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**A comparison of leader and follower personality traits and the
perceived effectiveness of physical education chairpersons at
selected institutions in Tennessee**

Hypes, Michael Gordon, D.A.

Middle Tennessee State University, 1987

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A Comparison of Leader and Follower Personality
Traits and the Perceived Effectiveness of
Physical Education Chairpersons at
Selected Institutions in
Tennessee

Michael Gordon Hypes

A dissertation presented to the
Graduate Faculty of Middle Tennessee State University
in partial fulfillment of the requirements
for the degree Doctor of Arts

December, 1987

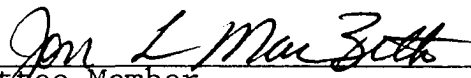
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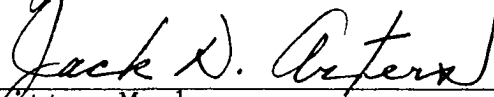
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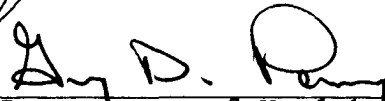
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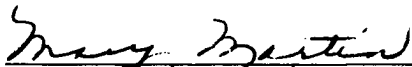
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Abstract

A Comparison of Leader and Follower Personality Traits and the Perceived Effectiveness of Physical Education Chairpersons at Selected Institutions in Tennessee

by Michael Gordon Hypes

There were two purposes of the study. The first was to determine if a positive relationship exists between leader and follower personality traits. The author hypothesized that faculty members who perceived their leaders to be effective would possess the same or similar personality traits as those of their leader. Also, those faculty members who perceived an ineffective leader would possess different traits than those of their leader. The second purpose of the study was to identify the perceived effectiveness of college physical education administrators as seen by the faculty in selected colleges and universities in Tennessee. Included in the sample population were nine chairpersons, 37 faculty members who perceived their chairperson as being effective, and 10 faculty members who perceived their chairperson as being ineffective in that role. This investigation began in the summer of 1986 and data collection was completed in May, 1987. The testing

Michael Gordon Hypes

instruments used for gathering data included Cattell's Sixteen Personality Factor Questionnaire and an Evaluation of Department Chairperson form. Statistical analyses revealed a significant difference between the chairpersons and faculty who perceived an effective leader on Factor N (Forthright vs. Shrewd) with the chairpersons as more shrewd and less forthright. Further analysis revealed two personality factors that differed significantly between the chairpersons and faculty who perceived an ineffective leader. Factor E (Humble vs. Assertive) and Factor Q1 (Conservative vs. Experimenting) resulted in two-tail probabilities of .046 and .001, respectively. The faculty subgroup tended to be more assertive and more experimenting than the chairpersons. Analyses between subgroups of faculty who perceived an effective leader and faculty who perceived an ineffective leader resulted in significant differences on three factors. Factor E (Humble vs. Assertive), Factor M (Practical vs. Imaginative) and Factor Q1 (Conservative vs. Experimenting) resulted in probabilities of .001, .012, and .000, respectively. The faculty who perceived an ineffective leader tended to be more assertive, imaginative, and experimenting than the faculty who perceived an effective leader.

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Chapter 1

Introduction

Leadership studies have been prominent in research since the 1940s. These studies gained popularity and significance through the efforts of such individuals as Hemphill and Coons (1950), Stogdill (1981), Stephenson (1959), and many others.

In recent years, leadership studies have been geared toward situational theories rather than trait analyses. A more recent trend has been to focus on the relationship between the leaders and the followers. Nolan and Harty (1984) suggested the development of a Follower Behavior Description Questionnaire (FBDQ) that would parallel the Leadership Behavior Description Questionnaire (LBDQ) developed by Hemphill and Coons (1950).

Johnson (1976, p. 2) stated "Roles, how they are viewed by different individuals, and how successfully these roles are carried out, have not been researched extensively in the field of education and specifically not in the area of physical education." Johnson (1976, p. 2) went on to say "previous research has indicated that when faculty and administrators disagree on what the administrator's role is, they will also disagree on how successful the administrator has been at carrying out that role."

Johnson's study (1976) of the relationship between administrators' personalities and how they and the faculty perceived the administrators' roles and degree of success had a significant bearing on the preparation of this study. Johnson's study analyzed only personality traits of administrators, not faculty. The instrument used was the Thurstone Temperament Schedule that provided scores of seven personality traits. The seven traits measured were: Active, Vigorous, Impulsive, Dominant, Stable, Sociable, and Reflective.

This investigator proposed the use of Cattell's Sixteen Personality Factor Questionnaire (16 PF) (Cattell, 1946). The basis of this selection was that the 16 PF is considered one of the best-constructed personality inventories available (Karson, 1976). Karson also stated that the 16 PF, unlike many other personality inventories, is a questionnaire designed to measure normal rather than abnormal dimensions of personality and yields 16 basic factors for adults. In the Clinician's Handbook, Meyer (1983, p. 38) stated that the 16 PF "is more designed for personality traits and conflicts as opposed to the MMPI, which is oriented primarily toward categories of psychopathology."

Review of Related Literature

In the last several years, many studies have been conducted on the importance of leadership in educational

administration. These studies have emphasized the role and function of the academic department chairperson and his/her overall effectiveness in the pursuit of the university's primary mission (Knight & Holen, 1985; Roach 1976).

According to Roach (1976),

The successful department chairperson must: a) possess certain personal qualities such as openness, integrity, and objectivity; b) be able to administer the departmental program; c) possess and use certain job skills and certain human relations skills; and d) at the same time maintain high professional competence. (pp. 14-15)

Skipper (1976) cited the following as the most frequently occurring leadership skills appearing in the literature from 1945 to 1974:

a) social and interpersonal skills; b) administrative skills; c) technical skills; d) intellectual skills; e) leadership effectiveness and achievement; f) social skills; e) leadership effectiveness and achievement; f) social nearness, friendliness; g) group task supportiveness; and h) task motivation and application. (p. 138)

Cleveland (1982, p. 184) quoted Voltaire as saying, "I am a leader, therefore I must follow." In this simple statement is found the basis for many of the leader and follower strategies that are now appearing in the

literature. Nolan and Harty (1984) also expressed that followership is equal to, if not greater than, leadership. Many of the skills of the leader are also qualities that are worthy attributes of followers. Nolan and Harty reviewed the Leadership Behavior Description Questionnaire (LBDQ) developed by Hemphill and Coons (1950). The authors suggested that the behavior traits examined by the LBDQ are obviously essential to good followership. These traits include: a) making attitudes clear; b) maintaining standards of performance; c) informing others as to what is expected of them; d) treating all as equals; e) being friendly and approachable; and f) accepting suggestions of others. These traits are not only important for effective leadership but also should be considered to have effective followers. Nolan and Harty (1984, p. 311) stated, "The identification of successful leadership assumes good followership but little or no recognition is given to this fact. . . ."

O'Gorman (1978, p. 26) stated, "Leadership presupposes followership. There must be someone to be led for the leaders to exercise their role. The leadership function is in direct relationship to the followership response. Leadership without followership is incongruous." The author cited Hollander and Julian's three elements that make up leadership in socialization. These elements are: a) the leaders, with their personalities, perceptions, and

resources relevant to goal attainment; b) the followers, with their personalities, perceptions, and relevant resources; and c) the situational context within which these variables function.

Lippitt (1982) stated,

Followers, like leaders, must adapt their attitudes, roles and skills to help meet the challenges of the 1980s and the decades ahead. Our major unused human resource is the very large proportion of followers who use the group and organization as a way to hide from actively taking responsibility and who use their alienation and apathy as a basis for functioning at a low level of energy and initiative. There is just as much need for a revolution of membership commitment and competence as for leadership development.

(p. 400)

Heller and Van Til (1982) cited some summary propositions concerning leadership and followership. Some of Heller and Van Til's propositions include:

1. Leadership and followership are linked concepts, neither of which can be comprehended without understanding the other. (p. 405)
2. The study of the follower, in particular, has been largely neglected. (p. 406)
3. Leadership and followership are best seen as roles in relationship. (p. 406)

4. The leader must lead, and do it well to retain leadership; the follower must follow, and do it well to retain followership. (p. 407)
5. Good leadership enhances followers, just as good followership enhances leaders. (p. 407)
6. In many cases, the follower is a potential leader who chooses not to become active in a given situation. (pp. 407-408)
7. Where all seek to lead, or all seek to follow, there can be no leadership or followership. (p. 408)

According to Skipper (1976),

As college and university leaders look ahead to the 1980s and a declining college age population and increasing competition for students from technical and propriety schools, the demand for high level leadership will be greater than before, even greater than the growth period of the 1960s because the 1980s, by contrast, will be a period of retrenchment when difficult decisions on resources, programs, and personnel must be made. (p. 138)

The review of literature has identified what several authors perceive as traits or skills correlated with successful leaders. One of these skills/traits was the personality of the leader. The personality of the follower is also important in an effective leadership

situation. If personality is considered important in the leadership process, then it is safe to assume that personality is a key factor in the evaluation of the process.

