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A STUDY OF THE RELATIONSHIP BETWEEN PARENTAL
IDENTIFICATION AND MANAGERIAL ROLES AS
PERCEIVED BY COMMUNITY COLLEGE
ADMINISTRATORS

DISSERTATION

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Action theory provides a theoretical framework for examining administrative behavior in a higher educational system. The specific problem with which this study is concerned is the relationship between parental identification, a selected aspect of early acculturation, and the managerial roles of community college administrators.

The purposes of this investigation are twofold. The first is to determine the relationships between perceived parental identification and Theory X and Theory Y action frames of reference of administrators in a selected community college district. The second purpose is to determine Theory X and Theory Y action frames of reference based on (a) age, (b) sex, (c) method of succession, (d) type of administrative position, and (e) length of time in present position.

Revised forms of two survey instruments, the Normative Expectation Items and the Dogmatism Scale, were used to gather data. The first instrument measures self-perceived managerial attitudes. The second instrument, which was administered twice, measures self-perceived social attitudes

of the administrators and their more influential parent. Statistical treatment of the data includes the use of mean scores and the Pearson product moment correlations; two-tailed tests of significance were conducted at the .05 level.

Analyses of the data findings reveal that the administrators perceive themselves as Y-oriented and tending toward openness, and they perceive their more influential parent as tending toward closedness. When grouped according to age, sex, method of succession, type of administrative position, and length of time in present position, each group scored itself as Y-oriented and tending toward openness. Each group scored its more influential parent as closed with the exception of the group of business services officers and the age group fifty-six and over. Significant relationships were found among variable categories for age, method of succession, and length of time in present position. The relationship between managerial style and parental identification was significant for all responding administrator groups.

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CHAPTER I

INTRODUCTION

Administrative behavior in higher education has come under intense scrutiny in recent years by educators such as Scott (29), Dressel (4), and Monroe (20). Attempts to explain why certain actions are taken and to predict more carefully the actions that administrators might take have been widely proposed and discussed by professionals in several fields. One significant development has been the establishment of theoretical frameworks, such as Maslow's (18) principles of self-actualization, which might allow for the scientific analysis of the motives underlying behavior.

Another theoretical framework was evolved by Parsons (23) whose theory begins by viewing the fundamental starting point of any social system as the interaction of its individuals. Parsons conceptualizes that the actions of an individual are not discrete but relative to one's "action frame of reference" (23, p. 4). The orientation of one or more actors to a situation that includes other actors is part of the action frame of reference. Action is a process in the actor-situation system that has motivational significance to the individual actor and has bearing on his attainment of gratification or avoidance of deprivation (23, p. 4). For purposes of the

theory of action, the action elements are organized as a function of the relation of the actors to the situation and to the history of that relation.

The structure of an action is based on an actor's needs-disposition and his system of expectations. These two properties are very important to the social system in which the action occurs. In its simplest form, a social system is comprised of a number of actors who interact with one another and who are motivated in terms of a tendency to the "optimization of gratification" (23, p. 5). A completely concrete system of social action, as conceived by Parsons, consists of three independent key areas that function interdependently: a social system containing a number of actors, the personality systems of the individual actors, and the cultural system that influences their action. The action frame of reference is a result of the effects of the convergence of all three areas (23). This shared element is the primary focus of this research.

Early acculturation is one influence on action that is assumed to be significant. This factor affects behavior in the areas of personality, the social system, and the cultural system, all of which are important to administration of higher education. One aspect of early acculturation is parental influence. This aspect is believed by some to exert important influences on behavior. Herrmann and Stapf say that "individual personality traits of the parents, parental

attitudes of socialization, and concrete parental behavior are a strong influence on the growing personality of the child" (12, p. 295). The amount of influence of parental identification on individuals in a particular system may be a key to predicting managerial roles or administrative behavior.

Statement of the Problem

The problem with which this study is concerned is the relationship between a selected aspect of early acculturation and the managerial role of community college administrators.

Purposes of the Study

Based on the statement of the problem, the purposes of this study are to determine the relationships between perceived parental identification and (1) Theory X and Theory Y action frames of reference of administrators in a selected community college district, and (2) Theory X and Theory Y action frames of reference based on (a) age, (b) sex, (c) method of succession, (d) type of administrative position, and (e) length of time in present position.

Research Questions

The following research questions are utilized in this study:

1. What is the relationship between perceived parental identification and perceived managerial role (X or Y) of selected community college administrators?

2. What is the relationship between perceived parental identification, perceived managerial role (X or Y) and age, sex, method of succession, type of position, and length of time in position?

The Background of the Study

Every individual has an action frame of reference. This belief is held by other theorists as well as Parsons (23).

Presthus says,

. . . humans are social beings; their motivating values and behavior are mainly determined by the dominant values of a given society. This cultural matrix outlines their aspirations and provides the very symbols and concepts with which they think.

People do not think in a vacuum; reason occurs instead within a given framework of cultural values that is rarely questioned, because it is the only reality one knows. . . . Such personal and social value systems give meaning and order to the phenomenal world. They play a labor-saving role by providing "givens" that facilitate perception and appropriate behavior (24, pp. 85-86).

Homans (14) outlines some general propositions to help explain empirical findings about human social behavior, one of which offers the "approximate truth" (14, p. 15) that if a person is rewarded initially for an action in a given set of circumstances, he is apt to repeat that action or a similar one given the same set of circumstances. Lutz and Iannaccone decided that this "reproducibility of behavior" (17, p. 71)

was a valid basis for predicting a range of actions for a person within a managerial group.

The backgrounds of individuals, the accident of birth (e.g., race, family), and early as well as later experiences influence social behavior and power systems. Consequently, data concerning characteristics exhibited or seen as inherent in individuals may be used as a basis for research on policy-making and administration in education (17, p. 21).

Futhermore, Richardson, Blocker, and Bender, who define administration as "the science of managing human behavior" (26, p. 57), believe that "administration is concerned above all else with the creation of an environment within which growth and change can occur" (26, p. 65).

Within a cultural framework, it follows that the personal and social values of administrators will influence the formation and subsequent result of whether or not a managerial environment is growth-oriented. It also follows that an administrator who, in essence, favors one of two dichotomous frames of reference should indicate the social attitude from which his range of action is generated (9). McGregor (19) proposes and utilizes Theories X and Y which are representative of two disparate social value systems. Theory X, which presupposes the traditional view of direction and control, is founded on the assumptions that (a) the average human being has an inherent dislike of work and will avoid it if he can; (b) because of this human characteristic of dislike of work, most people must be coerced, controlled, directed, threatened with punishment to get them to put forth adequate effort

toward the achievement of organizational objectives; and (c) the average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, wants security above all (19, pp. 33-34). Theory X assumptions relate mainly to role definitions that are oriented toward lower level needs. Richardson, Blocker, and Bender (19, p. 63) believe that most of the lower level physiological needs are reasonably well satisfied in our technological society. Thus, if it is assumed that satisfied needs do not serve to motivate behavior, Theory X assumptions have little influence in the motivation of individuals. Control is exercised through authority, close supervision, strict rule governance, and the narrowest possible range for employee discretion (32). Related managerial action ranges include the components (a) a traditional attitude of "let us be strong", (b) a tempering of authoritarian harshness with a "be good" paternalistic style, (c) a practice of implicit bargaining to motivate workers who fear benefit losses, and (d) a fostering of competition using the criteria of right and wrong leading to rewards and punishments (32, pp. 119-132).

Theory Y incorporates a more contemporary view of human behavior and work. The basic assumptions are that (a) the expenditure of physical and mental effort in work is as natural as play or rest; (b) external control and the threat

of punishment are not the only means for bringing about effort toward organizational objectives, (man will exercise self-direction and self-control in the service of objectives to which he is committed); (c) commitment to objectives is a function of the rewards associated with their achievement; (d) the average human being learns, under proper conditions, not only to accept but to seek responsibility; (e) the capacity to exercise a relatively high degree of imagination, ingenuity, and creativity in the solution of organizational problems is widely, not narrowly, distributed in the population; and (f) under the conditions of modern industrial life, the intellectual potentialities of the average human being are only partially utilized (19, pp. 47-48).

The Theory Y assumptions are dramatically different from those of Theory X in that they are dynamic rather than static. They posit the possibility of human growth and development. They underscore the necessity for flexibility and selective adaptation rather than absolute control.

With Theory Y, integration between organizational and employee goals is possible. Motivation is increased by striving to satisfy the higher-level needs that include achievement, autonomy, understanding, and self-confidence.

The range of managerial actions includes (a) delegation of responsibilities and decision-making, (b) establishing of limits to define parameters of freedom, promote consistency,

and reduce personal dependency, (c) goal setting to provide direction and reduce need for close supervision, (d) indoctrination to goals and values of the organization, instilling organizational loyalty and commitment, thereby resulting in a common approach to problems, and (e) sharing knowledge of work-related technology and work flow, thus reducing the need for close supervision and replacing the giving of orders with the giving of information (32, pp. 139-162).

The concept of identification, which is important to this study, is among the most widely recognized of Freud's precepts; according to Hall, identification is "the incorporation of the qualities of an external object, usually those of another person, into one's personality" (10, p. 74), and Hall believes that if a person can successfully identify with another person, he will resemble that person. Lundin (16) believes that if identification is viewed with objectivity, the result is essentially imitation or modeling. The process is explained in terms of the reinforcement of an individual's being through copying the behavior of another person who is observed receiving the desired reinforcements.

Since the beginning of human resources management, guidelines for administrative behavior (13) and administrator behavioral training (31) have infiltrated the literature on the subject. Guidelines for staff development programs also have appeared (22). All of these guidelines imply that

people have the ability to respond by changing their behavior.

Adult malleability, another issue, has been reintroduced recently. Etzioni now believes that "solving problems by changing people is apparently less productive than accepting people as they are and changing their circumstances instead" (6, p. 46). Sutherland believes that people can change, but that

complete change is difficult because . . . the person's present way of living has a long history. . . . From birth, every individual is a dynamic, striving, interacting, wanting organism; but the exact nature of his goals and the way he achieves them are not predetermined. The culture in which he is reared has much to do with what goals he will seek and the paths he will take (33, p. 3).

This implies that the action reference system of an individual is relatively stable by the time he reaches adulthood. Therefore, it is reasonable to conjecture that parental identification has been an important factor in the system's development.

This study is, therefore, the result of an integration of the foregoing concepts and theories. This research focuses on the administrator as a manager of human behavior, a method for analyzing the administrator's action frame-of-reference system, and a measurement of that system as it relates to parental identification.

Significance of the Study

Parsons' (23) model of a system of social action consists of three interdependent functional areas that are the personality systems of the individual actors, a social system, and the cultural system that is built into their actions. He views all of these areas as linked to, and by, an action frame of reference.

Fiedler (7) formulated a Contingency Model of Leadership through which he theorizes that the needs-disposition of the leader relates directly to the resultant leadership style. The match between the leadership situation and the leadership style is a determinant of the effective performance by a group.

Goodman (9, p. 61) concludes from her study of public school personnel that while most administrators internalize many of the values learned early in life, they are not bound by those values. She says,

In any case, it is apparent that while the administrator's general outlook remains relatively stable, his specific views are shaped by his perception of the social system and culture impinged upon his personality. . . . An organization man may be very much a product of early acculturation, but his work attitudes are molded by his perception of the role required by him (9, pp. 61-62).

Etzioni (5) raised the question of whether or not the personality of an adult can be deeply affected. After reviewing the literature involving studies of efforts to affect deep personality variables, he deduces that these efforts have little effect.

Identification, as a representative psychological theory, assumes sociological and organizational importance when considering the resistance to change of the variables of personality. Freud introduced the term "identification" to "convey the idea of a more or less permanent acquisition to personality" (11, p. 45). A generally held belief is that an individual makes numerous identifications over time. The ones that are probably most significant are those made with one's father and mother. This psychological tenet is so important that Berne writes a general description.

Every individual has had parents (or substitute parents) and that he carries within him a set of ego states that reproduce the ego states of those parents (as he perceived them), and that these parental ego states can be activated under certain circumstances (exteropsychic functioning). Colloquially: "Everyone carries his parents around inside of him" (1, p. 24).

Parsons (23) contends that in most cases early identifications are superseded before adulthood. Freeing one's self from childhood identifications is, to Parsons, one measure of adult maturity.

Many views on the adult role-situation are presented in the literature. This presentation about situation, style, and identification is representative of these views. Apparently, there has been little scientific research conducted in this area. This study will serve as a contribution to a limited body of knowledge.

O'Banion (21), writing about developing staff potential in community colleges, quotes the proceedings of the 1973

Second National Assembly of the American Association of
Community and Junior Colleges:

The staff of a college is its single greatest resource. In economic terms, the staff is the college's most significant and largest capital investment. . . . But in a more crucial sense, a college's staff is the expression of its purposes, the collective manager of its missions (21, p. viii).

Thus it follows that the screening and selection process conducted by colleges involves some of their most significant decision-making (30). The hiring of college administrators should be based on the required skills and abilities for performance of a particular job. This is the area in which graduate preparation programs in higher education administration reflect their worth. Once managers are on the job, their training and staff development needs must be continually identified in order to keep their skills and knowledge current.

