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**AN INVESTIGATION OF MANAGEMENT STYLES OF SELECTED
BLACK PUBLIC SCHOOL ADMINISTRATORS AS AFFECTED
BY SEX, AGE, AND GEOGRAPHICAL LOCATION**

Approved By

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Education in the Graduate School
of Texas Southern University

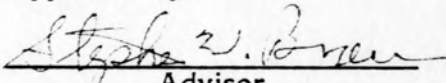
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1983

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Man should conceive of a legitimate purpose in his heart and
set out to accomplish it.

James Allen

DEDICATION

The writer wishes to express appreciation to those who made this study
possible:

To my wife, Vera,

and

Dr. Stephen W. Brown and Dr. Ralph Butler who worked with me and
encouraged me.

to my son, Sidney.

Dr. Joseph Butler for constructive criticism and guidance.

My dissertation committee who gave constant assistance and stimulation

-- Dr. Stephen W. Brown, Dr. Naomi Lede, Dr. Ralph Butler, and Dr. Launey
Roberts.

Sharon Bierman for her expert preparation of this manuscript.

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Mr. and Mrs. Clemmie Jordan, Mr. and Mrs. Clyde Messiah, and Mrs. Catherine
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My wife, Vera, who gave willingly of herself to provide encouragement,
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INTRODUCTION

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Chapter I

INTRODUCTION

The status of the black public school administrator has changed to a considerable extent during the past three decades. Prior to the 1960s, most of the black educational administrators in the United States were administrators of predominantly black schools (Claye, 1971). With the passage of various civil rights laws in the 1950s and 1960s, many black administrators were confronted with students, parent groups, and staffs which were predominantly non-black.

The advent of integration of the schools set in motion a situation wherein many black administrators were displaced or shifted to positions which entailed few decision-making or policy-making responsibilities. In schools where black administrators were retained, difficulties were frequently encountered from staff members, parents, and students. Their supervisors and school boards often believed that they were void of vital administrative skills. Black administrators were often believed to have had inferior college and university training for their positions because a large number of them had received their training in predominantly black institutions which were mostly located in southern states.

Pigors and Myers (1973) believe that many black administrators who had been somewhat traditional or autocratic in the management of their predominantly black students and staff had to alter their management styles when integration came about. Johnson (1979) reported that some black administrators were confronted with negative relationships with their superiors and a lack of respect,

support, and trust from parents, students, and staff.

Black administrators who have survived some of the initial conflicts and problematic situations of integration have often had to prove their capabilities and more than keep abreast of the latest trends in the complete arena of public school organization. Management styles considered to be most effective by authorities in the field of administration and supervision were cognitive skills deemed necessary for survival.

A generally accepted fact (Johnson, 1979) is that many problems facing black administrators are not significantly different from those experienced by administrators of other racial origins. Many of today's problems, universal in nature, involve management of students and staff who often have widely different backgrounds, value systems, and beliefs concerning learning styles, teaching procedures, and discipline. An assumption that the problems of the black public school administrator are not uniquely different from those of administrators from other ethnic origins is basically a point of agreement in that many of the problems stem from human relationships and/or human interaction, respect, and trust which provide for an avenue of avoidance of the existence of the goal establishment process.

Prior to the 1960s, the black public school administrator was given an assignment and a charge without too many built-in forces which would mandate restraints. The administrator's role entailed keeping the group happy by whatever style he chose to acquire, preparing boys and girls for black colleges or universities, and, for a majority of them, preparing blacks for the domestic world where many would obtain a livelihood. With the changes of decades and the social and educational issues the new decades imposed, the black public school administrator

faced a role change. Suddenly he went from educational leader in the community to that of educational manager who must speak to the issues of positive school climate, collective bargaining, competent staff, accountability, skill in contract negotiations, legislation and court orders, children's rights, and parent and community assessments. For the black public school administrator, all of these forces were in existence but were latent in character.

Historically, leadership in the black community prior to the 1960s was conceptualized as an inherent characteristic which was traditional in nature and assertive in process. Hence, with the onset of change, a frustrated arena developed, i.e., the style and role of the black public school administrator.

Johnson (1979) further states and expresses the belief that the black public school administrator's problems may be more extensive because he is a member of a minority ethnic group toward which many of the prejudices have been directed. Therefore, he has to initiate special efforts, unique in character, and utilize management styles which foster better human relations and understandings in addition to the administrative tasks which the job entails.

Deep (1978) suggests that in the area of business as well as education there is a need in the American society for people who are capable of managing other people and materials for the achievement of specific goals. Accordingly, Deep believes that the low levels of productivity in various businesses as well as decreasing achievement levels of students in various parts of our country indicate that there is a shortage of competent and effective managers. When business does not achieve a high level of productivity, management is usually considered the major factor in the lack of success. When students are not achieving successfully, the school administrator's management system is often questioned. The success of

the school depends, to a great extent, on the cooperation and support of the faculty, staff, students, and community. They are the important components to successful administration, and the administrator must utilize effective management and leadership styles in order to unify the efforts of the total school and community to achieve goals.

Pigors and Myers (1973) express the idea that in the past there have been some varying viewpoints as to the differentiation between leadership and management. Leadership often refers to the behavior exhibited by certain individuals considered to have specific characteristics and traits which were inborn. Management has often been described as the manner in which the leader carries out those responsibilities to attain specific goals. This researcher surmises that these authors are alluding to the idea that leadership is one's ability via personality to manipulate, impress, impact, and influence, or the skills in the causation of this perception is an inborn trait while management is the process or style by which or through which the process is activated.

Lippert and White (1966), based on Lippert's classic study which was done in the late 1930s, identify three styles of leadership: autocratic, democratic, and laissez faire. Many authorities in administration and supervision have presented their viewpoints as to the effectiveness of these leadership styles. Wiles (1967) reported on research which concluded that democratic leadership was more effective than autocratic leadership. Gress (1972) has shown in his studies that no one leadership or management style has been proven to be more effective than another. Different administrators have had varying degrees of success with each of the three leadership styles which the literature has identified as the most practical and easily understood in management situations.

This study focused attention on and addressed variables which may appear insignificant to the reader, hence an explanation is hereby given. It is a generally accepted notion that, as one increases in age, he also tends to increase in maturity from mental, emotional, social, and physical standpoints. Certainly exceptions to this exist. However, this researcher focuses upon the axioms regarding one's mental, emotional, and social growth to maturity. Considering an assumption that these aspects of the individual increase with age increments, one may view age as of some consequence in the acquisition of management styles. In this context, this researcher felt justified in his efforts to seek out how age tended to relate to particular styles of management of black public school administrators.

This researcher further asserted that there was no dispute about the fact that measures taking sex into account lawfully may be used to provide a remedy for the identifiable victims of proven acts of discrimination. Such preferences have been imposed by the federal courts. The Civil Rights Act of 1964 (78 STAT. 241) prohibits discrimination against employees on the basis of race, color, religion, national origin, and sex. Public employers were brought under coverage in 1972 with the passage of the Equal Employment Opportunity Act (86 STAT. 103).

The passage of the 1964 Civil Rights Act and the subsequent passage of the 1972 Equal Employment Opportunity Act provided an avenue for the National Education Association (NEA) to propose and encourage the employment of women of all ethnic identifications in administrative level positions in education with all immediate speed. Cox (1982) states that the National Education Association representative assembly adopted Resolution E-12, "Nondiscriminatory Personnel Policies/Affirmative Action" (1975). After reaffirming NEA's longstanding commitment to employment practices that treat people equally regardless of race

or sex, the resolution concludes:

The Association urges the development and implementation of affirmative action plans and procedures that will encourage employment of women in administrative positions, minorities at all levels.

It may be necessary to give preference in the recruitment, hiring, retention, and promotion policies to certain racial groups of women or men to overcome past discrimination.

In certain settings from which one is functioning, there are certain forces (political, social, and location) within that setting which are unique. These forces, then, are an integral part of the setting and may or may not exert influences upon it. With the mentioned forces in action, the role of the administrator as a leader and manager becomes a difficult one. The administrator must put forth a massive effort to foster an atmosphere where students and staff can work successfully. Accordingly, Johnson (1979) expresses the belief that the black administrator is often described as having to be superhuman if he is to achieve success and gain the respect, support, and trust of his students, staff, supervisors, school board, parents, and community.

A review of the literature indicates that there is little common agreement among authorities on the effectiveness of any one leadership style which is prone to provide success. Uris (1955) states that there seems to be the consensus among authorities that there is a need to find people with the inborn traits and characteristics to develop perceptions among the school community to establish goals whether the management styles be task-oriented or relationship-

oriented or both, in order that the needs of followers be met.

This study does not address the issue of what determines so-called best management style, nor does it suggest subscribing to any particular style as best; but, it appears that society is searching for what it perceives as the particular style best suited to meet the need of the constituents that comprise the educational community. Therefore, one can easily encapsulate the idea of leadership or management styles with the paramount statement of Ginsburg (1966):

If we really understood what made Napoleon and Hitler tick, we would come close to unraveling the major tangle of the management or leadership problem. However, we would still be faced with the question of whether Napoleon accomplished what he did because the times were right or because he was Napoleon. (p. 111)

Public school education is fraught with the ills of our social system and distorted perceptions as to what the American public expects of its schools. The economy is in a state of uncertainty, limiting the funding process from state and federal coffers; the public is disenchaned with the product of public education; the trend has changed toward technology for which the masses are not prepared in abundance. The trust, respect, and confidence in school management are under constant attack. Attitudes toward public education are negative, and the black public school administrator is caught up in this maze of frustration, confusion, and negatives.

