiating Structure--subcategory: initiation of structure. The negative oriented statements indicated perceptions of behavior lacking tolerance of uncertainty and initiation of structure.

Of the ten statements perceived by the subjects to be "least like" the woman physical educator, five were from leader behavior dimension Consideration, and five from Initiating Structure. The leader behavior Consideration statements were 42, 09, 32, 08, and 16. Initiating Structure statements were 15, 17, 64, 60, and 01. Four of the ten statements were in the subcategory consideration, three from production emphasis, two from initiation of structure, and one from tolerance of uncertainty. Of the ten statements perceived by the subjects to be "least like" the woman physical education administrator, all the statements were of negative orientation. Negative statements indicated that physical educators perceived the behavior "least like" the administrators' to be at variance with behavior relating to leader behavior dimensions.

Summary

Statement means were used to answer the question, "How are women physical education administrators described by selected physical educators

perceptions' of their leader behavior?" Data analysis showed the woman administrator to be an individual exhibiting leader behavior relative to Consideration, indicating a concern for people, and Initiating Structure, indicating a concern for getting the job done. The ranking of means did not show clustering in a specific leader behavior dimension. Mean values revealed behavior representing all subcategories. From the descriptive data pertaining to leader behavior subcategories, it appeared that the woman administrator is perceived as exhibiting leader behavior relative to initiation of structure more often than behavior relative to other subcategories. Behavior representative of the other subcategories, however, was also perceived. The behavior of the woman administrator was perceived more often as having behavior relating to statements of positive orientation rather than to statements of negative orientation. Negative statement orientation was perceived as behavior "most like" the woman administrator only in subcategories, tolerance of uncertainty and in initiation of structure.

ANALYSIS OF VARIANCE

Information needed to answer research question two, three and four involved computations of mean scores, analysis of variance, and, when indicated, a post hoc test. The two three-way analysis of variance for repeated measures design with all fixed effects is shown in Table 7. The design represents leader behavior dimension Initiating Structure and Consideration. In both designs, sex is the between subjects factor, and subcategories and subcategories by orientation are within.

Table 7

Analysis of Variance Three-Way Repeated Measures Model

Source	SS	df	MS	F
Between				
Sex				
Subjects within sex				
Within				
Subcategories				
Subcategories by sex				
Subcategories by (subject/sex)				
Orientation				
Orientation by sex				
Orientation by (subject/sex)				
Subcategories by orientation				
Subcategories by orientation by sex				
Subcategories by orientation by (subject/sex)				

Graphs showing means for Initiating Structure subcategories (Levels) and for statement orientation (Orient) are shown in Figures 2 and 3. Table 8 shows means and standard deviations for subcategories and statement orientation for Initiating Structure. Analysis of variance for Initiating Structure was computed to ascertain if there were any significant differences between the means of the following: (1) subcategories (Levels), (2) statement orientation (Orient), and (3) subcategories and statement orientation (Level x Orient) of the leader behavior dimension, Initiating Structure. Analysis of variance summary is presented in

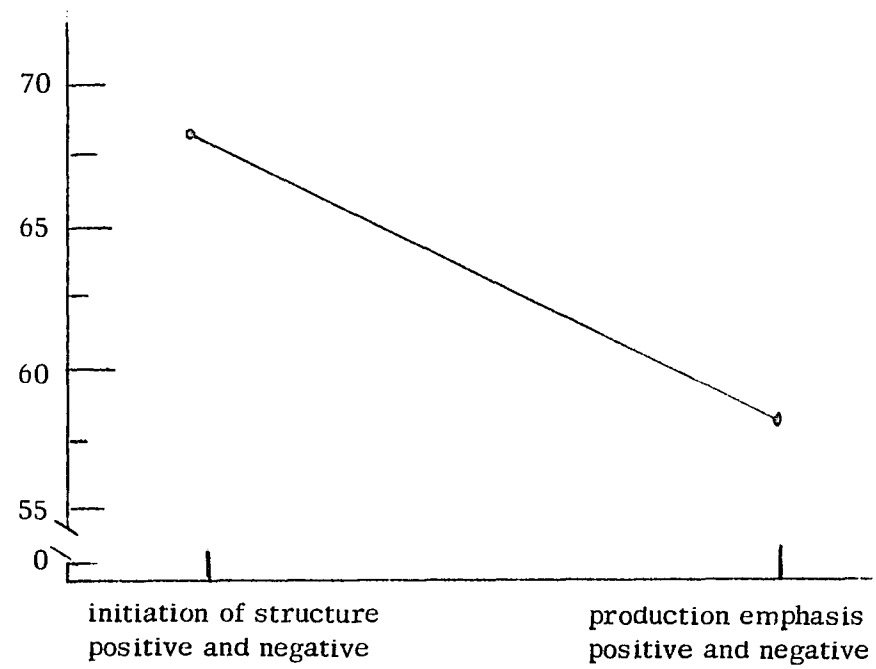

Figure 2. Graphic Illustration of Means for Initiating Structure Subcategories (Levels); Initiation of Structure, Positive and Negative, and for Production Emphasis, Positive and Negative

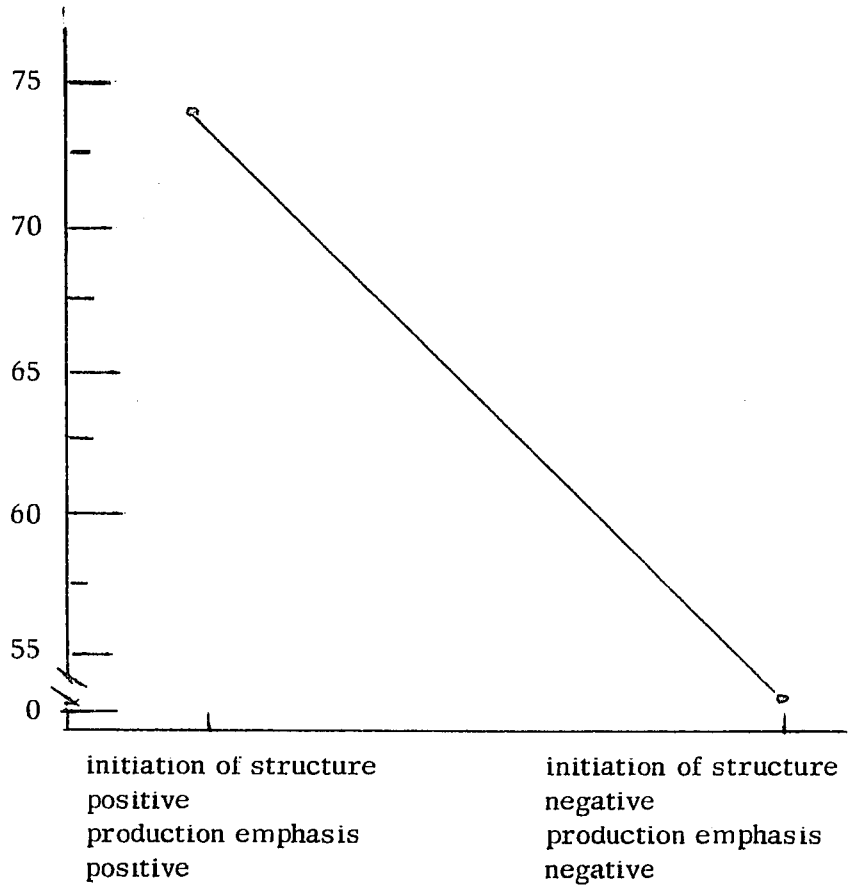

Figure 3. Graphic Illustration of Means for Initiating Structure Statement Orientation (Orient) for Initiation of Structure and Production Emphasis Positive, and for Initiation of Structure and Production Emphasis Negative

Table 8

Initiating Structure Means and Standard Deviations for Subcategories and Statement Orientation

Initiating Structure	Mean	S. D.
Subcategories		
initiation of structure, positive and negative	67.689	4.646
production emphasis, prositive and negative	58.627	5.155
Statement Orientation		
initiation of structure positive, production emphasis positive	74.000	9.471
initiation of structure negative, production emphasis negative	52.317	8.136

Table 9. The F for subcategories was computed to be 221.169 and for statement orientation 204.900: both F's were significant at the .05 level of confidence. When subcategories and statement orientation were combined, the F was .234 which indicated no statistically significant difference occurred.

In order to answer the third research question, "Are there statistically significant differences between the perceptions of physical educators in regard to the subcategories of Consideration and in regard to statement orientation?," analysis of data involved computation of mean scores, analysis of variance, and, when indicated, a post hoc test. Graphs showing means for Consideration

Table 9

Analysis of Variance for Initiating Structure

Source	SS	df	MS	F	Prob. F Exceeded
Between					
Sex	9.818	1	9.818	1.375	.243
Error (subjects within sex)	906.542	127	7.138		
Within					
Subcategories (Level)	3166.373	1	3166.378	221.169	.000*
Subcategories by Sex (Level by Sex)	43.164	1	43.164	3.015	.085
Error subcategories by (subject within sex)	1818.193	127	14.316		
Orientation	16231.667	1	16231.667	204.900	.000*
Orientation by Sex	1.820	1	1.820	.022	.880
Error orientation by (subjects within sex)	10060.601	127	79.217		
Subcategory by orientation	5.736	1	5.736	.234	.629
Subcategory by orientation by sex	137.703	1	137.703	5.634	.019*
Error subcategory by orientation by (subjects within sex)	3104.177	127	24.442		

*$p < .05$

subcategories, statement orientation and subcategories combined with statement orientation are shown in Figures 4, 5, and 6. Table 10 shows means and standard deviations for Consideration subcategories and statement orientation. Table 11 shows means and standard deviations for subcategories by statement orientation