Monroe (20), writing about community college administration which is based, in part, on his own experience, says that the prime function of an administration is

. . . to coordinate and balance the diverse activities of the college. . . . The administration must be able to view the total operation, to see the Gestalt and how all the parts fit together. No one part of the total operation should overbalance and obstruct the operation of another part. All must work in harmony, and the administration becomes the college's balance wheel (20, p. 310).

In his discussion about staff and institutional development, Gleazer says,

Nothing of lasting value will come from an effort to develop staff competence unless it is accompanied by an equally vigorous effort to ensure that organizational structure and climate keep pace with institutional development (8, p. 17).

One accepted measure of effective staff and institutional development is productivity. Priest and Pickelman remark, "Although not included in the productivity equation, there exist factors which, in the process of converting or using resources to produce the desired outcome, impact productivity" (25, pp. 11-12). These factors, which related to organizational structure and procedures, include lines of authority, decision-making, employee relationships, and administrative style. Priest and Pickelman also believe that

It is important to analyze the effect these factors have upon the output/input ratio. Although costs and benefits can not be attributed to these factors, there is no doubt that they have a bearing on how well a community college fulfills its objectives (25, pp. 11-12).

In regard to the personnel practices of colleges, Bouchard says,

Ironically administrators in higher education have been dilatory in recognizing that the development of human resources, as well as the creation of an organizational climate conducive to development, directly relates to attainment of institutional mission and goals. Training and development should pervade the organization (2, p. 122).

As this study focuses on the management of human behavior and a way to measure selected factors related to managerial-administrative style, it attempts to respond to Bouchard's charge by contributing data that will be useful

for staff and institutional development. The relevance of this study will be in terms of the implications of its findings for college personnel selection and training and for possible relationships to organizational development activities as they relate to institutional mission, goals, and productivity.

Definition of Terms

For the purposes of this study, the following definitions were used:

1. Action frame of reference (with respect to human action) consists of the interacting elements of personality, social system, and culture at the point where these elements converge.
2. Method of succession refers to administrative promotion either from a position within the institution or by hiring from another organization.
3. Early acculturation refers to a cluster of factors that may influence the action of an individual.

Limitation of the Study

The study is limited to the material reported by the subjects in the study, their self-perceptions, and their perceptions of their more influential parent.

Assumption

The selected large, urban community college district is a concrete system of social action as described by Parsons

(23). This system consists of three interdependently functioning areas that include a social system containing a number of actors-administrators, the personality systems of the individual administrators, and the cultural system that influences their action.

The Population

The population of this study encompasses the administrators in a multi-campus community college district who exercise supervisory responsibilities on a district campus. Specifically, the subjects are 7 presidents, 21 vice-presidents, 8 deans, 26 associate and assistant deans, 42 division chairs, 7 operations managers, 4 assistant directors of community services, and 35 student services directors. Although these categories represent a total population of 150 positions, some persons are responsible for more than one position. The actual population, therefore, is 135 administrators. These data were gathered from the August, 1981, call directory of the community college district.

The Instruments

Two instruments were used to collect the data necessary to answer the proposed research questions. Subjects were given a revised form of the Normative Expectation Items (15) and a revised form of the Dogmatism Scale (27). The first instrument was used to ascertain the degrees of Theory X or Theory Y orientation. The second instrument was administered

two times to determine the relationships between (1) the perceptions of the social attitudes of the subjects, and (2) the perceptions held by the subjects of the social attitudes of their more influential parent. Less than one hour was needed for each subject to complete the instruments.

The revision of the Normative Expectation Items, originally constructed by Kahn and others (15), was prepared by Goodman (9) in 1976 for use in studying public school personnel. Her revision resulted in the selection of eighteen items that are closely related to the concepts of McGregor's (19) Theory X and Theory Y assumptions regarding managerial behavior. Goodman's revision of the Dogmatism Scale by Rokeach (27) was also accomplished by selecting eighteen items that are associated with Theory X and Theory Y. The content validity of each of the revised forms is based on the factor analysis of each instrument conducted by the original designers.

Goodman (9) administered both the original and revised forms of these instruments in a pilot study to public school personnel. The original forms of these two instruments correlated at -0.4245 , slightly below significance at the .05 level, overlapping by 21 per cent. The revised forms correlated at -0.7177 , overlapping by 52 per cent and significant at the .005 level.

Procedures for Collecting the Data

The Normative Expectation Items and the Dogmatism Scale were retitled Managerial Attitudes and Social Attitudes, respectively, in order to reduce any perceived threat by the subjects, and the two instruments were administered to the population of this study. The revised Dogmatism Scale was administered twice to the same population. The first testing secured the subjects' perceptions of their social attitudes, and the second testing secured the subjects' perceptions of the social attitudes of the parent who was considered the more influential model. This procedure is based on the recommendations of Cattell and Warburton for quantifying "the degree of perceived similarity between a respondent and his perception of (his) parent" (3, p. 648).

Administrators of all campuses of the district were provided with copies of the instruments and instructions for responding. Each administrator was asked to return the instruments by mail. A separate postcard was included which was mailed to the researcher to indicate that the instrument had been returned by the subject; this procedure was designed to provide anonymity.

Subjects who did not respond within two weeks were contacted by letter requesting completion of the instruments. Respondents were identified by group that included chief executive officers, instructional services, business services,

and student services. A minimum of 60 per cent from each of the four groups of respondents was sought.

Procedures for Analyses of Data

The data obtained from the instruments were examined first for all possible errors and completeness. These data then were readied for computer analysis.

Scores on the revised Normative Expectation Items produced an X-Y score based on the magnitude and direction of the score in positive or negative terms. Parental Identification (PI) is the absolute difference that results from the numerical score difference between the two separate scores of each subject on the revised Dogmatism Scale.

Basic analyses of all three sets of scores were performed to determine the means and standard deviations for the study's entire population. Then mean scores and standard deviations were found for each age group, each sex, method of succession, each position grouping, and length of time in present position.

The continuous data for the two variables, X-Y Role and Parental Identification, were used to report the Pearson product moment correlations (28) between each of the variables of total population, each age group, each sex, method of succession, each position grouping, and length of time in present position. Two-tailed tests of significance were then conducted at the .05 level for all correlations. Conclusions

and recommendations were based on the findings according to the above treatment.

Summary

Five chapters present the foundation, literature review, research procedures, data presentation, and findings and conclusions for this study. Chapter I includes the introduction, statement of the problem, purposes, and background and significance of the study. Chapter II presents a synthesis of the literature related to the research problem. Chapter III describes the procedures used in collecting and analyzing the data. Chapter IV presents the collected data. Chapter V consists of the study's findings, conclusions, and recommendations for further research. In addition to the five chapters, appendices and a complete bibliography are included.

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CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The research that has been conducted on the managerial roles of community college administrators appears limited. The relationship between early acculturation and the managerial role of community college administrators has not been examined scientifically. To provide a sound foundation for this study, the literature areas to be reviewed are the action frame of reference, Theory X and Theory Y, parental identification, and community college management.

Action Frame of Reference

The three interacting elements that constitute an action frame of reference are the cultural system, the situation, and the personality system. Each contributes, in varying degrees, to an act (39).

The cultural system is a prearranged design for living that helps shape the personality system (2). Acculturation begins early and is probably responsible for the development of the basic personality of the child. However, even within a single family, acculturation is subject to individual variations.

McClelland (32), after reviewing the relationship between individual and cultural adjustment patterns, concludes that (a) the study of an individual's adjustment to a problem may suggest ways that are considered normal for a group of individuals to adjust to a similar problem, (b) the hypotheses on adjustment modes of individuals must be checked to verify the actual behavioral norms current in a given society, (c) the individual first comes in contact with these norms in childhood (these norms, which serve as culturally patterned child-training techniques, are both products of the culture and reinforcement methods for adjustment modes), and (d) applications of culturally approved child-rearing patterns vary within any specific culture, and this variance may determine to what extent an individual adopts the "cultural conception of life" (32, pp. 340-341). However, whether adopted or not, the individual acts in terms of this conception as a frame of reference.

Many situationists hold the view that leaders are not born, but are made (17, p. 46). A stable environment is the key factor that elicits characteristic behavior in specific situations. The personality of the individual lacks inner consistency, showing the individual equal to a bundle of contradictions.

Allport (2) holds the moderate opinion that situational determinants are most important where tasks and functions

are indicated. However, where tasks are unstructured, personality determinants are most important. He views personality to be "a system of inner traits" (2, p. 179).

Hall and Lindzey (21) think of personality in two ways. The first way equates personality with the social skill or adroitness of the individual. The second pertains to the effect that the individual has on another; for example, the individual is observed as being submissive.

Sullivan (48) believes that personality is hypothetical and can be studied only through interpersonal interactions of the individual. He describes personality as being the dynamic center of dynamisms, personifications, and cognitive processes. These all occur in a series of interpersonal fields.

Clausen (13) sees personality as an organized totality of behavior that gives meaning to an individual in society. Variables such as class status, family structure, and certain parental child-rearing practices demonstrate clearly the manifest influence of social and cultural patterns.

A culture that defines legitimate societal objectives also defines the legitimate means for achieving these objectives (35). However, deviants exist who choose conventional goals, yet choose unconventional means for achieving them. Merton also believes that potential elements of action exist within unusual social pressures as well as subcultural influences.

Parsons' critics (19, 34) think that an equal treatment of the three levels of action organization is questionable. They believe that the differential influence of each systemic element needs to be considered. They recommend a stratified systems approach.

Raising questions about the action frame of reference is justified. Although this theory would benefit from continued refinement, it remains the theory of choice in that no one has yet improved on or replaced it.

Theory X and Theory Y

As detailed in Chapter I, Theories X and Y were proposed by McGregor (33). Theory X assumptions relate mainly to role definitions that are oriented toward lower-level psychological needs. Theory X assumes that average human beings dislike and will avoid work if possible, that they must be coerced, controlled, and threatened into the efforts required to meet organizational goals, and that since they have relatively little ambition, they prefer to be directed and to avoid responsibility. Theory X presupposes that the average person wants security above all else (33).

Theory Y assumptions, however, are dynamic rather than static. It presupposes that the potentialities of average human beings are only partially utilized in their work. Theory Y assumes that the expenditure of physical and mental effort in work is as natural as play or rest, that the

average person will exercise self-direction and -control to work commitments, and that he will learn to seek responsibility and to be creative in the solution of organizational problems (43).

McGregor (33) associates the assumptions of Theory X with early twentieth century industrial growth and The Principles of Scientific Management written by Frederick Winslow Taylor in 1911; Taylor's scientific management opposed the pre-Civil War individualism of "each man for himself and may the best man win" (50, p. 24). Taylor (50) believed that the more successful and stable organizations consist of individuals of mediocre ability who perform in accordance with policies and procedures which are based on the analysis of the facts of the situation. The less successful organization would contain inspired geniuses.

Taylor, an engineer, used the same techniques for human activities that were successful with objects; he presumed that human endeavors could be "measured, analyzed and controlled" (1, p. 16). The objective was to increase profits by upgrading efficiency, not to increase control by authority. In return, the worker would receive incentive wages, and working conditions would improve.

The principles of self-actualization which were developed by Maslow (30) aided McGregor (33) in the development of Theory Y. Self-actualization is an ongoing motivational process that occurs once the needs for belongingness,

affection, respect, and self-esteem are met. At this level, individuals are "metamotivated" (31, p. 166). "All such people are devoted to some task, call, vocation, beloved work ('outside themselves')" (31, p. 155). Maslow found these people so dedicated to a task that they felt that they were on a mission. Such tasks incorporate the values of the individual who, in turn, loves the task. This type of individual makes his work a defining characteristic of the self in such a way that the self and the role become indistinguishable. Maslow estimates that only 1 per cent of the population has reached the self-actualization level (29, p. 157).

Maslow bases his studies on the belief that man is inherently good or at least neutral. It is distorted thinking or a poor environment that account for his feeling miserable or being neurotic. Only when his inner nature is twisted, denied, or frustrated does he become destructive (21).

Argyris (5) developed the premise that the organization and the individual are two dynamic systems that must coordinate their functions. Then he points out that the systems are basically different and even antagonistic. To accomplish the purpose of the organization, the organizational leader must mesh the organizing agent with the organization in the most satisfactory manner possible for each. Organizing agents maintain and develop various processes which are

workflow, reward and penalty, authority, identification, communication, and status (5, p. 131).

Specialized tasks, according to Argyris (5), are not conducive to feelings of personal wholeness. The worker specialist attempts to feel wholeness through identification with the qualities of the leader. The domineering leader produces negative results. The perception of the leader in a given situation determines how often or how seldom the leader will employ authoritarian techniques.

From Whyte's (55) study of the characteristics of executives, he concludes that their Theory Y behavior contradicts their Theory X attitudes. As a group, Whyte found that they practice improved human relations and permissive management, yet these behaviors deny their true Theory X natures.

