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Faculty Perception Of Department Chairs' Leadership Style And Perceived Effects On Music Faculty's Self-Reported Productivity

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FACULTY PERCEPTION OF DEPARTMENT CHAIRS

LEADERSHIP STYLE AND PERCEIVED EFFECTS ON

MUSIC FACULTY'S SELF-REPORTED PRODUCTIVITY

A Dissertation
presented in partial fulfillment of requirements
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by

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ABSTRACT

The purpose of this study was to examine the perceived effectiveness of the leadership styles of music department chairs and the responses to the leadership styles by faculty. This study specifically investigated the leadership styles of music department chairs serving in public higher education institutions with NASM accredited music units in the states of Arkansas and Mississippi. The study examined the perceived types of leadership styles used by music department chairs and their relationship with music faculties' self-reported productivity as seen by faculty members within the department. The need for this study is to assist universities in recruiting and developing effective leaders as department chairs.

This study used a descriptive correlation design. The data for this study were collected using the survey research approach to examine the perception of the leadership styles by faculty and the effect that style has on music faculty's self-reported productivity.

The sample for this study consisted of one hundred and seventy-four (174) faculty members with non-administrative titles and full-time position appointment as senior professors and junior professors. Results from the summary of responses were presented in frequency counts and percentages among the ranks to describe the data.

The Multifactor Leadership Questionnaire (MLQ) was analyzed using chi-square to determine if there were significant differences among the groups. The Spearman rho was used to determine if there was a relationship with music faculty perception of the chair's leadership and self-reported of productivity.

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Based upon the findings from the MLQ, senior and junior faculty was satisfied with the chair's leadership. In the chi- square findings, the analysis revealed that a significant difference was only found in two subscales, subscales one and eleven. The two subscales are Subscale One "Transformational: Idealized Influence" and Subscale Eleven "Outcomes of Leadership: Effeteness".   The Spearman rho revealed that the there is a relationship with the chairs leadership and self-report of productivity from music faculty.

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CHAPTER ONE

INTRODUCTION

With the threat of financial cuts and competing priorities for the tax dollar, effective leadership and communication is a must. Leaders must convey openness to faculty, as well as sound decision-making skills through their leadership example. This study involved a survey of music department faculty in the states of Arkansas and Mississippi, to determine whether or not the leadership style of the department chair has an effect on music faculty's perceived self-reported productivity.

Leadership

The changing environment in universities today requires department chairs to become involved in every aspect of the educational process. Approaching leadership in a systematic and open manner allows for the sharing of information that empowers not only staff members but also leaders (Kotter, 1996).

Communication plays a vital role in effective departmental leadership according to Kotter (1996). Included in Kotter's effective methods of communication are simplicity, metaphors, analogies and examples, repetition and explanation. An effective administrator or department chair will always examine each individual situation and adapt his or her own leadership style (Kotter,1996). Leadership should consist of certain behavior and personal characteristics, experience in specific types of leadership situations, as well as verbal and non-verbal communication. An individual's leadership style is based on one's personality (Howard, 2005).

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One's style of leadership is realized when one reviews and classifies leadership according to the three typologies of leadership behavior as identified on the Multifactor Leadership Questionnaire: transformational leadership style, transactional, and autocratic leadership (Antonakis, Avolio, & Sivasubramaniam, 2003). These leadership styles will be discussed further in the review of literature and in the study.

Autocratic Leadership Style

Autocratic leadership is typically seen as a "leader type not taking care of the socio-emotional dimensions of groups" (Bass, 1990, p. 1388). While it is not the most popular leadership style, it is appropriate in some situations such as the military. Under autocratic leadership, leaders do not encourage the exhibition of followers' loyalty and dedication; therefore leaving an extremely negative view of this style (De Cremer, 2007). De Cremer (2002) found that group members attend less to the leader and that the leader has less influence over them because there is no motivation to have a connection with the leader. Leaders making all of the decisions are acting on the premise of autocratic leadership (Peterson, 1997), which discourages loyalty to the leader (De Cremer, 2007; Peterson, 1997, Russell & Stone, 2002).

Transactional Leadership Style

This style of leadership refers to the "transactional leader's focus on task performance and use of procedures to maintain control" (van Eeden, et al., 2008, p 261). Leaders utilizing this type of leadership style will rationalize their behaviors based on their desire for structure and intense focus on task performance. The issue of personal reward is a highly important aspect of transactional leadership (Vecchio, Justin, & Pearce, 2008). House (1996) proposed that transactional leadership is reliant on contingent rewards to bring about the performance of those

under authority.   This leadership style is brought about by leaders utilizing built-in rewards to enable them to influence those serving under them.