Purpose of Study

The twofold purpose of the study was: a) to determine if a positive relationship exists between leader and follower personality traits and b) to identify the perceived effectiveness of college physical education administrators as seen by the faculty in selected colleges and universities in Tennessee.

Hypotheses

The hypotheses for this study were:

1. Faculties who perceive their leaders to be effective would, to a significant degree, possess the same personality traits as those of their leaders.
2. Faculties who have significantly different personality traits would perceive their leaders as ineffective in their positions.

Significance of Study

The results of this study may be used as an aid in the selection process of both administrators and new faculty members. However, these results do not have to be restricted to the area of faculty staffing. The same process of assessing traits has the potential to aid coaches in the recruitment of athletes who "fit" a particular

coach's philosophy and personality which might provide a more meaningful experience for both coach and individual. Another area possibly affected by the findings in this study could be the enhancement of evaluation reliability and validity in the physical education department. This would include evaluations of faculty by the administrator and evaluations of the administrator by the faculty.

Limitations of Study

For the purpose of selection of subjects for the study, the investigator's survey attempted to include six member institutions of the State Board of Regents (Austin Peay State University, Clarksville; East Tennessee State University, Johnson City; Memphis State University, Memphis; Middle Tennessee State University, Murfreesboro; Tennessee State University, Nashville; Tennessee Technological University, Cookeville), four members of the Tennessee Board of Trustees (University of Tennessee, Knoxville; University of Tennessee, Martin; University of Tennessee, Memphis; University of Tennessee, Chattanooga), nine members of the Tennessee Collegiate Athletic Conference (Belmont College, Nashville; David Lipscomb College, Nashville; Trevecca Nazarene College, Nashville; Cumberland University, Lebanon; Union University, Jackson; Lambuth College, Jackson; Freed-Hardeman College, Henderson; Christian Brothers College, Memphis, Bethel College, McKenzie), and seven members of the Tennessee Valley Athletic Conference (King College, Bristol;

Lincoln Memorial University, Harrogate; Milligan College, Milligan; Carson-Newman College, Jefferson City; Tusculum College, Greenville; Tennessee Wesleyan College, Athens; Lee College, Cleveland). The institutions selected represent a broad range of public and private four-year institutions in the state of Tennessee and embody a geographical spectrum that encompasses a majority of the state. The use of large public institutions and small private institutions might enable the author to determine if there is a significant difference between leader and follower traits at these two types of institutions.

Definitions of Terms

Composite scores--scores that are obtained from various combinations of the primary scale and provide interpretive information about important criteria such as leadership, creativity, and adjustment.

Adjustment--people who score high tend to be well adjusted, self-confident and assertive, relaxed, adaptive and flexible. People who score low on this composite score tend to be apprehensive and emotionally reactive, self-effacing, and sensitive.

Leadership--people who score high tend to be sociable, relaxed, assertive and self-assured. People who score low on this composite score tend to shy away from conflict, are not assertive, and lack the self-control needed to meet deadlines.

Creativity--people who score high are imaginative, experimenting, and usually self-sufficient. People who score low on this factor are tough-minded and practical. They tend to stick to tried-and-true ways of doing things rather than attempting new ways.

Follower--full-time physical education department faculty member with a minimum of three years experience in current position.

Leader--physical education department chairperson/department head with a minimum of three years experience in current position.

Motivational distortion scale--built-in scale to score several indices of test-taking attitude (e.g., faking bad, faking good, random).

Faking bad--the "faking bad" scale was developed to identify situations in which examinees might be unduly candid about their faults, real and/or imagined.

Faking good--the "faking good" scales were developed to detect situations in which examinees attempt to paint too complimentary a picture of themselves.

Random--elevations on the random scale can mean that the individual was careless in completing the questionnaire.

Second-order factors--interpretive scores, obtained from various combinations of the primary scales, that explain personality in terms of fewer, more generalized traits (e.g., anxiety, control, extraversion).

Anxiety--the people who score high on this factor are high on anxiety as it is commonly understood. Very high anxiety is generally disruptive of performance and productive of physical disturbances. People who score low on this factor tend to have generally satisfying lives and are able to achieve things that seem to them to be important. An extremely low score can mean a lack of motivation for difficult tasks.

Control--people who score high have strong superego controls, tend to conform to expectations and are quite reliable. People who score low on this factor tend to be nonconformists, impulsive, and unreliable.

Extraversion--the people who score high are socially outgoing, uninhibited people, good at making and maintaining interpersonal contacts. People who score low on this factor tend to be shy, self-sufficient, and inhibited in interpersonal contacts.

Independence--people who score high tend to be aggressive, independent, daring, incisive people. People who score low on this factor are group-dependent, chastened, passive personalities.

Tough Poise--people who score high are more influenced by facts than by feelings. They tend to be bold, hard people, decisive and enterprising, but often insensitive to other people. People who score low on this factor tend to

be strongly influenced by their emotions, and have artistic or cultural interests.

Sixteen Primary Personality Factors--16 functionally independent and psychologically meaningful dimensions of personality (e.g., concrete-thinking, dominance).

Appendix B contains capsule descriptions of the primary factors.

Sten--Institute for Personality and Ability Testing tests generally take 10 units for their point scale range, each unit being called a sten (standard 10).

Chapter 2

Method

This investigation began in the summer of 1986 with the construction and mailing of the preliminary survey to selected colleges and universities in Tennessee (Appendix C). Collection of data was completed in May of 1987. The survey consisted of a cover letter and two profile forms sent to each of the selected institutions. The chairperson profile was used to obtain information on each chairperson and his/her respective institution. The faculty profile provided demographic data on each of the faculty members in the physical education department (Appendixes D-F). Responses of 80% on the preliminary survey provided the author with a sample population of 86 faculty members and 13 chairpersons representing 12 institutions across Tennessee. The 86 included 71 faculty members from public institutions and 15 from private institutions with six and seven chairpersons, respectively. However, thorough screening of responses to ensure eligibility reduced the sample population to 56% of the initial projection (N = 56).

Description of Test Instruments

Testing instruments used for gathering of data included Cattell's Sixteen Personality Factor Questionnaire (16 PF) and an Evaluation of Department Chairperson/Head form

adapted with permission from the Department of Evaluation of Chairperson Activities for Development system, copyrighted 1982 by the Center for Faculty Evaluation and Development, Kansas State University (Appendixes G-H).

Cattell's Sixteen Personality Factor Questionnaire (16 PF)

"The Sixteen Personality Factor Questionnaire (16 PF) is an objectively scoreable test devised by basic research in psychology to give the most complete coverage of personality possible in a brief time" (IPAT, 1986, p. 5). The institute also stated, "Comprehensive coverage of personality rests upon measurement of sixteen functionally independent and psychologically meaningful dimensions isolated and replicated in more than 40 years of analytical research on normal and clinical groups" (IPAT, 1986, p. 5). Meyer (1983) summarized the 16 factors in the 16 PF Questionnaire as shown in Table 1.

The 16 PF consists of 10 to 13 items for each scale in Form A used in this study. There are five forms of the 16 PF: Forms A, B, C, D, and E. Forms A through D are the most appropriate for literate individuals whose educational level is equivalent or higher than that of the average high school student. Form E is used for individuals with educational and reading deficiencies.

Form A used in this study contains 187 items. There are three alternative answers (e.g., true, uncertain, false)

Table 1

Sixteen Primary Personality Factors of Cattell's 16 PF*

Factor	
A	Reserved vs. Outgoing
B	Less Intelligent vs. More Intelligent
C	Affected by Feelings vs. Emotionally Stable
E	Humble vs. Assertive
F	Sober vs. Happy-Go-Lucky
G	Expedient vs. Conscientious
H	Shy vs. Venturesome
I	Tough-Minded vs. Tender-Minded
L	Trusting vs. Suspicious
M	Practical vs. Imaginative
N	Forthright vs. Shrewd
O	Placid vs. Apprehensive
Q1	Conservative vs. Experimenting
Q2	Group-Dependent vs. Self-Sufficient
Q3	Undisciplined Self-Conflict vs. Controlled
Q4	Relaxed vs. Tense

*A capsule description of the Sixteen Primary Personality Factors may be found in Appendix B.

for each item. Form A has a short-interval reliability of .80 and a long-interval reliability of .52.