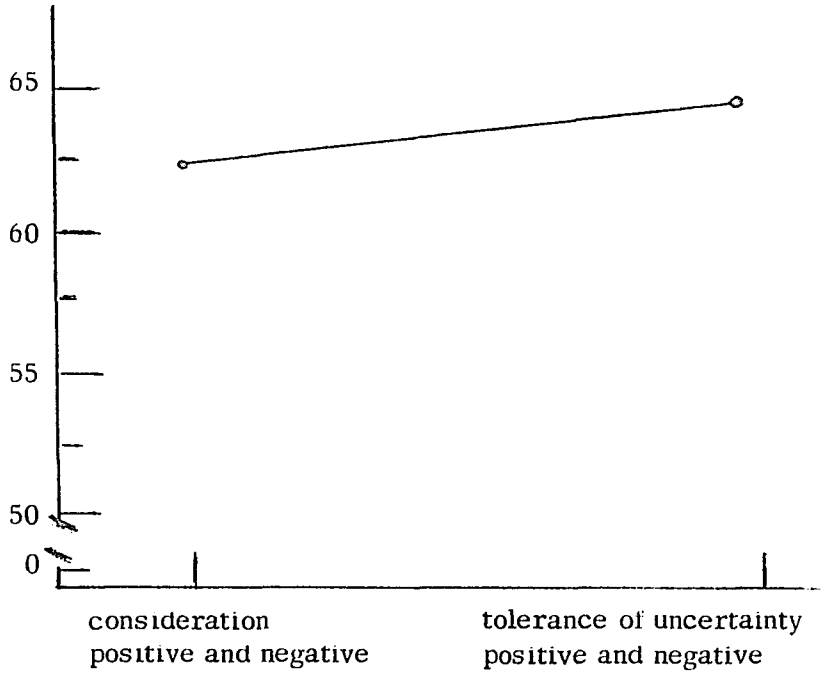

Figure 4. Graphic Illustration of Means for Consideration Subcategories (Levels), Consideration Positive and Negative, and for Tolerance of Uncertainty Positive and Negative

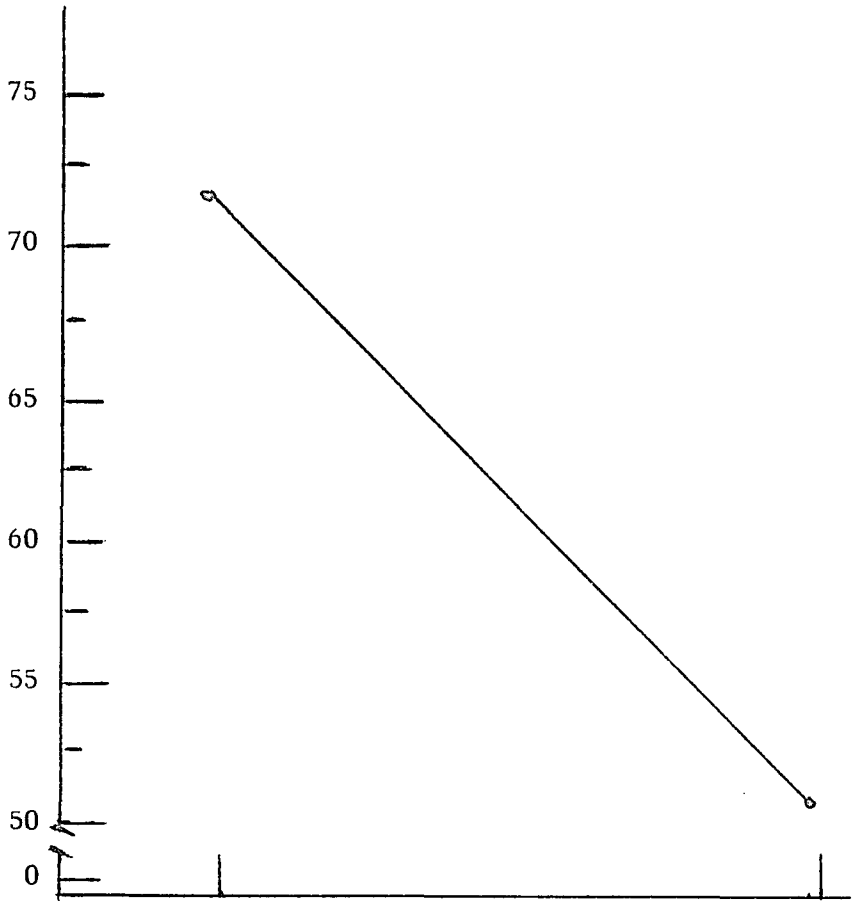

Figure 5. Graphic Illustration of Means for Consideration Statement Orientation (Orient) for Consideration and Tolerance of Uncertainty Positive, and for Consideration and Tolerance of Uncertainty Negative

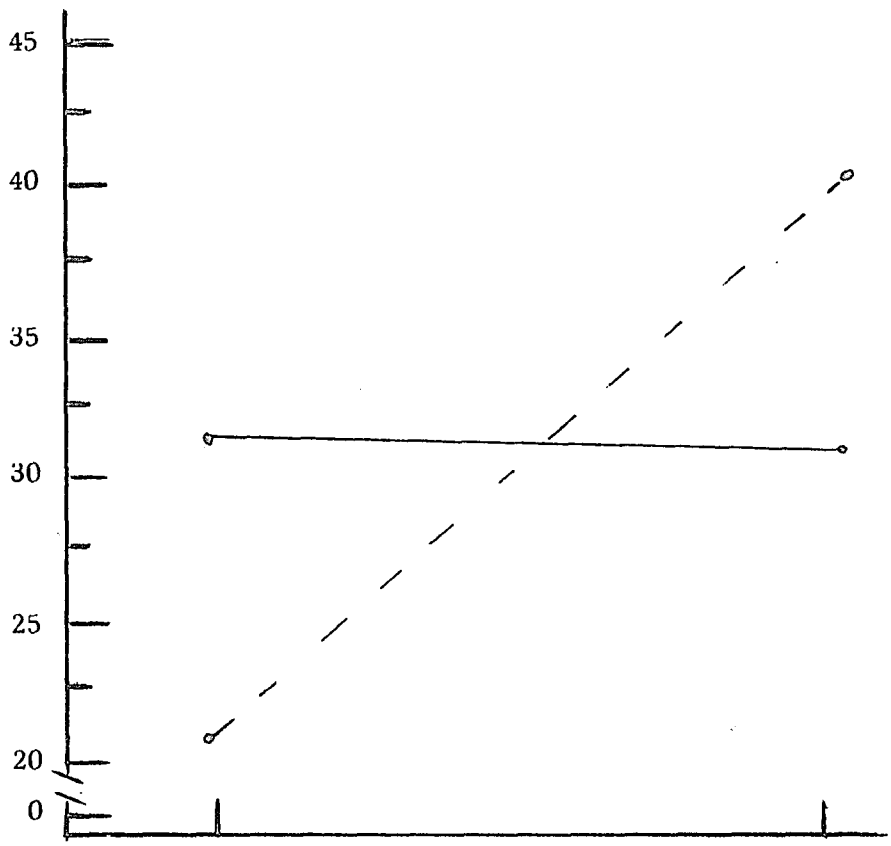

Figure 6. Graphic Illustration of Means for Consideration Subcategories by Statement Orientation (Level by Orient)

Table 10

Consideration Means and Standard Deviations for Subcategories and Statement Orientation

Consideration	Mean	S.D.
Subcategories		
consideration, positive and negative	62.054	4.547
tolerance of uncertainty, positive and negative	64.193	3.962
Statement Orientation		
consideration positive, tolerance of uncertainty positive	72.465	12.132
consideration negative, tolerance of uncertainty negative	53.782	11.476

Table 11

Consideration Means and Standard Deviations for Subcategories by Statement Orientation

Subcategory by Statement Orientation	Mean	S.D.
consideration positive	40.542	7.567
consideration negative	21.511	7.811
tolerance of uncertainty positive	31.922	6.585
tolerance of uncertainty negative	32.271	5.666

for Consideration.

Analysis of variance was computed to ascertain if there were any significant differences between the means of the following: (1) subcategories (Levels), (2) statement orientation (Orient), and (3) subcategory and statement orientation (Level x Orient) of the leader behavior dimension, Consideration. Analysis of variance summary for Consideration is presented in Table 12. The F for subcategories was computed to be 13.832 and 86.804 for statement orientation; both F's were significant at the .05 level of confidence. The F for subcategories combined with statement orientation was 288.281 which showed statistically significant differences at the .05 confidence level. The Newman-KeulsTechnique (Winer, 1971:191-195, 215-218) was employed to ascertain where differences existed when subcategories were combined with statement orientation. Table 13 illustrates these findings. The Newman-Keuls procedure indicated that significant differences exist between the following in subcategories and statement orientation: (1) tolerance of uncertainty, positive and consideration, negative, (2) consideration, positive and tolerance of uncertainty, negative, (3) consideration, negative and tolerance of uncertainty, negative, (4) tolerance of uncertainty, positive and consideration, positive, and (5) consideration, negative and consideration, positive. A significant difference did not occur between tolerance of uncertainty positive and negative.

An analysis of variance was computed to ascertain if there were any significant differences among the means of subcategories and of statements orientation that could be associated with the sex of the physical educators. This

Table 12

Analysis of Variance for Consideration

Source	SS	df	MS	F	Prob. F Exceeded
Between					
Sex	1.552	1	1.552	.20135	.654
Error (subjects within sex)	978.907	127	7.707		
Within					
Subcategories (Level)	146.784	1	146.784	13.832	.000*
Subcategories by sex	.095	1	.095	.009	.924
Error subcategories by sex (subjects within sex)	1347.765	127	10.612		
Orientation	11388.910	1	11388.910	86.804	.000*
Orientation by sex	207.550	1	207.550	1.582	.211
Error orientation by (subject within sex)	16662.687	127	131.202		
Subcategory by orientation	12248.261	1	12248.261	288.281	.000*
Subcategory by orientation by sex	206.136	1	206.136	4.851	.029*
Error subcategory by orientation by sex (subjects within sex)	5395.867	127	42.487		

*$p < .05$

Table 13

Newman-Keuls Test Differences between Subcategories by Statement Orientation of Leader Behavior Dimension Consideration

Means		1 40.54	2 32.27	3 31.92	4 21.51	r	cv
consideration positive	1	---	8.27*	8.62*	9.03*	4	2.269
tolerance of uncertainty, negative	2		---	.35	10.76*	3	2.128
tolerance of uncertainty, positive	3			---	10.41*	2	1.619
consideration, negative	4						

Truncated range r	2	3	4
A. rf (q.r, 127)	2.8	3.68	3.92
B. $\sqrt{MSe/\tilde{N}}$	.5783	.5783	.5783
A x B cv	1.619	2.1285	2.267

Note: k = number in groups
n = number of subjects within groups
cv = critical values

MSe = df error term

$\tilde{N} = \frac{k}{1/n+1/n^2+1/n^3 \cdots 1/n^8}$

r = number of steps groups are apart on ordered scale

*$p < .05$

information was needed to answer research question number four. The analysis of variance summary for the leader behavior dimension, Initiating Structure, is presented in Table 9 (see page 112). When subcategories were combined with sex, F = 3.015 and when statement orientation was combined with sex, F = .022, both F's indicated no statistically significant differences occurred. When F was computed for subcategories, statement orientation, and sex the F = 5.634, which was significant at the .05 level of confidence. Figure 7 graphically shows the means of subcategories by statement orientation by sex. Table 14 shows means and standard deviations for subcategories by statement orientation by sex. The Neuman-Keuls Technique was employed to determine where differences occurred. Table 15 illustrated these findings. The table shows significant differences occurred between all cells except production emphasis negative female, and production emphasis negative male; initiation of structure negative, male and initiation of structure negative female.