Some researchers have studied how behavior is modified in relation to hierarchical level. Stogdill and Shartle (46) utilized Naval personnel in developing their RAD (Responsibility, Authority, Delegation) Scales. In a selected naval district command, they found marked differences in responses from individuals at different command levels. The top echelon commanders of command staffs described themselves in terms of Theory Y behavior; they delegated most authority to their immediate assistants. However, the commanders of submarines and destroyers rated themselves highest in Theory X behavior, the use of authority, although they rated

themselves higher than other officers in maintaining good relationships with both superiors and subordinates.

In studying the management of change by higher education administrators, Watkins (52) found that hierarchical level accounts for differences in the managerial roles. Organizational sponsors of innovative projects were concerned with decisional roles (X-loaded behavior). The project directors were primarily exercising interpersonal roles (Y-loaded behavior).

To be effective, Argyris (6) suggests that interpersonal relationships, values, and norms must unquestionably be initiated at the top of an organization. He attempted to change interpersonal relations at lower levels of management, but the change was ineffective until the individuals at the top experienced the interpersonal changes.

Carlson (12) defines and introduces the terms "place-bound" and "career-bound" in his study of the method of succession of public school superintendents. A place-bound administrator is promoted from within an organization and is thought to be an "insider" (12, p. 7). The career-bound administrator is one who was not employed in any lower capacity in the organization at the time of initial employment; he comes to the current organization as an "outsider" (12, p. 8). Carlson concludes that a board of education is more likely to appoint an insider if the present administration

is satisfactory, or an outsider if the present administration is unsatisfactory. The outsider is hired with a mandate to bring about change.

At first, both the insider and the outsider tend to be rule makers. The outsider tends to influence the functioning of the organization itself. The insider tends to tighten and extend existing rules, influencing managerial and technical aspects of the organization. Usually, the outsider is able to gain better employee support because he is an unknown. The establishment of authority relationships is typically more difficult for the insider who already has a history of personal relationships and has been labeled the board's person (12).

Gouldner (18) hypothesizes a positive relationship between rate of succession and organizational tension. He also recognizes the possibilities that different kinds of tension may exist and that insiders and outsiders might vary in the amount and the quality of tension which each brings to an organization.

Goodman (16) used public school administrators to examine Theory X and Theory Y frames of reference. She found that all subjects, regardless of hierarchical position, were Theory Y oriented, although the group of place-bound administrators were slightly more X oriented than the career-bound. The same was true for superintendents, though

neither difference was statistically significant. In the group of principals, the place-bound were less X oriented than the career-bound; place-bound administrators who had tenure of 30 months or less tended significantly more toward an X orientation than the career-bound. She attributes the change in tendency to role socialization.

Using Herzberg's classification scheme, Arnold (7) identifies the effects of sex, position, and age on the attitudes of male and female managers. The population was the salaried employees of a large international corporation. The women's attitudes tended more toward interpersonal relationships, supportive company policies and self-development, and younger women rated the importance of recognition, interesting work, and working conditions more highly than did older women. Men were more interested than women in recognition, promotion, and growth opportunities.

Paschall (41) found that college and university administrators in Texas favor Theory Y-type leadership styles. The position held by the administrator and the years spent in that position were not significantly related to the leadership style chosen, but age was a significant factor. Paschall also found no significant differences between community college and senior institution administrators in terms of chosen styles.

Parental Identification

The id, the ego, and the superego are the major components of a total personality, according to Sigmund Freud (15). The id wants immediate gratification of instinctual needs and operates on the pleasure principle. The ego, operating on the reality principle, tolerates tension until the instinctual needs receive gratification. The ego serves as the mediator between the id and the superego, as it works to maintain harmony between them to help the organism adjust to its external world. The superego acts as the conscience and the source of morality for the personality; it aims for perfection because it represents the ideal.

The superego is an internalization of parental authority that allows the child to control its behavior. As perceived by the child, the standards of the parents, in terms of badness, become its conscience. The two subsystems of the superego are the ego-ideal and the conscience (15).

The parents' use of rewards and punishments controls the formation of the superego. Likewise, the superego controls the ego by awarding rewards and punishments, not discerning between thoughts and actions. These are internal representations of parental love or rejection. The superego of the child is a reflection of the superegos of the child's parents. The child's moralistic identification is with the acts that the parents reward or punish rather than with what the parents

say. The child's reactions to parents' responses determine its perceptions of their values. Introjection is the method by which moral standards become part of the personality (15).

Crow and Crow explain that introjection occurs when "an individual unconsciously acquires ideas, emotional attitudes, and ideals from people in his environment" (14, p. 157). The feelings of the individual are personal and they contribute to the gradual development of his ideals and standards.

For example, a young male may resolve his incestuous desires toward his mother by introjecting the characteristics of his father; this results in defensive or aggressive identification by the boy which is based on fear of punishment by his father. Freud (15) believes that the origins of personality occur in the first five years of a child's life. Thus, all adolescent and adult behavior is related to infant and childhood experiences.

Whiting (54) advances a status-envy theory in which the child envies the father who has the power to reward; the son identifies with the power-holder and not with the competitor for rewards. In their research, Bandura, Ross, and Ross (8) confirm that children tend to imitate the model who holds the power to reward.

Identification serves an important function in the life of a child, and it produces consequences that show up in

adulthood. In their work with the managerial grid, Blake and Mouton (10) identify the childhood origins that give rise to the various grid styles. The grid is built on the two axes of concern for production and concern for people; each axis ranges from 1 (low) to 9 (high).

The 9,1 administrator has a high concern for production coupled with a low concern for people and is apt to subscribe to Theory X. The 9,9 administrator favors Theory Y and has a high concern for both people and production.

Blake and Mouton (10) identified the childrearing characteristics of the 9,1 administrator as (a) achievement and hard work are demanded, but are never enough, (b) obedience is expected and not rewarded, while disobedience is punished, (c) deprivation is pointed out based on the fact of how much better others have it and that poverty is a sin, and (d) incomplete parental pampering occurs because the parent is overly submissive (10, pp. 33-36). In contrast, the childrearing characteristics of the 9,9 administrator are identified as (a) parents have a systematic model of child development which contains the capacity for autonomy and for cooperation and mutual respect, (b) spontaneity is encouraged within safe limits, (c) self-esteem is reinforced and situations are created for producing success, (d) unconditional love is communicated through cooperative activities, and (e) parents reflect good learning attitudes, critique methods, and modeling (10, pp. 111-113).

Childhood origins, though powerful, are not necessarily all encompassing. Goodman found that "while most administrators internalize many of the values learned early in life, they are not bound by those values" (16, p. 61). These individuals continue to be influenced by parental identification, but also by other factors such as situational requirements in the work place.

Community College Management

Richardson, Blocker, and Bender (43) advocate the participative or Theory Y model of governance as opposed to the traditional bureaucratic or Theory X model for community colleges. Parsons and Platt report that junior colleges tend "to rely more on bureaucratic controls, such as the authority of chairmen, deans, and presidents, and to treat the occupational role more in the nature of a job rather than a calling" (40, p. 403).

Richardson, Blocker, and Bender recommend that community college administrators move away from Theory X "administration by direction and control"; they encourage the use of Theory Y "administration by integration and self-control" (43, p. 92). In addition, they introduce the community college administrator to the 9,9 administrator (9) and the System 4, Participative Group (28). Both of these models relate to Theory Y assumptions.

Weaver (53) studied faculty and administrator perceptions of the characteristics of the governance of a community college. This led him to recommend that the college should reorganize and adopt a more participative group model, moving away from its present traditional, bureaucratic one.

Jenkins and Rossmeier (25) surveyed the perceptions of faculty and administrators in twelve urban multicampus community-college districts. The perceptions pertained to centralization versus decentralization and organizational effectiveness. Their conclusions indicate that all the districts are not highly centralized, neither centralization nor decentralization is a primary determinant of effectiveness, and effectiveness is greatly increased when participation in decision-making is increased simultaneously at all hierarchical levels for all staff members. Such an increase is indicative of a change in direction to Theory Y.

Rather than studying a community college or district as an overall system, the components of a community college or district have been studied. Lach (26) examined the differences among three divisions in one community college using the concepts of differentiation and integration that are advanced by Lawrence and Lorsch, who define differentiation as "the differences in goal orientation and in the formality of structure" (27, p. 10); they define integration as "the quality of the state of collaboration that exists among

departments that are required to achieve unity effort by the demands of the environments" (27, p. 11).

Lach (26) found great differentiation, particularly between the administrative services division and each of two other divisions, student personnel and instruction. Although he views this differentiation as being caused by the required specialization of each division, he still recommends that more integration or Theory Y organization is needed among the divisions.

Research has been conducted on selected target groups of community college administrative personnel, the most common of which are presidents, chief academic officers, division chairpersons, and student services personnel. Wollam (57) studied the managerial styles of community college presidents and found that an integrated style appears to be most effective. It produced the highest mean score by faculty for their perceptions of the educational concepts involving evaluation, potency, and activity. The other two identified management styles used by presidents are related and dedicated.

Hunt (23), Paul (42), and Wiedman (56) studied presidents and instructional officers. Hunt (23) found that both presidents and academic deans view academic deans as being fairly autocratic. The presidents prefer this style for deans, but the deans would like to be less autocratic.

Paul (42) concludes that chief administrative and chief instructional officers need better job descriptions to delineate roles and responsibilities. Also, presidents and deans in large community colleges tend to have more role-conflict situations between their offices than do their counterparts in smaller colleges.

Wiedman (56) found that administrators at De Anza College would like an ongoing, organized professional development program. The greatest interests of members of the president's cabinet and instructional administrators were for leadership and management programs.

Chief instructional officers, often called deans of instruction, also have been targets for study. Anderson (3) surveyed deans of instruction who ranged in age from 28 to 65. He found that 87 per cent of all presidents studied delegate the over-all responsibility for the instructional program to their dean of instruction. Thus, the dean of instruction is the recipient of Theory Y supervision.

Harris (22) surveyed college presidents, academic deans and selected faculty to determine the perceived leadership style of academic deans. The only major difference found was that presidents, more so than faculty, expect academic deans to initiate more structure. Thus, the presidents expect more Theory X related behavior than is expected by the subordinates of deans.

Blowers (11) found that community college chiefs of instruction usually had occupied a prior administrative position at their present college. Also, he found that the instructional chiefs identify planning, organizing, and administering the educational program as their primary responsibilities. This is in contrast to their belief that they spend too little time on the more Theory Y related activities of supervising and evaluating instructors.

Appleby (4) studied academic administrators and faculty to determine whether or not motive strength and leadership style are predictors of managerial effectiveness. She found that these characteristics do not serve as predictors of managerial effectiveness. She also found that the academic administrators have a greater need for power (Theory X related) than for affiliation (Theory Y related). Sex, age, and years of administration are not significant factors for managerial effectiveness.

Academic division chairpersons have been studied more than any other single group of community college administrators. Both Hutchins (24) and Stull (47) found that the role of community college division chairperson is perceived differently by chairpersons, faculty, and deans. Thus, role ambiguity exists. No attempt was made to identify managerial style.

Sanchez (45) attempts to identify the managerial styles of division chairpersons, but her data produced ambiguous

findings. She found no significant relationships between the managerial style of division chairpersons and institutional characteristics, personal characteristics, the role-perception of the division chairperson as being primarily administrative or instructional, and the nature of the division supervised. Sanchez concludes that the results of the study suggest that institutional characteristics rather than personal ones are more related to managerial styles.

Others such as Groner (20) and O'Grady (37) found a more conclusive managerial orientation among community college division chairpersons. O'Grady (37), in his examination of the role of division chairman, focuses on status, qualifications, and administration. He implies that division chairpersons have a Theory X bureaucratic orientation rather than a Theory Y participatory one.

Groner (20), however, found that the leadership situation in the academic departments he studied support a Theory Y orientation. The quality of member relations between faculty and the chairperson correlate positively with the degree of interaction or amount of control between the chairperson and the faculty.

Taylor and others (49) also found that their study of division chairpersons supports a Theory Y orientation. They explored decision-making processes used by community college division chairpersons and found that the chairpersons

prefer to involve their subordinates in the decision-making process about 80 per cent of the time. The chairpersons exercise this preference whether the situation truly warrants it or not.

Whereas instructional administrators are a highly studied group within community college administration, community college business officers are not. This is unusual in view of the present emphasis on accountability and cost-effectiveness.

Thomas (51) applied motivator-hygiene theory in a study of the administrative roles of the chief business officer, chief academic officer, and chief student personnel officer in a community college setting. Data findings indicate that the chief academic officers derive more satisfaction from responsibility and less dissatisfaction from poor interpersonal relations than the other two types of officers. For all three groups, achievement is the most common motivator.

Student services personnel in community colleges is another group in need of further study in regard to managerial style. Robertson (44) surveyed chief student affairs administrators who reported that leadership is the primary, critical competency needed by student affairs administrators in the 1980s. Males chose leadership and females chose personnel management as the primary competencies. Both reflect a people-oriented Theory Y concern.

O'Brien (36) studied the competencies of chief student personnel administrators and found that administrators who deem competency necessary prior to assuming the position rate needed ability levels higher than those administrators who believe competency may be acquired on-the-job. This holds implications for hiring career-bound versus place-bound employees.