The 16 PF was machine-scored by the Institute for Personality and Ability Testing, Champaign, Illinois. Each 16 PF form was scored, and a single-page report provided raw scores, sten scores, and corrected sten scores as well as broad influence patterns and a personality profile pattern code for further interpretation.

Evaluation of Department Chairperson/Head

This evaluation was composed of 15 activities that chairpersons pursue. The faculty members rated the chairperson's performance during the last 12 months using a five-point scale (1 = Very Effective, 2 = Slightly Effective, 3 = Neither Effective Nor Ineffective, 4 = Slightly Ineffective, 5 = Very Ineffective).

The evaluation was used to determine if the faculty perceived the chairperson as being effective or ineffective. This perception was derived from the mean ratings of each faculty member.

Data Analyses

Comparison of Faculty Traits and Chairperson Traits

The t Tests were computed to determine, at the .05 level of confidence, if there was a significant difference between the personality traits of the nine faculties and their particular chairpersons. Faculty members of each institution were grouped according to whether they perceived

an effective leader or an ineffective leader. For statistical purposes, t Tests were used to compare the three subgroups of the population to each other (e.g., Chairpersons to Faculty who perceived them as effective leaders, Chairpersons to Faculty who perceived them as ineffective leaders). In addition, t Tests were used when comparing subjects and leader by institution (e.g., Middle Tennessee State University Faculty to Chairperson).

Chapter 3

Results

In the preceding chapter the study's procedures and method were discussed in terms of sample population, instruments, and analyses. This chapter discloses the results of the computerized data analyses on the three subgroups and of the sample as a whole.

Thorough screening of responses to ensure eligibility reduced the sample population to 56% of the initial projection (N = 56). The sample was reduced by subjects who did not meet the three-year experience criteria, failure to participate, or due to incomplete data. For purpose of data analyses the sample was further divided into subgroups with the following numbers per subgroup: Chairpersons N = 9, Faculty who perceived an effective leader N = 37, and Faculty who perceived an ineffective leader N = 10.

Motivational Distortion Scale

Table 2 provides information on the sample population as it related to the Motivational Distortion Scale incorporated in the 16 PF questionnaire. The Motivational Distortion Scale's function is to score several indices of test-taking attitude (e.g., faking bad, faking good, random). Examination of the single-page reports for each subject revealed no subjects "randomly" answered the

Table 2

Motivational Distortion Scale Results for Sample Population

Institution	No. of Responses	No. of Responses		Percent
		Faking Good/ Faking Bad	Faking Good/ Faking Bad	
A	19	6		31.6
B	13	8		61.5
C	8	1		12.5
D	2	1		50.0
E	3	2		66.6
F	2	1		50.0
G	2	2		100.0
H	3	2		66.6
I	<u>4</u>	<u>2</u>		<u>50.0</u>
Totals	56	25		44.6

187-item questionnaire. However, a large percentage of the sample was found to have scored outside acceptable ranges on the faking bad or the faking good categories. The "faking bad" scale was developed to identify situations in which examinees might be unduly candid about their faults, real and/or imagined. The "faking good" scale was developed to detect situations in which examinees attempted to paint too complimentary a picture of themselves. Table 2 provides a breakdown of subjects by institution, the number found to have been faking good/faking bad, and the percentage of the sample found to have scored outside the acceptable limits.

Frequency distributions and measures of central tendency were calculated for the total sample and each subgroup. In the following tables these subgroups will be identified as follows: Chair = Chairpersons/Heads, Faculty (+) = Faculty members who perceived an effective leader, and Faculty (-) = Faculty members who perceived an ineffective leader.

Sten Scores

Mean sten scores, standard deviations, and N in each subgroup are identified in Table 3 for each of the 16 primary personality factors. Means and standard deviations are rounded to the nearest tenth. The IPAT single-page reports provided descriptors identifying how the sten scores compared to the general adult norms. These descriptors and corresponding sten score ranges are as follows: 1.0-1.4

Table 3

Mean Sten Scores, Standard Deviations and N of Subgroups
for the 16 Primary Factors

	Chair	Faculty (+)	Faculty (-)
N	9	37	10
Factor A			
(Reserved vs. Outgoing)			
\bar{x}	6.4	6.0	5.3
s	1.9	2.2	1.2
Factor B			
(Less Intelligent vs. More Intelligent)			
\bar{x}	7.4	7.5	8.2
s	2.1	1.6	1.6
Factor C			
(Affected by Feelings vs. Emotionally Stable)			
\bar{x}	6.9	5.8	5.6
s	1.2	1.8	2.0
Factor E			
(Humble vs. Assertive)			
\bar{x}	5.8	6.4	7.9
s	2.7	1.7	1.5

(table continues)

		Chair	Faculty (+)	Faculty (-)
N		9	37	10
<hr/>				
Factor F				
(Sober vs. Happy-Go-				
Lucky)	\bar{x}	5.7	5.5	5.3
	s	1.9	1.5	1.3
Factor G				
(Expedient vs.				
Conscientious)	\bar{x}	6.1	6.3	5.2
	s	1.5	1.9	2.0
Factor H				
(Shy vs. Venturesome)				
	\bar{x}	6.1	6.8	6.0
	s	2.2	1.8	1.6
Factor I				
(Tough-Minded vs.				
Tender-Minded)	\bar{x}	6.7	5.7	6.0
	s	1.8	1.8	1.9

(table continues)

		Chair	Faculty (+)	Faculty (-)
N		9	37	10
<hr/>				
Factor L				
(Trusting vs. Suspicious)				
	\bar{x}	4.9	5.6	6.7
	s	2.5	1.9	1.9
Factor M				
(Practical vs. Imaginative)				
	\bar{x}	5.9	5.3	7.1
	s	1.8	1.9	2.1
Factor N				
(Forthright vs. Shrewd)				
	\bar{x}	7.3	5.9	5.7
	s	2.1	1.9	2.3
Factor O				
(Placid vs. Apprehensive)				
	\bar{x}	3.6	4.7	4.5
	s	1.3	1.6	1.9

(table continues)

	Chair	Faculty (+)	Faculty (-)
N	9	37	10

Factor Q1
(Conservative vs. Experimenting)

\bar{x}	3.1	4.4	7.0
s	2.0	1.8	2.4

Factor Q2
(Group-Dependent vs. Self-Sufficient)

\bar{x}	6.1	6.6	7.3
s	1.1	1.6	1.5

Factor Q3
(Undisciplined Self-Control vs. Controlled)

\bar{x}	5.8	6.6	5.5
s	1.0	1.8	1.4

Factor Q4
(Relaxed vs. Tense)

\bar{x}	6.0	6.1	5.8
s	1.6	1.8	2.9

extremely low, 1.5-2.4 very low, 2.5-3.4 low, 3.5-4.4 below average, 4.5-6.4 average, 6.5-7.4 above average, 7.5-8.4 high, 8.5-9.4 very high, and 9.5-10.0 extremely high.

There were several primary personality factors that resulted in a two-tail probability of .05 or less on the t Tests between subgroups. Tables 4-9 identify the subgroups, t Test results, and factors which resulted in a significant probability. Complete data analyses for the 16 primary factors may be found in Appendix I.

Chair and Faculty (+) Comparisons

In Table 4, calculations revealed a two-tail probability of .048 on Factor N (Forthright vs. Shrewd) between the subgroups of Chair and Faculty (+). The subgroup Chair had a mean of 7.3333 and subgroup Faculty (+) had a mean of 5.8649 on Factor N. The means indicate that the subgroup Chair tended to be more shrewd while the Faculty (+) group tended to be average when compared to general adult norms.

The t Test revealed a two-tail probability of .070 for Factor O (Placid vs. Apprehensive) between subgroups Chair and Faculty (+). The subgroup Faculty (+) had a mean of 4.6486 and subgroup Chair a mean of 3.5556 on Factor O. The lower mean sten scores indicated that the Chair subgroup leaned significantly more toward the placid end of the scale, although both scores fell below the average for general adult norms.

Table 4

Results of t Test on Factor N (Forthright vs. Shrewd)
Between Subgroups Chair and Faculty (+)

Pooled Variance Estimate					
Subgroup	N	\bar{x}	t	df	Prob.
Chair	9	7.3333	2.03	44	.048
Faculty (+)	37	5.8649			

The results of the t Test on Factor Q1 (Conservative vs. Experimenting) between subgroups Chair and Faculty (+) were directional for both groups toward conservatism. The means for subgroups Chair and Faculty (+) were 3.1111 and 4.3784, respectively, with a two-tail probability of .068.

Chair and Faculty (-) Comparisons

Tables 5 and 6 represent the results of t Tests between subgroups Chair and Faculty (-). Four primary factors were identified as being significant or marginal between these subgroups.