Statement of the Problem

The problem researched in this study was to determine whether sex, age,

and geographical location had a significant effect on the management styles of black public school administrators. The following questions appear to be relevant:

1. Do black male and female administrators possess different management styles?
2. Does age manifest a certain administrative style among black male and female public school administrators?
3. Does geographical location influence the management styles of black public school administrators in the south central United States as well as in the southwestern United States?
4. Do sex and age indicate interaction which influences management styles of black public school administrators?
5. Do sex and geographical location indicate interaction which influences management styles of black public school administrators?
6. Do age and geographical location influence an interaction as to the management styles of black public school administrators?
7. Do sex, age, and geographical location produce an interaction which influences the management styles of black public school administrators?

Significance of the Study

The selection of school administrators by those who are charged with this responsibility can be, at times, a difficult task. A widely held contention asserts that there are certain qualities one would seek in the aspiring administrator. Such items as the ability to manage people and materials for the achievement of desired goals; the ability to elicit cooperation and support from staff, students, and community; positive interpersonal skills; and a positive self-image formulate

desirable leadership characteristics.

These qualities play a role in determining whether or not the administrator will be successful at his assignment. As a review of the literature has indicated, there is little known information as to how one's gender (sex), age, and geographical location affect one's success or one's management style as an administrator. This was especially true when it comes to black public school administrators.

This study has particular significance for those individuals or groups of individuals who are charged with the responsibilities of selecting public school administrators. Additionally, the study will have significance for administrators and aspiring administrators so as to make them ever cognizant of the forces behind their administrative behavior. If perchance it is determined that some of these forces may operate in a negative sense on his behavior, then the administrator or aspiring administrator will become, hopefully, aware that some behavioral changes are indicated. In cases where the forces operate in a positive sense, then the administrator or aspiring administrator may seek to strengthen or accentuate his behavior.

Statement of the Hypotheses

The hypotheses expressed in this study are diverse enough to include sufficient data extracted from the instrument administered. The general hypothesis tested in this study was, "There will be no significant difference in the management styles of black public school administrators as determined by sex, age, and geographical location."

One assumption of the study is that the management styles of initiating

and considering, and then initiating and considering combined, were utilized. The following null hypotheses were based on the variables of sex, age, and geographical location:

H_{01} : There will be no significant difference between black male and female administrators in terms of their combined initiating and considering styles of management as measured by the Leadership Behavior Description Questionnaire (LBDQ) (Shartle et al., 1957).

H_{01A} : There will be no significant difference between black male and female administrators in terms of initiating style of management as measured by the LBDQ.

H_{01B} : There will be no significant difference between black male and female administrators in terms of considering style of management as measured by the LBDQ.

H_{02} : There will be no significant difference between black administrators under 40 years of age and those 40 years of age and over in terms of combined initiating and considering styles of management as measured by the LBDQ.

H_{02A} : There will be no significant difference between black administrators under 40 years of age and those 40 years of age and over in terms of initiating style of management as measured by the LBDQ.

H_{02B} : There will be no significant difference between black administrators under 40 years of age and those 40 years of age and over in terms of considering style of management as measured by the LBDQ.

H_{03} : There will be no significant difference between black public school administrators in the southwestern United States and black public school administrators in the south central United States in terms of combined initiating and

considering styles of management as measured by the LBDQ.

H_{03A} : There will be no significant difference between black public school administrators in the southwestern United States and black public school administrators in the south central United States in terms of initiating style of management as measured by the LBDQ.

H_{03B} : There will be no significant difference between black public school administrators in the southwestern United States and black public school administrators in the south central United States in terms of considering style of management as measured by the LBDQ.

H_{04} : There will be no significant interaction between sex and age; thus these two variables together do not influence combined initiating and considering styles of management as measured by the LBDQ.

H_{04A} : There will be no significant interaction between sex and age; thus these two variables together do not influence initiating style of management as measured by the LBDQ.

H_{04B} : There will be no significant interaction between sex and age; thus these two variables together do not influence considering style of management as measured by the LBDQ.

H_{05} : There will be no significant interaction between sex and geographical location; thus these two variables together do not influence initiating and considering styles of management as measured by the LBDQ.

H_{05A} : There will be no significant interaction between sex and geographical location; thus these two variables together do not influence initiating style of management as measured by the LBDQ.

H_{05B} : There will be no significant interaction between sex and

geographical location; thus these two variables together do not influence considering style of management as measured by the LBDQ.

H_{06} : There will be no significant interaction between age and geographical location; thus these two variables together do not influence initiating and considering styles of management as measured by the LBDQ.

H_{06A} : There will be no significant interaction between age and geographical location; thus these two variables together do not influence initiating style of management as measured by the LBDQ.

H_{06B} : There will be no significant interaction between age and geographical location; thus these two variables together do not influence considering style of management as measured by the LBDQ.

H_{07} : There will be no significant interaction between sex, age, and geographical location; thus these variables combined do not influence initiating and considering styles of management as measured by the LBDQ.

H_{07A} : There will be no significant interaction between sex, age, and geographical location; thus these variables combined do not influence initiating style of management as measured by the LBDQ.

H_{07B} : There will be no significant interaction between sex, age, and geographical location; thus these variables combined do not influence considering style of management as measured by the LBDQ.

Scope and Limitations

Additional assumptions of the study include:

1. The major assumption of this study was that black public school administrators perceive themselves as possessing and utilizing a specific manage-

ment style.

2. Subjects to be studied were responsive to the data-gathering instrument.

3. Reference to masculine gender is nonsexist and, for purpose of clarity, should be construed as to include the feminine gender, unless specifically noted.

There were certain limitations inherent in this study. They were:

1. Variables beyond that of sex, age, and geographical location were not studied.

2. This study was limited to black participants in the southwestern and south central United States.

3. No attempt was made to study black administrators in private schools.

4. This study was limited in that its findings cannot be generalized beyond the population investigated.

5. The data collected and the instrument utilized were assumed to be valid.

Definition of Terms

The following definitions were used for the purpose of this study:

Authoritarian/Autocratic Management/Leadership: Centralized power and decision making. The manager/leader takes total responsibility for the decision-making process.

Considering Structure: The leader's behavior indicative of friendship, mutual trust, respect, and warmth in relationship among the leader and members of

the group.

Democratic Management/Leadership: Decentralization of power or control in the decision-making process.

Educational Administrators: Personnel who manage all facets of public schools.

Initiating Structure: The leader's behavior in delineating the relationship between himself and the group members and in endeavoring to establish well-defined patterns of organization, channels of communication, and ways of getting the job done.

Laissez Faire Management/Leadership: Total decentralization, a hands-off, detached style of management/leadership.

Leadership Behavior Description Questionnaire (LBDQ): A bi-dimensional evaluation tool designed to describe specific ways a manager may behave. It measures initiating and considering styles of management (Shartle et al., 1957).

Management/Leadership Styles: Techniques, procedures, or behaviors utilized in public school administration.

South Central United States: The geographical portion of land west of Louisiana with Oklahoma being the northern border and New Mexico being the western border, as authenticated by the Intermediate World Atlas (1976, p. 17).

Southwestern United States: The geographical portion of land west of Nevada and Arizona with Oregon being the northern border and the Pacific Ocean being the western border, as authenticated by the Intermediate World Atlas (1976, p. 19).

Statistical Significant Difference: To be significant, the null hypotheses

must equal or exceed the .05 level of significance.

Chapter 2

Organization of the Study REVIEW OF RELATED LITERATURE

An introduction to the study is presented in Chapter 1. This chapter included a statement of the problem, a discussion of the significance of the problem, definition of terms, hypotheses to which this study is addressed, and an enumeration of the assumptions and limitations within the study.

A review of related literature is presented in Chapter 2. Chapter 3 contains a description of procedures, methodology, and instruments used in the study. An analysis of the data is presented in Chapter 4. The summary, findings, conclusions, and recommendations are presented in Chapter 5.

(1) the definition, distinctions, and duties (or functions) associated with management and its related terms of supervision, administration, and leadership; (2) the identification of management styles with an emphasis on the characteristics of effective management styles; (3) the management problems common to black public school administrators since 1934; and (4) the significance of management.

According to Pigors and Myers (1975), managing is organizational leadership, and one of its central tasks is effective coordination and utilization of available human and nonhuman resources in order to achieve the objectives of the organization. The achievement of the organization's objectives requires that, in various degrees, managers undertake risks and handle uncertainties, plan and organize, coordinate, administer, control, and supervise. Leadership, administration, and supervision would all appear to be functions of managing.

Barkley (1973) clarifies the relationship of management to supervision in the school organization. He believes that the terms "supervision,"

Chapter 2

REVIEW OF RELATED LITERATURE

There is an extensive amount of literature concerned with management and leadership. There is also an abundance of literature concerned with problems which confront school administrators of various levels. Studies are sparse or limited on specific management styles that can be utilized by black public school administrators, who, by virtue of their ethnic identification, encounter additional problems.