The analysis of variance summary for the Leader Behavior Dimension, Consideration is presented in Table 12 (see page 118). The F for subcategories by sex was .009 and for statement orientation by sex was 1.582, neither of which were statistically significant. The F for subcategories by statement orientation by sex was 4.851 and was significant at the .05 level of confidence. Figure 8 graphically shows the means of subcategories by statement orientation by sex. Table 16 shows means and standard deviations for subcategories by statement orientation by sex for Consideration.

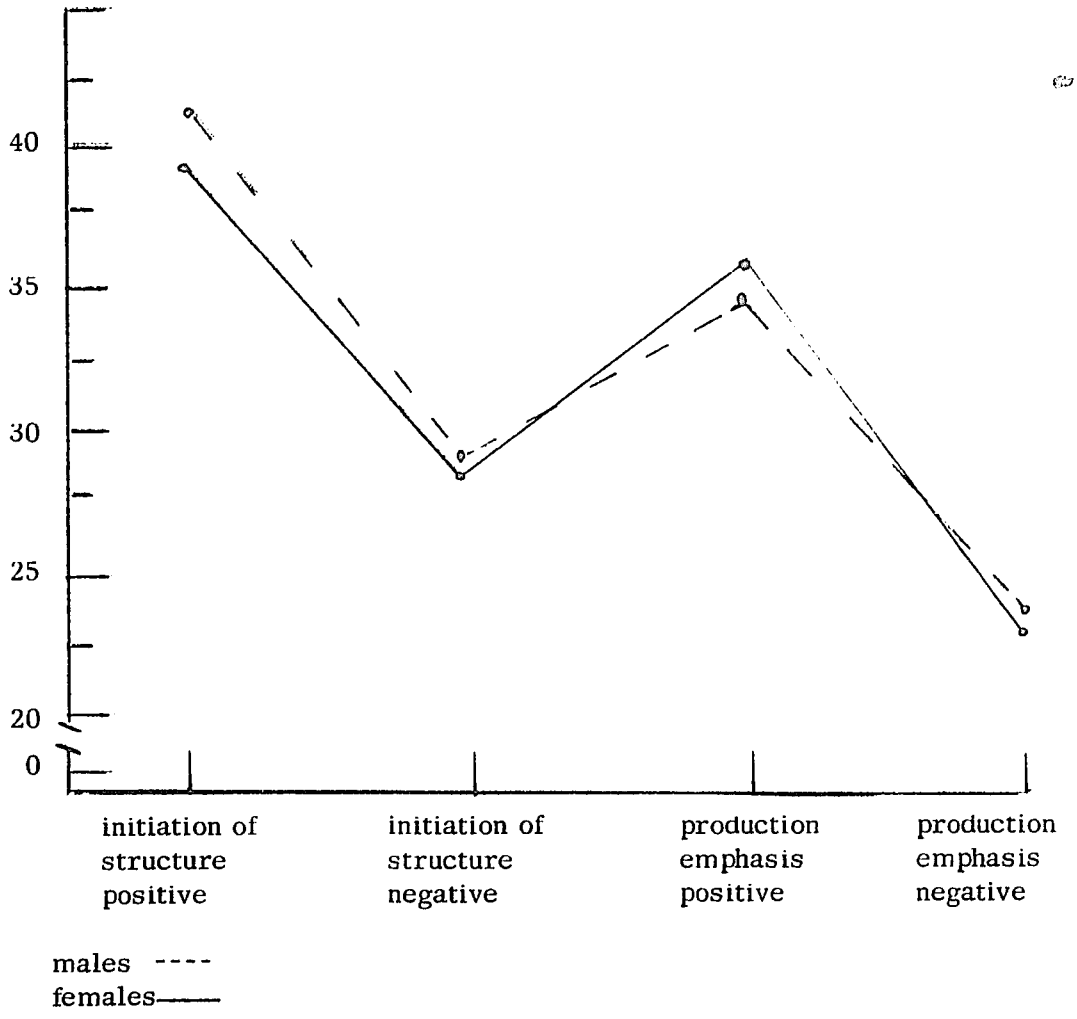

Figure 7. Graphic Illustration of Means for Initiating Structure Subcategories by Statement Orientation by Sex

Table 14

Initiating Structure Means and Standard Deviations for Subcategories by Statement Orientation by Sex

Subcategory	Statement Orientation	Sex	Mean	S.D.
initiation of structure	positive	males	41.491	6.068
initiation of structure	positive	females	39.720	5.130
initiation of structure	negative	males	29.131	4.828
initiation of structure	negative	females	29.291	4.853
production emphasis	positive	males	34.704	6.537
production emphasis	positive	females	36.261	6.264
production emphasis	negative	males	24.836	5.089
production emphasis	negative	females	23.985	5.718

Table 15

Newman-Keuls Test Differences Between Subcategories by Statement Orientation by Sex in Regard to Leader Behavior Dimension Initiating Structure

Means		1 41.49	2 39.72	3 36.16	4 34.70	5 29.19	6 29.13	7 24.83	8 23.78	r	cv
initiation of structure positive, male	1	---	1.17*	5.33*	6.79*	12.30*	12.36*	16.66*	17.51*	8	2.686
initiation of structure positive, female	2		---	3.56*	5.02*	10.53*	10.59*	14.89*	15.74*	7	2.612
production emphasis positive, female	3			---	1.46*	6.97*	7.03*	11.33*	12.18*	6	2.526
production emphasis positive, male	4				---	5.51*	5.57*	7.87*	10.72*	5	2.415
initiation of structure negative, female	5					---	.06	4.36*	5.21*	4	2.267
initiation of structure negative, male	6						---	4.30*	5.15*	3	2.070
production emphasis negative, male	7							---	.85	2	1.725
production emphasis negative, female	8										

Table 15 (continued)

Truncated range	2	3	4	5	6	7	8
A. $rf(q.r, 127)$	2.8	3.36	3.68	3.92	4.10	4.24	4.36
B. $\sqrt{MSe/\tilde{N}}$	.6161	.6161	.6161	.6161	.6161	.6161	.6161
A x B. cv	1.725	2.070	2.267	2.415	2.526	2.612	2.686

Note: k = number in groups
n = number of subjects within group
cv = critical values
MSe = df error term
$\tilde{N} = \frac{k}{1/n + 1/n^2 + 1/n^3 \cdots 1/n^8}$
r = number of steps groups are apart on ordered scale
*$p < .05$

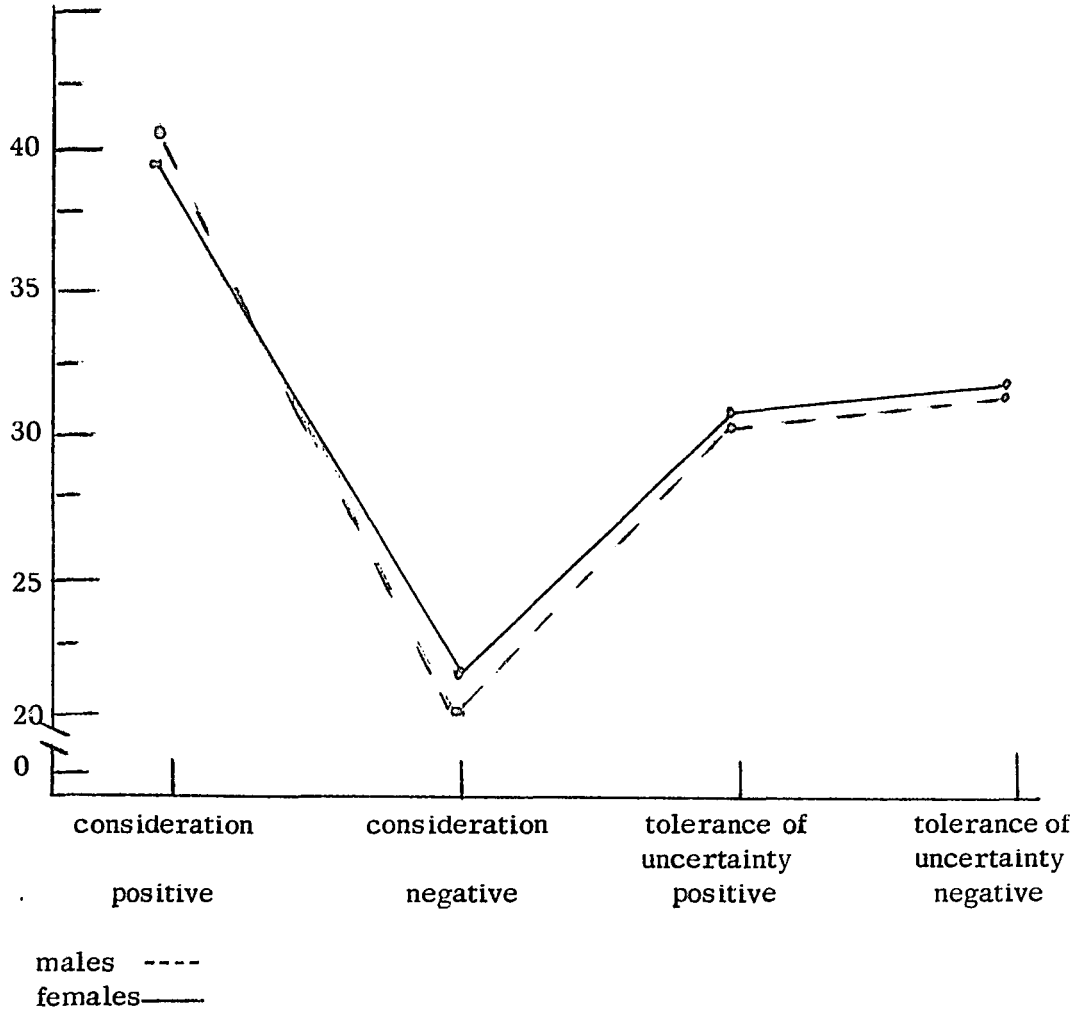

Figure 8. Graphic Illustration of Means for Consideration Subcategories by Statement Orientation by Sex

Table 16

Consideration Means and Standard Deviations for Subcategories by Statement Orientation by Sex

Subcategory	Statement Orientation	Sex	Mean	S.D.
consideration	positive	males	41.836	6.981
consideration	positive	females	39.382	7.928
consideration	negative	males	20.131	7.513
consideration	negative	females	22.750	7.920
tolerance of uncertainty	positive	males	31.852	6.260
tolerance of uncertainty	positive	females	31.985	6.909
tolerance of uncertainty	negative	males	32.196	5.312
tolerance of uncertainty	negative	females	32.338	6.003

Results of the post hoc test showed significant differences occurred between all cells of the model except: (1) tolerance of uncertainty negative, male and tolerance of uncertainty negative, female, (2) tolerance of uncertainty positive, female and tolerance of uncertainty negative, female, (3) tolerance of uncertainty positive, male and tolerance of uncertainty negative, female, (4) tolerance of uncertainty positive, female and tolerance of uncertainty negative, male, and (5) tolerance of uncertainty negative male and tolerance of uncertainty, positive, male, and (6) tolerance of uncertainty positive female and tolerance of uncertainty positive male.