Transformational Leadership Style

Transformational leadership is based on the four factors of "idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration" (van Eeden, et al. , 2008, p. 255). Transformational leadership has the capacity to implement change within an organization (Kouzes & Posner, 1997; Kotter, 1996). Leaders and department chairs who exhibit Transformational leadership have the ability to motivate followers to look beyond their own self-interests to improve their job satisfaction and positively affect work relationships that enhance job performance with the possibility to influence the behavior of others (Bass, 1998). Collaboration and team building are excellent ways to enhance communication among teachers and administration according to Kouzes & Posner (1997). Jackson (2009) offers four leadership styles: Commanders, Coaches, Counselors, and Conductors. It is his stance, that position alone does not guarantee success as a leader. According to Jackson (2009), leadership is about "relational influence more than positional influence" (p. 13). The most effective leaders act not only from their strengths but through the discovery and utilization of others' strengths (Jackson, 2009).

Transformational leadership is an ideal which leaders seek in light of modern developments and changes occurring in this contemporary, global society (Bass & Avolio, 1994). There is research to support the use of transformational leadership due to technological advances (Howell & Higgens, 1990), changes in expectations of workers (Lowe, Kroeck, & Sivasubramaniam, 1996;Sagie, 1997;Vroom, 2000), and the necessity for the ability to work in

multicultural environments (Church & Waclawske, 1999;Gibson & Marcoulides, 1995; Rosenzweig, 1998).

Leadership styles related to music department chairs

It has been stated that if something is desired from the administration by the faculty, one should be tactful, unimposing, and walk alongside those whom you are leading (Young, 2003). This is also true of department chairs. It is important that administrators in music departments are also music educators (Young, 2003). Young's position is that those who do not possess a music background will be less likely to empathize with the issues that are unique and specific to music education and music educators. Integrity, respect and a sense of community are traits which music department chairs (or anyone in leadership) should possess in order to lead effectively. Communication is another trait which brings about respect from faculty and students.

Many feel that joining colleagues in the improvement of the education/leadership process by way of commiseration, support, casual meetings, and the facilitation of outgoing and incoming leadership should be a high priority (Borkan, Magill, Schenk, & Davis, 2009). The different roles of post-secondary leaders should be discussed. The leadership traits, tools for engaging colleagues in solving problems, and the responsibility of chairpersons as managers are other aspects that should be considered because academic chairs are expected to function as managers and leaders (Bowman, 2002).

Buffalo State College has initiated programs to assist department chairs in effective leadership and growth. Teaching seminars, regular departmental meetings, and a written manual to train and improve leadership are parts of the program. Some specific areas addressed are time management, job description and responsibility, paperwork and communication (Buffalo State

Planning Council, 2005). The ideal situation is an ongoing communication between deans and department chairs. While not being used in this study, the Leadership Effectiveness and Adaptability Description (LEAD) is an important research instrument on leadership that can be used to study leadership styles within departments at the university level and how styles of leadership affect others. The LEAD was developed at The Center for Leadership Studies in Escondido, California (Whittsett, 2007). This study utilizes the Multifactor Leadership Quotient (MLQ) because it specifies the three types of leadership styles that have been identified and described in the literature.

Ineffective leadership creates instability in a college or university department. The effectiveness of higher leadership positions is in direct proportion to the effectiveness of the department chairs (Donahue, 2003; McArthur, 2004). The department chair is the link from the higher administration to the faculty. He or she is seen as a mediator, communicator, and facilitator (McArthur, 2004). The most effective way to relate one's leadership style as a music department chair is to learn about the faculty, be knowledgeable about the department, and be willing to teach, learn, and grow.

Need for the study

The need for this study stemmed from the need to better understand and assist universities in recruiting leaders who would be effective in leading as department chairs. The perceptions of the effectiveness of the music chairs' leadership and the music faculty's self-reporting productivity held by groups of music faculty members, Senior Professors, Junior Professors, determine to a large extent, the content, spirit, and aim of music education. Therefore, the more that is known of these groups' perceptions of effectiveness of music chairs'

leadership, the more intelligently and effectively the music faculty can assist the music chairs in

formulating strategies to address the needs of the music department.

Little research has been done in the area under investigation. The findings of this study,

therefore, should be of value to music chairs, music faculty, university administration, and all

who are concerned with improving music leadership.