Studies reviewed and analyzed in this study focus on (1) the definitions, distinctions, and duties (or functions) associated with management and its related terms of supervision, administration, and leadership; (2) the identification of management styles with an emphasis on the characteristics of effective management styles; (3) the management problems common to black public school administrators since 1954; and (4) the significance of management.

According to Pigors and Myers (1973), managing is organizational leadership, and one of its central tasks is effective coordination and utilization of available human and nonhuman resources in order to achieve the objectives of the organization. The achievement of the organization's objectives require that, in various degrees, managers undertake risks and handle uncertainties, plan and innovate, coordinate, administer, control, and supervise. Leadership, administration, and supervision would all appear to be functions of managing.

Bartky (1953) clarifies the relationship of management to supervision in the school organization. He believes that the terms "supervision,"

"administration," "management," and "inspection" are all organizational processes. The people in an organization tend to specialize their activities. One such specialization concerns itself with the determination of the organization's size, aims, and established general policies, and with the overseeing of the operation. This specialization is called "administration," while "management" is the specialization which confines itself to the direction and guidance of the organization as it strives to achieve its goals. "Supervision" is a specialization within management in that it directs and guides the activities of the organization's members.

Barr, Burton, and Brueckner (1967, p. 87) list the following activities assumed by the supervising administrator:

1. Selection of textbooks
2. Study of supplies, equipment, and building
3. Assistance in selection, appointment, assignment, and transfer of teachers
4. Community activities
5. Field work
6. Training activities
7. Surveys, reports, records, and schedules
8. Preparation of instructional materials
9. Research
10. Professional activities
11. Educational publicity
12. Survey of general educational programs
13. General administration

In contrast, Morris (1963) believed that the duties assigned to the administrator were usually classified in large dimensions. These vast dimensions, according to Morris, generally include program organization, supervision of instruction, relationships with directors, supervisors, and other personnel, community leadership, personnel management, clerical routines, and the professional leadership of school staff. The area of supervising and providing professional leadership of school staff is a critical one.

Griffin (1962) proposes that a careful examination of schools will reveal that some teachers work autonomously, some teachers cooperate in a loosely defined manner with colleagues, some are responsible for a limited array of subjects, others are members of formal team-teaching situations, and still others have special assignments which allow them to meet different groups of learners each day. The effective utilization of staff is among the paramount concerns of administration.

Woodring (1965) states that the teacher is always subject to some degree of administrative control. Each school has established regulations regarding schedules, punishment, records, duties, and responsibilities. Many teachers find some duties irksome and are prone to blame the administration for assigning time-consuming tasks that could be devoted to teaching. Woodring further asserts that it would be impossible to operate a school without some standardization of procedures that take the form of rules and regulations. Some supervision is necessary, especially for beginning teachers, because they have a lot to learn, however good their education and practice teaching may have been.

Adams and Garrett (1969) suggest that this standardization of procedures or policy making is an important skill for a school administrator. The making and

applying of policies will become the general guidelines he must establish and carry out.

The administrator in a large school district makes policy decisions daily. Some policy decisions have to be based on existing policies, and yet they must be constituted so that they will not establish troublesome precedents for future operations. Moreover, these policies must be effectively communicated.

Merrihue (1960) proposes that the duties related to communication performed by an effective manager in an average day consist of giving information to subordinates, interpreting policies and instruction upon request, giving instruction on what and how to work, and parceling out assignments to subordinates. It is further stated in Merrihue's discourse that the manager must follow-up or check on assignments and work in progress, obtain information, advise subordinates at their request, and correct subordinates' mistakes. He suggests giving praise to workers as a means of stimulating them to continue to be productive. The effective manager extends himself beyond communication at the immediate site. He extends himself to lead conferences to get advice or reach conclusions to persuade someone not responsible to him, such as negotiations with equals, and to provide a continued process of public relations within and outside the organization.

In summary, Argyris (1953) believes that the leader in an organization controls the appropriate organizational processes. In "real life," this usually means that the leader is a person who controls the authority, rewards and issues penalties, and perpetuates processes. The remainder of the people in the organization must turn to the leader for these functions. As a result, the subordinates tend to become leader-dependent and leader-centered.

Deep (1978) attempts to describe this all-important relationship between

management and leadership. He believes that concepts of management and leadership are closely related and that the terms are often used interchangeably. There are, however, some crucial differences. Management is a more comprehensive term; it is used when referring to people who have been given the responsibility of operating various portions of the work organization. Leadership, according to Deep, is actually only one of the seven key functions of management. It involves the personal guidance of subordinates intended to direct their organizational goals while simultaneously providing for the satisfaction of their human needs.

The body of writing explored indicates that several approaches are evident in the arena of leadership or managerial styles. Early studies of management or leadership styles emphasized the characteristics of personality which were atypical of followers. Following the point of view of earlier investigators, Stogdill (1948) promoted the idea that leadership was a composite of qualities, characteristics, and skills required in a leader and resolved by the conditions of job responsibilities. After Stogdill, another conceptualization emerged in the area of leadership styles. This new concept asserted that leadership had certain general components which existed among all similar circumstances of the role; the management process was considered one of human interaction and was primarily social in nature. However, Gouldner (1950), in an investigation of leadership styles, found no realizable evidence to support the existence of any generic mean relating to the whole in the concept of leadership traits.

Inverse scrutiny of leadership has resulted in constant, formal, and orderly expressions of thought concerned with leadership styles. Lanodale (1964),

for instance, suggested that varying views of leadership have led to a continuing discourse on style based on two dimensions of organizations. These components consist of the organizational task to be accomplished and the satisfaction of the personal needs of individuals who work in the organization. The leader is obligated to maintain a balance between the two aspects while broadening the accomplishments of each. The extent to which these objectives are accomplished depends greatly upon the skill of the leader/manager.

As early as the 1920s, Weber (1947) initiated efforts to categorize, describe, and explain leadership styles. According to Etzioni's report (1961, p. 73) on Weber's 1920 research, Weber labeled the categories he identified as "traditional," "bureaucratic," and "charismatic." The traditional style was described as autocratic; the charismatic style was described as socially-oriented. Weber (1947, p. 74) favored the bureaucratic style which described the manager's functions in the bureaucracy. He divided the functions into five general categories:

1. Complete unchanging investment of power of codicils, policies, and regulations
2. Fundamental laws of the body of persons responsible for the operation of organization following the dictates of the levels of authority
3. The manager performs by the directives of written documents
4. The organization is under the control of a designated full-time representative
5. Management by clearly stated and firmly established procedures

Gibbs (1969) describes leadership styles as "authoritarian" and "participatory." Authoritarian leadership is described as a style which generates suspicion, hate, and fear in followers; participatory leadership creates respect and trust. Based on his findings, Gibbs concluded that the participatory style produced positive results and the authoritarian style produced negative results.

Brown (1965) explores the problem of leadership styles and classified the problematic behavior as "autocratic," "laissez faire," and "democratic." Democratic and autocratic styles are most acceptable to the management community. Because the decision-making powers are at the discretion of the leader, the autocratic leader is described as highly centralized. There is no interpersonal interaction in the decision-making process.

Uris (1953) refers to the autocratic style as the "Hitler" type leadership. In contrast, he considers democratic leadership as a participatory endeavor in which policies and decisions are mutually arrived at by group and leader interaction. Finally, "laissez faire" leadership, as Uris defines it, is a style which releases and frees the leader of any responsibility or participation in the decision-making process and, hence, produces a leaderless situation.

Following Uris' investigation of the variations in categories of leadership behavior, Getzel and Guba (1957, p. 82) coined their descriptions and definitions of leadership attitudes. These behaviors were again placed in three specific categories:

1. "Nomothetic" describes one who emphasizes the demands of the organization even if it destroys personality and need satisfaction; job effectiveness is paramount.
2. "Idiographic" describes one who is concerned with the

individual and his needs at the expense of the organization's demands.

3. "Transactional" describes the union of nomothetic and idiographic styles of leadership; such as, a manager functions in a manner that adheres to organizational demands and that desires fulfillment of the demands of the organization.

As a result of the Lewin, Lippert, and White (1939) investigation, opinions began to crystalize and efforts were made to evaluate the consequences of each of the styles -- autocratic, democratic, and laissez faire. After analysis, a relative worth was placed on each behavior patterns and the democratic behavior was determined to be the most valuable in administration. The autocratic style was referred to as "Hitlerian" or "dictator," and the laissez faire was considered to be "void of character," "not trustworthy," and "weak."

Why is this pursuit important to the field of education? A study by Gauthier (1975) examined the principal leader behavior using the Leadership Behavior Description Questionnaire (Shartle et al., 1957). He proposed to determine the relationship of organizational structure, leadership behavior of the principal, and personality orientation of the principal to school management climate. The study involved 1,241 subjects employed in schools in Connecticut and revealed no significant difference between organizational structure and school management climate. There was a positive but not significant relationship between dogmatism and school management climate. However, there was a significant relationship between the leadership behavior of the principal and school management climate. Since the Lewin, Lippert, and White (1939) study, numerous

attempts have been made to determine the best or most effective leadership style or styles.