Parker (38) also indicates that there is a need for further study of all student services personnel. He identifies the area of leadership, closely allied with management, as requiring more study.

Summary

Chapter II reviews the literature associated with the relationship between parental identification and the managerial style of community college administrators. The specific areas of review are action frame of reference, Theory X and Theory Y, parental identification, and community college management. Only a small amount of related research has been conducted on early acculturation and managerial style. Apparently, no research in this area has been conducted in the community college environment.

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CHAPTER III

PROCEDURES OF THE STUDY

Introduction

The relationship between parental identification and the managerial role of community college administrators is the focus for the data collection and analyses of this study. The investigation took place in a large urban community college district that consists of seven campuses. Approximately 50,000 students are enrolled in this district.

Population of the Study

The population consists of 135 campus administrators from a large urban community college district. Each administrator exercises certain supervisory responsibilities on one of the district's seven campuses. Because some administrators are responsible for more than one position, the population represents a total of 150 positions that are composed of 7 presidents, 21 vice-presidents, 8 deans, 26 associate and assistant deans, 42 division chairs, 7 operations managers, 4 assistant directors of community services, and 35 student services directors. This information was gathered from a district directory. Data for the study are based on information from the questionnaires completed by 110 administrators.

Survey Instruments

Two correlating instruments were needed to provide the information required to conduct the study. The first, the Normative Expectation Items, revised by Florence Goodman (4) in 1976, was used to ascertain the degrees of Theory X or Theory Y orientation of the administrators. The second, the Dogmatism Scale, also revised by Florence Goodman (4) in 1976, was used to ascertain the related social attitudes of the subjects and their more influential parent. These two instruments served to measure different aspects of similar frames of reference.

Obtaining permission to use the two revised instruments included having telephone conversations with Lawrence Kaplan (7), Professor of Education at Rutgers University and Florence Goodman (5), author of the revised instruments. Written permission was secured (Appendix A).

Kahn and others (6) were the original authors of the Normative Expectation Items. This questionnaire focuses on normative supervisory role expectations. Eighteen of the 36 test items measure factors that are also elements of either Theory X or Theory Y.

Rokeach (9) originally designed the second test for the purpose of measuring individual differences of belief-disbelief systems. He characterizes these differences in terms of being open or closed. The original Dogmatism Scale

contains 40 items from which Goodman (4) chose 18. These 18 items measure attitudinal dimensions that are related to Theory X or Theory Y.

The Normative Expectation Items

Kahn and others define role behavior as "behavior which is system relevant (not necessarily congruent with the expectations and requirements of others), and which is performed by a person who is accepted by others as a member of the system" (6, p. 18). To Kahn and others, an organization is "an open system, a system of roles; it consists of interdependent cycles of behavior, related in terms of their contribution to a joint product" (6, p. 388). Thus, each role "is defined in terms of expectations which stem from others, and in terms of behaviors which related to the behavior of others" (6, p. 389).

Subsequently, 381 organizational role senders were surveyed using the original 36 normative items. The items measure the degree of compliance or lack of compliance with the described behaviors in the items. Selected role senders include the focal person, his direct subordinates, his immediate and other superiors, and organizational peers. A factor analysis was done using the responses of the role senders as raw data. A negative response to an item indicates an attitudinal stance that is consistent with the opposite theory because Theory X and Theory Y are opposing concepts.

The three factors that are relevant to this study are rule orientation, nurturance of subordinates, and closeness of supervision. Appendix F presents these factors along with their representative items and the factor loadings. Also, the relationship between a characteristic of Theory X or Theory Y and each item is listed.

The Dogmatism Scale

Rokeach developed this scale "to measure individual differences in openness or closedness of belief systems" (9, p. 71). The belief system represents "all the beliefs, sets, expectancies, or hypotheses, conscious and unconscious, that a person at a given time accepts as true of the world he lives in" (9, p. 33), and it includes beliefs which are expectancies or predispositions to action.

The disbelief system is composed of a series of subsystems and "contains all the disbeliefs, sets, expectancies, conscious and unconscious, that, to one degree or another, a person at a given time rejects as false" (9, p. 33). This disbelief system is much more than the opposite of the belief system.

A belief system is open if the magnitude of rejection of disbelief subsystems is relatively low, if there is communication of parts between belief and disbelief systems, if there is little discrepancy in differentiating between belief and disbelief systems, and if there is high differentiation

within the disbelief system. A closed system is characterized by a relatively high magnitude of rejection of disbelief subsystems, by isolation of parts within and between belief and disbelief systems, by great discrepancies in differentiating between belief and disbelief systems, and by little differentiation within the disbelief system (9).

The open system views the world as friendly, authority as not absolute, the substructures of beliefs and disbelief as communicative, and time as broad. The closed system sees the world as threatening, formal authority as absolute, the substructures of beliefs and disbeliefs as isolated, and time as narrow and future-oriented (9).

The more open one's belief system, the more one should be able to evaluate and act on information with regard to its own value. Also, one should be less pressured internally and externally since he is governed more by internal self-actualizing forces. The more closed the system, the more challenging it becomes to receive, evaluate, and act on information based on inner requirements. Thus, one is more exposed to external pressures, rewards, and punishments (9).

Rokeach (9) views openness and closedness as the two ends of the same continuum. Where an individual fits on this continuum depends on two opposing sets of motives--the need to know and the need to defend against threat. "To the extent that the cognitive need to know is predominant and

the need to ward off threat is absent, open systems should result" (9, p. 67).

The Dogmatism Scale was revised numerous times before arriving at the 40-item scale that Goodman (4) revised. Using primarily university students or faculty, several reliability studies produced reliabilities ranging from .68 to .93. Goodman selected 18 of the original 40 items for use in her study. Her selection criteria were impersonal wording, Rokeach's (9) test factor, and a Theory X or Theory Y relationship (see Appendix G).

To measure parental identification, two separate listings were prepared of the Goodman-revised Dogmatism Scale. In following the suggestions of Cattell and Warburton (1), the subjects stated their opinions on social issues and then estimated the opinions of their more influential parent on the same issues. Cattell and Warburton recommended this procedure for quantifying "the degree of perceived similarity between a respondent and his perception of (his) parent" (1, p. 648).

The Revised Forms of the Normative Expectation
Items and the Dogmatism Scale

Goodman (4) distributed the original forms of both tests to 16 subjects who were either department heads or junior high school teachers. She found that the tests were too long and measured both different and common elements. The tests

correlated at -0.4245 , slightly below the $.05$ level of significance, and overlapped by 21 per cent.

Subsequently, 18 items were chosen from each test. These revised forms correlated at -0.7177 , which was significant at the $.005$ level, and they overlapped by 52 per cent. These items were clearly relevant to the information sought.

Goodman (4) also revised the scoring method of the instruments to reduce confusion and create greater consistency. The 5-point scale of the revised Normative Expectation Items was made to coincide with the 6-point scale of the revised Dogmatism Scale. In addition, all positive values were made to represent Theory Y responses, and all negative values became indicative of Theory X responses on the revised Normative Expectation Items.

This researcher only made changes that involve demographic information items and the identification of the more influential parent of each subject. "El" (elementary) and "Sec" (secondary) were deleted since community college administrators are the subjects under study. "System of previous employment" was changed to "campus of previous position" in order to maintain the characteristics of the surveyed population. Also, "sex" and "age" were added to the information requested in order to fulfill the requirements of the study.

To encourage as high a response rate as possible, the names of both instruments were changed. The revised

Normative Expectation Items is titled Managerial Attitudes; Social Attitudes is the new title of the revised Dogmatism Scale. A note was added to the Managerial Attitudes survey for the purpose of alleviating sexist language in the instruments (see Appendix E).

Procedures for Collection of Data

The population of 135 male and female campus administrators was mailed packets that included a cover letter, a return envelope, a return postcard, and two questionnaires. Social Attitudes consisted of two copies of the same items; the second copy contained an additional item that allowed for a choice by respondents of their more influential parent.

Based on the necessary premise that all behavior is lawful (3), the subjects filled out both instruments based on their perceptions. As requested, they used perceptions of themselves or of their more influential parent. The subjects reported their own perceptions because persons behave "according to the facts as they see them rather than as others see them" (3, p. 18). This behavior, which results from one's perceptual field, occurs during the instant of action (2). Combs and Syngg say that the perceptual field is "the universe of naive experience in which each individual lives, the everyday situation of the self and its surroundings which each person takes to be reality" (3, p. 21).

The subjects were requested to mail the return postcard separately from the completed questionnaires. The postcards (Appendix D) served to provide confidentiality for all respondents and follow-up records; the second purpose was to gather requests from the respondents for a copy of the abstract of the completed study. The respondents returned 108 signed postcards.

Four groups were established based on job titles as indicated on the completed questionnaires. These groups are (a) chief executives, (b) instructional services, (c) business services, and (d) student services. A minimum response rate of 60 per cent from each group was sought to meet the requirements of the study.

Two mailouts were conducted, the first of which was on August 12, 1982. The cover letter was signed by the vice-chancellor of educational affairs of the community college district under study (see Appendix B). The second mailout took place on September 7, 1982. Another cover letter was included that was signed by the researcher who is a part-time campus administrator in the same district (see Appendix C).

One hundred and ten campus administrators returned completed questionnaires. Based on the total population of 135 campus administrators, this is an 81.5 per cent return. Each administrator was placed in one of the four groups as shown in Table I. The response rate exceeds 75 per cent for each group which meets the 60 per cent response requirement.

TABLE I
RESPONSES TO THE SURVEY

Group	Total Number of Administrators	Number of Respondents	Percentage of Respondents
Chief Executives	7	6	85.7
Instructional Services	77	63	81.8
Business Services	14	13	92.9
Student Services	<u>37</u>	<u>28</u>	75.7
Total	135	110	

Permission to conduct this study was granted by the executive council of the community college district. This council includes all campus presidents. Securing permission was aided by the positive recommendation of the district director of research and development.

Procedures for Analyses of Data

The returned survey instruments were examined for all possible errors and completeness. Then the data were prepared for the computer and subsequent analyses.

Scores on the revised Normative Expectation Items produced an X-Y score. The revised Dogmatism Scale measured social attitudes and produced an open-closed score for the subject. The second administration of the revised Dogmatism

Scale produced another open-closed score which represents how open or closed the subject views his more influential parent. The absolute difference between these two scores represents the degree of parental identification between the respondents and their more influential parent.

The Statistical Package for the Social Sciences (SPSS) (8) is employed to find mean scores and standard deviations for the total population and for all three sets of scores. Means scores and standard deviations also are based on position grouping, length of time in present position, method of succession, age, and sex.

The major problem of determining the relationship between parental identification and the managerial role of community college administrators requires a correlations program. The subprogram PERSON CORR is employed according to the instructions of SPSS (8). Because the problem is not directional in nature, two-tailed tests of significance are conducted at the .05 level of significance.

The continuous data for the two variables, X-Y role and parental identification, are used to report the Pearson product moment correlations (10) between the variables. Correlation coefficients are used because they "summarize the strength of association between a pair of variables" and provide a "means for comparing the strength of relationship between one pair of variables and a different pair" (8, pp. 276-277). Correlations are computed for the total

population, each position grouping, length of time in present position, each method of succession, each age group, and each sex.

Summary

The focus for the collection and analyses of data in this study is the relationship between parental identification and the managerial role of community college administrators. Questionnaire data were collected from chief executives, instructional services, business services, and student services officers on each of seven campuses in a large urban community college district. The instruments used are the forms of the Normative Expectation Items and the Dogmatism Scale as revised by Goodman (4). The procedures used for data collection and analysis are described in detail in this chapter.

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CHAPTER IV

PRESENTATION AND ANALYSES OF DATA

Introduction

The research questions in this study deal with the relationship between parental identification and managerial style for the respondent community college campus administrators. Also studied is the relationship between parental identification and managerial style using the independent variables of position held, length of time in present position, method of succession, sex, and age of the respondents. Chapter IV presents these data from the responses of 110 community college campus administrators who are employed by a large county community college district that is composed of seven campuses.

All data for the demographic variables are included on the managerial attitude instrument. Method of succession is based on the criterion of whether one was promoted into the present position from within the institution or hired from another organization; this criterion evolves from Carlson's (1) definition of a career-bound administrator (career-bound represents having been employed by two or more school systems). Data for the more influential parent response were collected from the second administration of the social attitude instrument.

identification (see Figure 3). These scoring procedures are important to an understanding of the data analyses.

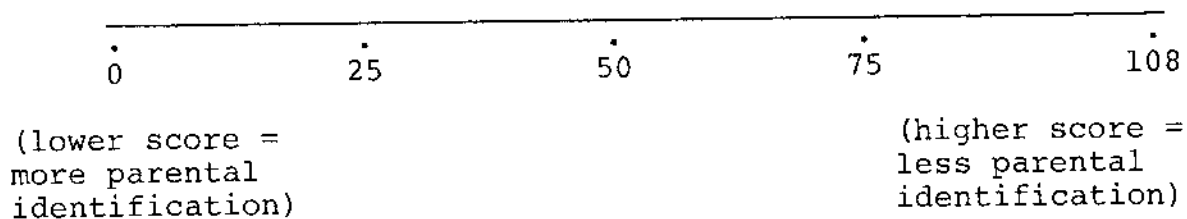


Fig. 3--Parental identification scoring continuum (shows difference between perceptions of social attitudes for self and more influential parent).