Statement of the problem

The problem in this study was to describe the senior and junior faculty perception of the

Music department chairs leadership. The study also sought to determine whether faculty rank

was a significant contributing factor of the perception of the music department chairs leadership.

The problem in this study generated the following research questions:

1. What is the perception of music faculty members regarding the effectiveness of the music department chair's leadership as measured by subscales 1-12 of the Multifactor Leadership Questionnaire (MLQ)?

1a. Is there a significant difference between senior and junior faculty status in the perception of the music department Chair's leadership as measured by subscales 1-12 of the Multifactor Leadership Questionnaire (MLQ)?

2. Is there a significant relationship between the combined senior faculty's and junior faculty's perceptions of the chair's leadership as measured by the self-reported productivity subscale of the Multifactor Leadership Questionnaire (MLQ)?

2a. Is there a significant correlation between the senior faculty's perception of the music department chair's leadership and the senior faculty's self-reported productivity of the Multifactor Leadership Questionnaire (MLQ)?

2b. Is there a significant correlation between the junior faculty's perception of the music department chair's leadership and the junior faculty's self-reported productivity of the Multifactor Leadership Questionnaire (MLQ)?

Purpose of the study

The purpose of this study was to investigate the senior and junior faculty's perception of the Music Department chairs leadership.

Assumptions of the study

In conducting this study, the following basic assumptions were made in testing the research questions involved in the study:

1. The population used in this study is representative of the music faculties of the states of Mississippi and Arkansas.

2. The responses obtained from the MLQ are accurate and the true perceptions held by the participants in this study.

Limitations of the study

The data in this study were limited to those music department faculty members who elected to participate in the completion of the survey.

Delimitations of the study

The data in this study were limited to those music department faculty members in schools accredited by the National Association of Schools of Music (NASM) in public institutions in the states of Arkansas and Mississippi. Results may not be generalized to other higher education institutions.

Definition of terms

Academic Administration – Administrators who are in charge of the academic aspect of a university, have academic degrees, and are drawn from faculty positions or continue to have faculty appointments.

Four-Year Public Institutions - institutions that are non-specialized and award baccalaureate degrees.

FTE – full time equivalent

Multifactor Leadership Questionnaire (MLQ) 5x– is an instrument containing Likert scales which are designed to measure the full-range of leadership and is used most widely to measure transformational leadership style, transactional, and autocratic leadership. The instrument consists of the following subscales:

A. Transformational: Idealized Influence

B. Transformational: Idealized Behavior

C. Transformational: Inspirational Motivation

D. Transformational: Intellectual Stimulation

E. Transformational: Individual Consideration

F. Transactional: Contingent Reward

G. Transactional: Management by Exception (Active)

H. Passive Avoidant Management by Exception (Passive)

I. Passive Avoidant Laissez-Faire

J. Outcomes of Leadership: Extra Effort

K. Outcomes of Leadership: Effectiveness

L. Outcomes of Leadership: Satisfaction

M. Music Faculty Self-Reported Productivity

Music Faculty Member – one who has no administrative duties or title yet are devoted to a full-time position as professor, associate professor, assistant professor, or Instructor in a music program.

Music Faculty's Self-Report Productivity – includes input, output, and process and includes a description of these relationships in the form of a ratio. Productivity is connected to measurement and considered the same as results. Publications become the measure of productivity. This method of measuring productivity displaces faculty scholarship, application, and teaching (Bailey, 1992).   Very little has been written about what actually defines music faculty's self-reported productivity and specifically how department chair leadership can increase music faculty's self-reported productivity.

Music Faculty Workload – "a composite of all professional tasks – intra- and inter-organizational – performed by faculty: teaching or instructional activities, class preparation, research, administration, and public service" (Allen, p.27).

Music Department –a department or school of music within the context of a higher education institution accredited by the National Association of Schools of Music.

Music Department Chair – mid-level manager within the context of a higher education institution.

NASM – National Association of Schools of Music

Perception –Perception is a fundamental psychological process which provides accurate information about the characteristics of the world around us is an index of its power (Wade, 2001).

SCH – student credit hours

SPSS–is a computer statistical software package designed to analyze data used in the social sciences.

Organization of the study

Chapter 1 introduces the context of the problem, purpose of the study and addresses the research questions investigated. Chapter 2 reviews the literature associated with leadership and the various leadership styles as they relate to music department chairs. Chapter 3 describes the methodology used for this study by examining the relationship between the leadership styles of department chairs as perceived by the faculty. Also discussed is the design of the study, subjects, instruments utilized, and data analysis. Chapter 4 presents data results, analysis and summary of the outcome. Chapter 5 includes conclusions, implications for further research, and recommendations for future research.