Although many authorities ascribe to the belief that democratic behavior is the best leadership style, Uris (1955) takes exception. He proposes that autocratic leadership, in certain situations, will be effective and successful when the democratic or laissez faire approaches fail; democratic leadership, under the right conditions, will give better results than any other; and laissez faire leadership, also under the right conditions, will produce more successful results than either of the other methods. Given these premises, one would conclude that the ability to manipulate these behaviors is the prerogative of the manager or leader.

Fiedler (1967) studied the relative effectiveness of what he called the "task-oriented" leadership style and the "relationship-oriented" leadership style. He concluded that the appropriateness of the leadership style for high group performance is dependent on the situation and that "relationship-oriented" leaders tend to be more effective.

Style, though, is just one variable investigated as a possible factor in the successful management of people in an organization. Stogdill (1948) saw the need to review and consider many investigations which examined the personal, physical, and intellectual causes of productive managerial or leadership behavior. Out of 100 studies examined by Stogdill, only 5% of these characteristics were found in four or more of the studies reviewed. It appears that style does manifest some effects on the volume of work which is satisfactory and which is evidence of the worker's competence at its highest level. Review of the literature does not give evidence to support any definite attributes of style which can be utilized to

evaluate the established categories of good or bad, effectiveness and ineffectiveness of leadership styles, and categorize them.

Homans (1950) points out in his study that many qualifications must be agreed to before we can forecast desirable leadership behavior. Such leadership behavior is dependent on followers, situations, the leader, and an interaction among the variables mentioned.

Pigors and Myers (1973) reported on studies which support newer concepts of management. They indicated that there are significant differences in the leadership patterns of high-producing groups and low-producing groups when each provides the freedom to set one's own work pace, which is directly related to productivity. These authorities explained several newer concepts of management, such as an effective interaction influence system which is required for high performance and in which superiors at all levels in the organization generally underestimate the extent to which their subordinates believe the "boss" understands their problems. Furthermore, pressure through traditional management methods brings impressive short-term results but at a disproportionate cost in human assets, while participative methods enhance human resources for longer-run gains. Finally, Pigors and Myers reported that, in a favorable organizational climate, participative management methods reduce resistance to change and increase productivity.

Accordingly, Miles (1970) reports of research on management which revealed similar findings. Instead of the traditional approach producing high employee job satisfaction leading to high performance, the reverse was true; the traditional approach surprisingly produced low employee job satisfaction leading to low performance. High performance is more than likely to lead to high job

satisfaction through rewards which the employee receives for high performance and which he perceives as equitable. Extrinsic rewards, such as pay and benefits, may be less important rewards for high job satisfaction than the intrinsic rewards of higher self-esteem, prestige, greater autonomy in one's work, and fulfillment of self-actualization. These findings conclude that managers need to recognize that the nature of the production technology and the consequent organization of the work will affect leadership or management style.

Hyatt (1972) conducted research to (1) determine if the most successful administrators found in educational institutions are applying classical organizational procedures or if they are using the newer systems of management, (2) determine the professional and personal characteristics of successful educational administrators in an effort to find tangible measures of leadership qualities, (3) discover and examine other variables contributing to successful education administration, and (4) develop an instrument which will make it possible for the upper administration of the educational institutions to determine if their departments are functioning in the desired manner and achieving the goals of the institution.

According to Managers for Tomorrow (1965), the successful manager must realize that his functions are grossly involved with fundamental psychological understandings. As a manager, he is daily and habitually dependent on motivation, perception, learning, insight, and individual differences in getting his job completed. Success depends on his willingness to expose purposes that are rooted in philosophy. He must give special attention to interpersonal relationships. His practice, while guided by management principles, must be saturated by human understanding. His art must reflect a dedication to duty and a perception of the

way his personal efforts should be expended. Both the manager and his team must be concerned about bridging the gap between capabilities and responsibilities.

Coffey, Athos, and Reynolds (1975) explore other aspects of management. In particular, they were interested in the impact of group interaction on the leadership behavior of the manager. The authors were primarily concerned with the situation which arises when followers, rather than leaders, are in the position of role model for a group and are responsible for the commands or directions being given to the group. In the "followers" concept, investigators contend that, since the group has needs, it will adhere to those leaders who empathize and assist it in meeting these needs. Other researchers who conform to the group theory support this theory and posit that the group is, in fact, in control and that the manager must, therefore, conform to group needs and norms. Thus, the leader is unable to decide, with any authority, the action of the group.

Coffey, Athos, and Reynolds (1975) identify yet another concept of leadership which they referred to as the "situational" approach. Based on their definition, this approach provides flexibility by allowing the situation to determine the style suitable for that particular group. Here again, no substantive support has been given to either of these concepts; however, the given information does indicate that the ideas have some validity.

Research has provided us with evidence that the leadership behavior and leader traits concepts that have been utilized to estimate leader effectiveness have not been adequate and, in some instances, have produced conflicting results. Hemphill (1949, p. 138), in a recapitulation of his position with reference to leadership behavior and traits, states with assurance that:

1. In precise instances, leaders do possess traits which

distinguish them from followers, followers will be different from one position to another.

2. There are either no general leadership qualities that are distinguishable or if they do exist, they are not to be designated in any orderly terms.

According to Hecht (1980), an effective manager possesses a good understanding of the knowledge and the skills required by his immediate subordinates; he assigns tasks and general responsibilities that are within his subordinates' abilities in a clear manner. The emphasis is placed on task-oriented roles which indicate how the immediate activities are related to others in the organization. This allows for a free exchange of different opinions and a willingness to discuss differences as well as items not fully understood while assisting all involved to discover how people are thinking and why.

Morris (1963, p. 74) list the following characteristics which supervising administrators should possess if they are to be effective:

The supervising administrator should possess an abiding faith in and conviction of the importance of education in a democratic society; superior intellectual capacity, a high degree of social intelligence, initiative, resourcefulness, and inventiveness.

Morris further states that the supervising administrator should possess a cooperative attitude and a desire to develop power in others rather than to exercise power over them. The aforementioned characteristics are significant, yet the administrator should be personally attractive, possess drive to work persistently toward desirable objectives, physical and mental health, vigor, stamina, emotional

stability, high moral character, personal integrity, sound judgment, and common sense.

Pigors and Myers (1973) accordingly state that the urban crisis in employment, housing, education, race relations, and finances can be resolved only by effective systems, by thinking, and by abandoning racism among both blacks and whites. Management must make the most of the opportunities to reverse the drift toward two societies that are separate and unequal.

Lewis (1968) affirms that administrators can play a key role by being open to signals from the environment, by studying the community and its needs, and by seeing how the school can relate itself to other socializing influences. The uniqueness of the management problems of black public school administrators originates in the fact that they are often assigned to schools in deprived areas. School populations consist of residents who are economically, culturally, and educationally deprived. Students from such backgrounds often experience problems in academic achievement and problems adjusting to integrated staffs.

Claye (1971), in his study of the problems of crossover administrators and teachers in Houston, Texas, reports that many administrators and teachers who were transferred to schools having students from different racial origins experienced many fears. Some crossover teachers and administrators were unfamiliar with students' backgrounds, race, and language. Other fears included social isolation, negative parental reactions as reflected or expressed in student behavior, and rejection because of parental expectations. Hence, management or leadership styles are manipulated, and the confusion starts anew.

Allen (1969) suggests that the responsibility for education in these turbulent times has a special dimension. Educators need to maintain a calm,

judicial approach to cultivate and adapt to change through problem-solving techniques, diagnosis of the problem, proposal of solutions, trial for solutions, and evaluation of new results. The importance of the attitude of the supervising administrator cannot be minimized. There must be more reliance on consensus rather than on coercion or on compromise. The idea must prevail that influence is based on technical competence rather than simply on prerogative or power.

Summary

This chapter addressed the general areas of the significance and function of management, management and leadership styles, and the characteristics of effective management styles which are considered the controlling principles of leadership and management. Literature which was considered paramount to the study was explored, and literature which was closely related to the study in concept was reviewed to give support to the projected findings.

Specific attention was given to the literature which gave an account of, reason for, and use of specific styles and their consequences. Advantages, disadvantages, pros, and cons as to results were investigated. The literature was inconsistent and inconclusive, yet, fortunately, the research did indicate and suggest some combinations of styles which in turn suggest possibilities for the formulation of adequate, productive, and successful styles of management.

Chapter 3

DESIGN OF THE STUDY

This study sought to ascertain if the variables of sex, age, and geographical location had any influence upon the management styles of black public school administrators. Included in this section of the study are descriptions of the population and sample selection, the instrument for data collection, procedures for collecting the data, and the statistical method used in the analysis of the data.

Population and Sample Selection

The population from which the sample was drawn was that of black public school administrators located in the southwestern and south central portions of the United States. The population was mixed regarding sex; furthermore, the population was comprised of individuals whose age range was approximately 30 to 65 years and who are currently employed as administrators within public schools. The original population consisted of 300 participants to whom questionnaires were sent. One hundred and fifty questionnaires were sent to participants in the Southwestern United States, and 150 questionnaires were sent to participants in the South Central United States. Of the 300 questionnaires sent to participants, 164 were returned.

The sampling procedure used in this study was generally known as "stratified sampling." According to Gay (1976, p. 71), when working with variables which include race, sex, and other similar variables, one might employ stratification. Stratified sampling is the process of selecting a sample in such a way that

identified groups in the population are represented in the sample in the same proportion that they exist in the population.