In Table 5, Factor E (Humble vs. Assertive) was identified as having a two-tail probability of .046. Subgroup Chair had a mean sten score of 5.7778 and subgroup Faculty (-) had a mean score of 7.9000. The mean of 5.7778 was within the average for general adult norms while the 7.9000 was high above the average toward assertiveness.

Factor L (Trusting vs. Suspicious) resulted in a two-tail probability of .092 between subgroups Chair and Faculty (-). The mean sten scores for subgroups Chair and Faculty (-) were 4.8889 and 6.7000. The mean for the Chair subgroup was considered to be average while the Faculty (-) mean was above average toward suspicious based on general adult norms.

Table 6 reveals a two-tail probability of .001 for Factor Q1 (Conservative vs. Experimenting) between subgroups Chair and Faculty (-). The subgroup Chair had a mean sten

Table 5

Results of t Test on Factor E (Humble vs. Assertive)
Between Subgroups Chair and Faculty (-)

Pooled Variance Estimate

Subgroup	N	\bar{x}	t	df	Prob.
Chair	9	5.7778	-2.15	17	.046
Faculty (-)	10	7.9000			

Table 6

Results of t Test on Factor Q1 (Conservative vs. Experimenting) Between Subgroups Chair and Faculty (-)

Pooled Variance Estimate					
Subgroup	N	\bar{x}	t	df	Prob.
Chair	9	3.1111	-3.83	17	.001
Faculty (-)	10	7.0000			

score of 3.111 and subgroup Faculty (-) a mean sten score of 7.0000 on Factor Q1. The mean of 3.1111 was low and the mean of 7.0000 above average when compared to general adult norms. The Chair subgroup tended to be more conservative while subgroup Faculty (-) was more experimenting.

The t Test calculations revealed a two-tail probability of .064 on Factor Q2 (Group-Dependent vs. Self-Sufficient) between the subgroups Chair and Faculty (-). The subgroup Chair had a mean sten score of 6.1111 and subgroup Faculty (-) had a mean score of 7.3000 on Factor Q2. The means indicate that the subgroup Chair fell within the average of general adult norms while subgroup Faculty (-) was above average toward Self-Sufficient.

Tables 7 and 8 represent the t Test results between subgroup Faculty (+) and Faculty (-). Five primary personality factors are identified as being significant or approaching the level of significance.

Faculty (+) and Faculty (-) Comparisons

In Table 7, Factor E (Humble vs. Assertive) was identified as having a two-tail probability of .001. Subgroup Faculty (+) had a mean sten score of 6.3514 and subgroup Faculty (-) had a mean sten score of 7.90000. The mean of 6.3514 was within the average for general adult norms while the 7.9000 was high above the average toward assertive.

Table 7

Results of t Test on Factor E (Humble vs. Assertive) Between
Subgroups Faculty (+) and Faculty (-)

Pooled Variance Estimate

Subgroup	N	\bar{x}	t	df	Prob.
Faculty (+)	37	6.3514	-2.67	45	.001
Faculty (-)	10	7.9000			

The t Test between subgroups Faculty (+) and Faculty (-) on Factor L (Trusting vs. Suspicious) revealed a two-tail probability of .096. The subgroup Faculty (+) had a mean sten score of 5.5676 and subgroup Faculty (-) a mean of 6.7000 on Factor L. The mean score of 5.5676 indicates that subgroup Faculty (+) was within the average range of the general adult norms. Faculty (-), with a mean of 6.7000, was above the average tending to be more suspicious.

In Table 8 are the results of the t Test on Factor M (Practical vs. Imaginative) between subgroups Faculty (+) and Faculty (-). The means for subgroups Faculty (+) and Faculty (-) were 5.3243 and 7.10000, respectively, with a two-tail probability of .012. The Faculty (+) mean of 5.3243 was within the average range of the general adult norms while the mean of 7.1000 for the Faculty (-) subgroup was above the average leaning toward imaginative.

Factor Q1 (Conservative vs. Experimenting) resulted in a two-tail probability of .000 between subgroups Faculty (+) and Faculty (-). The mean sten scores for subgroups Faculty (+) and Faculty (-) were 4.3784 and 7.0000. The mean for subgroup Faculty (+) was considered to be average while the Faculty (-) mean was above average toward experimenting based on general adult norms. Table 9 identifies the results of the t Test on Factor Q1 between subgroups Faculty (+) and Faculty (-).

Table 8

Results of t Test on Factor M (Practical vs. Imaginative)
Between Subgroups Faculty (+) and Faculty (-)

Pooled Variance Estimate

Subgroup	N	\bar{x}	t	df	Prob.
Faculty (+)	37	5.3243	-2.62	45	.012
Faculty (-)	10	7.1000			

Table 9

Results of t Test on Factor Q1 (Conservative vs. Experimenting) Between Subgroups Faculty (+) and Faculty (-)

Pooled Variance Estimate

Subgroup	N	\bar{x}	\underline{t}	df	Prob.
Faculty (+)	37	4.3784	-3.82	45	.000
Faculty (-)	10	7.0000			

Factor Q3 (Undisciplined vs. Controlled) resulted in a two-tail probability of .078 between subgroups Faculty (+) and Faculty (-). The mean sten scores for subgroups Faculty (+) and Faculty (-) were 6.6216 and 5.5000. The mean for subgroup Faculty (-) was considered to be average while the Faculty (+) mean was above average toward controlled based on general adult norms.

Second-order Sten Scores--Chairpersons

The single-page report formulated by IPAT provides scores on the second-order factors (e.g., Extraversion, Anxiety, Control). Table 10 represents the second-order sten scores for nine chairpersons. Also included with the stens are descriptions of how the sten compares with general adult norms.

Composite Scores--Chairpersons

Composite scores were also provided on the single-page reports. Table 11 represents how the chairpersons scored on the composites.

Table 10

Second-order Stens and Means for Chairpersons

	Factors*				
	Ext	Anx	T P	Ind	Con
Chair A	6.7	3.0	4.5	5.5	6.8
	ab ave	low	ave	ave	ab ave
Chair B	7.2	3.0	5.1	5.7	6.1
	ab ave	low	ave	ave	ave
Chair C	4.2	4.9	7.5	2.3	5.6
	b ave	ave	high	v low	ave
Chair D	6.1	4.1	6.5	6.1	6.3
	ave	b ave	ab ave	ave	ave
Chair E	6.9	6.9	9.0	8.4	4.4
	ab ave	ab ave	v high	high	b ave
Chair F	3.7	5.8	4.6	1.6	8.4
	b ave	ave	ave	v low	high
Chair G	5.4	4.8	4.8	1.2	6.8
	ave	ave	ave	ex low	ab ave
Chair H	4.1	5.9	2.5	7.6	3.5
	b ave	ave	low	high	b ave

(table continues)

	Factors*				
	Ext	Anx	T P	Ind	Con
Chair I	9.5	4.6	5.7	9.4	5.4
	ex high	ave	ave	v high	ave
\bar{x}	6.0	4.8	5.6	5.3	5.9
	ave	ave	ave	ave	ave

*Ext = Extraversion, Anx = Anxiety, T P = Tough Poise,
 Ind = Independence, Con = Control

Key:

low = low

v low = very low

ex low = extremely low

ave = average

ab = above average

b ave = below average

high = high

v high = very high

ex high = extremely high

Table 11

Composite Stens and Means for Chairpersons

	Adjustment	Leadership	Creativity
Chair A	5.4 ave	7.5 high	5.3 ave
Chair B	2.9 low	8.5 v high	6.3 ave
Chair C	4.7 ave	5.8 ave	4.0 b ave
Chair D	5.1 ave	7.2 ab ave	4.5 ave
Chair E	5.3 ave	6.3 ave	4.8 ave
Chair F	7.2 ab ave	5.8 ave	6.3 ave
Chair G	6.5 ab ave	5.4 ave	4.6 ave
Chair H	6.7 ab ave	4.6 ave	8.6 ave

(table continues)

	Adjustment	Leadership	Creativity
Chair I	3.4	8.2	5.2
	low	high	ave
\bar{x}	5.2	6.6	5.5
	ave	ab ave	ave

Key:

low = low

v low = very low

ex low = extremely low

ave = average

ab ave = above average

b ave = below average

high = high

v high = very high

ex high = extremely high

Chapter 4

Discussion

The twofold purpose of the study was: a) to determine if a positive relationship exists between leader and follower personality traits and b) to identify the perceived effectiveness of college physical education administrators as seen by the faculty in selected colleges and universities in Tennessee. Included in the sample population were nine chairpersons, 37 faculty members who perceived their chairperson as being effective, and 10 faculty members who perceived their chairperson as being ineffective in that role.