CHAPTER TWO

REVIEW OF LITEREATURE

This section presents a summary of the literature related to leadership as it pertains to the

leadership styles of music department chairs in accredited music departments in public

institutions in the states of Arkansas and Mississippi. It has been divided into sections, which

represent a general overview of leadership and leadership styles of music department chairs as

they relate specifically to the perception by faculty and influence workload and productivity.

The styles are those identified in the MLQ: autocratic, transformational, and transactional

leadership style. Based upon the literature, the investigator found a limited body of research

geared specifically toward music chairs. Therefore more research in the area of leadership and

productivity is needed.

General overview of leadership

Leadership encompasses the processes whereby an individual is attempting to influence

the activities of an individual or group in order to accomplish a goal. Leadership can be defined

as any situation where there is an attempt at influencing the behavior of an individual or group.

Leadership is present whether the activity is related to a business, educational institution,

hospital, political organization or family. Hersey and Blanchard (1981) submit that the Leader

Adaptability and Style Inventory (LASI) can be used effectively in many environments. This

instrument was developed at the Center for Leadership Studies, Ohio University. To administer

the inventory, 12 situations are given; then one is asked to circle the letter of the action   that

would best describe one's behavior in that situation. Responses are then placed into quadrants,

which reveal the style of leadership the subject possesses (Hersey & Blanchard, 1981).

It is imperative that leaders convey strong communication skills, value each other's

worth, and be committed to carry out the organization's mission. Administrators and department

chairs must have highly developed interpersonal skills and be adept communicators and

motivators. Designing educational standards, goals, and establishing the policies and procedures

used to carry them out is a job of an administrator. Today's rapidly changing environment

requires the department chair to become involved in the educational process from every aspect

including communication with faculty, students, and community. Successful school leadership

shows increased student achievement (Kotter, 1996). Effective leaders and administrators

operate their schools efficiently and communicate adeptly. A department chair must keep the

lines of communication open with the staff in order to work on things that could be hindering the

performance of staff and students (Kotter, 1996). Leaders have the authority, power and

influence to effectively lead followers to their goal. Jooste (2004) identifies the essential

qualities of an effective future leader as one who uses a conceptual framework and incorporates

current literature. The author evaluates and analyzes the efficiency of the roles of authority,

power, and influence in leadership and provides an updated portrait of a future leader (Jooste,

2004).

Leaders must provide opportunities for everyone involved to become adept in problem

solving and decision-making. It is important that issues be addressed in a systematic and open

manner. Divulging information empowers staff members and leaders. Open communication

provides a way for faculties and school districts to build unity within the community. This open

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communication is important in a society where communities are at odds with the school administration, and even other families. A school administrator – at whatever level – who provides an avenue for open communication will be in a school and/or district that parents will seek out as a place in which they desire their children to be educated (Kotter, 1996).

The use of humor has been identified as an important aspect of an effective leader. Successful leaders are inspirational and motivational, or in the terms of academic circles, exhibit transformational leadership style. Humor plays a significant role in building effective leadership and is seen by looking at its functions through the daily communication of leaders who have been identified as effective by their organizations, colleagues, and subordinates (Holmes & Marra, 2006).

According to Kotter (1996), the department chair plays a major role in communicating change within a school. The manner in which new endeavors are presented sets the tone for how well teachers and subsequently students will take to the change. The chair must not set up boundaries and barriers between themselves and their teachers. Administrators should embrace their teachers and give them opportunities to lead students into a world of inquiry and exploration. An effective leader will communicate and create an inquisitive school for everyone. The one aspect of communication to remember is to keep it simple. When the message is simple and concise, the message is more likely to be heard, remembered, and acted upon. Clarity of thought and courage to give the message in this manner is the challenge of simple and direct communication. Kotter (2006) stated that there are key elements in effective communication:

Simplicity - all jargon and techno babble must be eliminated; Metaphor, analogy,
and example - a verbal picture is worth a thousand words; Multiple forums - big
meetings and small, memos and newspapers, formal and informal interaction,

which are all effective for communication; Repetition - Ideas sink in deeply only after they have been heard many times; explanation of seeming inconsistencies - unaddressed inconsistencies undermine the credibility of all communication; give-and-take - two-way communication is always more powerful than one-way communication. (Kotter, 2006)

Accountability and Productivity

Accountability and productivity have become increasingly popular in higher education. "The appealing concept of accountability in higher education also caught the interest of the public in general and state administrators and politicians who have to decide upon the allocation of public resources to higher education and other public activities" (Hufner, 1991, p. 55). However, little has been written about what defines music faculty's self-reported productivity and how department chair leadership can increase music faculty's self-reported productivity.