Data Gathering Instrument

The instrument utilized for the collection of data pertaining to management styles of the participants was the Leadership Behavior Description Questionnaire (Shartle et al., 1957) (Appendix A). This instrument is designed to isolate and/or identify several different management styles such as initiating and considering. Items included in the scale permit a choice of one of five alternatives (always, often, occasionally, seldom, and never) on the part of the respondents. In addition to the observations of participants' management styles, information was also obtained concerning such variables as sex, age, geographical location, and years of service in public school work.

Procedure

The organizational structure for selecting the population for this study was to select school districts with a dense population of black public school administrators. The criteria for a district to be chosen were geographical size, pupil population, and urbanization. A maximum of 20 districts (10 districts located in the southwestern United States and 10 districts located in the south central United States) reflecting the established criteria were selected. From this population of school districts, six districts were randomly selected from the southwestern United States and six districts were randomly selected from the south central United States.

Preceding the actual collection of the data, a conference was convened

with the superintendents of each of the school districts for the purpose of seeking permission to acquire participants for the investigation. The conference explained the purpose of the study and provided assurance to the superintendents that the researcher would protect the anonymity of the respondents and returns. A listing of the black administrators in each district was provided; thus, an audience was immediately available. The lists were assumed to be accurate and current.

Subsequent to acquiring permission to enter the school districts, a communication was mailed to each administrator selected to participate in the study. Contained within this communication was a letter of introduction, the Leadership Behavior Description Questionnaire, and directions for completing it (Appendices A and B).

A waiting period of two weeks was allowed for the respondents to return the questionnaire after the first mailing. Those respondents who had not returned the questionnaire during the allotted time were contacted again with a follow-up letter requesting the return and emphasizing the importance of their participation in the study (Appendix B). An expectation of 70-80% return of the instrument was established in order to ensure a sound and valid statistical interpretation; however, according to Gay (1976, p. 77), the minimum number of subjects believed to be acceptable for descriptive research is a sample of 10%. For a small population, 20% may be required. There were 164 questionnaires returned, which equates to 55% response rate.

Following the collection of the data, the responses of the respondents were evaluated. The data were then classified so as to form three groups: (1) black male and female administrators, (2) black administrators in the southwestern and south central portions of the United States, and (3) black

administrators under 40 years of age and those 40 years of age and older. (The formulation of these groups was based upon the information regarding sex, age, and geographical location, which was secured through the questionnaire.) Twelve of the 164 questionnaires returned were randomly discarded in an effort to obtain equal n value in each of the subgroups for the final analysis (Appendix C, Table C-1).

The primary statistical method employed in analyzing the data was the analysis of variance procedure as it relates to the three factor design (2x2x2). This was a technique used to assess whether or not there was a significant difference among several means and further to assess any possible interaction effects that occurred between variables. The hypotheses stated in this study were tested at the .05 level of significance.

As shown in Table 1, there was no significant difference between black male and female public school administrators in terms of combined management styles of initiating and considering ($F=3.050$, $df=1/162$, $p>.05$). Thus, H_{01} was accepted. This hypothesis stated that there was no significant difference between black male and female public school administrators in terms of their combined initiating and considering styles of management as measured by LPOC.

Chapter 4

ANALYSIS OF DATA

The intent of this chapter is to present an analysis of the data obtained from the Leadership Behavior Description Questionnaire (Shartle et al., 1957). The purpose of this study was to ascertain whether sex, age, and geographical location influenced the management style of black public school administrators in the southwestern and south central United States.

The primary statistic employed in analyzing the data in this study was the analysis of variance procedure as it related to the three factor design. This is a technique used to assess whether or not there is a significant difference among several means (Appendix C, Table C-2 through C-4) and to also assess any possible interaction effects that occurred between variables.

As shown in Table 1, there was no significant difference between black male and female public school administrators in terms of combined management styles of initiating and considering ($F=3.050$, $df=1/142$, $p>.05$). Thus, H_{01} was accepted. This hypothesis stated that there was no significant difference between black male and female public school administrators in terms of their combined initiating and considering styles of management as measured by LBDQ.

Table 1

ANALYSIS OF VARIANCE SUMMARY TABLE FOR THE EFFECTS OF SEX, AGE, AND GEOGRAPHICAL LOCATION ON COMBINED MANAGEMENT STYLES OF INITIATING AND CONSIDERING

Source of Variation	Sum of Square	Degrees of Freedom	Mean Square	F	Significance of F
Main Effects					
Sex	4216.590	1	4216.590	3.050	NS
Age	436.938	1	436.938	0.316	NS
Location	5180.174	1	5180.174	3.747	*
Two-way Interaction					
Age - Sex	126.377	1	126.377	0.091	NS
Location - Sex	11.196	1	11.196	0.008	NS
Location - Age	5813.301	1	5813.301	4.205	*
Three-way Interaction					
Sex - Age - Location	6.017	1	6.017	0.004	NS
Explained	347043.790	9	38560.421	27.891	
Residual	196324.120	142	1382.564		
Total	543367.910	151	3598.463		

NS Not significant at .05 level
 * Significant at .05 level

Continuing the analysis in the main effects category as shown in Table 1, there was no significant difference between black public school administrators under 40 years of age and those 40 years of age and older in terms of their combined initiating and considering styles of management ($F=.0316$, $df=1/142$, $p>.05$). Thus, H_{02} was maintained. This hypothesis stated that there was no significant difference between black public school administrators under 40 years of age and those 40 years of age and older in terms of combined initiating and considering styles of management as measured by LBDQ.

Table 1 supports data that indicated there was a significant difference between black public school administrators in the southwestern United States and those in the south central United States in terms of their combined management styles of initiating and considering ($F=3.747$, $df=1/142$, $p<.05$). Thus, as a result of this finding, H_{03} was rejected. This hypothesis stated that there was no significant difference between black public school administrators in the southwestern United States and black public school administrators in the south central United States in terms of combined initiating and considering styles of management as measured by LBDQ.

As further exhibited in Table 1, no significant interaction exists between sex and age, and these two variables together did not influence initiating and considering styles of management ($F=.09$, $df=1/142$, $p>.05$). Thus, as a result of this finding, H_{04} was accepted. This hypothesis stated that there was no significant interaction between sex and age; therefore, these two variables together do not influence combined initiating and considering styles of management.

Accordingly, in Table 1, it was shown that there was no significant

interaction between sex and geographical location, and these two variables combined do not influence initiating and considering styles of management ($F=.008$, $df=1/142$, $p>.05$). As a result of this finding, H_{05} was accepted. This hypothesis stated that there was no significant interaction between sex and geographical location; thus, these two variables together do not influence initiating and considering styles of management.

Also found in Table 1 is evidence that a significant interaction between age and geographical location does exist; together these variables did influence initiating and considering styles of management ($F=4.205$, $df=1/142$, $p<.05$). Thus, as a result of this finding, H_{06} was rejected. This hypothesis stated that there was no significant interaction between age and geographical location.

Continued perusal of Table 1 indicates there was no significant interaction between sex, age, and geographical location, and these three variables together did not influence initiating and considering styles of management ($F=.004$, $df=1/142$, $p>.05$). Thus, as a result of this finding, H_{07} was accepted. This hypothesis stated that there was no significant interaction between sex, age, and geographical location; thus, these three variables do not influence initiating and considering styles of management.

The subscale, initiating, as shown in Table 2, indicates that there was no significant difference between black male and female administrators in terms of initiating ($F=.053$, $df=1/142$, $p>.05$) as measured by LBDQ. Thus, because of this finding, H_{01A} was accepted. This hypothesis stated that there was no significant difference between black male and female administrators in terms of initiating style of management as measured by LBDQ.

Table 2
ANALYSIS OF VARIANCE SUMMARY TABLE FOR THE EFFECTS OF SEX, AGE, AND GEOGRAPHICAL LOCATION ON MANAGEMENT STYLES OF INITIATING

Source of Variation	Sum of Square	Degrees of Freedom	Mean Square	F	Significance of F
Main Effects					
Sex	1.025	1	1.025	0.053	NS
Age	1.394	1	1.394	0.071	NS
Location	51.037	1	51.037	2.617	NS
Two-way Interaction					
Age - Sex	1.297	1	1.297	0.066	NS
Location - Sex	33.757	1	33.757	1.731	NS
Location - Age	5.325	1	5.325	0.273	NS
Three-way Interaction					
Sex - Age - Location	0.035	1	0.035	0.002	NS
Explained	1088.152	9	120.906	6.201	
Residual	2768.901	142	19.499		
Total	3857.053	151	25.543		

NS Not significant at .05 level

Accordingly, as shown in Table 2, no significant difference exists between black administrators under 40 years of age and those 40 years of age and older in terms of initiating ($F=.071$, $df=1/142$, $p>.05$) as measured by LBDQ. As a result, H_{01B} was supported. The hypothesis stated that there was no significant difference between black public school administrators under 40 years of age and those 40 years of age and older in terms of initiating style of management as measured by LBDQ.