This investigation began in the summer of 1986 and data collection was completed in May, 1987. The testing instruments used for gathering data included Cattell's Sixteen Personality Factor Questionnaire (16 PF) and an Evaluation of Department Chairperson/Head form.

The author hypothesized that: (1) faculty members who perceived their leaders to be effective would possess the same or similar personality traits as those of their leader and (2) those faculty members who perceived an ineffective leader would possess different traits than those of their leader.

Findings

Chairperson and Faculty (+) Comparisons

Statistical analyses revealed one primary personality factor that differed significantly between the subgroups of chairpersons and faculty who perceived an effective leader. The t Test on Factor N (Forthright vs. Shrewd) yielded a two-tail probability of .048. The mean sten score of 7.3333 for the chairperson group was above average of the general adult norms. This indicates that chairpersons tend to be more shrewd and less forthright than their faculty members who saw them as effective leaders.

Chairpersons and Faculty (-) Comparisons

Further analysis revealed two primary personality factors that differed significantly between subgroups of chairpersons and faculty who perceived an ineffective leader. The t Test of Factor E (Humble vs. Assertive) resulted in a two-tail probability of .046. The faculty group was above average of the general adult norms with a mean sten score of 7.9000. This indicated that faculty members who perceived an ineffective leader tend to be more assertive than their leaders. The results of the t Test on Factor Q1 (Conservative vs. Experimenting) revealed a two-tail probability of .001 between the subgroups of chairpersons and faculty who perceived an ineffective leader. The chairpersons had a low mean sten score of 3.1111 (Conservative) and the faculty members were above

average on the general adult norms with a mean sten score of 7.0000 (Experimenting).

Faculty (+) and Faculty (-) Comparisons

Three primary personality factors resulted in significant differences between faculty who perceived an effective leader and faculty who perceived an ineffective leader. Factor E (Humble vs. Assertive) resulted in a two-tail probability of .001 between the faculty subgroups. The faculty who perceived an effective leader had a mean sten score of 6.3514 and the faculty who perceived an ineffective leader had a mean sten score of 7.9000. This indicates that the faculty who perceived an ineffective leader tended to be more assertive than the faculty who perceived an effective leader. Factor M (Practical vs. Imaginative) resulted in a two-tail probability of .012. The faculty who perceived an effective leader had a mean sten score of 5.3243 and the faculty who perceived an ineffective leader were more imaginative with a mean sten score of 7.1000. Factor Q1 (Conservative vs. Experimenting) revealed a two-tail probability of .000 between the faculty subgroups. The faculty who perceived an effective leader had a mean sten score of 4.3784 (Conservative) and the faculty who perceived an ineffective leader had a mean sten score of 7.000 (Experimenting).

Conclusions

It seems appropriate to infer from these results that chairpersons tend to be more conservative while faculty subgroups were more experimenting. This tendency might be reinforced by the very nature of the position of chairperson. The accountability required and the boundaries established by institutional rules and policies may lead the chairperson toward conservatism.

The results of the study also lead the investigator to believe that individuals who tend to perceive ineffective leaders will generally be individuals who score high in the areas of assertiveness and experimentation. These traits do not presuppose poor followers, but individuals who tend to explore and search for new ideas and concepts in a less prescribed environment.

The chairperson group scored average and above average on the three composite scores. The chairpersons scored average on adjustment, above average on leadership, and average on creativity. With the need for innovative programs that attract new students, the investigator found it interesting that chairpersons scored average on creativity when compared to general adult norms. This lack of creativity in our leadership could be a cause for dwindling enrollments and the lack of departmental cohesion and direction, or it could be that administrative structure

demands adherence to established programs and in essence discourages ingenuity.

Implications and Suggestions

The investigator encountered several problems in the development and completion of this study. The respondents were hesitant and slow in completing and returning the survey. Follow-up letters and numerous personal contacts were necessary to expedite the process. One reason for the delays may have been the length of the test instrument. The 16 PF consisted of 187 items and the chairperson evaluation consisted of 15 items. Even though the survey was lengthy in nature, subjects should have been able to complete it in approximately 60 minutes.

The author guaranteed confidentiality for all subjects who answered the survey. The names of the subjects were needed solely for the purpose of returning the results of the 16 PF to each individual as a "reward" for participating in the study. There seemed to be a problem for many subjects concerning the inclusion of their name. This was further clarified in the follow-up letter which informed individuals that if they did not desire their results they could return the completed survey anonymously. Still, there was a limited return (56%). The lack of interest or feelings of insecurity greatly limited this study and its interpretation and also would seem to discourage similar

research in this area in the future unless solutions are discovered.

Another problem encountered in this study was the high incidence of "faking good/faking bad" on the 16 PF questionnaire. This could have been caused by a number of things. The sample population consisted of educators with advanced educational training. This population may have included individuals who were knowledgeable in test-taking techniques. Also, the subjects may have spent a long period of time on each item and either consciously or unconsciously answered in a manner that would correlate with how they would like to be rather than what they are really like.

For research on the educational leader-follower situation to be effective and valuable, a more effective way to ensure authenticity will have to be found where educators and administrators are concerned. This honesty is not just limited to the surveys that will be used but also to the honesty within one's self. Then, and only then, will research in this area be reliable, valid, and beneficial to the individuals and organization. Research is a tool for exploration and improvement and should never be used for retaliation or defamation. Obviously, many, through their own experiences or perceptions, feel threatened at being "themselves."

In recommending future research or replication of this study, the author offers a few suggestions. Anonymity is

a necessity. However, one negative aspect of anonymity is the inability to "reward" subjects with their personality inventory results. This anonymity may or may not increase participation but those who participate may feel more secure. The use of Cattell's 16 PF is encouraged. Even though the 16 PF is lengthy it is still one of the more reliable and valid instruments available. This is not to conclude that other instruments can not be used in concert with this research tool. Future research may also include the use of an administrator's evaluation of faculty members for further analysis of the leader and follower relationship in education.

Appendixes

Appendix A
Request and Permission Letters for Use
of 16 PF Capsule Descriptions

MIDDLE TENNESSEE STATE UNIVERSITY

Murfreesboro, Tennessee 37132

Health, Physical Education, Recreation
and Safety Department

January 5, 1986

Institute for Personality &
Ability Testing, Inc.
P.O. Box 188
Champaign, IL 61820

Dear Ms. Speer,

I am a doctoral candidate at Middle Tennessee State University. My dissertation consists of assessing personality traits and their relationship to the leader-follower situation.

The purpose of this letter is to request permission to use the Capsule Descriptions of the 16 Primary Personality Factors (Administrator's Manual for the 16 Personality Factor Questionnaire, pp. 24-31) in the appendix of my dissertation.

If you will permit me the use of the capsule descriptions in my study, please forward a formal letter of permission to me at MTSU Box 96. Thank you for your assistance in this matter.

Sincerely,

Michael G. Hypes
Doctoral Candidate


INSTITUTE FOR PERSONALITY AND ABILITY TESTING, INC.
PERMISSION

Permission is hereby granted to Michael G. Hypes
 to include Capsule Descriptions of the 16 Primary Personality Factors
 adapted from Administrator's Manual for the 16 Personality Factor
Questionnaire, pp. 24-31,*

in the book dissertation on assessing personality traits and their
 relationship to the leader-follower situation,

provided that the following credit line is also included on the same
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Date: January 12, 1987 By: [Signature]

Title: Director of Operations, Test Services
Division

*Please be certain that NO ACTUAL ITEMS from the questionnaire appear
 in the dissertation.

Appendix B
Capsule Description of the Sixteen
Primary Personality Factors

Capsule Description of the Sixteen Primary Personality Factors

Low Score Direction

High Score Direction

Factor A

COOL, Reserved, Impersonal,
Detached, Formal, Aloof

vs.

WARM, Outgoing, Kindly, Easygoing,
Participating, Likes People

People who score low (sten of 1 to 3) on Factor A tend to be stiff, cool, skeptical, and aloof. They like things rather than people, working alone, and avoiding compromises of viewpoints. They are likely to be precise and "rigid" in their way of doing things and in their personal standards. In many occupations these are desirable traits. They may tend, at times, to be critical, obstructive, or hard.

People who score high (sten of 8 to 10) on Factor A tend to be good-natured, easygoing, emotionally expressive, ready to cooperate, attentive to people, softhearted, kindly, adaptable. They like occupations dealing with people and socially impressive situations, and they readily form active groups. They are generous in personal relations, less afraid of criticism, and better able to remember names of people.

Factor B

CONCRETE-THINKING, Less
Intelligent

vs.

ABSTRACT-THINKING, More Intelligent,
Bright

The person scoring low on Factor B tends to be slow to learn and grasp, dull, and given to concrete and literal interpretation. This dullness may be simply a reflection of low intelligence, or it may represent poor functioning due to psychopathology.