Summary

Analysis of variance was computed to ascertain if there were significant differences between the perceptions of physical educators in regard to leader behavior dimension subcategories and in regard to statement orientation. Analysis of variance was also used to determine statistically significant differences between perceptions of leader behavior dimensions and statement orientation as associated with the sex of the physical educator.

Findings indicated that in the leader behavior dimension, Initiating Structure, there was a significant difference between subcategories and between statement orientation. In the leader behavior dimension, Consideration, analysis of variance showed a statistically significant difference between subcategories and between statement orientation. In addition, in Consideration, statistically sginificant differences were shown in subcategories by statement orientation. Newman-Keuls Technique identified differences in subcategories by statement orientation. These findings are shown in Table 13 (see page 119). In the leader behavior dimension Initiating Structure and in Consideration, statistically significant differences occurred in subcategories by statement orientation by sex. Newman-Keuls Technique determined where differences occurred. Tables 15 and 17 (see pages 123 and 128) illustrate these findings.

Analysis of variance to determine differences between the means of cells indicated that, while there was a significant difference between means of subcategories in leader behavior dimensions, Initiating Structure, and of subcategories in Consideration, the difference was not shown to be the result of

Table 17

Newman-Keuls Test Differences between Subcategories by Statement Orientation by Sex in Regard to Leader Behavior Dimension Consideration

Means		1 41.84	2 39.38	3 32.34	4 32.20	5 31.99	6 31.85	7 22.75	8 20.13	r	cv
consideration positive, male	1	---	2.46*	9.50*	9.64*	9.85*	9.99*	19.09*	21.71*	- 8	- 3.542
consideration positive, female	2		---	7.04*	7.10*	7.39*	7.53*	6.53*	16.63*	- 7	- 3.444
tolerance of uncertainty negative, female	3			---	.14	.35	.51	9.59*	12.21*	- 6	- 3.330
tolerance of uncertainty negative, male	4				---	.21	.45	9.45*	12.09*	- 5	- 3.184
tolerance of uncertainty positive, female	5					---	.14	9.27*	11.86*	- 4	- 2.989
tolerance of uncertainty positive, male	6						---	9.10*	11.72*	- 3	- 2.729

Table 17 (continued)

Means	1 41.84	2 39.38	3 32.34	4 32.20	5 31.99	6 31.85	7 22.75	8 20.13	r	cv
consideration negative, female 7							---	2.62*-	2	- 2.274
consideration negative, male 8										

Truncated range r	2	3	4	5	6	7	8
A. $\lceil f(q.r, 127)$	2.8	3.36	3.68	3.92	4.10	4.24	4.36
B. $\sqrt{MSe/\tilde{N}}$	.8124	.8124	.8124	.8124	.8124	.8124	.8124
A x B. cv	2.274	2.729	2.989	3.184	3.330	3.444	3.542

Note: k = number of groups
n = number of subjects within groups
cv = critical values

$\widetilde{MSe}$ = df error term

$\tilde{N} = \frac{k}{1/n+1/n^2+1/n^3 \cdots 1/n^8}$

r = number of steps groups are apart on ordered scale

*$p < .05$

sex as a main effect. There was no significant difference in statement orientation by sex of subjects in either Initiating Structure or Consideration. There was, however, a significant difference in subcategories by statement orientation by sex in both the analysis of variance in Initiating Structure and the analysis of variance in Consideration. The Newman-Keuls' post hoc test indicated where the differences occurred.

CORRELATION ANALYSIS

Correlations provided information about interaction between variables and about common variability. Table 18 shows leader behavior dimensions means and standard deviations. Table 19 shows Pearson Product Moment Correlations for the leader behavior dimensions, Initiating Structure and Consideration. This table also provides means and standard deviations for Leader Behavior Dimensions. The correlation indicated the relationship of the two dimensions as $r = -0.785$ and $p = 0.000$ which was significant at the .01 level of confidence. In addition, $r^2 = .61$ which showed 61% common variability between the leader behavior dimensions. Since Q-sort data is ipsitive, differences between means of leader behavior dimensions could not be determined. Correlation analysis information was necessary to answer questions relative to how women administrators in physical education were perceived in regard to Leader Behavior Dimensions.

Table 18

Leader Behavior Dimensions Means and Standard Deviations

Leader Behavior Dimension	Mean	Standard Deviations	Number
Initiating Structure	129.317	5.659	129
Consideration	129.248	5.535	129

Table 19

Pearson Product Moment Correlation for
Leader Behavior Dimensions

		Initiating Structure	Consideration
Initiating Structure	r	1.000	-0.785
	p	0.000	.000*
Consideration	r	-0.785	1.000
	p	.000	.000*

r^2 = coefficient of determinations
*p = <.01

DISCUSSION

Until recently little has been known about the leader behavior of physical education administrators. Ideas about these administrators, generally, and of the woman physical educator, specifically, have appeared to be based more on intuition and assumptions rather than on objective data. By investigating

perceptions selected physical educators had of the leader behavior of the woman administrator, this study has provided a general description of these administrators and a specific description in regard to leader behavior dimensions. Further, the study disclosed interesting information in regard to sex as a factor in the physical educators' perceptions of the leader behavior of the woman administrator.

Sex as a Factor in Physical Educators' Perceptions of the Leader Behavior of the Woman Physical Education Administrator

While the role of women in American society has changed during the last decade, women today are not necessarily accepted in administrative leadership positions. Social patterns to some extent still reflect a stereotyped image of the woman administrator, and this image is not always a positive one with respect to the ideal female model. Research about women leaders has disclosed that both sexes have shown some emotional prejudices in their acceptance of the woman in the leadership position. Fishel and Pottker (1973:388) reported that women teachers were more favorably inclined to accept a woman in an administrative role than were men teachers. Some research has also indicated that female and male faculty members differ significantly in their perceptions of physical education department chairpersons (Buckiewicz, 1974). While this research did not address itself to determining the acceptance of women administrators by the subjects, the investigation was concerned with sex as a consideration in physical educators' perceptions of the leader behavior of the woman administrator. It is

interesting to note that in this study sex of the physical educators did not appear to be a strong influence on physical educators' perceptions of the leader behavior of the woman physical education administrator. While significant differences did occur in the physical educators' perceptions of the leader behavior of the woman administrator in regard to subcategories and to statement orientation in the leader behavior dimensions, Initiating Structure and Consideration, these differences were not due to sex as a main effect. Significant differences occurred only when data pertaining to the interaction of subcategories, by statement orientation, by sex were analyzed.

Examination of data relating to the interaction of subcategories by statement orientation by sex for Initiating Structure reveals interaction occurring at the following points: (1) between initiation of structure negative and production emphasis positive, and (2) between production emphasis positive and production emphasis negative. The post hoc data indicated significant differences occurred only between the means of initiation of structure positive orientation (see Figure 7, page 121). Data analysis also showed in the leader behavior dimension Consideration subcategory by statement orientation by sex interaction occurring only between consideration positive and consideration negative (see Figure 8, page 125). Post hoc data indicated that significant differences occurred between the following male and female means, (1) consideration positive and (2) consideration negative. Post hoc data indicated no significant differences occurred in the male and female means of tolerance of uncertainty positive or of tolerance of uncertainty negative.

The analysis of data indicates that while men and women perceived the leader behavior of the woman administrator differently, the differences in perception appeared to occur because of subcategories and statement orientation combinations. Post hoc data show males and females differ only in their perceptions of leader behavior subcategory initiation of structure positive in the leader behavior dimension, Initiating Structure, and in consideration positive and consideration negative in leader behavior dimension Consideration. Perhaps this implies that men's and women's perceptions of the leader behavior of the administrator are more similar than it has been assumed in the past. It is also interesting to note that while significant differences were obtained in the analysis of variance of subcategories by statement orientation by sex in both leader behavior dimensions, Initiating Structure and Consideration, males and females ranked subcategory means identically (see Appendix F). This fact further supported the contention that males and females had similar perceptions of the woman administrators' leader behavior.

The Leader Behavior of the Woman Administrator in Physical Education

During the last one hundred years the role of the woman in American society has undergone considerable change. Certain occupations, however, are still seen in society as being more appropriate to males than to females. Female occupations sanctioned by society have been, and to an extent still are, those which involve nurturing, helping and empathizing. Occupations seen as requiring such characteristics as coolness, detachment, objectivity, and outspokenness

have not been considered appropriate for women. It has been generally accepted that women do not have the natural characteristics necessary for becoming an effective administrator. When women have entered the management field they have been depicted as hard driving and almost totally unfeminine executives. On one hand the woman has been encouraged by society to exhibit characteristics of nurturing, helping, and empathizing in her occupational role. On the other hand, if a woman entered management areas it has been assumed that she would be an individual overly concerned about productivity and would be an individual perceived as cold, calculating, and unemotional (Lewis, 1968).

Research supports the contention that effective leadership is based upon two dimensions of leader behavior. These dimensions are Initiating Structure, which relates to behavior depicting a concern for getting the job done, and Consideration, which relates to behavior depicting a concern for the individual. It is generally accepted that a balance of two behaviors is desirable in leadership functions. The strategy used in the research did not permit testing the significance of difference between the two leader behavior dimensions, Initiating Structure and Consideration since the Q-sort data was ipsitive. The Pearson Product Moment Correlation, however, clearly indicates a highly significant relationship between the two dimensions of leader behavior. In addition to the fact that the correlation was found to be statistically significant 61% of the variability was common. These facts suggest that the woman administrator's leader behavior was perceived by selected physical educators as being in both dimensions of leader behavior. The

dimensions of leader behavior. The negative correlation indicated that if scores were high in one leader behavior dimension they were low in the other dimension. In this situation a negative correlation appears to be logical since the concepts of leader behavior dimensions are somewhat contrasting. For example, Initiating Structure represents task orientation and Consideration represents people orientation.