The presentation of data is divided into the five subdivisions of demographic results, descriptive statistics for the total respondents and the five demographic variables, Pearson product moment correlations for the total population and the five demographic variables, additional information about the variable more influential parent, and significant relationships. The chapter concludes with a summary of data findings.

Demographic Results

A demographic profile of the subjects is presented in Table II. The table is organized according to the five demographic items on the managerial attitude survey.

The average administrator in this study appears to be a male, who is in the 36-45 age range, and who is an instructional services officer. He has held his present position for an average of 3.8 years. He was hired into his present

TABLE II
DEMOGRAPHIC DATA ON COMMUNITY COLLEGE
CAMPUS ADMINISTRATORS

Demographic Variables	Number of Respondents*	Per cent of Respondents
Position groups:		
Chief executive officers	6	5.5
Business services officers	13	11.8
Student services officers	28	25.5
Instructional services officers	63	57.3
No response	0	0.0
Total	<u>110</u>	<u>100.0</u>
Length of Time in Present Position:		
Years		
1	23	20.9
2	15	13.6
3	10	9.1
4	21	19.1
5	23	20.9
6	8	7.3
7	2	1.8
8	3	2.7
9	2	1.8
10	2	1.8
12	1	0.9
No response	0	0.0
Total	<u>110</u>	<u>100.0</u>
Method of Succession:		
Same campus	51	46.3
Other campus	53	48.2
No response	6	5.5
Total	<u>110</u>	<u>100.0</u>
Age:		
25 and under	1	0.9
26-35	19	17.3
36-45	59	53.6
46-55	25	22.7
56 and over	6	5.5
No response	0	0.0
Total	<u>110</u>	<u>100.0</u>
Sex:		
Male	77	70.0
Female	33	30.0
No response	0	0.0
Total	<u>110</u>	<u>100.0</u>

*N = 110.

position either from another campus or from within his present campus.

Overall Responses of the Total Respondents
and Responses Based on the Five
Demographic Variables

Two instruments were used for data collection from the 110 community college campus administrators. The first instrument on managerial attitude produces an X - Y score for each administrator. The second instrument on social attitude was administered twice; the respondents first reported their perceptions of their personal degree of openness-closedness, and the second time they reported their perceptions of the degree of openness-closedness of their more influential parent.

Table III presents the scores for the total respondents by category according to managerial style and openness-closedness of self and the more influential parent by frequency and percentage. When an individual scores a zero, he is treated as belonging to neither group as measured by the specific instrument.

The overwhelming majority of administrators (98.2%) scored their managerial style as tending toward a Theory-Y orientation. The majority of administrators (76.4%) scored themselves as tending toward openness, and the majority (60.9%) also scored their more influential parent as tending toward closedness. A notable finding is that

TABLE III
 MANAGERIAL STYLE AND SOCIAL ATTITUDE FOR
 RESPONDENTS AND THEIR MORE
 INFLUENTIAL PARENT

Category	Administrators	
	Number (N=110)	Percen- tage
<u>Managerial Style:</u>		
Theory Y	108	98.2
Theory X	1	.9
Neither (zero score)	1	.9
<u>Social Attitude:</u>		
Self:		
Open	84	76.4
Closed	22	20.0
Neither (zero score)	4	3.6
Parent:		
Open	36	32.7
Closed	67	60.9
Neither (zero score)	7	6.4

although only two administrators report themselves as either tending toward Theory X or neither style, 22 administrators report themselves as tending toward closedness and 4 toward neither.

Table IV data include the scores for managerial attitude, social attitude, and parental identification for the total respondents. The total respondents scored in a Theory Y direction on the continuum representing managerial attitude. The total respondents scored on the first administration of the social attitude instrument in a way that indicates a self-perception of openness on the continuum, but they scored their more influential parent as tending toward closedness.

Also, the total respondents' scores display a tendency toward a high degree of parental identification. [Parental identification could attain a maximum absolute value of 108 (see Figure 3); specifically, this average identification is 16.58 or 15.4 per cent of the maximum magnitude.]

TABLE IV
MANAGERIAL ATTITUDE, SOCIAL ATTITUDE, AND
PARENTAL IDENTIFICATION SCORES FOR
THE TOTAL RESPONDENTS (N=110)

Instrument	Mean Score	Standard Deviation	Absolute Difference
Managerial Attitude (X-Y)	+18.11*	8.75	.
Social Attitude (Self; open-closed)	-10.83*	13.62	.
Social Attitude (More influential parent; open-closed)	+ 5.76*	15.83	.
Parental Identification (Social attitude self; Social attitude parent)	-16.58**	16.33	16.58

*Positive value = Y or closed (+54 maximum); negative value = X or open (-54 maximum).

**Difference between self and parental social attitudes.

Position Groups

All administrators are categorized in one of four groups based on the title of the position held and primary job responsibilities (see Appendix H). The four groups are chief executive officers, business services officers, student services officers, and instructional services officers.

Table V data include the scores for managerial attitude, social attitude, and parental identification for each administrative group.

TABLE V
MANAGERIAL ATTITUDE, SOCIAL ATTITUDE, AND PARENTAL IDENTIFICATION SCORES FOR EACH POSITION GROUP OF ADMINISTRATORS

Position Group (N=110)	Descrip- tive Stat.	Mana- gerial Attitude	Social Attitude			Parental Identi- fication
			Self (SA1)	Parent (SA2)	Difference (SA1-SA2)	
Chief Executive Officers (N = 6)	Mean Score	+19.17*	- 8.17*	+19.50*	-27.67**	27.67
	SD	4.36	8.98	15.51	21.24	.
Business Services Officers (N = 13)	Mean Score	+13.31*	-10.61*	- .01*	-10.54**	10.54
	SD	7.12	19.12	16.88	15.97	.
Student Services Officers (N = 28)	Mean Score	+20.86*	-11.82*	+ 9.14*	-20.96**	20.96
	SD	3.43	14.89	17.23	18.22	.
Instruc- tional Services Officers (N = 63)	Mean Score	+17.78*	-10.68*	+ 4.14*	-14.83**	14.83
	SD	8.72	12.29	14.26	14.39	.

*Positive value = Y or closed (+54 maximum); negative value = X or open (-54 maximum).

**Difference between self and parental social attitudes.

Although each group scores itself as having a Theory Y managerial attitude, student services officers tend more toward Theory Y than any other group. The group of business services officers scored as the least Theory-Y oriented group.

All four groups scored toward openness. The group that scored lowest (toward openness) is the student services officers. Interestingly, although the chief executive officers scored second in Theory-Y orientation, their score is the highest (toward openness) of all four groups.

The group of business services officers scored their more influential parent as being slightly open, but the other three groups scored their more influential parent as definitely closed. The group of chief executive officers scored their more influential parent as much more closed than is scored by either group of the student services or the instructional services officers.

With respect to parental identification, the group of business services officers scored the smallest absolute average difference from the two administrations of the social attitude instrument. The group of chief executive officers scored the greatest absolute average difference.

Length-of-Service in Present Position

The data in Table VI include the scores for managerial attitude, social attitude, and parental identification for the variable of length-of-service in present position.

TABLE VI
 MANAGERIAL ATTITUDE, SOCIAL ATTITUDE, AND PARENTAL
 IDENTIFICATION SCORES BASED ON LENGTH OF TIME
 IN PRESENT POSITION

Time Period (N = 110)	Descrip- tive Stat.	Mana- gerial Atti- tude	Social Attitude			Parental Identi- fication
			Self (SA1)	Parent (SA2)	Difference (SA1-SA2)	
Less than 2.5 years (N = 38)	Mean Score	+18.03*	-10.18*	+ 7.34*	-17.53**	17.53
	SD	7.08	12.80	15.09	17.84	.
More than 2.5 years (N = 72)	Mean Score	+18.15*	-11.17*	+ 4.92*	-16.08**	16.08
	SD	9.56	14.11	16.24	15.58	

*Positive value = Y or closed (+54 maximum); negative value = X or open (-54 maximum).

**Difference between self and parental social attitudes.

Both length-of-service groups scored within close range of one another on managerial attitude and on the first administration of the social attitude survey; the difference between groups for parental identification is slight. The largest difference is between the mean scores for each group on the second administration of the social attitude survey. The individuals who have held their present positions for less than 2.5 years scored higher on the average in the direction of closedness than the individuals who have held their present positions for more than 2.5 years.

Method of Succession

Method of succession indicates whether administrators were hired for their present positions from another position

TABLE VII
MANAGERIAL ATTITUDE, SOCIAL ATTITUDE, AND PARENTAL
IDENTIFICATION SCORES BASED ON
METHOD OF SUCCESSION

Method of Succession (N=104)	Descrip- tive Stats	Mana- gerial Attit- tude	Social Attitude			Parental Identi- fication
			Self (SA1)	Parent (SA2)	Difference (SA1-SA2)	
Same Campus (N=51)	Mean Score	+16.18*	-12.00*	+ 6.98*	-18.98**	18.98
	SD	8.80	13.19	18.62	18.91	.
Other Campus (N=53)	Mean Score	+19.76*	- 9.89*	+ 5.00	-14.89**	14.89
	SD	7.86	13.80	12.47	13.65	.

*Positive value = Y or closed (+54 maximum); negative value = X or open (-54 maximum).

**Difference between self and parental social attitudes.

on the same campus or were hired from outside the campus of present employment. Table VII data include managerial attitude, social attitude, and parental identification based on respondents' method of succession.

Those hired into their present position from another campus tend to score higher on the average in a Y-oriented direction than those hired from another position on the same campus. A notable contradiction, however, is that the same-campus group scored as being more open than the score indicates for the other-campus group.

Both groups scored their more influential parent as tending toward closedness. Yet, the same-campus group scored

higher on parental identification, which indicates less parental identification than the other-campus group.

Age of Respondents

Another demographic variable under consideration is age of respondents. Table VIII data indicate managerial attitude, social attitude, and parental identification by age groups. Since for the age group 25 and under the N of 1 is too small for computing meaningful statistics, all comparisons are limited to the four remaining age groups.

All four age groups score themselves as tending toward both a Theory Y managerial style and openness. Only three groups, however, scored their more influential parent as tending toward closedness. The members of the oldest group (56 and over) scored their more influential parent as tending toward openness. The 36 through 45 age group's scores tend slightly more in a Y-oriented direction than the 46 through 55 age group and distinctly more so than the other age groups.

It is notable that although the 26 through 35 age group scored lowest on managerial attitude Y-orientation, it has the lowest score on the first administration of the social attitudes survey, which indicates the highest tendency toward openness of all four age groups. The age group that scored as least open is the 56-and-over group, which also scored the lowest absolute average difference between

TABLE VIII

MANAGERIAL ATTITUDE, SOCIAL ATTITUDE, AND PARENTAL IDENTIFICATION SCORES ACCORDING TO AGE GROUPS

Age Group (N=110)	Descrip- tive Stat.	Mana- gerial Atti- tude	Social Attitude			Parental Identi- fication
			Self (SA1)	Parent (SA2)	Difference (SA1-SA2)	
25 and under (N=1)	Mean Score	+41.00*	-20.00*	+14.00*	-34.00**	34.00
	SD	0.00	0.00	0.00	0.00	.
26 - 35 (N=19)	Mean Score	+16.32*	-17.90*	+ 4.00*	-21.90**	21.90
	SD	9.29	14.26	20.98	21.00	.
36 - 45 (N=59)	Mean Score	+18.48*	-10.75*	+ 5.17*	-15.92**	15.92
	SD	8.93	11.44	14.74	13.51	.
46 - 55 (N=25)	Mean Score	+18.00*	- 6.44*	+10.24*	-16.68**	16.68
	SD	6.71	16.37	14.71	18.44	.
56 and over (N=6)	Mean Score	+16.83*	- 6.00*	- 3.00*	- 3.00**	3.00
	SD	9.75	13.22	9.72	8.92	.

*Positive value = Y or closed (+54 maximum); negative value = X or open (-54 maximum).

**Difference between self and parental social attitudes.

the two administrations of the social attitude survey--the greatest degree of parental identification among the four age groups. The 26 through 35 age group scored the highest absolute difference, which indicates that they have the smallest degree of parental identification among the four age groups.

It is important to note that over 75 per cent of the respondents are in the two age groups of 36 through 45 and

46 through 55. Both groups tend to score in a Y-oriented, openness direction for self, and a closedness direction for more influential parent; their absolute average difference scores also indicate a high degree of parental identification. The most notable differences are between the scores from the two administrations of the social attitude survey for each group. On the first survey administration, the 36 through 45 age group score (-10.75) tends toward self openness more so than the 46 through 55 age group score (-6.44). However, for the second administration, the scores' indications are reversed. The 46 through 55 age group members scored their more influential parent as tending more toward closedness than did the 36 through 45 age group.

Sex of Respondents

The next demographic variable examined is sex. Table IX data indicate the managerial attitude, social attitude, and parental identification scores for respondents grouped by sex.