As revealed in Table 2, there was no significant difference between black public school administrators in the southwestern United States and black public school administrators in the south central United States in terms of initiating ($F=2.617$, $df=1/142$, $p>.05$) as measured by LBDQ. These findings warrant the acceptance of H_{03A} , which stated that there was no significant difference between black public school administrators in the southwestern United States and black public school administrators in the south central United States as measured by LBDQ.

Continuing, as shown in Table 2, there was no significant interaction between sex and age. Thus, these two variables combined do not influence initiating style of management ($F=.066$, $df=1/142$, $p>.05$). These findings dictate the acceptance of H_{04A} , which stated that there was no significant interaction between sex and age. Thus, these two variables together do not influence initiating style of management as measured by LBDQ.

As seen in Table 2, there was no significant interaction between sex and geographical location ($F=1.731$, $df=1/142$, $p>.05$). Thus, these two variables together do not influence initiating style of management. This finding influences the acceptance of H_{05A} , which stated that there was no significant interaction

between sex and geographical location. Thus, these two variables combined do not influence initiating style of management as measured by LBDQ.

Exhibited in Table 2 is also an indication that there was no significant interaction between age and geographical location; thus, these variables do not influence initiating style of management. Therefore, H_{06A} was accepted because of these findings ($F=.273$, $df=1/142$, $p>.05$). This hypothesis stated that there was no significant interaction between age and geographical location; thus, these two variables together do not influence initiating style of management as measured by LBDQ.

The three-way interaction of sex, age, and geographical location shown in Table 2 supports the finding ($F=.002$, $df=1/142$, $p>.05$) that there was no significant interaction; thus, these three variables combined do not influence initiating style of management. With this evidence available, H_{07A} is accepted. This hypothesis stated that there was no significant interaction between sex, age, and geographical location; thus, these three variables do not influence initiating style of management as measured by LBDQ.

Table 3 addresses the subscale, considering. As shown in this table, there was no significant difference between black male and female administrators in terms of considering ($F=.739$, $df=1/142$, $p>.05$) as measured by LBDQ. Thus, as a result of this finding, H_{01B} was accepted. This hypothesis stated that there was no significant difference between black male and female administrators in terms of considering style of management as measured by LBDQ.

Table 3
ANALYSIS OF VARIANCE SUMMARY TABLE FOR THE EFFECTS OF SEX, AGE, AND GEOGRAPHICAL LOCATION ON MANAGEMENT STYLES OF CONSIDERING

Source of Variation	Sum of Square	Degrees of Freedom	Mean Square	F	Significance of F
Main Effects					
Sex	33.424	1	33.424	0.739	NS
Age	225.849	1	225.849	4.992	*
Location	0.448	1	0.448	0.010	NS
Two-way Interaction					
Age - Sex	18.259	1	18.259	0.404	NS
Location - Sex	37.534	1	37.534	0.830	NS
Location - Age	11.626	1	11.626	0.257	NS
Three-way Interaction					
Sex - Age - Location	0.219	1	0.219	0.005	NS
Explained	7684.103	9	853.789	18.873	
Residual	6423.890	142	45.239		
Total	14107.993	151	93.430		

NS Not significant at .05 level

* Significant at .05 level

According to Table 3, there was a significant difference between black administrators under 40 years of age and those 40 years of age and older, in terms of considering style of management ($F=4.992$, $df=1/142$, $p<.05$) as measured by LBDQ; therefore, H_{02B} was rejected. The hypothesis stated that there was no significant difference between black public school administrators under 40 years of age and those 40 years of age and older in terms of considering style of management as measured by LBDQ.

Table 3 further shows that there was no significant difference between black public school administrators in the southwestern United States and black public school administrators in the south central United States in terms of considering style of management ($F=.01$, $df=1/142$, $p>.05$) as measured by LBDQ. This finding warrants acceptance of H_{03B} , which stated that there was no significant difference between black public school administrators in the southwestern United States and black public school administrators in the south central United States in terms of considering style of management as measured by LBDQ.

In the area of a two-way interaction which is observable in Table 3, it is found that no significant interaction existed between sex and age; thus, these two variables together do not influence considering style of management ($F=.404$, $df=1/142$, $p>.05$). H_{04B} is accepted. This hypothesis stated that there was no significant interaction between sex and age; therefore, these two variables together do not influence considering style of management as measured by LBDQ.

According to the information exhibited in Table 3, no significant interaction between sex and geographical location exists; these two variables when combined do not influence considering style of management ($F=.830$, $df=1/142$, $p>.05$). Having obtained this information, H_{05B} was accepted. This hypothesis

stated that there was no significant interaction between sex and geographical location; thus, these two variables together do not influence considering style of management as measured by LBDQ.

Table 3 contains other information which shows that there was no significant interaction between age and geographical location; these two variables together do not influence considering style of management ($F=.257$, $df=1/142$, $p>.05$). These findings support the validity of H_{06B} ; therefore, the hypothesis was accepted. This hypothesis stated that there was no significant interaction between age and geographical location; thus, these two variables when combined do not influence considering style of management as measured by LBDQ.

Combining sex, age, and geographical location into a three-way interaction format as indicated in Table 3, the findings show that there was no significant interaction between these variables and that they do not influence considering style of management ($F=.005$, $df=1/142$, $p>.05$). Based on this finding, H_{07B} was accepted. This hypothesis stated that there was no significant interaction between sex, age, and geographical location; thus, these three variables do not influence considering style of management as measured by LBDQ.

The findings of this study and that of the literature crystalize the concept that there is no consensus as to which style of management is universal. Behavior in leadership style is quite divergent in nature. Style is only one variable that goes into the structure of the management of an organization. The manager will find himself utilizing a combination of styles as outlined by Getzel and Guba (1957, p. 27) when they categorized their three specifics, nomothetic, idiographic, and transactional management styles.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter is to present a summary, conclusions, and recommendations based on the data gathered in this study. The purpose of this study was to determine the effects of sex, age, and geographical location on the management styles of black public school administrators. The general hypothesis held by the investigator was that there was no significant difference in management styles of black public school administrators as determined by sex, age, and geographic location.

A three-way analysis of variance was used to test the hypotheses found in Chapter 1 which address the main effects of sex, age, and geographical location. This procedure was also used to test for interactive effects, i.e., the joint effect of sex and age; sex and location; location and age; and sex, age, and geographical location, upon the management styles of black public school administrators.

The sample population in this investigation originally consisted of 300 black public school administrators to whom questionnaires were mailed for the purpose of ascertaining their perceptions of their management styles in the operation of their organization. However, there were only 164 or an approximate 55% respondents who returned the questionnaires. According to Gay (1976, pp. 63-79), this return was satisfactory for reliable statistical analysis.

The procedure for gathering the data involved the use of the Leadership Behavior Description Questionnaire (Shartle et al., 1957). There were several hypotheses tested in this study as they related to the problem of determining

whether or not sex, age, and geographical location significantly affect management styles of black public school administrators. Only three of these hypotheses were rejected based on significant F ratios at the .05 level. As shown by the asterisk in Table 3, one of the hypotheses fell within the considering subscale of the Leadership Behavior Description Questionnaire in the area of the main effect of age. This hypothesis was rejected at the .05 level. Accordingly, as shown in Table 1 by asterisks, the other two hypotheses that were rejected in this study fell within the combined scale in the main effect category of geographical location and in the interaction category of age and geographical location. All of the other null hypotheses tested in the study were not rejected based on nonsignificant F ratios.

Conclusions

Based upon the findings of this study as it relates to the notion that sex, age, and geographical location impact management styles, the following conclusions are offered:

1. Taken individually, age, sex, and geographical location do not play a significant role in the management styles of black public school administrators as related to the initiating-oriented manager; however, location does significantly impact management styles when viewed from an overall perspective.

2. Age and location do interact to produce a significant effect on management styles of black public school administrators as related to the considering-oriented managers.

3. Sex, age, and geographical location do not interact to produce an effect upon management styles of black public school administrators regardless of

their orientation.

Recommendations

This researcher recommends that similar studies be conducted to investigate the effects of other variables as they impact upon management styles of black public school administrators. These variables are (1) years of experience of administrators, (2) size of school, and (3) ethnicity of students, faculty, and staff. It is further recommended that management styles of black administrators and other ethnic administrators be compared.

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LEADERSHIP BEHAVIOR DESCRIPTION QUESTIONNAIRE (LBDQ)
(Copyright 1957, Ohio State University)

Please execute this questionnaire by indicating how you believe you behave as a leader. Each item describes a specific kind of management behavior. Mark the frequency with which you believe you engage in each kind of behavior by placing a check under the adverb that you believe is the appropriate response.

The report of the findings will be preserved, and your answers will be guarded as confidential information.

APPENDIX A

Leadership Behavior Description Questionnaire

1. Age _____
Sex _____
City/State _____
 2. Years of experience as a principal _____
Years of experience as a teacher _____
 3. Population of your school (number of students) _____
 4. Ethnic origin of students
 - a. Number of black students _____
 - b. Number of Caucasian students _____
 - c. Number of Asian students _____
 - d. Number of American Indian students _____
 - e. Number of Hispanic/Chicano students _____
 - f. Number of other students _____
 5. Ethnic origin of staff (certificated)
 - a. Number of black teachers _____
 - b. Number of Caucasian teachers _____
 - c. Number of Asian teachers _____
 - d. Number of American Indian teachers _____
 - e. Number of Hispanic/Chicano teachers _____
 - f. Number of other teachers _____
 6. Number of teachers under your direction _____
 7. Number of classified staff under your direction _____
-

LEADERSHIP BEHAVIOR DESCRIPTION QUESTIONNAIRE (LBDQ)
(Copyright 1957, Ohio State University)

Please execute this questionnaire by indicating how you believe you behave as a leader. Each item describes a specific kind of management behavior. Mark the frequency with which you believe you engage in each kind of behavior by placing a check under the adverb that you believe is the appropriate response.