Physical educators perceived leader behavior specific to leader behavior subcategories. Means scores reveal physical educators perceived the women administrators as having more initiation of structure behavior than production emphasis behavior. In the leader behavior dimension Consideration, mean scores indicated physical educators see the presence of tolerance of uncertainty behavior more often than consideration behavior.

Analysis of variance showed that physical educators distinguished leader behavior in regard to specific statement orientation. Physical educators perceived the behavior of the woman administrator to be more like that represented in the positively oriented statements than like behavior represented in the negatively oriented statements.

When means of subcategories were collapsed across means of statement orientation, analysis of variance showed a significant difference occurred in the subcategories by statement orientation in the leader behavior dimension, Consideration. Post hoc data showed significant differences occurred in combinations of subcategories by statement orientation in all areas except tolerance of uncertainty positive and tolerance of uncertainty negative. This information revealed

physical educators were not able to perceive distinctively the presence of tolerance of uncertainty behavior in the women physical education administrators. It is noted that in the leader behavior dimension, Initiating Structure high positive means and low negative means were present in both subcategories. When subcategory and statement orientation means were collapsed across each other, high positive scores and low negative scores created a balance. It appears that because of this balance no significant difference occurred in the analysis of variance in subcategories by statement orientation in the leader behavior dimension, Initiating Structure. In the leader behavior dimension, Consideration in the subcategory tolerance of uncertainty mean scores did not indicate a high and low contrast in statement orientation. This situation accounted for the fact that a significant difference was found between subcategories by statement orientation in the leader behavior dimension Consideration. It is further noted that in the statements perceived to be "most like" the woman administrator three of these statements were subcategory tolerance of uncertainty, negative orientation. The high ranks of these negative orientation statements indicated physical educators perceived tolerance of uncertainty to be absent in the behavior of the woman administrator. Data support the contention that tolerance of uncertainty behavior is not a distinctively perceived behavior of the woman administrator. Mean scores for tolerance of uncertainty were higher than the mean scores for consideration. This point, however, is also accounted for by a lack of contrasting positive and negative scores that was the pattern in the other subcategory by statement orientation areas.

The results of this study show that physical educators' perceptions of the leader behavior of women administrators do not support assumptions that women do not have the natural characteristics necessary to be effective administrators, or that women administrators are overly concerned about productivity. The results of this study indicate physical educators perceive women physical education administrators' behavior relative to a concern for individuals and a concern for getting the job done. Perhaps societal influences have been a factor in developing behavior in the woman administrator which related to a concern for the individual, since this type of behavior is positively accepted in females. The "Rosenthal" effect may be an explanation for the concern of the woman administrator in being overly productive. Regardless of the reason for her leader behavior the woman administrator in this study was perceived as having behavior relating to a concern for individuals and a concern for task completion. Statements which were perceived to be "most like" the woman administrator and statements perceived "least like" the woman administrator illustrate this point clearly. For example the statement perceived to be "most like" the woman administrator was, "Is friendly and approachable," while the second ranked statement was, "Asks that group members follow standard rules and regulations." In contrast the statements perceived to be "least like" the woman administrator was, "Is distant and unapproachable," and the second "least like" statement was, "Has little concern for following standard rules and regulations."

Professional preparation programs for women physical educators in the past stressed conformity to structure, to organizational tasks, and to standards

of policy and procedures. This philosophy may have been influential on the behaviors of the woman physical education administrator in this study. This point is illustrated in reference to the second ranked statement, "Asks that groups members follow standard rules and regulations." It is the opinion of this investigator that a concern of the woman administrator for task accomplishments may account for the fact that she was perceived by physical educators as having behavior lacking tolerance of uncertainty. Statement 54, "Likes things to go according to schedule," which was ranked number 6 of 64 statements illustrates this point. Since most women administrators have come up through the ranks of teaching, the influence of their professional preparation background may be a prime factor in their leader behavior. This assumption perhaps accounts for the fact that women physical educators were perceived as having more initiation of structure behavior than production emphasis. Regardless of the reasons for such behavior the statistical analysis indicates that women administrators in this study are perceived by selected physical educators as having behavior in both leader behavior dimensions, Consideration and Initiating Structure. In the Initiating Structure dimension the administrator is perceived as having behavior relating to initiation of structure more often than to production emphasis. In the Consideration leader behavior dimension these administrators are perceived as having behavior relating to tolerance of uncertainty more often than to consideration. The fact that such administrators are perceived as having behavior relating to tolerance of uncertainty more often than to consideration is accounted for by higher negative scores in the tolerance of uncertainty subcategory. The woman

definite standards of performance.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

This study investigated selected physical educators' perceptions of the leader behavior of the woman administrator in physical education. In addition the study was concerned with the influence of the sex of the respondents in regard to their perceptions of the leader behavior of these administrators.

A total of 129 respondents from eight selected colleges and universities participated in the study. Respondents' scores obtained from Q-sort statements were used for data analysis in order to answer the questions framing the research. A background questionnaire was employed to obtain personal and professional information to determine descriptive characteristics of participants.

The SPSS Computer Program was utilized to identify descriptive characteristics of subjects and to provide statement means. SAS Program analyzed descriptive data about respondents' backgrounds. SAS Program computed cell means for leader behavior dimension subcategories, statement orientation, and male and female means for subcategories and statement orientation. Pearson Product Moment Correlations were also provided by SAS Program. These correlations determined relationships between leader behavior dimensions, Initiating Structure and Consideration.

Using BMD Program analysis of variance was computed to determine if significant differences existed between subcategories, statement orientation, and subcategories by statement orientation in the leader behavior dimensions Initiating Structure and Consideration. Analysis of variance also determined if significant differences occurred in subcategories by statement orientation with sex of subjects as an added factor. When significant F ratios occurred in these areas the Newman-Keuls Technique was used to determine where the mean differences occurred.

Statistical analysis of data indicated the following: (1) a statistically significant negative relationship existed between leader behavior dimensions Initiating Structure and Consideration; (2) significant differences were found to occur in subcategories and in statement orientation in leader behavior dimensions, Initiating Structure and in Consideration; and (3) a significant difference was found in the dimension Consideration after subcategories were combined with statement orientation. When sex of the subjects was an added factor statistically significant differences occurred when subcategories and statement orientation were combined with the sex factor. Significant differences were not indicated in subcategories in statement orientation or in subcategories by statement orientation with sex as a main effect in either Initiating Structure or in Consideration.

CONCLUSIONS

Within the limitations of this investigation and from the obtained data, the following conclusions are offered. These are presented in accord with the questions set forth in the problem statement.

1. How are women physical education administrators described by selected physical educators' perceptions of their leader behavior?

(a) The woman administrator is described as exhibiting leader behavior in dimensions of both Initiating Structure and Consideration.

(b) In the dimension Initiating Structure, the woman administrator is thought to have stronger behavior relating to initiation of structure than to production emphasis. In the dimension Consideration, the administrator is described as having behavior relating to tolerance of uncertainty more often than to consideration.

(c) She is described as being friendly and approachable and is thought to be an individual who asks group members to follow standard rules and regulations. In addition she is perceived as a person who is willing to make changes, and who drives hard when there is a job to be done. Furthermore she is described as a person who maintains definite standards of performance.

2. Are there statistically significant differences between the perceptions of physical educators in regard to the subcategories of Initiating Structure and to statement orientation?

(a) There are statistically significant differences between means of subcategories in leader behavior dimension, Initiating Structure.

(b) There are statistically significant differences between means of statements with positive and negative orientation.

3. Are there statistically significant differences between the perceptions of physical educators in regard to the subcategories of Consideration and to statement orientation?

(a) There are statistically significant differences between means of subcategories in leader behavior dimension, Consideration.

(b) There are statistically significant differences between means of statements with positive and negative orientation.

4. Are there statistically significant differences in perceptions of leader behavior dimensions that may be associated with the sex of the physical educator?

(a) No significant differences were found between the means of the subcategories of leader behavior dimensions, Initiating Structure or of Consideration with sex as a main effect.

(b) No significant differences were found between the means of positive statement orientation and negative statement orientation when sex was a main effect in either leader behavior dimensions, Initiating Structure or Consideration.

(c) There was a statistically significant difference between subcategories by statement orientation by sex in both leader behavior dimensions Initiating Structure and Consideration.

RECOMMENDATIONS

On the basis of the results of the study, the following recommendations for further research should be considered:

1. A similar study should be conducted utilizing male administrators.

2. Q-technique should be used to study the self-perception of the woman administrator. Self-perception data could be compared to physical educators' perceptions of such an administrator's leader behavior.

3. Q-technique could be utilized as a means of having physical educators determine the value of effectiveness in the leader behavior of male administrators' and of female administrators' leader behavior.

4. Subsequent research is needed to refine the present Q-sort statements.

5. A similar study should be conducted using different administrative situations. For example, athletic administrators' behavior could be investigated and comparisons made between perceptions of athletic administrators' behavior and the woman physical education administrators' behavior as perceived in this study.

6. Further study should be made to investigate the influence of background factors other than sex, on the perceptions physical educators have of the leader behavior of physical education administrators' leader behavior.

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APPENDICES

APPENDIX A

Selection and Refinement of the Instrument

ORIGINAL POOL OF EIGHTY Q-SORT STATEMENTS

Leader Behavior Dimension Initiating Structure

initiation of structure, positive orientation

Statement	Statement Source	Statement Number
1. Lets group members know what is expected of them.	LBDQ 12	4
2. Encourages the use of uniform procedures	LBDQ 12	14
3. Decides what shall be done and how it shall be done.	LBDQ 12	44
4. Assigns group members to particular task.	LBDQ 12	54
5. Makes sure the administrator's part in the group is understood by the group members.	LBDQ 12	64
6. Schedules the work to be done.	LBDQ 12	74
7. Maintains definite standards of performance.	LBDQ 12	84
8. Asks that group members follow standard rules and regulations.	LBDQ 12	94
Additional statements		
1. Tries out personal ideas in the group.	LBDQ 12	24
2. Makes personal attitudes clear to the group.	LBDQ 12	34

initiation of structure, negative orientation

Statement	Statement Source	Statement Number
1. Lets group define standards of performance. (adapted)	no source	

Statement	Statement Source	Statement Number
2. Has little concern for following standard rules and regulations. (adapted)	LBDQ 12	94
3. Has little concern for uniform procedures. (adapted)	LBDQ 12	14
4. Lets others do their work the way they think best.	no source	
5. Fails to clearly define administrator's role in the group. (adapted)	LBDQ 12	64
6. Fails to clearly define role responsibilities of group members. (adapted)	LBDQ 12	4
7. Lets group members select task responsibilities. (adapted)	LBDQ 12	54
8. Shares the responsibility of scheduling the work to be done. (adapted)	LBDQ 12	74
Additional statements		
1. Follows the guidance of the group.	no source	
2. Yields to others in discussion. (adapted)	LBDQ O	47

production emphasis, positive orientation

Statement	Statement Source	Statement Number
1. Stresses being ahead of competing groups.	LBDQ 12	18
2. Encourages slow-working members to greater effort.	LBDQ O	35
3. Keeps work moving at a rapid pace.	LBDQ 12	38
4. Asks members to work harder.	LBDQ 12	58
5. Drives hard when there is a job to be done.	LBDQ 12	78
6. Urges group to beat its previous record.	LBDQ 12	88