The person who scores high on Factor B tends to be quick to grasp ideas, a fast learner, intelligent. There is some correlation with level of culture, and some with alertness. High scores contraindicate deterioration of mental functions in pathological conditions.

Factor C

AFFECTED BY FEELINGS, Emotionally
Less Stable, Easily Annoyed

The person who scores low on Factor C tends to be low in frustration tolerance for unsatisfactory conditions, changeable and plastic, evading necessary reality demands, neurotically fatigued, fretful, easily annoyed and emotional, active in dissatisfaction, having neurotic symptoms (phobias, sleep disturbances, psychosomatic complaints, etc.). Low Factor C score is common to almost all forms of neurotic and some psychotic disorders.

vs.

EMOTIONALLY STABLE, Mature, Faces
Reality, Calm

The person who scores high on Factor C tends to be emotionally mature, stable, realistic about life, unruffled, possessing ego strength, better able to maintain solid group morale. This person may be making a resigned adjustment to unsolved emotional problems.

Factor E

SUBMISSIVE, Humble, Mild, Easily
Led, Accommodating

Individuals scoring low on Factor E tend to give way to others, to be docile, and to conform. They are often dependent, confessing, anxious for obsessional correctness. This passivity is part of many neurotic symptoms.

vs.

DOMINANT, Assertive, Aggressive,
Stubborn, Competitive, Bossy

Individuals scoring high on Factor E are assertive, self-assured, and independent-minded. They tend to be austere, a law unto themselves, hostile or extrapunitive, authoritarian (managing others), and disregarding of authority.

Factor F

SOBER, Restrained, Prudent,
Taciturn, Serious

Low scorers on Factor F tend to be restrained, reticent, and introspective. They are sometimes dour, pessimistic, unduly deliberate, and considered smug and primly correct by observers. They tend to be sober, dependable people.

vs.

ENTHUSIASTIC, Spontaneous, Heedless,
Expressive, Cheerful

High scorers on this trait tend to be cheerful, active, talkative, frank, expressive, effervescent, and care-free. They are frequently chosen as elected leaders. They may be impulsive and mercurial.

Factor G

EXPEDIENT, Disregards Rules,
Self-indulgent

People who score low on Factor G tend to be unsteady in purpose. They are often casual and lacking in effort for group undertakings and cultural demands. Their freedom from group influence may lead to antisocial acts, but at times makes them more effective, while their refusal to be bound by rules causes them to have less somatic upset from stress.

vs.

CONSCIENTIOUS, Conforming, Moralistic,
Staid, Rule-bound

People who score high on Factor G tend to be exacting in character, dominated by sense of duty, persevering, responsible, planful, "fill the unforgiving minute." They are usually conscientious and moralistic, and they prefer hard-working people to witty companions. The inner "categorical imperative" of this essential superego (in the psychoanalytic sense) should be distinguished from the superficially similar "social ideal self" of Q_3+ .

Factor H

SHY, Threat-sensitive, Timid,
Hesitant, Intimidated

Individuals who score low on this trait tend to be shy, withdrawing, cautious, retiring, "wall-flowers." They usually have inferiority feelings and tend to be slow and impeded in speech and in expressing themselves. They dislike occupations with personal contacts, prefer one or two close friends to large groups, and are not given to keeping in contact with all that is going on around them.

vs.

BOLD, Venturesome, Uninhibited, Can
Take Stress

Individuals who score high on Factor H are sociable, bold, ready to try new things, spontaneous, and abundant in emotional response. Their "thick-skinnedness" enables them to face wear and tear in dealing with people and grueling emotional situations, without fatigue. However, they can be careless of detail, ignore danger signals, and consume much time talking. They tend to be "pushy" and actively interested in the opposite sex.

Factor I

TOUGH-MINDED, Self-reliant, No-nonsense, Rough, Realistic

People who score low on Factor I tend to be tough, realistic, "down to earth," independent, responsible, but skeptical of subjective, cultural elaborations. They are sometimes unmoved, hard, cynical, and smug. They tend to keep a group operating on a practical and realistic "no-nonsense" basis.

vs.

TENDER-MINDED, Sensitive, Over-protected, Intuitive, Refined

People who score high on Factor I tend to be emotionally sensitive, day-dreaming, artistically fastidious, and fanciful. They are sometimes demanding of attention and help, impatient, dependent, temperamental, and not very realistic. They dislike crude people and rough occupations. In a group, they often tend to slow up group performance and to upset group morale by undue fussiness.

Factor L

TRUSTING, Accepting Conditions,
Easy to Get on with

The person who scores low on Factor L tends to be free of jealous tendencies, adaptable, cheerful, uncompetitive, concerned about others, a good team worker. They are open and tolerant and usually willing to take a chance with people.

vs.

SUSPICIOUS, Hard to Fool, Distrustful,
Skeptical

People who score high on Factor L tend to be mistrusting and doubtful. They are often involved in their own egos and are self-opinionated and interested in internal, mental life. Usually they are deliberate in their actions, unconcerned about other people, and poor team members.

Factor M

PRACTICAL, Concerned with "Down
to Earth" Issues, Steady

Low scorers on Factor M tend to be anxious to do the right things, attentive to practical matters, and subject to the dictation of what is obviously possible. They are concerned over detail, able to keep their heads in emergencies, but are sometimes unimaginative. In short, they are responsive to the outer, rather than the inner, world.

vs.

IMAGINATIVE, Absent-minded, Absorbed
in Thought, Impractical

High scorers on Factor M tend to be unconventional, unconcerned over everyday matters, self-motivated, imaginatively creative, concerned with "essentials," often absorbed in thought, and oblivious of particular people and physical realities. Their inner-directed interests sometimes lead to unrealistic situations accompanied by expressive outbursts. Their individuality can cause them to be rejected in group activities.

Factor N

FORTHRIGHT, Unpretentious, Open,
Genuine, Artless

vs.

SHREWD, Polished, Socially Aware,
Diplomatic, Calculating

Individuals who score low on Factor N have a lot of natural warmth and a genuine liking for people. They are uncomplicated, sentimental, and unvarnished in their approach to people.

Individuals who score high on Factor N tend to be polished, experienced, and shrewd. Their approach to people and problems is usually perceptive, hardheaded, and efficient--an unsentimental approach to situations, an approach akin to cynicism.

Factor O

SELF-ASSURED, Secure, Feels Free of
Guilt, Untroubled, Self-
Satisfied

vs.

APPREHENSIVE, Self-blaming, Guilt-
prone, Insecure, Worrying

Persons with low scores on Factor O tend to be unruffled and to have unshakable nerve. They have a mature, unanxious confidence in themselves and their capacity to deal with things. They can, however, be secure to the point of being insensitive to the feedback of others.

Persons with high scores on Factor O have a strong sense of obligation and high expectations of themselves. They tend to worry and feel anxious and guilt-stricken over difficulties. Often they do not feel accepted in groups or free to participate. High Factor O score is very common in clinical groups of all types.

Factor Q1

CONSERVATIVE, Respecting
Traditional Ideas

vs.

EXPERIMENTING, Liberal, Critical,
Open to Change

Low scorers on Factor Q1 are confident in what they have been taught to believe, and accept the "tried and true," even when something else might be better. They are cautious and compromising in regard to new ideas. Thus, they tend to oppose and postpone change, are inclined to go along with tradition, are more conservative in religion and politics, and tend not to be interested in analytical "intellectual" thought.

High scorers on Factor Q1 tend to be interested in intellectual matters and to have doubts on fundamental issues. They are skeptical and inquiring regarding ideas, either old or new. Usually they are more well informed, less inclined to moralize, more inclined to experiment in life generally, and more tolerant of inconvenience and change.

Factor Q2

GROUP-ORIENTED, A "Joiner" and Sound
Follower, Listens to Others

vs.

SELF-SUFFICIENT, Resourceful, Prefers
Own Decisions

Individuals who score low on Factor Q2 prefer to work and make decisions with other people and like and depend on social approval and admiration. They tend to go along with the group and may be lacking in individual resolution. They are not necessarily gregarious by choice; rather they might need group support.

Individuals who score high on Factor Q2 are temperamentally independent, accustomed to going their own way, making decisions and taking action on their own. They discount public opinion but are not necessarily dominant in their relations with others (see Factor E); in fact, they could be hesitant to ask others for help. They do not dislike people, but simply do not need their agreement or support.

Factor Q3

UNDISCIPLINED SELF-CONFLICT, Lax,
Careless of Social Rules

vs.