The report of the findings will be preserved, and your answers will be guarded as confidential information.

Demographic Data

1. Age _____
Sex _____
City/State _____
2. Years of experience as a principal _____
Years of experience as a teacher _____
3. Population of your school (number of students) _____
4. Ethnic origin of students
 - a. Number of black students _____
 - b. Number of Caucasian students _____
 - c. Number of Asian students _____
 - d. Number of American Indian students _____
 - e. Number of Hispanic/Chicano students _____
 - f. Number of other students _____
5. Ethnic origin of staff (certificated)
 - a. Number of black teachers _____
 - b. Number of Caucasian teachers _____
 - c. Number of Asian teachers _____
 - d. Number of American Indian teachers _____
 - e. Number of Hispanic/Chicano teachers _____
 - f. Number of other teachers _____
6. Number of teachers under your direction _____
7. Number of classified staff under your direction _____

Legend

A = Always
 Of = Often
 Oc = Occasionally
 S = Seldom
 N = Never

- | | A | Of | Oc | S | N | |
|-----|-----|-----|-----|-----|-----|--|
| 1. | ___ | ___ | ___ | ___ | ___ | He does personal favors for staff members. |
| 2. | ___ | ___ | ___ | ___ | ___ | He makes his attitudes clear to the staff. |
| 3. | ___ | ___ | ___ | ___ | ___ | He does little things to make it pleasant to be a member of the staff. |
| 4. | ___ | ___ | ___ | ___ | ___ | He tries out his new ideas with the staff. |
| 5. | ___ | ___ | ___ | ___ | ___ | He acts as a real leader to the staff. |
| 6. | ___ | ___ | ___ | ___ | ___ | He is easy to understand. |
| 7. | ___ | ___ | ___ | ___ | ___ | He rules with an iron hand. |
| 8. | ___ | ___ | ___ | ___ | ___ | He finds time to listen to staff members. |
| 9. | ___ | ___ | ___ | ___ | ___ | He criticizes poor work. |
| 10. | ___ | ___ | ___ | ___ | ___ | He gives advance notice of changes. |
| 11. | ___ | ___ | ___ | ___ | ___ | He speaks in a manner not to be questioned. |
| 12. | ___ | ___ | ___ | ___ | ___ | He keeps to himself. |
| 13. | ___ | ___ | ___ | ___ | ___ | He looks out for the personal welfare of individual staff members. |
| 14. | ___ | ___ | ___ | ___ | ___ | He assigns staff members to particular tasks. |

A Of Oc S N

15. ___ ___ ___ ___ ___ He is the spokesman of the staff.
16. ___ ___ ___ ___ ___ He schedules the work to be done.
17. ___ ___ ___ ___ ___ He maintains definite standards of performance.
18. ___ ___ ___ ___ ___ He refuses to explain his actions.
19. ___ ___ ___ ___ ___ He keeps the staff informed.
20. ___ ___ ___ ___ ___ He acts without consulting the staff.
21. ___ ___ ___ ___ ___ He backs up the members in their actions.
22. ___ ___ ___ ___ ___ He emphasizes the meeting of deadlines.
23. ___ ___ ___ ___ ___ He treats all staff members as his equal.
24. ___ ___ ___ ___ ___ He encourages the use of uniform procedures.
25. ___ ___ ___ ___ ___ He gets what he asks for from his superiors.
26. ___ ___ ___ ___ ___ He is willing to make changes.
27. ___ ___ ___ ___ ___ He makes sure that his part in the organization is understood by staff members.
28. ___ ___ ___ ___ ___ He is friendly and approachable.
29. ___ ___ ___ ___ ___ He asks that staff members follow standard rules and regulations.
30. ___ ___ ___ ___ ___ He fails to take necessary action.
31. ___ ___ ___ ___ ___ He makes staff members feel at ease when talking with them.
32. ___ ___ ___ ___ ___ He lets staff members know what is expected of them.
33. ___ ___ ___ ___ ___ He speaks as the representative of the staff.
34. ___ ___ ___ ___ ___ He puts suggestions made by the staff into operation.

A Of Oc S N

35. ___ ___ ___ ___ ___ He lets other people take away his leadership in the staff.
36. ___ ___ ___ ___ ___ He sees to it that the staff members are working up to capacity.
37. ___ ___ ___ ___ ___ He gets his superiors to act for the welfare of the staff members.
38. ___ ___ ___ ___ ___ He gets staff approval in important matters before going ahead.
39. ___ ___ ___ ___ ___ He sees to it that the work of staff members is coordinated.
40. ___ ___ ___ ___ ___ He keeps the staff working together as a team.

INITIAL PARTICIPANT LETTER

July 1, 1982

Dear Participants

APPENDIX B

Correspondence

Your cooperation is solicited in assisting me in obtaining data for research purposes required for the Doctorate Degree. I request that you execute these forms herewith submitted. My dissertation title is, "A Study of Managerial Styles of Black Public School Principals in the Western and Southwestern United States."

An Eric Search has indicated that very little research has been done with reference to black public school principals, and, hopefully, this study will make available literature on the leadership styles of black public school principals.

Your immediate attention and execution of these forms will be helpful in assisting me in completing this task.

Yours truly,

Charles J. Modiste
3657 Palm
Houston, Texas 77005

INITIAL PARTICIPANT LETTER

July 1, 1982

Dear Participant:

Your cooperation is solicited in assisting me in obtaining data for research purposes required for the Doctorate Degree. Please execute these forms herewith submitted. My dissertation title is, "A Study of Managerial Styles of Black Public School Principals in the Western and Southwestern United States."

An Eric Search has indicated that very little research has been done with reference to black public school principals, and, hopefully, this study will make available literature on the leadership styles of black public school principals.

Your immediate attention and execution of these forms will be helpful in assisting me in completing this task.

Yours truly,
Yours truly,

Charles J. Modiste
Charles J. Modiste
3869 Palm
Houston, Texas 77004

FOLLOW-UP PARTICIPANT LETTER

July 15, 1982

Dear Participant:

Two weeks have passed since I initially contacted you seeking your assistance and participation in providing data for research which I am engaged in at Texas Southern University. The study, "Management Styles of Black Public school Administrators," will yield significant information for those of us in management. Your input is very important to this research.

I am aware that we are in the summer season and this might be a cause for delay, but time is of the essence. Please return the Leadership Behavior Description Questionnaire sent to you earlier in a former communication. Your immediate response will be greatly appreciated.

Yours truly,

Charles J. Modiste
3869 Palm
Houston, Texas 77004

Table C-1

RAW DATA EXTRACTED FROM LEADERSHIP
BEHAVIOR DESCRIPTION QUESTIONNAIRE

Identification #	Location	Sex	Age	Combined Scale Initiating & Considering	Initiating	Considering
	Location: 1 (south central), 2 (southwestern) Sex: 1 (male), 2 (female) Age: 1 (below 40 years), 2 (40 years and older)					
APPENDIX C						
Responses and Measures of Central Tendency						
001	1	1	1	41.5	42	41
002	1	1	1	46.5	45	48
003	1	1	1	44.5	41	48
004	1	1	1	43.0	42	44
005	1	1	1	34.0	38	30
006	1	1	1	42.5	50	35
007	1	1	1	36.0	39	33
008	1	1	1	42.5	46	39
009	1	1	1	37.0	44	30
010	1	1	1	45.0	48	42
011	1	1	1	39.0	38	40
012	1	1	1	35.5	34	44
013	1	1	1	36.0	42	37
014	1	1	1	33.5	37	30
015	1	1	1	37.0	46	30
016	1	1	1	40.0	46	28
017	1	1	1	45.0	46	34
018	1	1	1	29.5	34	29
019	1	1	1	40.5	41	40
020	1	1	2	43.5	34	39
021	1	1	2	45.5	47	43
022	1	1	2	42.5	43	41
023	1	1	2	40.5	48	44
024	1	1	2	39.0	50	30

Table C-1
RAW DATA EXTRACTED FROM LEADERSHIP
BEHAVIOR DESCRIPTION QUESTIONNAIRE

Identifi- cation #	Location	Sex	Age	Legend		
				Combined Scale Initiating & Considering	Initiating	Considering
				Location: 1 (south central), 2 (southwestern)		
				Sex: 1 (male), 2 (female)		
				Age: 1 (below 40 years), 2 (40 years and older)		
001	1	1	1	41.5	42	41
002	1	1	1	46.5	45	48
003	1	1	1	44.5	41	48
004	1	1	1	43.0	42	44
005	1	1	1	34.0	38	30
006	1	1	1	42.5	50	35
007	1	1	1	36.0	39	33
008	1	1	1	42.5	46	39
009	1	1	1	37.0	44	30
010	1	1	1	45.0	48	42
011	1	1	1	39.0	38	40
012	1	1	1	35.5	34	44
013	1	1	1	36.0	42	37
014	1	1	1	33.5	37	30
015	1	1	1	37.0	46	30
016	1	1	1	40.0	46	28
017	1	1	1	45.0	46	34
018	1	1	1	29.5	34	29
019	1	1	1	40.5	41	40
020	1	1	2	43.5	34	39
021	1	1	2	45.5	47	49
022	1	1	2	42.5	43	41
023	1	1	2	49.5	48	44
024	1	1	2	51.0	50	39