According to Corley, (2005), it has been discovered that among leading predictors of productivity are faculty rank as well as doctoral degree. In the past, productivity has been measured by counting the number of publications published, the amount and level of grant funding.

In a study by Morton and Beard (2005), in answer to the research question, "How does faculty research and productivity differ by Carnegie Classification of educational institutions?" (p.183), the music faculty's self-reported productivity was significantly different by Carnegie Classification for "traditional academic research, and for total productivity, but not for professional and creative activities (p. 183).

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In a study within a School of Education at a Midwestern university, Santo et al. (2009) reported that "sufficient time, intrinsic motivation, formal mentorship, a culture that values research, and a network of external colleagues are associated with greater research productivity" (p. 120). The factors that most often hindered productivity were lack of time, teaching load, and lack of equipment. Not having been taught research techniques while in graduate school was another. Many of the issues were not "isolated variables" (p. 120) but "connected to the culture of the institution" (p. 120).

Workload and Productivity

Studying what faculty do and produce involves many challenges (Meyer, 1998). The idea of productivity in higher education can be difficult to pinpoint. A study by Bland et al. (2002) conducted at a medical school, identified leadership factors as a prohibition to music faculty's self-reported productivity. St. John (1994) stated "productivity is exceedingly difficult to measure and to regulate in higher education" (p. 54). The greatest stumbling block is measuring input and output.

> The major problem is that of defining and measuring outputs of the colleges and universities. Unfortunately, the literature provides very little help in solving the problem. The result is that any empirical study of higher education production and cost behavior will be limited by the crudeness of the output measures used and the study will be open to criticism on that basis. (St. John, 1994, p. 54)

Music faculty's self-reported productivity is most often measured relying on teaching data. "Music faculty's self-reported productivity is typically measured in terms of student/faculty ratio or of student credit hours (SCH) produced per faculty full time equivalent (FTE)" (O'Brien, 1993, p. 9). This statement shows the confusion between workload and productivity.

The typical definition of productivity used by an economist will be given as a ratio of outputs compared to inputs. This definition is suitable for comparing single inputs and outputs, but the complexity of higher education requires use of multiple inputs and outputs being compared (Massey & Wilger, 1995).

The clearest definition of music faculty's self-reported productivity is provided by William Toombs, (1973). His definition deals with music faculty's self-reported productivity in terms of ratios of quantifiable aspects of faculty life, with inherent limitations in productivity studies.

In a qualitative study of faculty perception of productivity, faculty typically agreed that "productivity is synonymous with 'results'" (Massey & Wilger, 1995, p. 12). Faculty agreed that productivity is connected to measurement. Research results are obviously easier to measure than other more ambiguous areas of higher education, faculty are more likely to look at research output to measure productivity. It was faculty opinion that productivity should be measured or focused on results or outputs. Even though this goes directly against the true definition of productivity because it does not include inputs, it more clearly suits faculty opinion that productive behavior is "being as good as they can be" (Massey & Wilger, 1995, p.12).

It is difficult to examine music faculty's self-reported productivity without including workload. The use of student credit hours per full time equivalent is generally used as the measure of productivity in higher education. Using these factors causes confusion in definition. SCH per FTE as an attempt to weight faculty workload to make intra-department comparisons is a misnomer because "comparisons can only be made

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when the data have been collected using similar definitions and similar data collection techniques" (Yuker, 1974, p.11).

Northern Arizona University has devised a system that divides workload into three areas of direct instruction, indirect instruction, and non-instructional activities (Byrd, 1994). The Colorado Commission on Higher Education uses "the average number of weekly faculty contact hours, course credit hours, and student credit hours" (Nuzum, 1994, p.1). This Commission distinguished between traditional delivery methods including lecture and labs and other methods which include individualized instruction delivery methods. Quantitative collection of workload data appears to be the favored method.

Productivity studies typically look at research productivity. "The music faculty's self-reported productivity has traditionally been defined by the number of publication produced in a year or a lifetime." (Meyer, 1998, p. 48-49). Many do not agree with the limitedness of this definition. The trend is moving to not just the number of publications but also instructional productivity (Meyer, 1998, p.51).