The female respondents scored slightly higher in a Y direction than the males on managerial attitude. The most notable difference in scores between the two groups is from the first administration of the social attitude survey. Although both females and males scored in the direction of openness, the females scored (-15.91) much more in the direction of openness than did the males (-8.65). This difference in score results is also reflected in the absolute

TABLE IX

MANAGERIAL ATTITUDE, SOCIAL ATTITUDE, AND PARENTAL IDENTIFICATION SCORES BASED ON SEX OF RESPONDENTS

Sex Group (N=110)	Descrip- tive Stat.	Mana- gerial Atti- tude	Social Attitude			Parental Identi- fication
			Self (SA1)	Parent (SA2)	Difference (SA1-SA2)	
Males (N=77)	Mean Score	+17.70*	- 8.65*	+ 5.51*	-14.16**	14.16
	SD	8.80	13.77	16.03	15.75	.
Females (N=33)	Mean Score	+19.06	-15.91*	+ 6.33*	-22.24**	22.24
	SD	8.69	11.98	15.56	16.49	.

*Positive value = Y or closed (+54 maximum); negative value = X or open (-54 maximum).

**Difference between self and parental social attitudes.

average difference score (parental identification) of each group. The females scored a lower degree of parental identification than the male respondents.

Correlations between Attitudes and Variables

The Pearson product moment correlation statistical test shows relationships between items. For this study, two-tailed tests were conducted at the .05 level of significance.

Correlations between Attitudes for the Total Respondents and for Position Groups

The relationships between managerial attitudes and parental identification are summarized in Table X for the total respondents and the position groups. These data show that

TABLE X
CORRELATIONS BETWEEN MANAGERIAL ATTITUDE AND
PARENTAL IDENTIFICATION FOR THE TOTAL
RESPONDENTS AND EACH POSITION GROUP

Position Group	Number (N)	Correlation (r)	Level of Significance (p)
Chief executive officers	6	.03	.96
Business services officers	13	.42	.15
Student services officers	28	.06	.77
Instructional services officers	<u>63</u>	.20	.11
Total respondents	110	.21	.03*

*Significant at .05 level.

this relationship is significant for the total respondents, which indicates that as respondents tend toward a greater Theory Y-orientation, they also tend toward a lesser degree of parental identification; as the managerial attitudes score increases, so does the absolute difference in scores resulting from the two administrations of the social attitudes survey.

For the respondents as grouped by position held, Table X data indicate that the greatest degree of relationship is for the group of business services officers. Neither this relationship, however, nor any position group relationship is significant at the .05 level.

Correlation between Attitudes and Length of
Service in Present Position

Table XI data are a summary of the relationships between managerial style and parental identification for length of time in present position. Length of service is divided into categories of less than 2.5 years and more than 2.5 years.

TABLE XI

CORRELATION BETWEEN MANAGERIAL ATTITUDE AND
PARENTAL IDENTIFICATION BASED ON LENGTH
OF TIME IN PRESENT POSITION

Length of time in Present Position	Number (N)	Correlation (r)	Level of Significance (p)
Less than 2.5 years	38	.34	.04*
More than 2.5 years	<u>72</u>	.16	.18
Total	110		

*Significant at .05 level.

A significant relationship exists between managerial style and parental identification for administrators who have held their present positions for less than 2.5 years. No significant relationship is found for those who have occupied their current positions for more than 2.5 years.

Correlation between Attitudes and
Method of Succession

Table XII data are a summary of the relationship between managerial attitude and parental identification based on respondents' method of succession. Method of succession

consists (a) being hired from the same campus of current position and (b) being hired from another campus.

TABLE XII
CORRELATION BETWEEN MANAGERIAL ATTITUDE AND
PARENTAL IDENTIFICATION BASED ON
METHOD OF SUCCESSION

Method of Succession	Number (N)	Correlation (r)	Level of Significance (p)
Same campus	51	.13	.36
Other campus	53	.36	.01*
Total	104**		

*Significant at .05 level.

**Six subjects did not respond.

A significant relationship exists between managerial style and parental identification for administrators who were hired into their positions from another campus. No significant relationship exists for those who were hired into their current positions from the same campus of their previous position.

Correlation between Attitudes and
Age of Respondents

The data on the relationship between managerial attitude and parental identification for the age variable are summarized in Table XIII. The five age categories are (a) 25 and under, (b) 26 through 35, (c) 36 through 45, (d) 46 through 55, and (e) 56 and over. Because there is only one respondent in the

25 and under category, no relationship was computed for this category. The only age category that shows a significant relationship is the 36 through 45 category, which includes over 50 per cent of the respondents.

TABLE XIII
CORRELATION BETWEEN MANAGERIAL ATTITUDE AND
PARENTAL IDENTIFICATION BASED ON AGE

Age	Number (N)	Correlation (r)	Level of Significance (p)
25 and under	1	.	.
26 - 35	19	.35	.14
36 - 45	59	.34	.01*
46 - 55	25	.28	.17
56 and over	6	.40	.43
Total	110		

*Significant at .05 level.

Correlation between Attitudes and
Sex of Respondents

Table XIV data are a summary of the relationship between managerial attitude and parental identification based on the sex of the respondents. No significant relationships exist based on the sex variable.

TABLE XIV
CORRELATION BETWEEN MANAGERIAL ATTITUDE AND
PARENTAL IDENTIFICATION BASED ON SEX

Sex	Number (N)	Correlation (r)	Level of Significance (p)
Males	77	.19	.10
Females	<u>33</u>	.22	.21
Total	110		

Additional Data Findings about the
More Influential Parent

Respondents were asked to choose their more influential parent at the beginning of the second administration of the social attitude survey. Table XV data are a summary of the frequencies and percentages for the more influential parent based on the total respondents and the variables for position, sex, and age. The variables of sex and age relate personally to the administrator as compared to a lesser direct personal identification for the variables of method of succession and length of service in present position; these two variables relate primarily to the position of the administrator.

For the total respondents, 23 (20.9%) did not make this forced choice; this item produced more missing values than any other item in the study. The largest percentage (46.4%) of the respondents chose mother as the more influential parent.

TABLE XV

ANALYSIS OF THE MORE INFLUENTIAL PARENT RESPONSES FOR TOTAL RESPONDENTS
AND BY THE POSITION, SEX, AND AGE VARIABLES

Respondents	Total		Father		Mother		No Response	
	N	Percentage of Total of Category	N	Percentage of Total of Category	N	Percentage of Total of Category	N	Percentage of Total of Category
Total Respondents	110	32.7	51	46.4	23	20.9		
Position Variable:								
Chief executives	6	1.8	2	1.8	2	33.3	2	33.3
Business services	13	5.5	4	3.6	3	30.8	3	23.1
Student services	28	6.3	17	15.5	4	60.7	4	14.3
Instructional	63	19.1	28	25.5	14	44.4	14	22.2
Totals	110	32.7	51	46.4	23	20.9		
Sex Variable:								
Males	77	22.7	32	29.1	20	41.6	20	18.2
Females	33	10.0	19	17.3	3	57.6	3	9.1
Totals	110	32.7	51	46.4	23	20.9		
Age Variable:								
25 and under	1		1	.9		100.0		
26 - 35	19	5.4	9	8.3	4	47.4	4	3.6
36 - 45	59	18.2	27	24.5	12	45.7	12	10.9
46 - 55	25	7.3	11	10.0	6	44.0	6	5.5
56 and over	6	1.8	3	2.7	1	50.0	1	16.7
Totals	110	32.7	51	46.4	23	20.9		

For the respondents categorized by position held, the chief executive officers (N=6) are equally divided between father, mother, and no response. Of the 13 business services officers, the largest percentage (46.1%) chose father but 3 from this category did not respond. The majority (60.7%) of the student services officers chose mother although 4 of the 28 respondents in this group did not respond. Mother is also the choice of the largest percentage (44.4%) of the instructional group although 14 of these 63 respondents did not make a choice.

When the respondents are categorized by sex, the largest percentage (41.6%) of the male respondents (N=77) chose mother; 20 of the male respondents did not make a choice of their more influential parent. For the female respondents (N=33), the majority (57.6%) chose mother as the more influential parent; only 3 females declined to respond to this item.

When the respondents are categorized by age, the data in Table XV show that nearly 50 per cent of the respondents in each age category chose mother as their more influential parent. The 36 through 45 age group has the greater percentage of no responses for the total respondents.

Summary of Significant Relationships

The data in Table XVI show all the significant correlations for managerial attitude and parental identification.

This table serves to emphasize the significant relationships which resulted from analyzing the total respondents and all the various demographic categories.

TABLE XVI
SUMMARY OF SIGNIFICANT CORRELATIONS BETWEEN
MANAGERIAL ATTITUDE AND PARENTAL
IDENTIFICATION

Category	Number (N)	Correlation (r)	Level of Significance (p)
Total respondents	110	.21	.03
Less than 2.5 years	38	.34	.04
Other campus	53	.36	.01
36 - 45 age	59	.34	.01

All of the relationships shown in Table XVI are statistically significant. The number of respondents in these categories ranges from 38 to 110 or 34.5 per cent to 100 per cent. Although the strength of the relationship for the total respondents is less than those for the variable categories, the significant correlation is very important because it describes the total respondents.

Specific Answers to Research Questions

Research question one asks, "What is the relationship between perceived parental identification and perceived managerial role (X or Y) of selected community college

administrators?" The data in Table X indicate that a significant relationship exists between perceived parental identification and perceived managerial role (.21; $p=.03$). For all administrators, the relationship appears to be that the greater the absolute difference between perceived social attitude for self and perceived social attitude for more influential parent, the greater the Y-oriented managerial role. Thus, the less parental identification, the more Y-oriented the managerial role of the administrator.

Research question two asks, "What is the relationship between perceived parental identification, perceived managerial role (X or Y), and age, sex, method of succession, type of position, and length of time in position?" The data in Tables XI, XII, and XIII indicate that significant relationships exist for specific categories of the variables age, method of succession, and length of time in present position. These categories include administrators who are from 36 through 45 years of age (.34; $p=.01$), who were hired into their present position from another campus (.36; $p=.01$), and who have occupied their present position for less than 2.5 years (.34; $p=.04$). The data in Tables X and XIV indicate that no significant relationships exist for type of position and sex.

Summary of Data Findings

Following is a summary of the data findings from this study.

1. The largest group of respondents to this study is the instructional services officers. In declining order, the respondents are student services officers, business services officers, and the smallest group is composed of chief executive officers.

2. The greatest number of administrators has worked in the present position for either one or five years; the largest percentage of respondents has held the present position for less than six years.

3. Almost an equal number of respondents was hired into the present position from the same or another campus.

4. The mean age range of the respondents is from 36 to 45 years old.

5. The majority of the administrator respondents are male; the ratio is approximately 8 males for every 3 females.

6. Although the perceptions of 98 per cent of the administrators indicate that their managerial style is Theory Y, the mean values indicate that this orientation is only moderate on the continuum and is unconfirmed behavior.

7. The mean values for social attitude indicate that the degree of openness by which administrators view themselves is greater on the continuum than the degree of closedness by which they view their more influential parent; i.e., the degrees of openness-closedness are not great in either case for self-perceptions and parental perceptions from the zero

point on the continuum. This indicates a relatively high degree of parental identification.

8. When the administrators are grouped by position held, all groups (chief executives, business, student, and instructional) perceive themselves as being Theory-Y oriented and tending toward openness.

9. By position group, the business services officers perceive their more influential parent as tending slightly toward openness for social attitude; the other position groups view this parent as tending toward closedness.

10. When the administrators are grouped by years of service in the present position, both groups (less and more than 2.5 years) tend toward a Theory-Y orientation, openness, and a high degree of parental identification. The less-than-2.5 years group perceives its more influential parent as tending more toward closedness than the longer tenured group.

11. When the administrators are grouped by method of succession (same-campus, other-campus), the other-campus group tends to be more Y oriented although the same-campus group perceives itself as tending more toward openness. Both campus groups perceive their more influential parent as tending toward closedness although the same-campus group shows a lesser degree of parental identification.

12. Of the four compared age groups, all tend toward a Y orientation, openness and, with the exception of the 56-

and-over age group, view their more influential parent as tending toward closedness. Over 75 per cent of the respondents are between 36 and 55 years old and show a relatively high degree of parental identification.

13. According to the sex groups, the females perceive themselves as being slightly more Y-oriented than is perceived by the males, and both tend toward openness although the degree of openness for the females is greater. Both males and females view their more influential parents with approximately the same degree of closedness, but the females have a lower degree of parental identification.

14. A statistically significant relationship exists for the total population between managerial style and parental identification. This relationship indicates that the greater the degree of Y-orientation, the lesser the degree of parental identification.

15. A statistically significant relationship exists between managerial style and parental identification for the administrators who have held their present position for less than 2.5 years. This relationship indicates that the greater the degree of Y-orientation, the lesser the degree of parental identification.

16. A statistically significant relationship exists between managerial style and parental identification for administrators who were hired into their present position

from another campus. This relationship indicates that the greater the degree of Y-orientation, the lesser the degree of parental identification for 50 per cent of the respondents.