FOLLOWING SELF-IMAGE, Socially
Precise, Compulsive

People who score low on Factor Q3 will not be bothered with will control and have little regard for social demands. They are impetuous and not overly considerate, careful, or painstaking. They may feel maladjusted, and many adjustments (especially the affective, but not the paranoid) show Q3-.

People who score high on Factor Q3 tend to have strong control of their emotions and general behavior, are inclined to be socially aware and careful, and evidence what is commonly termed "self-respect" and high regard for social reputation. They sometimes tend, however, to be perfectionistic and obstinate. Effective leaders, and some paranoids, are high on Q3.

Factor Q4

RELAXED, Tranquil, Composed, Has
Low Drive, Unfrustrated

vs.

TENSE, Frustrated, Overwrought, Has
High Drive

Individuals who score low on Factor Q4 tend to be sedate, relaxed, composed, and satisfied (not frustrated). In some situations, their oversatisfaction can lead to laziness and low performance, in the sense that low motivation produces little trial and error.

Individuals who score high on Factor Q4 tend to be tense, restless, fretful, impatient, and hard driving. They are often fatigued, but unable to remain inactive. Their frustration represents an excess of stimulated, but undischarged, drive. Extremely high tension level may disrupt school and work performance.

Source: Institute for Personality and Ability Testing, Manual for the 16 PF,
Champaign, IL, 1986, pp. 24-31.

Appendix C
Selected Institutions in Tennessee

Selected Institutions in Tennessee

- I. State Board of Regents Institutions:
 - A. Austin Peay State University, Clarksville
 - B. East Tennessee State University, Johnson City
 - C. Memphis State University, Memphis
 - D. Middle Tennessee State University, Murfreesboro
 - E. Tennessee Technological University, Cookeville
- II. University of Tennessee Board of Trustees Institutions:
 - A. University of Tennessee at Knoxville
 - B. University of Tennessee at Memphis
 - C. University of Tennessee at Martin
 - D. University of Tennessee at Chattanooga
- III. Tennessee Collegiate Athletic Conference Institutions:
 - A. David Lipscomb College, Nashville
 - B. Belmont College, Nashville
 - C. Trevecca Nazarene College, Nashville
 - D. Cumberland University, Lebanon
 - E. Lambuth College, Jackson
 - F. Union University, Jackson
 - G. Freed-Hardeman College, Henderson
 - H. Christian Brothers College, Memphis
 - I. Bethel College, McKenzie

IV. Tennessee Valley Athletic Conference Institutions:

- A. King College, Bristol
- B. Lincoln Memorial University, Harrogate
- C. Milligan College, Milligan
- D. Tusculum College, Greenville
- E. Carson-Newman College, Jefferson City
- F. Tennessee Wesleyan College, Athens
- G. Lee College, Cleveland

Appendix D
Preliminary Survey Cover Letters

Sample

August 21, 1986

Dr. A. H. Solomon
Department of Physical Education
Middle Tennessee State University
Murfreesboro, TN 37132

Dear Dr. Solomon,

The enclosed profile sheets are being used to gather data on physical education departments at various institutions in Tennessee. These data will aid in the proper selection process of subjects for my dissertation.

Please complete the profiles and return in the enclosed mailer by September 15, 1986.

Thank you for your assistance and cooperation in making this a successful endeavor.

Sincerely,

Michael G. Hypes
Doctoral Candidate

Sample

August 21, 1986

Dr. A. H. Solomon
Dept. of Health, Physical Education, and Recreation
Middle Tennessee State University
Murfreesboro, TN 37132

Dear Dr. Solomon,

Recently, Mr. Michael Hypes, a Doctor of Arts candidate at MTSU, corresponded with you regarding a list of faculty members teaching in your department. Mr. Hypes has proposed a dissertation topic to investigate the relationship between leader-follower (administrator-instructor) personality traits in selected colleges and universities in Tennessee. This relationship will be determined by personality inventories using the Cattell Sixteen Personality Factor Questionnaire. No institution or faculty/administrator will be identified. Each faculty member will be contacted by Mr. Hypes concerning their involvement in his investigation.

I would like to encourage you to participate in this investigation. If you haven't returned the list of your faculty, please do so as soon as possible.

Sincerely,

Guy Penny, Chairperson
Health, Physical Education, and Recreation

Appendix E
Chairperson Profile

Chairperson Profile

Institution _____ Institution enrollment _____
Department _____
Name _____ Sex _____ Age _____
Degree Held _____ Rank _____
Years of administrative experience (elementary/secondary) ____
Years of administrative experience (college) _____
Years in current position _____
Number of faculty in department _____

Appendix F
Faculty Profile

Faculty Profile

Institution _____

Chairperson _____

Faculty:

Name	Sex	Age	Years Teaching Experience (college)	Years at Present Institution	Degree Held

Appendix G
Request and Permission Letters to Use
Evaluation of Chairperson
Activities for
Development

Middle Tennessee State University

Murfreesboro, Tennessee 37132

Health, Physical Education, Recreation
and Safety Department

August 26, 1986

Director
Center for Faculty Evaluation and
Development in Higher Education
1627 Anderson Avenue
Box 3000
Manhattan, Kansas 66502

To Whom It May Concern:

I am a doctoral candidate at Middle Tennessee State University. My dissertation proposal consists of assessing personality traits and their relationship to the leader-follower situation.

The purpose of this letter is to request permission to use some of the items included in your Departmental Evaluation of Chairperson Activities system of 1977. I would like to use several, but not totally inclusive of, items in your survey.

If you will permit me the use of such items in my study please forward a formal letter of permission to me at Box 96, MTSU. Thank you for your assistance in this matter.

Sincerely,

Michael G. Hypes
Doctoral Candidate

September 3, 1986

Michael G. Hypes
Doctoral Candidate
Health, Physical Education, Recreation
and Safety Department
Middle Tennessee State University
Murfreesboro, IN 37132

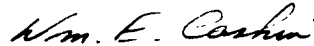
Dear Mr. Hypes:

This is to respond to your letter of August 26, 1986. On behalf of the Center, you are hereby granted permission to use items from our Decad (Departmental Evaluation of Chairperson Activities for Development) system, copyrighted 1982 (see enclosed), for use in your doctoral dissertation. This permission is given under the condition that, in an appropriate place in your dissertation, you will indicate each individual item taken or adapted from Decad, and indicate that the items are copyrighted by this Center and "Reprinted (or Adapted) by Permission."

In return for granting this permission, we ask that you send a copy of your dissertation, when it is completed, to this Center.

Good luck with your research.

Sincerely yours,



William E. Cashin, Ph.D.
Director

WEC:kmb

center for
FACULTY
EVALUATION &
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KANSAS STATE UNIVERSITY

1823 Anderson Avenue, Manhattan, KS 66502-4098

Toll-Free 800-255-2757
or 913-532-5970

Appendix H
Evaluation of Department Chairperson/Head

Evaluation of Department Chairperson/Head

Name _____

Position _____

Institution _____

Listed below are activities which some department chairpersons/heads pursue. Circle the appropriate number which describes your judgment of how effective/ineffective your chairperson/head has been in each of these areas during the past twelve months.

VE = Very Effective SE = Slightly Effective

NENI = Neither Effective nor Ineffective

SE = Slightly Ineffective VI = Very Ineffective

1. Guides the development of sound procedures for assessing faculty performance.

VE	SE	NENI	SI	VI
1	2	3	4	5

2. Recognizes and rewards faculty in accordance with their contributions to the department's program.

VE	SE	NENI	SI	VI
1	2	3	4	5

3. Guides development of sound organizational program to accomplish departmental objectives.

VE	SE	NENI	SI	VI
1	2	3	4	5

4. Arranges effective and equitable allocation of faculty responsibilities such as committee assignments, teaching loads, etc.