Table C-1 - continued

Identifi- cation #	Location	Sex	Age	Combined Scale Initiating & Considering	Initiating	Considering
025	1	1	2	46.0	49	47
026	1	1	2	50.0	48	46
027	1	1	2	36.0	37	45
028	1	1	2	40.5	52	49
029	1	1	2	52.5	42	53
030	1	1	2	45.5	48	44
031	1	1	2	46.5	42	42
032	1	1	2	45.0	44	44
033	1	1	2	45.5	45	53
034	1	1	2	42.0	39	44
035	1	1	2	41.5	36	51
036	1	1	2	38.5	42	52
037	1	1	2	45.5	46	51
038	1	1	2	42.5	42	30
039	1	2	1	34.0	46	22
040	1	2	1	36.5	45	28
041	1	2	1	30.0	36	24
042	1	2	1	38.0	48	28
043	1	2	1	45.0	42	48
044	1	2	1	35.5	40	31
045	1	2	1	24.0	36	12
046	1	2	1	41.5	47	36
047	1	2	1	32.0	44	30
048	1	2	1	48.0	44	52
049	1	2	1	42.8	41	44
050	1	2	1	32.0	36	28
051	1	2	1	42.0	47	37
052	1	2	1	35.0	42	28
053	1	2	1	25.0	32	18
054	1	2	1	45.0	42	48
055	1	2	1	37.5	42	33
056	1	2	1	31.0	57	25

Table C-1 - continued

Identi- fication #	Location	Sex	Age	Combined Scale Initiating & Considering	Initiating	Considering
057	1	2	1	41.5	42	41
058	1	2	2	50.0	49	51
059	1	2	2	42.5	35	50
060	1	2	2	34.5	44	25
061	1	2	2	37.5	39	36
062	1	2	2	46.5	42	51
063	1	2	2	49.5	53	46
064	1	2	2	48.0	47	49
065	1	2	2	35.0	44	26
066	1	2	2	36.5	42	31
067	1	2	2	47.5	46	49
068	1	2	2	42.0	46	38
069	1	2	2	30.0	44	16
070	1	2	2	33.0	41	25
071	1	2	2	28.0	40	16
072	1	2	2	48.0	43	53
073	1	2	2	41.5	38	45
074	1	2	2	46.0	51	41
075	1	2	2	51.0	43	59
076	1	2	2	38.0	51	25
077	2	1	1	47.5	50	45
078	2	1	1	42.5	45	40
079	2	1	1	46.0	46	46
080	2	1	1	41.0	42	40
081	2	1	1	50.0	47	53
082	2	1	1	51.0	47	53
083	2	1	1	39.5	44	35
084	2	1	1	44.0	46	42
085	2	1	1	49.0	52	43
086	2	1	1	44.5	42	35
087	2	1	1	40.0	49	44
088	2	1	1	37.5	54	27

Table C-1 - continued

Identi- fication #	Location	Sex	Age	Combined Scale Initiating & Considering	Initiating	Considering
089	2	1	1	49.5	50	48
090	2	1	1	46.0	46	37
091	2	1	1	51.0	49	44
092	2	1	1	43.5	46	50
093	2	1	1	43.0	45	46
094	2	1	1	49.0	42	43
095	2	1	1	45.0	49	40
096	2	1	2	45.0	43	47
097	2	1	2	42.5	40	45
098	2	1	2	45.5	47	44
099	2	1	2	41.5	40	44
100	2	1	2	48.5	53	48
101	2	1	2	47.0	49	42
102	2	1	2	47.5	52	37
103	2	1	2	47.0	43	43
104	2	1	2	39.5	47	44
105	2	1	2	45.0	48	49
106	2	1	2	46.0	50	45
107	2	1	2	45.0	48	39
108	2	1	2	47.0	51	43
109	2	1	2	43.5	44	52
110	2	1	1	49.0	48	50
111	2	1	2	49.0	48	50
112	2	1	2	46.5	46	45
113	2	1	2	44.0	32	43
114	2	1	2	44.0	48	43
115	2	2	1	43.0	42	44
116	2	2	1	48.0	48	48
117	2	2	1	49.5	48	51
118	2	2	1	44.5	52	37
119	2	2	1	53.0	53	53
120	2	2	1	47.0	51	43

Table C-1 - continued

Identi- fication #	Location	Sex	Age	MEANS, STANDARD DEVIATIONS AND NUMBER OF CASES OF THE CELLS IN TABLE 1		
				Combined Scale Initiating & Considering	Initiating	Considering
121	2	2	1	43.0	49	37
122	2	2	1	47.5	50	50
123	2	2	1	46.0	53	45
124	2	2	1	34.5	42	39
125	2	2	1	49.0	47	27
126	2	2	1	46.0	42	57
127	2	2	1	32.0	35	29
128	2	2	1	33.0	38	28
129	2	2	1	36.5	44	29
130	2	2	1	31.0	38	24
131	2	2	1	37.5	42	19
132	2	2	1	33.0	47	33
133	2	2	1	51.5	41	43
134	2	2	2	42.5	50	35
135	2	2	2	43.0	52	34
136	2	2	2	37.0	35	39
137	2	2	2	42.5	44	46
138	2	2	2	47.0	43	51
139	2	2	2	36.5	44	29
140	2	2	2	37.0	43	43
141	2	2	2	32.0	43	31
142	2	2	2	47.5	37	43
143	2	2	2	41.5	51	32
144	2	2	2	50.5	49	52
145	2	2	2	44.5	41	35
146	2	2	2	42.5	41	47
147	2	2	2	44.0	52	49
148	2	2	2	43.5	41	54
149	2	2	2	47.5	38	32
150	2	2	2	35.0	49	49
151	2	2	2	46.5	46	41
152	2	2	2	43.5	39	41

Table C-2
MEANS, STANDARD DEVIATIONS AND NUMBER OF
CASES OF THE CELLS INVOLVED IN TABLE 1

	Male (B_1)	Female (B_2)
Combined - South Central (A_1)		
Below 40 (C_1)	$A_1B_1C_1$ X = 39.39 S = 4.53 N = 19	$A_1B_2C_1$ X = 36.65 S = 6.53 N = 19
40 and older (C_2)	$A_1B_1C_2$ X = 44.61 S = 4.28 N = 19	$A_1B_2C_2$ X = 41.32 S = 6.97 N = 19
Combined - Southwestern (A_2)		
Below 40 (C_1)	$A_2B_1C_1$ X = 45.24 S = 3.96 N = 19	$A_2B_2C_1$ X = 42.39 S = 9.28 N = 19
40 and older (C_2)	$A_2B_1C_2$ X = 45.32 S = 2.35 N = 19	$A_2B_2C_2$ X = 42.32 S = 4.71 N = 19

Table C-3
MEANS, STANDARD DEVIATIONS AND NUMBER OF
CASES OF THE CELLS INVOLVED IN TABLE 2

	Male (B_1)	Female (B_2)
Initiating - South Central (A_1)		
Below 40 (C_1)	$A_1B_1C_1$ X = 42.05 S = 4.43 N = 19	$A_1B_2C_1$ X = 42.58 S = 5.38 N = 19
40 and older (C_2)	$A_1B_1C_2$ X = 43.89 S = 4.82 N = 19	$A_1B_2C_2$ X = 44.11 S = 4.58 N = 19
Initiating - Southwestern (A_2)		
Below 40 (C_1)	$A_2B_1C_1$ X = 46.89 S = 3.24 N = 19	$A_2B_2C_1$ X = 45.37 S = 5.27 N = 19
40 and older (C_2)	$A_2B_1C_2$ X = 46.16 S = 4.85 N = 19	$A_2B_2C_2$ X = 44.11 S = 5.07 N = 19

Table C-4
MEANS, STANDARD DEVIATIONS AND NUMBER OF
CASES OF THE CELLS INVOLVED IN TABLE 3

	Male (B_1)	Female (B_2)
Considering - South Central (A_1)		
Below 40 (C_1)	$A_1B_1C_1$ X = 36.97 S = 6.35 N = 19	$A_1B_2C_1$ X = 32.26 S = 10.40 N = 19
40 and older (C_2)	$A_1B_1C_2$ X = 45.42 S = 5.66 N = 19	$A_1B_2C_2$ X = 38.52 S = 12.93 N = 19
Considering - Southwestern (A_2)		
Below 40 (C_1)	$A_2B_1C_1$ X = 42.79 S = 6.44 N = 19	$A_2B_2C_1$ X = 38.42 S = 10.02 N = 19
40 and older (C_2)	$A_2B_1C_2$ X = 44.68 S = 3.48 N = 19	$A_2B_2C_2$ X = 40.95 S = 7.48 N = 19

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