17. A statistically significant relationship exists between managerial style and parental identification for administrators who are in the 36 to 45 age group. This relationship indicates that the greater the degree of Y-orientation, the lesser the degree of parental identification for 50 per cent of the respondents.

CHAPTER BIBLIOGRAPHY

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CHAPTER V

SUMMARY, DATA FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS FOR FUTURE RESEARCH

Summary

The administration of community colleges has become a vital part of higher education administration during the past decade. A number of research studies have been done about community college administrators, and one area of focus is the managerial style of administrators in relationship to task performance and organizational development. However, one area that has not been thoroughly researched is the early acculturation of administrators and its relationship to managerial style.

The purpose of this study is to identify the relationship between parental identification, a component of early acculturation, and managerial style. This relationship is examined using the demographic variables of administrative position, length of time in present position, method of succession, age, and sex.

Two instruments are used to gather data for the study. The instrument for managerial attitude determines managerial style according to Theory X or Y. The instrument for social attitude measures the degree of openness versus closedness.

The social attitude instrument was administered twice in order to gather (a) the respondents' self-perceptions and (b) their perceptions of their more influential parent. These instruments were distributed to a population of 135 campus administrators who work for a large multi-campus community college district; 110 usable instruments were received.

The data were treated in several ways to produce means, frequencies, percentages, and standard deviations. Pearson product moment correlations were computed to determine any statistically significant relationships for the respondents and between variables.

Summary of Data Findings

Following is a summary of the data findings from this study.

1. The largest group of respondents to this study is the instructional services officers. In declining order, the respondents are student services officers, business services officers, and the smallest group is the chief executive officers.

2. The greatest number of administrators has worked in the present position for either one or five years; the largest percentage of respondents has held the present position for less than six years.

3. Almost an equal number of respondents was hired into the present position from the same or another campus.

4. The mean age range of the respondents is from 36 to 45 years old.

5. Males comprise the majority of the administrator respondents; the ratio is approximately 8 males for every 3 females.

6. Although the perceptions of 98 per cent of the administrators indicate that their managerial style is Theory Y, the mean values indicate that this orientation is only moderate on the continuum and is unconfirmed behavior.

7. The mean values for social attitude indicate that the degree of openness by which administrators view themselves is greater on the continuum than the degree of closedness by which they view their more influential parent; i.e., the degrees of openness-closedness are not great in either case for self-perceptions and parental perceptions from the zero point on the continuum. This indicates a relatively high degree of parental identification.

8. When the administrators are grouped by position held, all groups (chief executives, business, student, and instructional) perceive themselves as being Theory-Y oriented and tending toward openness.

9. By position group, the business services officers perceive their more influential parent as tending slightly toward openness for social attitude; the other position groups view this parent as tending toward closedness.

10. When the administrators are grouped by years of service in the present position, both groups (less and more

than 2.5 years) tend toward a Theory-Y orientation, openness, and a high degree of parental identification. The less-than-2.5-years group perceives its more influential parent as tending more toward closedness than the longer tenured group.

11. When the administrators are grouped by method of succession (same-campus, other-campus), the other-campus group tends to be more Y oriented although the same-campus group perceives itself as tending more toward openness. Both campus groups perceive their more influential parent as tending toward closedness although the same-campus group shows a lesser degree of parental identification.

12. Of the four compared age groups, all tend toward a Y orientation, openness and, with the exception of the 56-and-over age group, view their more influential parent as tending toward closedness. Over 75 per cent of the respondents is between 36 and 55 years of age and shows a relatively high degree of parental identification.

13. According to the sex groups, the females perceive themselves as being slightly more Y oriented than is perceived by the males, and both tend toward openness although the degree of openness for the females is greater. Both males and females view their more influential parent with approximately the same degree of closedness, but the females have a lower degree of parental identification.

14. A statistically significant relationship exists for the total population between managerial style and parental

identification. This relationship indicates that the greater the degree of Y-orientation, the lesser the degree of parental identification.

15. A statistically significant relationship exists between managerial style and parental identification for the administrators who have held their present position for less than 2.5 years. This relationship indicates that the greater the degree of Y-orientation, the lesser the degree of parental identification.

16. A statistically significant relationship exists between managerial style and parental identification for administrators who were hired into their present position from another campus. This relationship indicates that the greater the degree of Y-orientation, the lesser the degree of parental identification for 50 per cent of the respondents.

17. A statistically significant relationship exists between managerial style and parental identification for administrators who are in the 36 to 45 age group. This relationship indicates that the greater the degree of Y-orientation, the lesser the degree of parental identification for 50 per cent of the respondents.

Conclusions

Based on the data findings from this study, the following conclusions appear to be warranted.

1. Even though community college administrators perceive themselves as being more open than the parent to consideration of new concepts, they appear to be somewhat influenced by the relationship with their more influential parent.

2. Since a Y-oriented managerial style is consistently reported by the administrators of the surveyed community college district, this could indicate that these administrators are being influenced by the expectations of the district, possibly resulting from organizational and systems research.

3. Since the period of greatest openness for administrators appears to be during the first few years of tenure in a position, this is the period during which ideological change in administrators is most likely to result in their being more open to change.

4. It appears that the longer one holds a position irrespective of age, the less likely it is that early acculturation will influence managerial style.

5. Administrators who are hired from another campus appear to be more likely to be open to change than those who are hired from within the same campus organization.

6. The influence of early acculturation appears to be greatest during the ages that cluster around forty. Generally, the older the administrators, the more likely they are to identify with their more influential parent.

7. Community college administrators appear to have made a nontraditional choice regarding their more influential

parent. Traditionally, the literature indicates that the father is the more probable choice for more influential parent.

Recommendations for Future Research

The following recommendations for future research are suggested based on the findings and conclusions of this study.

1. This study should be replicated in urban, multi-campus community college districts in other locales for comparison and validation purposes.
2. This study should be replicated using district as well as campus administrators.
3. Other acculturation factors should be studied using community college administrators. Such factors could include social class origin, ethnic origin, and family mobility.
4. Role socialization relative to organizational environment should be studied using community college administrators. Such organizational environment factors might include automation of tasks, physical configuration of personnel, and quantity, quality, and direction of personnel interactions.
5. Appropriate questionnaires should be developed to study early acculturation and role socialization among support or non-contractual personnel in college administration.
6. Further research should be conducted on the more influential parent and on the positive or negative direction of such influence.

APPENDICES

APPENDIX A

LETTER OF PERMISSION

21 Cellar Road
Edison, New Jersey 08817
April 6, 1982

Ms. Margot E. Hirsch
10323 Portrush Dr.
Dallas, Texas 75243

Dear Ms. Hirsch,

Pursuant to our telephone conversation on April 3, 1982, I hereby give you permission to use the revised forms of the Normative Expectation Items and the Dogmatism Scale. As you know, I revised these instruments in 1976, at Rutgers University, as part of my doctoral study, "Parental Identification and Administrator Theory X and Theory Y Action Frames of Reference." As we discussed, you will be using these same instruments for the purpose of gathering data for your dissertation at North Texas State University. Your study focuses also on Parental Identification and Theory X and Theory Y Action Frames of Reference.

I understand that the basic content of all items in both instruments will remain unchanged. However, to facilitate comprehension of the items by the subjects under study, some minor changes in form may be made. For example, all sexist language will be deleted from each instrument in that the population to be surveyed contains both males and females.

I am looking forward to receiving the results of your completed study.

Sincerely,

/s/

Florence R. Goodman, Ed.D.

APPENDIX B

COVER LETTER I

Dear Administrator:

Managing and developing human resources effectively is one of the major challenges facing us today in the district. It is important that we be as responsive as possible to staff and institutional needs. Conducting research is one way to identify areas which would benefit from staff development programs. Research is also a way to assess the actual usefulness of these programs.

Margot Hirsch, a part-time campus administrator and North Texas State University doctoral candidate, is conducting a study under the direction of Dr. Dwane Kingery. The study is designed to determine the relationship between parental influence and managerial style of community college administrators. The study has been approved by the Executive Council.

To complete this study your assistance is needed. Two questionnaires are enclosed. The first one requests job-related data and assesses self-perceived managerial style. The second questionnaire assesses your social attitudes and your perception of your more influential parent's social attitudes. It should take approximately thirty minutes to complete both questionnaires.

The questionnaires are accompanied by a postcard for use in follow-up with those who would like an abstract of the completed study. The card also will be used for those who have not returned their completed questionnaires. When you return the questionnaires to Ms. Hirsch, also return the postcard. Be sure to mail it separately from the questionnaires. This separation is to assure confidentiality. In no way will your responses or your campus be identified in the collected data.

Other phases of this research cannot be initiated until analysis of the questionnaires is concluded. Thus, using the stamped, self-addressed envelope, please return the completed questionnaires by Friday, September 3.

Your contribution to this study will yield important and unique information related to staff development and personnel training for community college administrators. Thank you in advance for assisting with this research project.

Sincerely,

/s/

Vice Chancellor of Educational Affairs

APPENDIX C

COVER LETTER II

Dear Administrator:

Several weeks ago you received two questionnaires and a letter from the vice-chancellor of educational affairs requesting your assistance with a doctoral dissertation study. The study is focusing on managerial style and what influences that style. The population consists of all the district's campus administrators. The study is being conducted by me under the direction of North Texas State University Professor, Dr. Dwane Kingery.

My records show that your completed questionnaires have not been received since I do not have a post card signed by you. Possibly, your completed materials are crossing this letter in the mail today. Also, you may have completed the questionnaires and returned them, but without sending the signed post card. Please ignore this letter if either of these situations is true for you. Follow-up is based on whether or not a signed post card is received because the questionnaires are not identifiable.

If you have not done so already, please complete the enclosed questionnaires. Filling them out requires only a few minutes. The surveys are titled MANAGERIAL ATTITUDES and SOCIAL ATTITUDES. You have one copy of the first one and two copies of the second one. Please be sure to complete all three documents as instructed.

For your convenience, a self-addressed, stamped envelope and post card are enclosed. Please mail these separately when you return the completed questionnaires in order to insure confidentiality. In no way will your responses or your campus be identified in the collected data.

Other phases of this research cannot be initiated until analysis of the questionnaires is concluded. Thus, please return the completed questionnaires by September 20, 1982.

I am sincerely striving to secure as many completed questionnaires as possible in order to develop truly representative data. Your contribution to this study will yield important and useful information related to staff development and personnel training for community college administrators. Thank you very much for your participation in this research project.

Sincerely,

/s/

Margot Hirsch

APPENDIX D

POSTCARD

I have completed the questionnaires. Also, I have returned them by mail to:

Margot Hirsch
10323 Portrush Dr.
Dallas, TX 76243

Date

Name

Position

Campus

Please Check One:

- I would like an abstract of the completed study.
 I would not like an abstract of the study.

APPENDIX E

SURVEY INSTRUMENTS

Managerial Attitudes

PLEASE IGNORE COMPUTER
CODES IN PARENTHESES.

Card #1 (4)

(1-3)

(5) Title of present position _____

(6-7) Number of years in present position _____

Circle only one answer for each item:

(8) Campus of previous position: 1. Same 2. Other

(9) Sex: 1. Male 2. Female

(10) Age: 1. 25 & under 2. 26-35 3. 36-45 4. 46-55 5. 56 & over

The following are things that a person in your position might or might not do. The headings at the top indicate how much you would agree or disagree with him*. Next to each statement listed, just circle the one number that best expresses your feelings. Please answer every item.

+1: I AGREE A LITTLE	-1: I DISAGREE A LITTLE
+2: I AGREE ON THE WHOLE	-2: I DISAGREE ON THE WHOLE
+3: I AGREE VERY MUCH	-3: I DISAGREE VERY MUCH

	+1	+2	+3	-1	-2	-3
(11-12) Take issue with the judgments of higher-ups when warranted.	+1	+2	+3	-1	-2	-3
(13-14) Take a personal interest in his subordinates.	+1	+2	+3	-1	-2	-3
(15-16) Keep his subordinates informed on what is happening in the system.	+1	+2	+3	-1	-2	-3

*All male pronoun usage is generic to represent females and males.

	+1	+2	+3	-1	-2	-3
(17-18) Break district rules when he thinks it is in the system's best interest.	+1	+2	+3	-1	-2	-3
(19-20) Be responsible for keeping up the morale of those under him.	+1	+2	+3	-1	-2	-3
(21-22) Look aside when others break district rules.	+1	+2	+3	-1	-2	-3
(23-24) Take an occasional day off just to relax.	+1	+2	+3	-1	-2	-3
(25-26) Train those under him for better jobs.	+1	+2	+3	-1	-2	-3
(27-28) Let those he supervises set their own work pace.	+1	+2	+3	-1	-2	-3
(29-30) Bypass official channels when he wants something done in a hurry.	+1	+2	+3	-1	-2	-3
(31-32) Accept full responsibility for the decisions of those under him.	+1	+2	+3	-1	-2	-3
(33-34) Seldom check on the work of his subordinates.	+1	+2	+3	-1	-2	-3
(35-36) Spend time off the job with others in a much higher position than his.	+1	+2	+3	-1	-2	-3
(37-38) Take sides with his subordinates in any dispute with the system.	+1	+2	+3	-1	-2	-3
(39-40) Allow his subordinates a great deal to say about the way they do their work.	+1	+2	+3	-1	-2	-3
(41-42) Deviate from district rules on occasion.	+1	+2	+3	-1	-2	-3
(43-44) Consult with his subordinates in making any decisions that affect them.	+1	+2	+3	-1	-2	-3
(45-46) Leave those he supervises alone unless they want help.	+1	+2	+3	-1	-2	-3

Social Attitudes

The following is a study of what the general public thinks about a number of social questions. The best answer to each statement below is your personal opinion. Many different and opposing views are covered; whether you agree or disagree with any statement, you can be sure that many people feel the same as you do. Please answer every item. The scale is the same.