VE	SE	NENI	SI	VI
1	2	3	4	5

5. Takes lead in recruitment of promising faculty.
- | | | | | |
|----|----|------|----|----|
| VE | SE | NENI | SI | VI |
| 1 | 2 | 3 | 4 | 5 |
6. Fosters good teaching in the department.
- | | | | | |
|----|----|------|----|----|
| VE | SE | NENI | SI | VI |
| 1 | 2 | 3 | 4 | 5 |
7. Stimulates research and scholarly activity in the department.
- | | | | | |
|----|----|------|----|----|
| VE | SE | NENI | SI | VI |
| 1 | 2 | 3 | 4 | 5 |
8. Guides curriculum development.
- | | | | | |
|----|----|------|----|----|
| VE | SE | NENI | SI | VI |
| 1 | 2 | 3 | 4 | 5 |
9. Maintains faculty morale by reducing, resolving, or preventing conflicts.
- | | | | | |
|----|----|------|----|----|
| VE | SE | NENI | SI | VI |
| 1 | 2 | 3 | 4 | 5 |
10. Fosters development of each faculty member's special talents or interests.
- | | | | | |
|----|----|------|----|----|
| VE | SE | NENI | SI | VI |
| 1 | 2 | 3 | 4 | 5 |
11. Understands and communicates expectations of the University administration to the faculty.
- | | | | | |
|----|----|------|----|----|
| VE | SE | NENI | SI | VI |
| 1 | 2 | 3 | 4 | 5 |

12. Effectively communicates the department's needs (personnel, space, monetary) to the dean.

VE	SE	NENI	SI	VI
1	2	3	4	5

13. Facilitates obtaining grants and contracts from extramural sources.

VE	SE	NENI	SI	VI
1	2	3	4	5

14. Improves the department's image and reputation in the total University community.

VE	SE	NENI	SI	VI
1	2	3	4	5

15. Encourages an appropriate balance among specializations within the department.

VE	SE	NENI	SI	VI
1	2	3	4	5

Appendix I
t Test Results for the Sixteen
Primary Personality Factors

Table 12

t Test Results on Factor A (Reserved vs. Outgoing)

Pooled Variance Estimate					
Subgroup	N	\bar{x}	t	df	Prob.
I) Chair	9	6.4444	.66	44	.516
Faculty (+)	37	5.9189			
II) Chair	9	6.4444	1.58	17	.133
Faculty (-)	10	5.3000			
III) Faculty (+)	37	5.9189	.85	45	.399
Faculty (-)	10	5.3000			

Table 13

t Test Results on Factor B (Less Intelligent vs. More Intelligent)

Pooled Variance Estimate					
Subgroup	N	\bar{x}	\underline{t}	df	Prob.
I) Chair	9	7.4444	-.11	44	.916
Faculty (+)	37	7.5135			
II) Chair	9	7.4444	-.88	17	.393
Faculty (-)	10	8.2000			
III) Faculty (+)	37	7.5135	-1.18	45	.246
Faculty (-)	10	8.2000			

Table 14

t Test Results on Factor C (Affected by Feelings vs.
Emotionally Stable)

Pooled Variance Estimate					
Subgroup	N	\bar{x}	<u>t</u>	df	Prob.
I) Chair	9	6.8889	1.66	44	.916
Faculty (+)	37	5.8378			
II) Chair	9	6.8889	1.68	17	.111
Faculty (-)	10	5.6000			
III) Faculty (+)	37	5.8378	.36	45	.719
Faculty (-)	10	5.6000			

Table 15

t Test Results on Factor E (Humble vs. Assertive)

Pooled Variance Estimate					
Subgroup	N	\bar{x}	\underline{t}	df	Prob.
I) Chair	9	5.7778	-.82	44	.417
Faculty (+)	37	6.3514			
II) Chair	9	5.7778	-2.15	17	.046*
Faculty (-)	10	7.9000			
III) Faculty (+)	37	6.3514	-2.67	45	.001*
Faculty (-)	10	7.9000			

*Significant at the .05 level of confidence

Table 16

t Test Results on Factor F (Sober vs. Happy-Go-Lucky)

Pooled Variance Estimate					
Subgroup	N	\bar{x}	<u>t</u>	df	Prob.
I) Chair	9	5.6667	.30	44	.762
Faculty (+)	37	5.4865			
II) Chair	9	5.6667	.48	17	.634
Faculty (-)	10	5.3000			
III) Faculty (+)	37	5.4865	.36	45	.724
Faculty (-)	10	5.3000			

Table 17

t Test Results on Factor G (Expedient vs. Conscientious)

Pooled Variance Estimate					
Subgroup	N	\bar{x}	t	df	Prob.
I) Chair	9	6.1111	-.27	44	.786
Faculty (+)	37	6.2973			
II) Chair	9	6.1111	1.11	17	.283
Faculty (-)	10	5.2000			
III) Faculty (+)	37	6.2973	1.59	45	.119
Faculty (-)	10	5.2000			

Table 18

t Test Results on Factor H (Shy vs. Venturesome)

Pooled Variance Estimate					
Subgroup	N	\bar{x}	t	df	Prob.
I) Chair	9	6.1111	-1.04	44	.305
Faculty (+)	37	6.8378			
II) Chair	9	6.1111	-.90	17	.380
Faculty (-)	10	6.9000			
III) Faculty (+)	37	6.8378	-.10	45	.922
Faculty (-)	10	6.9000			

Table 19

t Test Results on Factor I (Tough-Minded vs. Tender-Minded)

Pooled Variance Estimate					
Subgroup	N	\bar{x}	t	df	Prob.
I) Chair	9	6.6667	1.39	44	.172
Faculty (+)	37	5.7297			
II) Chair	9	6.6667	.77	17	.451
Faculty (-)	10	6.0000			
III) Faculty (+)	37	5.7297	-.41	45	.683
Faculty (-)	10	6.0000			

Table 20

t Test Results on Factor L (Trusting vs. Suspicious)

Pooled Variance Estimate					
Subgroup	N	\bar{x}	t	df	Prob.
I) Chair	9	4.8889	-.91	44	.366
Faculty (+)	37	5.5676			
II) Chair	9	4.8889	-1.78	17	.092
Faculty (-)	10	6.7000			
III) Faculty (+)	37	5.5676	-1.70	45	.096
Faculty (-)	10	6.7000			

Table 21

t Test Results on Factor M (Practical vs. Imaginative)

Pooled Variance Estimate					
Subgroup	N	\bar{x}	\underline{t}	df	Prob.
I) Chair	9	5.8889	.82	44	.417
Faculty (+)	37	5.3243			
II) Chair	9	5.8889	-1.34	17	.198
Faculty (-)	10	7.1000			
III) Faculty (+)	37	5.3243	-2.62	45	.012*
Faculty (-)	10	7.1000			

*Significant at the .05 level of confidence

Table 22

t Test Results on Factor N (Forthright vs. Shrewd)

Pooled Variance Estimate

Subgroup	N	\bar{x}	t	df	Prob.
I) Chair	9	7.3333	2.03	44	.048*
Faculty (+)	37	5.8649			
II) Chair	9	7.3333	1.60	17	.128
Faculty (-)	10	5.7000			
III) Faculty (+)	37	5.8649	.23	45	.817
Faculty (-)	10	5.7000			

*Significant at the .05 level of confidence

Table 23

t Test Results on Factor 0 (Placid vs. Apprehensive)

Pooled Variance Estimate

Subgroup	N	\bar{x}	t	df	Prob.
I) Chair	9	3.5556	-1.85	44	.070
Faculty (+)	37	4.6486			
II) Chair	9	3.5556	-1.24	17	.232
Faculty (-)	10	4.5000			
III) Faculty (+)	37	4.6486	.25	45	.806
Faculty (-)	10	4.5000			

Table 24

t Test Results on Factor Q1 (Conservative vs. Experimenting)

Pooled Variance Estimate					
Subgroup	N	\bar{x}	t	df	Prob.
I) Chair	9	3.1111	-1.87	44	.068
Faculty (+)	37	4.3784			
II) Chair	9	3.1111	-3.83	17	.001*
Faculty (-)	10	7.0000			
III) Faculty (+)	37	4.3784	-3.82	45	.000*
Faculty (-)	10	7.0000			

*Significant at the .05 level of confidence

Table 25

t Test Results on Factor Q2 (Group-Dependent vs. Self-Sufficient)

Pooled Variance Estimate					
Subgroup	N	\bar{x}	\underline{t}	df	Prob.
I) Chair	9	6.1111	-.86	44	.392
Faculty (+)	37	6.5946			
II) Chair	9	6.1111	-1.98	17	.064
Faculty (-)	10	7.3000			
III) Faculty (+)	37	6.5946	-1.26	45	.214
Faculty (-)	10	7.3000			

Table 26

t Test Results on Factor Q3 (Undisciplined Self-Conflict vs. Controlled)

Pooled Variance Estimate

Subgroup	N	\bar{x}	<u>t</u>	df	Prob.
I) Chair	9	5.7778	-1.33	44	.190
Faculty (+)	37	6.6216			
II) Chair	9	5.7778	.51	17	.618
Faculty (-)	10	5.5000			
III) Faculty (+)	37	6.6216	1.80	45	.078
Faculty (-)	10	5.5000			

Table 27

t Test Results on Factor Q4 (Relaxed vs. Tense)

Pooled Variance Estimate					
Subgroup	N	\bar{x}	\underline{t}	df	Prob.
I) Chair	9	6.0000	-.20	44	.841
Faculty (+)	37	6.1351			
II) Chair	9	6.0000	.18	17	.857
Faculty (-)	10	5.8000			
III) Faculty (+)	37	6.1351	.45	45	.656
Faculty (-)	10	5.8000			

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