Statement	Statement Source	Statement Number
7. Keeps group working up to capacity.	LBDQ 12	98
8. Talks about how much should be done.	LBDQ O	17
Additional statements		
1. Encourages overtime work.	LBDQ 12	8
2. Pushes for increased production.	LBDQ 12	48

production emphasis, negative orientation

Statement	Statement Source	Statement Number
1. Advises members to take it easy.	LBDQ 12	89
2. Shows little concern about being ahead of competing groups. (adapted)	LBDQ 12	18
3. Lets everyone set his/her own work pace. (adapted)	LBDQ 12	38
4. Hesitates to encourage individuals to greater effort.	LBDQ O	107
5. Fails to emphasize quantity of work. (adapted)	LBDQ O	62
6. Fails to emphasize quality of work. (adapted)	LBDQ O	80
7. Permits members to take it easy in their work.	LBDQ 12	68
8. Advises members to take it easy.	LBDQ O	89
Additional statements		
1. Lets work pace lag.	no source	
2. Doesn't encourage members to take on more than their share.	no source	

Leader Behavior Dimension Consideration

consideration, positive orientation

Statement	Statement Source	Statement Number
1. Is friendly and approachable.	LBDQ 12	7
2. Does little things to make it pleasant to be a member of the group.	LBDQ 12	17
3. Puts suggestions made by the group into operation.	LBDQ 12	27
4. Treats all group members as her equal.	LBDQ 12	37
5. Gives advance notice of changes.	LBDQ 12	47
6. Looks out for personal welfare of group members.	LBDQ 12	67
7. Is willing to make changes.	LBDQ 12	77
8. Is concerned about comfort and well-being of group members.	no source	
Additional statements		
1. Helps members of the group with personal problems.	LBDQ O	31
2. Helps new members make adjustments.	LBDQ O	32

consideration, negative orientation

Statement	Statement Source	Statement Number
1. Keeps to herself.	LBDQ 12	57
2. Refuses to explain personal action.	LBDQ 12	87
3. Acts without consulting the group.	LBDQ 12	97
4. Fails to help members of the group settle their conflicts.	LBDQ O	121

Statement	Statement Source	Statement Number
5. Acts as if she thinks she is better than other group members. (adapted)	LBDQ 12	37
6. Is distant and unapproachable.	no source	
7. Shows little concern for comfort and well-being of the group.	no source	
8. Fails to perceive conflict in the group. (adapted)	LBDQ O	121
Additional statements		
1. Resist accepting advice from others.	no source	
2. Refuses to compromise a point.	LBDQ O	1

tolerance of uncertainty, positive orientation

Statement	Statement Source	Statement Number
1. Waits patiently for the results of a decision.	LBDQ 12	2
2. Accepts defeat in stride	LBDQ 12	22
3. Accepts delay without becoming upset.	LBDQ 12	32
4. Remains calm when uncertain about coming events.	LBDQ 12	72
5. Is able to delay action until the proper time occurs.	LBDQ 12	82
6. Is able to tolerate postponement and uncertainty.	LBDQ 12	52
7. Isn't upset if deadlines are not met.	no source	
8. Is a patient person.	no source	
Additional statements		
1. Is able to tolerate a stiuation that does not go according to schedule.	no source	

Statement	Statement Source	Statement Number
2. Waits a period of time before making a decision.	no source	

tolerance of uncertainty, negative orientation

Statement	Statement Source	Statement Number
1. Becomes anxious when it is unknown what is coming next.	LBDQ 12	12
2. Becomes anxious when waiting for new developments.	LBDQ 12	42
3. Can wait just so long and then blows up.	LBDQ 12	62
4. Worries about the outcome of any new procedure.	LBDQ 12	92
5. Makes "on the spot" decisions.	no source	
6. Hates to be kept waiting.	no source	
7. Expects deadlines to be met	no source	
8. Likes things to go according to schedule.	no source	
Additional statements		
1. Dislikes uncertainty.	no source	
2. Hates delays.	no source	

FINAL Q-SORT STATEMENTS

Statement Number	Statement
1.	Advises members to take it easy.
2.	Makes sure the administrator's part in the group is understood by the group members.
3.	Is concerned about comfort and well-being of group members.
4.	Hesitates to encourage individuals to greater effort.
5.	Asks members to work harder.
6.	Asks that group members follow standard rules and regulations.
7.	Becomes anxious when it is unknown what is coming next.
8.	Keeps to herself.
9.	Acts as if she thinks she is better than other group members.
10.	Does little things to make it pleasant to be a member of the group.
11.	Lets group members know what is expected of them.
12.	Lets group members select task responsibilities.
13.	Encourages slow-working members to greater effort.
14.	Hates to be kept waiting.
15.	Has little concern for following standard rules and regulations.
16.	Can wait just so long and then blows up.
17.	Has little concern for uniform procedures.
18.	Drives hard when there is a job to be done.
19.	Keeps work moving at a rapid pace.

Statement Number	Statement
20.	Stresses being ahead of competing groups.
21.	Remains calm when uncertain about coming events.
22.	Assigns group members to particular task.
23.	Makes "on the spot" decisions.
24.	Fails to clearly define administrator's role in the group.
25.	Accepts defeat in stride.
26.	Talks about how much should be done.
27.	Is willing to make changes.
28.	Fails to perceive conflict in the group.
29.	Pushes for increased production.
30.	Gives advance notice of changes.
31.	Expects deadlines to be met.
32.	Shows little concern for comfort and well-being of the group.
33.	Fails to help members of the group settle their conflict.
34.	Waits patiently for the results of a decision.
35.	Looks out for personal welfare of group members.
36.	Accepts delay without becoming upset.
37.	Permits members to take it easy in their work.
38.	Keeps group working up to capacity.
39.	Is able to tolerate a situation that does not go according to schedule.
40.	Treats all group members as her equal.

Statement Number	Statement
41.	Decides what shall be done and how it shall be done.
42.	Is distant and unapproachable.
43.	Lets others do their work the way they think best.
44.	Encourages the use of uniform procedures.
45.	Shares the responsibility of scheduling the work to be done.
46.	Fails to emphasize quantity of work.
47.	Is friendly and approachable.
48.	Shows little concern about being ahead of competing groups.
49.	Refuses to explain personal action.
50.	Lets group define standards of performance.
51.	Puts suggestions made by the group into operation.
52.	Isn't upset if deadlines are not met.
53.	Lets everyone set his/her own work pace.
54.	Likes things to go according to schedule.
55.	Schedules the work to be done.
56.	Acts without consulting the group.
57.	Maintains definite standards of performance.
58.	Becomes anxious when waiting for new developments.
59.	Is able to delay action until the proper time occurs.
60.	Fails to emphasize quality of work.
61.	Worries about the outcome of any new procedure.

Statement Number	Statement
62.	Is able to tolerate postponement and uncertainty.
63.	Fails to clearly define role responsibilities of group members.
64.	Lets work pace lag.

APPENDIX B

Test Administration Materials

Q-SORT SCORE SHEET

PERCEPTIONS OF LEADER BEHAVIOR OF SELECTED WOMEN PHYSICAL EDUCATION ADMINISTRATORS

____
(Identification Mark)

Most like | Least like

A	B	C	D	E	F	G	H	I

PERSONAL AND PROFESSIONAL INFORMATION FORM

Respondent's Identification Mark

_____

FACULTY MEMBER'S BACKGROUND INFORMATION FORM

The following information is needed to classify the respondents for this study. No participant's name will be used at any time, and no information will be used by any person other than the researcher. Answer all questions according to your present situation.

Please Check

1. Age?

   _____ 21 - 30

   _____ 31 - 40

   _____ 41 - 50

   _____ 51 or more

2. Sex?

   _____ Male

   _____ Female

3. Marital Status?

   _____ Single

   _____ Married

   _____ Divorced

4. Highest degree you hold?

   _____ Bachelor's

   _____ Master's

   _____ Doctorate

   _____ Other (Specify)

5. Academic Rank?

   _____ Instructor

   _____ Assistant Professor

   _____ Associate Professor

   _____ Professor

   _____ Other (Specify)

6. Tenured?

   _____ Yes _____ No

7. How many years at present institution?

   _____ Years _____ Months

8. Total years of full-time teaching experience?

   _____ Years _____ Months

9. Amount of time you have worked for a woman administrator at this institution?

_____ Years _____ Months

10. Have you worked for a woman administrator at an institution other than your present position?

_____ Yes _____ No

If so, how many . . .

_____ Years _____Months

Name and location of institution

_____

(If space is needed for names of additional administrators, use the back of this form.)

11. Department affiliation? (If more than one, check list in rank order.)

_____ Physical Education _____ Health

_____ Athletics _____ Other (Specify)

_____ Recreation

12. Occupational specialty? (If more than one, check in rank order.)

_____ Coaching _____ Other (Specify)

_____ Teaching

13. Please state teams you coach and identify if they are male, female or co-educational.

(1) _____ Male_____ Female_____ Coed_____

(2) _____ Male_____ Female_____ Coed_____

(3) _____ Male_____ Female_____ Coed_____

(4) _____ Male_____ Female_____ Coed_____

14. Are your primary teaching responsibilities in the area of . . .

_____ Undergraduate non-major courses

_____ Undergraduate major courses

_____ Graduate courses

_____ Other (Specify)

15. Please list courses you are teaching during academic year 1975-76.

(1)_____ (4)_____

(2)_____ (5)_____

(3)_____ (6)_____

DIRECTION SHEET FOR SORTING PROCEDURE

PERCEPTIONS OF LEADER BEHAVIOR OF SELECTED WOMEN PHYSICAL EDUCATION ADMINISTRATORS

Directions for 64-Item Sort

You have a set of 64 cards, a diagram of boxes and a pencil. On each statement there is a phrase depicting an administrator's leader behavior. Your task is to sort these statements according to the way you perceive the leader behavior of the woman administrator of your department/school. In other words, you are to arrange the 64 statements placing those you consider to be most like the woman administrator at the left end of the diagram, those that are least like the woman administrator at the right end and the remainder falling somewhere in between.