+1: I AGREE A LITTLE -1: I DISAGREE A LITTLE
 +2: I AGREE ON THE WHOLE -2: I DISAGREE ON THE WHOLE
 +3: I AGREE VERY MUCH -3: I DISAGREE VERY MUCH

	+1	+2	+3	-1	-2	-3
(47-48) The highest form of government is a democracy and the highest form of democracy is a government run by those who are most intelligent.	+1	+2	+3	-1	-2	-3
(49-50) Even though freedom of speech for all groups is a worthwhile goal, it is unfortunately necessary to restrict the freedom of certain political groups.	+1	+2	+3	-1	-2	-3
(51-52) Most people do not give a "damn" for others.	+1	+2	+3	-1	-2	-3
(53-54) It is only natural for a person to be fearful of the future.	+1	+2	+3	-1	-2	-3
(55-56) There is so much to be done and so little time to do it in.	+1	+2	+3	-1	-2	-3
(57-58) It is better to be a dead hero than a live coward.	+1	+2	+3	-1	-2	-3
(59-60) The main thing in life is for a person to want to do something important.	+1	+2	+3	-1	-2	-3
(61-62) In the history of personkind there have probably been just a handful of really great thinkers.	+1	+2	+3	-1	-2	-3

	+1	+2	+3	-1	-2	-3
(63-64) Of all the different philosophies which exist in this world, there is probably only one which is correct.	+1	+2	+3	-1	-2	-3
(65-66) A person who gets enthusiastic about too many causes is likely to be a pretty "wishy-washy" sort of person.	+1	+2	+3	-1	-2	-3
(67-68) To compromise with our political opponents is dangerous because it usually leads to the betrayal of our own side.	+1	+2	+3	-1	-2	-3
(69-70) A group which tolerates too many differences of opinion among its members cannot exist for long.	+1	+2	+3	-1	-2	-3
(71-72) A person who thinks primarily of his/her own happiness is beneath contempt.	+1	+2	+3	-1	-2	-3
(73-74) In this complicated world of ours, the only way we can know what is going on is to rely on leaders or experts who can be trusted.	+1	+2	+3	-1	-2	-3
(75-76) It is often desirable to reserve judgment about what is going on until one has had a chance to hear the opinions of those one respects.	+1	+2	+3	-1	-2	-3
(77-78) In the long run the best way to live is to pick friends and associates whose tastes and beliefs are the same as one's own.	+1	+2	+3	-1	-2	-3
(79-80) If a person is to accomplish one's mission in life it is sometimes necessary to gamble "all or nothing at all."	+1	+2	+3	-1	-2	-3
Dup (1-3) Card #2 (4)						
(5-6) Unfortunately, a good many people with whom I have discussed important social and moral problems do not really understand what is going on.	+1	+2	+3	-1	-2	-3

Social Attitudes

The questions that follow are the same as those which you have just answered. This time please answer them as you believe your more influential parent would. Please do not omit any of the items.

Circle the one parent that has had greater influence on you:

(7) 1. Father 2. Mother

+1: I AGREE A LITTLE -1: I DISAGREE A LITTLE
 +2: I AGREE ON THE WHOLE -2: I DISAGREE ON THE WHOLE
 +3: I AGREE VERY MUCH -3: I DISAGREE VERY MUCH

	+1	+2	+3	-1	-2	-3
(8-9) The highest form of government is a democracy and the highest form of democracy is a government run by those who are most intelligent.	+1	+2	+3	-1	-2	-3
(10-11) Even though freedom of speech for all groups is a worthwhile goal, it is unfortunately necessary to restrict the freedom of certain political groups.	+1	+2	+3	-1	-2	-3
(12-13) Most people do not give a "damn" for others.	+1	+2	+3	-1	-2	-3
(14-15) It is only natural for a person to be fearful of the future.	+1	+2	+3	-1	-2	-3
(16-17) There is so much to be done and so little time to do it in.	+1	+2	+3	-1	-2	-3
(18-19) It is better to be a dead hero than a live coward.	+1	+2	+3	-1	-2	-3
(20-21) The main thing in life is for a person to want to do something important.	+1	+2	+3	-1	-2	-3
(22-23) In the history of personkind there have probably been just a handful of really great thinkers.	+1	+2	+3	-1	-2	-3

	+1	+2	+3	-1	-2	-3
(24-25) Of all the different philosophies which exist in this world, there is probably only one which is correct.	+1	+2	+3	-1	-2	-3
(26-27) A person who gets enthusiastic about too many causes is likely to be a pretty "wishy-washy" sort of person.	+1	+2	+3	-1	-2	-3
(28-29) To compromise with our political opponents is dangerous because it usually leads to the betrayal of our own side.	+1	+2	+3	-1	-2	-3
(30-31) A group which tolerates too many differences of opinion among its own members cannot exist for long.	+1	+2	+3	-1	-2	-3
(32-33) A person who thinks primarily of his/her own happiness is beneath contempt.	+1	+2	+3	-1	-2	-3
(34-35) In this complicated world of ours, the only way we can know what is going on is to rely on leaders or experts who can be trusted.	+1	+2	+3	-1	-2	-3
(36-37) It is often desirable to reserve judgment about what is going on until one has had a chance to hear the opinions of those one respects.	+1	+2	+3	-1	-2	-3
(38-39) In the long run the best way to live is to pick friends and associates whose tastes and beliefs are the same as one's own.	+1	+2	+3	-1	-2	-3
(40-41) If a person is to accomplish one's mission in life it is sometimes necessary to gamble "all or nothing at all."	+1	+2	+3	-1	-2	-3
(42-43) Unfortunately, a good many people with whom I have discussed important social and moral problems do not really understand what is going on.	+1	+2	+3	-1	-2	-3

APPENDIX F

NORMATIVE EXPECTATION ITEMS FACTORS, THEIR
LOADINGS, AND THEIR RELATIONSHIP
TO THEORIES X OR Y

Factor I: Rules Orientation

1. DO stick to the letter of company rules (.70).
Theory X: rigid rule adherence.
2. DO accept the judgments of higher-ups as final (.42).
Theory X: endorses authoritarianism.
3. DON'T spend time off the job with others who have a
much higher position than his (.39).
Theory X: reinforces authoritarian control through
impersonality.
4. DON'T bypass official channels when he wants some-
thing done in a hurry (.39).
Theory X: suggests a narrow range of employee
discretion.
5. DON'T take an occasional day off just to relax (.37).
Theory X: "be good" approach utilized.
6. DON'T break company rules when he thinks it is in
the company's best interest (.34).
Theory X: advocates rigid rule adherence at the
expense of employee discretion.

Factor II: Nurturance of Subordinates

7. DO train men under him for better jobs (.61).
Theory Y: foster skill and achievement.

8. DO take a personal interest in his men (.58).
Theory Y: give understanding and attention.
9. DO be responsible for keeping up the morale of those under him (.58).
Theory Y: implies use of praise and imparting of self-confidence.
10. DO keep his men informed on what is happening in the company (.44).
Theory Y: give work-related knowledge and information.
11. DO accept full responsibility for decisions of those under him (.42).
Theory Y: acceptance of employee sense of autonomy.
12. DO consult with his men on any decisions that affect them (.37).
Theory Y: instilling a common approach and a sense of autonomy.

Factor III: Closeness of Supervision

13. DON'T let those he supervises set their own work pace (.68).
Theory X: use of pressure.
14. DON'T allow his men a great deal to say about the way they do their work (.60).
Theory X: authoritarian control.

15. DON'T leave the men he supervises alone unless they want help (.50).
Theory X: use of outright pressure.
16. DO report others who break company rules (.42).
Theory X: punishment or implicit bargaining.
17. DON'T take sides with his men in any dispute with the company (.39).
Theory X: "be strong" approach.
18. DO check frequently on the work of his men (.38).
Theory X: close supervision.

APPENDIX G

THE DOGMATISM SCALE FACTORS AND THEIR
RELATIONSHIP TO ASSUMPTIONS
OF THEORY X OR Y

FACTOR: The Coexistence of Contradictions Within the Belief System

1. The highest form of government is a democracy and the highest form of democracy is a government run by those who are most intelligent.

Theory Y--Denial of Assumption 6: intellectual potentialities of average human being are only partially utilized.

2. Even though freedom of speech for all groups is a worthwhile goal, it is unfortunately necessary to restrict the freedom of certain political groups.

Theory X--Affirmation of Assumption 2: most people must be controlled.

FACTOR: Beliefs Regarding the Aloneness, Isolation, and Helplessness of Man

3. Most people just do not give a "damn" for others.

Theory X--Affirmation of Assumption 3: average human being wishes to avoid responsibility.

FACTOR: Beliefs Regarding the Uncertainty of the Future

A. Fear of the Future

4. It is only natural for a person to be fearful of the future.

Theory X--Affirmation of Assumption 3: average human being wants security above all.

B. A Feeling of Urgency

5. There is so much to be done and so little time to do it in.

Theory X--Affirmation of Assumption 1: average human being has an inherent dislike of work.

FACTOR: Beliefs About Self-Adequacy and Inadequacy--Need for Martyrdom

6. It is better to be a dead hero than a live coward.

Theory Y--Denial of Assumption 3: commitment to objectives is a function of rewards.

7. The main thing in life is for a person to want do something important.

Theory Y--Denial of Assumption 2: man will exercise self-direction in his objectives.

FACTOR: Authoritarianism

A. Beliefs in Positive and Negative Authority

8. In the history of mankind, there have probably been just a handful of really great thinkers.

Theory Y--Denial of Assumption 6: intellectual potentialities of the average human being are only partially utilized.

B. Belief in the Cause

9. Of all the different philosophies which exist in this world, there is probably only one which is correct.

Theory Y--Denial of Assumption 5: capacity to exercise creativity is widely distributed.

10. A person who gets enthusiastic about too many causes is likely to be a pretty "wishy-washy" sort of person.

Theory Y--Denial of Assumption 1: expenditure of physical and mental effort is natural.

11. To compromise with our political opponents is dangerous because it usually leads to the betrayal of our own side.

Theory Y--Denial of Assumption 2: man will exercise self-direction in the service of objectives.

FACTOR: Intolerance

A. Toward the Renegade

12. A group which tolerates too much differences of opinion among its own members cannot exist for long.

Theory Y--Denial of Assumption 2: man will exercise self-control in the service of objectives.

B. Toward the Disbeliever

13. A person who thinks primarily of his own happiness is beneath contempt.

Theory Y--Denial of Assumption 3: commitment to objectives is a function of the rewards.

FACTOR: Tendency to Make a Party-Line Change

14. In this complicated world of ours, the only way we can know what is going on is to rely on leaders or experts who can be trusted.

Theory X--Affirmation of Assumption 1: average human being will avoid effort.

15. It is often desirable to reserve judgment about what is going on until one has had a chance to hear the opinions of those one respects.

Theory Y--Denial of Assumption 4: average human being seeks responsibility.

FACTOR: Selective Avoidance of Contact With Facts, Events, Etc., Incongruent With One's Own Belief-Disbelief System

16. In the long run the best way to live is to pick friends and associates whose tastes and beliefs are the same as one's own.

Theory X--Affirmation of Assumption 2: most people must be directed toward objectives.

FACTOR: Attitude Toward Past, Present, and Future

17. If a man is to accomplish his mission in life, it is sometimes necessary to gamble "all or nothing at all."

Theory Y--Denial of Assumption 3: commitment to objectives is a function of rewards.

18. Unfortunately, a good many people with whom I have discussed important social and moral problems do not really understand what is going on.

Theory Y--Denial of Assumption 5: capacity to exercise imagination and ingenuity is widely distributed.

APPENDIX H

JOB TITLES IN POSITION GROUPS

Chief Executive Officers

President

Business Services Officers

Vice President of Business Services

Director of Physical Plant

Student Services Officers

Vice President of Student Services

Associate Dean of Student Support Services

Director of Admissions and Registrar

Registrar

Director of Counseling

Director of Career Center

Coordinator of Career Services

Director of Financial Aid

Assistant Director of Financial Aid

Director of Student Development

Director of Student Development and Health Services

Instructional Services Officers

Vice President of Instruction

Dean of Continuing Education

Dean of Instructional Services

Associate Dean of Instructional Services

Associate Dean of the Learning Resources Center

Associate Dean of Technical Occupational Programs

Associate Dean of Extended Day

Associate Dean of Continuing Education

Assistant Dean of Community Service

Assistant Director of Community Service

Director of the Center for Independent Study

Division Chairperson

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