The sort diagram contains 64 boxes organized in 9 columns. In the extreme left Column, A, record the number of the two behaviors that you perceive as being most like the woman administrator; in Column B, the three behaviors that are, in your judgment, next perceived as "most like" by you; in Column C, next perceived by you, etc. Do not use the same number twice. When you finish the sorting, there will be a number in each box of the diagram.

There is no time limit. You are encouraged to take as much time as you need to give a thoughtful response. There are no right or wrong answers. When finished the sort will represent your perceptions.

There is no special way of going about sorting. One suggested way is to first read each card and decide whether the statement is perceived as like the woman administrator or not. Place the most like the woman administrator cards on the left; least like cards on the right; undecided in the middle. Then find the one card in the left stack that you feel is most like the woman administrator and set it aside. Do the same thing with the second most like statement. Then switch over to the least like statements and locate the cards that will be represented in Column I. Go through the undecided and place them right or left after a second thought. Then identify three statements for Column B and H. Continue this process working from each until you have sorted all the cards. When you are confident about your arrangement, record the statement numbers in the appropriate box on the diagram.

Be certain your identification mark is on the diagram at the top right of the page. This identification mark must match the one you used on the personal data cover sheet.

Please return all cards, diagrams and pencils. Thank you for your help in the study.

SUMMARY REQUEST SLIP

I would like to request a copy of the summary of the findings of the study, Perceptions of Leader Behavior of Selected Women Physical Education Administrators.

Name:_____

Mailing Address:_____

_____

Q-STATEMENT AND SORTING EVALUATION SLIP

#_____
(Identification Mark)

Q-Statement and Sorting Evaluation

1. Did you feel the 64 statements allowed you to describe the leader behavior of a woman administrator adequately?

   _____Yes _____No

   Please make any comments you would like concerning the content of the statements.

   _____

   _____

APPENDIX C

Selected Colleges and Universities Identification List

COLLEGES AND UNIVERSITIES SELECTED FOR PARTICIPATION IN THE STUDY

*Boston-Bouvé College of Northeastern University	Boston, Massachusetts
Brooklyn College	Brooklyn, New York
*California State University	Fullerton, California
*Madison College	Harrisonburg, Virginia
*North Texas State University	Denton, Texas
*State University of Iowa	Ames, Iowa
The University of Colorado	Boulder, Colorado
The University of Georgia	Athens, Georgia
*The University of Minnesota	Minneapolis, Minnesota
*The University of Tennessee	Knoxville, Tennessee
*The University of Texas	Austin, Texas

*Indicates colleges or universities participating in the study.

APPENDIX D

Correspondence

LETTER TO WOMEN ADMINISTRATORS

September 10, 1975

Dear

At the present time I am involved in a research study concerning women administrators in physical education. The study is being conducted as part of my doctoral work at The University of North Carolina at Greensboro.

The investigation is concerned with the leader behavior of the woman administrator and how the teachers in the department perceive her behavior. Subjects are asked to describe how they perceive leader behavior, but are not asked to judge the desirability or undesirability of the administrator's acts. The research tool will be a Q-Sort which is composed of 64 leader behavior statements.

In order for an institution to be used in the study, two things are necessary: (1) the primary administrator of the department or school of physical education must be a woman and (2) the department or school must have a minimum of five full-time males and five full-time females on the faculty who can serve as subjects. Since your institution is one of the few in the country to meet the criteria for the study, I would like very much to include you and the members of your department in the investigation.

If you agree to have your institution participate in the study, participation would entail returning the enclosed statement of acceptance with a list of full-time faculty.

I hope you are willing to participate in the study and to add to the needed knowledge and information about women administrators. If so, please return the

Inquiry and Acceptance Form by October 14, 1975. I have enclosed a stamped, self-addressed envelope for your convenience. Upon receipt of your acceptance form, I shall notify you concerning the testing procedures and the date for data collection. Your assistance in the study will be greatly appreciated.

Sincerely,

(Ms.) Joann Kemp

(Dr.) Kate Barrett
Dissertation Adviser

LETTER OF INTRODUCTION

August 1, 1975

At this time in the life of our profession, more and more women are being sought to fill administrative positions and the number of women administrators is steadily increasing. You are one of those women who hold a position of leadership in a department or school of Health, Physical Education and Recreation employing both men and women faculty. I hope you will agree that we need to know more about how we are perceived in our leader role by our colleagues.

The study being proposed by Miss Kemp, a doctoral student, is one such attempt. The information she is seeking is not available through any source other than the relatively small group of women actively involved in administration and the individuals who have opportunity to observe the leadership behavior of the woman administrator directly.

We know that this type of study imposes a burden on you and your faculty. However, I hope you will be able to find the time to participate in the study.

Sincerely,

Margaret A. Mordy
Dean

MAM/mb

PERMISSION GRANTED FORM

INQUIRY AND ACCEPTANCE FORM

I hereby accept your invitation to participate in the study of "Perceptions of Leader Behavior of Selected Women Physical Education Administrators."

Signed: _____

Title: _____

Institution: _____

Date: _____

Size of Institution: _____

Number of full-time faculty in Department or School of Physical Education:

(Males)_____ (Females)_____ (Total)_____

Please list below the names of full-time faculty members who might be available as respondents. (A faculty list or directory may be substituted, if you wish.) Subjects will be contacted individually concerning their willingness to participate. Involvement in the study will require about 60 minutes of the subjects' time to complete a single sort of Q-statements and to complete a background information form.

FULL-TIME FACULTY

Male	Female
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____

8. _____ 8. _____

9. _____ 9. _____

10. _____ 10. _____

(If addi ional space is needed, please list names on back of this form.)

Return to: Ms. Joann Kemp, P. O. Box 903, Hartsville, South Carolina 29550.

Return by: October 17, 1975.

LETTER TO WOMEN ADMINISTRATORS

October 13, 1975

Dear

I would like to thank you for being willing to have your institution and the members of your department participate in my research study.

Members of your department have been contacted and asked to serve as subjects for the study. As soon as I have received replies from them as to their willingness to serve as subjects, I shall contact you concerning a convenient time to be on campus and to administer the Q-sort. I shall look forward to seeing you at that time.

I would like to thank you again for your willingness to participate in the study.

Sincerely yours,

Joann Kemp

LETTER TO FACULTY MEMBERS

October 13, 1975

Dear

At the present time I am involved in a research study concerning women administrators in physical education. The study is being conducted as part of my doctoral work at The University of North Carolina at Greensboro. The investigation deals with the leader behavior of the woman administrator and how the teachers in the department perceive her behavior. Subjects are not asked to judge the desirability or undesirability of the administrator's acts.

In order for an institution to be used in the study, two things are necessary: (1) the primary administrator of the department or school must be a woman and (2) the department or school must have a minimum of five full-time males and five full-time females on the faculty who can serve as subjects. Your institution is one of the few in the country to meet the criteria for the study, and Dr. Marilyn Crawford has agreed to have your institution participate. She has given me your name as a person who may be interested in being a subject in the study.

The research tool is a Q-sort composed of 64 leader behavior statements, and your responsibilities, if you participate in the study, would include sorting the statements and filling out a background information sheet. This would require about 60 minutes of your time. The sort will be administered by me or a person in your department who is approved as the test administrator. In either case, consideration will be given to the time when it is convenient for you to complete the sorting. The subject's identity will be known only to the researcher.

I know this type of study imposes a burden on you; however, I hope you will be able to find time to participate. If you are willing to serve as a subject, please return the enclosed post card by November 1. Upon receipt of your acceptance, I shall notify you concerning the testing procedures and the date for data collection. Your assistance in the study will be greatly appreciated.

Sincerely yours,

Joann Kemp

RESPONSE CARD

I am willing to serve as a subject for the study on leader behavior:

_____yes _____no

Name:_____

Institution:_____

home phone:_____

school phone:_____

SECOND REQUEST LETTER

December 2, 1975

Several weeks ago I contacted you concerning my research study on the leader behavior of women administrators in physical education. In the letter I asked you to consider serving as a subject for the study. At the present time, I have not received a reply from you indicating whether or not you are willing to be a subject.

In order to use the data from your School, it is necessary to have five full-time male subjects and five full-time female subjects. Six men and seven women at your school are willing to serve as subjects. Even though the necessary number of subjects has been obtained I would like to have as many subjects as possible. For this reason, I am making a second request for you to consider serving as a subject.

A faculty member has agreed to serve as a Sort Administrator in your school. Most likely the sorting will be scheduled sometime during the month of January or February 1976. The sorting can be done at a time convenient to you and participation in the study would require a maximum of 60 minutes of your time.

Please return the enclosed post card by December 14 and indicate whether or not you are willing to be a subject. Your assistance in the study will be greatly appreciated.

Sincerely yours,

Joann Kemp

LETTER TO SELECTED SORT ADMINISTRATORS

October 13, 1975

Dear

At the present time I am involved in a research study concerning women administrators in physical education. The study is being conducted as part of my doctoral work at The University of North Carolina at Greensboro. The investigation is concerned with leader behavior of the woman administrator and how the teachers in the department perceive her behavior. Subjects are not asked to judge the desirability or undesirability of the administrator's acts.

In order for an institution to be used in the study, two things are necessary: (1) the primary administrator of the department or school of physical education must be a woman and (2) the department or school must have a minimum of five full-time males and five full-time females on the faculty who can serve as subjects. Your institution is one of the few in the country to meet the criteria for the study, and Dr. Spirduso has agreed to have your institution participate.

The research tool is a Q-sort composed of 64 leader behavior statements. Due to the nature of the tool, I would like to administer the sorting; however, the travel distance to your school makes it difficult for me to be present. Dr. Pearl Berlin, a member of my Dissertation Committee, has suggested you as a person who would be qualified to administer the Sort. I have enclosed information about the sorting procedures for you to review. If you are willing to serve as the test administrator for your institution, please return the enclosed post card by November 1.

I know that accepting the responsibility of test administrator imposes a burden on you. However, your assistance will be greatly appreciated.

Sincerely yours,

Joann Kemp

Enclosure

INFORMATION CONCERNING ADMINISTRATION OF Q-SORT ON LEADER BEHAVIOR

If you agree to serve as test administrator for your institution responsibilities would entail the following:

1. Contacting your administrator and setting dates for testing.
2. Reviewing sort packet materials which would include:
   a. subject background information form
   b. a deck of statements
   c. sort direction sheet
   d. score sheet
   e. evaluation form
3. Locating a room or area where test may be administered.
4. Scheduling testing periods for subjects. (See attached schedule sheets.)
5. Administering and supervising testing sessions. (Sessions should be approximately 60 minutes.)
6. Returning sort material by mail.

If you have any questions concerning the test administrator's responsibilities please telephone me, reverse charges, area code 803, phone 332-2938, Hartsville, South Carolina.

APPENDIX E

Respondents Information

Table 4

Number of Faculty Contacted and
Number Serving as Respondents

College/ University	Males Subjects Contacted	Males Subjects Participating	Males %	Females Subjects Contacted	Females Subjects Participating	Females %
Boston-Bouvé College of Northeastern University	9	7	77.7	13	11	84.6
California State University	9	7	77.7	5	5	100.
Iowa State University	10	7	70.	10	10	100.
Madison College	11	10	90.9	16	14	87.5
North Texas State University	9	10	90.	5	5	100.
University of Minnesota	7	6	85.7	8	6	75.
University of Tennessee	10	10	100.	11	11	100.
University of Texas at Austin	8	4	50.	9	6	66.6
Totals	73	61	83.5	77	68	88.3

APPENDIX F

Raw Data

Summary of Obtained Responses to Sorting

STATEMENTS RANKED HIGHEST TO LOWEST MEANS, LEADER BEHAVIOR DIMENSION, SUBCATEGORY, AND STATEMENT ORIENTATION

Statement Numbers	Statement	Rank	Mean	Leader Behavior Dimension	Sub-Category	Statement Orientation
47.	Is friendly and approachable.	1	5.915	C	consideration	+
06.	Asks that group members follow standard rules and regulations.	2	5.698	IS	initiation of structure	+
27.	Is willing to make changes.	3	5.636	C	consideration	+
18.	Drives hard when there is a job to be done.	4	5.620	IS	production emphasis	+
57.	Maintains definite standards of performance.	5	5.527	IS	initiation of structure	+
54.	Likes things to go according to schedule.	6	5.380	C	tolerance of uncertainty	-
44.	Encourages the use of uniform procedures.	7	5.364	IS	initiation of structure	+
31.	Expects deadlines to be met.	8	5.295	C	tolerance of uncertainty	-
11.	Lets group members know what is expected of them.	9	5.279	IS	initiation of structure	+
03.	Is concerned about comfort and well-being of group members.	10.5	5.233	C	consideration	+

Statement Numbers	Statement	Rank	Mean		Leader Behavior Dimension	Sub-Category	Statement Orientation
45.	Shares the responsibility of scheduling the work to be done.	10.5	5.233		IS	initiation of structure	-
51.	Puts suggestions made by the group into operation.	12	5.101		C	consideration	+
22.	Assigns group members to particular task.	13	5.016		IS	initiation of structure	+
35.	Looks out for personal welfare of group members.	14	4.969		C	consideration	+
02.	Makes sure the administrator's part in the group is understood by group members.	15	4.907		IS	initiation of structure	+
10.	Does little things that make it pleasant to be a member of the group.	16	4.744		C	consideration	+
43.	Lets others do their work the way they think best.	17	4.721	I	IS	initiation of structure	-
19.	Keeps work moving at a rapid pace.	18	4.636		IS	production emphasis	+
12.	Lets group members select task responsibilities.	19	4.566		IS	initiation of structure	-
29.	Pushes for increased production	20	4.519		IS	production emphasis	+

Statement Numbers	Statement	Rank	Mean	Leader Behavior Dimension	Sub-Category	Statement Orientation
59.	Is able to delay action until the proper time occurs.	21	4.512	C	tolerance of uncertainty	+
40.	Treats all group members as her equal.	22	4.504	C	consideration	+
38.	Keeps group working up to capacity.	23.5	4.496	IS	production emphasis	+
39.	Is able to tolerate a situation that does not go according to schedule.	23.5	4.496	C	tolerance of uncertainty	+
50.	Lets group define standards of performance	26	4.442	IS	initiation of structure	-
30.	Gives advance notice of changes.	26	4.442	C	consideration	+
55.	Schedules the work to be done.	26	4.442	IS	initiation of structure	+
21.	Remains calm when uncertain about coming events.	28	4.419	C	tolerance of uncertainty	+
05.	Asks members to work harder.	29	4.333	IS	production emphasis	+
41.	Decides what shall be done and how it shall be done	30	4.326	IS	initiation of structure	+
53.	Lets everyone set his/her own work pace.	31	4.233	IS	production emphasis	-

Statement Numbers	Statement	Rank	Mean	Leader Behavior Dimension	Sub-Category	Statement Orientation
23.	Makes "on the spot" decisions.	32	4.116	C	tolerance of uncertainty	-
13.	Encourages slow working members to greater effort.	33	4.008	IS	production emphasis	+
34.	Waits patiently for the results of a decision.	34	4.000	C	tolerance of uncertainty	+
26.	Talks about how much should be done.	35	3.977	IS	productive emphasis	+
62.	Is able to tolerate postponement and uncertainty.	36	3.961	C	tolerance of uncertainty	+
20.	Stresses being ahead of competing groups.	37	3.884	IS	productive emphasis	+
14.	Hates to be kept waiting.	38	3.829	C	tolerance of uncertainty	-
36.	Accepts delay without becoming upset.	39	3.760	C	tolerance of uncertainty	+
61.	Worries about the outcome of any new procedure.	40	3.736	C	tolerance of uncertainty	-
25.	Accepts defeat in stride.	41	3.729	C	tolerance of uncertainty	+
58.	Becomes anxious when waiting for new developments.	42	3.605	C	tolerance of uncertainty	-

Statement Numbers	Statement	Rank	Mean	Leader Behavior Dimension	Sub-Category	Statement Orientation
07.	Becomes anxious it is unknown what is coming next.	43	3.496	C	tolerance of uncertainty	-
48.	Shows little concern about being ahead of competing groups.	44	3.488	IS	production emphasis	-
56.	Acts without consulting the group.	45	3.388	C	consideration	-
52.	Isn't upset if deadlines are not met.	46	3.318	C	tolerance of uncertainty	+
28.	Fails to perceive conflict in the group.	47	3.217	C	consideration	-
33.	Fails to help members of the group settle their conflict.	48	3.194	C	consideration	-
37.	Permits members to take it easy in their work.	49	3.147	IS	production emphasis	-
63.	Fails to clearly define role responsibilities of group members.	50	3.085	IS	initiation of structure	-
24.	Fails to clearly define administrator's role in the group.	51	2.961	IS	initiation of structure	-
46.	Fails to emphasize quantity of work.	52	2.938	IS	production emphasis	-

Statement Numbers	Statement	Rank	Mean	Leader Behavior Dimension	Sub-Category	Statement Orientation
04.	Hesitates to encourage individuals to greater effort.	53	2.922	IS	production emphasis	-
49.	Refuses to explain personal action.	54	2.876	C	consideration	-
16.	Can wait just so long and then blows up.	55	2.814	C	tolerance of uncertainty	-
08.	Keeps to herself.	56	2.698	C	consideration	-
01.	Advises members to take it easy.	57	2.651	IS	production emphasis	-
60.	Fails to emphasize quality of work.	58	2.512	IS	production emphasis	-
64.	Lets work pace lag.	59	2.496	IS	production emphasis	-
32.	Shows little concern for comfort and well being of the group.	60	2.271	C	consideration	-
09.	Acts as if she thinks she is better than other group members.	61.5	2.178	C	consideration	-
17.	Has little concern for uniform procedures.	61.5	2.178	IS	initiation of structure	-
15.	Has little concern for following standard rules and regulations.	63	1.977	IS	initiation of structure	-

Statement Numbers	Statement	Rank	Mean	Leader Behavior Dimension	Sub-Category	Statement Orientation
42.	Is distant and unapproachable.	64	1.690	C	consideration	-

INITIATING STRUCTURE

Rank, Means, and Standard Deviations for Male and Female Groups

Group	Subcategory	Statement Orientation	Rank	Mean	S.D.
Male	initiation of structure	positive	1	41.491	6.068
	initiation of structure	negative	3	29.131	4.828
	production emphasis	positive	2	34.704	6.537
	production emphasis	negative	4	24.836	5.089
Female	initiation of structure	positive	1	39.720	5.130
	initiation of structure	negative	3	29.291	4.853
	production emphasis	positive	2	36.261	6.264
	production emphasis	negative	4	23.985	5.718

CONSIDERATION

Rank, Means, and Standard Deviations for Male and Female Groups

Group	Subcategory	Statement Orientation	Rank	Mean	S.D.
Male	consideration	positive	1	41.836	6.891
	consideration	negative	4	20.131	7.513
	tolerance of uncertainty	positive	3	31.852	6.260
	tolerance of uncertainty	negative	2	32.196	5.312
Female	consideration	positive	1	39.382	7.928
	consideration	negative	4	22.750	7.920
	tolerance of uncertainty	positive	3	31.985	6.909
	tolerance of uncertainty	negative	2	32.338	6.003

APPENDIX G

Data Coding

PERCEPTIONS OF LEADER BEHAVIOR OF SELECTED WOMEN PHYSICAL EDUCATION ADMINISTRATORS

Data Coding

Fortron Coding Form

Two lines per S:

Column 1 = blank

Columns 2-4 = subjects' code #

Column 5 = school code #

Column 6 = blank

Column 7 = age - code = 1 = 21-30, 2 = 31-40, 3 = 41-50, 4 = 51 or more

Column 8 = sex - code = 1 = male, 2 = female

Column 9 = marital status - code = 1 = single, 2 = married, 3 = divorced, 9 = missing inf.

Column 10 = degrees held - code = 1 = Bachelor's, 2 = Master's, 3 = Doctorate, 4 = others, 9 = missing inf.

Column 11 = academic rank - code = 1 = Instructor, 2 = Assist. Proff., 3 = Assoc. Proff., 4 = Professors, 5 = others, 9 = missing inf.

Column 12 = tenured - codes = 1 = yes, 2 = no, 9 = missing inf.

Columns 13-14 = years at present institution - specific time

Columns 15-16 = total years of full-time teaching experience - specific time

Columns 17-18 = time worked for woman administrator at this institution - specific time

Column 19 = worked for a woman administrator at institution other than present position - code = 1 = yes
2 = no

Columns 20-21 = if so, how many years - specific time

Column 22 = department affiliation - code = 1 = Phy Ed
2 = Athletics
3 = Recreation
4 = Health
5 = others
6 = missing inf.

Column 23 = Primary department responsibility area - code = 1 = coaching
2 = teaching
3 = others
4 = missing inf.

Column 24 = Primary teaching responsibility area - code = 1 = undergraduate non-major
2 = undergraduate major courses
3 = graduate
4 = missing inf.

Columns 25-55 = Q-Statement Values, 1-31

Line #2

Columns 11-43 = Q-Statement Values, 32-64

NUMERICAL CONVERSION OF 64-ITEM SORTS

#_____

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