Many faculties and those in leadership positions are going back to the old method for measuring productivity – research and publications. "Classically, the level of music faculty's self-reported productivity is determined by a) a number of articles published in academic or professional journals… b) the number of articles in edited collections or volumes… c) the number of books or monographs published or edited alone, or in collaboration… d) the number of professional writings published or accepted for publication… and e) the receipt of external research support…" (Bailey, 1992, p. 3). Publications become the measure of productivity with the one with the greatest number

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of publications being most productive. This method misses faculty scholarship,

application, and teaching (Bailey, 1992, p.3).

Leadership styles

Effective leadership communication is based on personal values. Personal values cause a

leader to accept responsibility and act to recruit others to a shared idea of the future. It is shared

values that inspire loyalty to a leader and commitment to change. Leaders need to be confident in

the areas of planning, organizing, problem solving, vision building, communication, and

instruction supervision.   Listening is also one of the greatest communication tools, yet it is

probably the most underused. Listening to not only what is being said, but to how it is being said

and the intentions and expectations that are not said, is often as important as the spoken

communication. Communication will immediately become one way if the leadership does not

listen to the subordinates (Kotter, 1996).

Collaboration and team building are excellent ways to enhance communication among

teachers and administration. Through collaboration and idea sharing, teachers are able to

communicate with one another and build stronger unity within the school setting. This is created

within an atmosphere that has been previously established and nurtured by the administration.

Kouzes and Posner (1997) reveal in their book *The Leadership Challenge* that a dedicated leader

will be committed and will lead their team into a new level for change for the better. Change

will not be the directive of the leadership, but the idea and drive of those who are following.

Another quality of a great leader will be one committed to training. Leaders seek training not

only for themselves, but for those teaching and working to improve the school, business, etc.

Finally, leaders never stop communicating and they communicate often. It is vital to remember

that communication is a two-way street and unless feedback is received, communication is not

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taking place. Each leadership style is suitable for specific situations. It is up to the effective administrator to examine the situation and adapt his or her leadership style to most appropriately fit (Kotter, 2006).

Five practices have been uncovered by Kouzes & Posner (1997) that are common to personal-best leadership practices. These Five Practices of Exemplary Leadership are commonly found when leaders are accomplishing extraordinary things. They are: "Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart" (Kouzes & Posner, 1997, p. 79). Even though these traits appear to be very simplistic, they are at the heart of leadership and even to effective communication (Kouzes & Posner, 1997).

Jackson (2009) offers four leadership styles based upon his experience in sports and coaching: Commanders, Coaches, Counselors, and Conductors. A leadership position alone does not guarantee success as a leader. Leadership is about influencing through relationships more than one's position. The most effective leaders act from their strengths and through connecting with the strengths of others. The styles identified may be seen as Commanders, who are about finishing the goal. Finishing the journey is the most important thing; finishing is close to being the only thing. Coaches are about the team. They make sure everyone is happy with one another. They develop a game plan that heads towards completion. The counselor is about the health of the individual members, making sure each one is fulfilling his or her own potential. Conductors are about the strategy and the structure. They will make sure the events are well planned, research based, and then executed. There are markers along the way to ensure progress is being made and being made on time. Self-awareness is a key to leadership.

"To effectively model the behavior [productivity] expected of others, leaders must first be clear about their guiding principles" (Kouzes & Posner, 1997, p.81). That means opening up

and sharing feelings and what they think with others, including the sharing of values. It is important that leaders lead from what they believe (Kouzes & Posner, 1997).

"Leaders inspire a shared vision." (Kouzes & Posner, 1997, p.85). Leaders desire to make things happen, to change the way things are, or to create something never before created. They are able to share these visions and dreams with others around them and employ them in making them become realities. Again, communication plays a vital role as these visions are shared (Kouzes & Posner, 1997).

"Leaders are pioneers." (Kouzes & Posner, 1997, p .90). Leaders are willing to venture out from the normal way of doing things. Leaders are able to recognize, support, and implement good ideas. Knowing that innovation requires change, good leaders proceed through change and are able to recruit those to help them succeed (Kouzes & Posner, 1997).

Great leaders are able to "foster collaboration and build trust" (Kouzes & Posner, 1997, p. 95). They are able to build into the working environment teamwork and camaraderie among team members to accomplish a common goal. They build trust and confidence, whereby followers are willing and have the ability to take risks, institute changes, and maintain organizations and movements. By behaving in this manner, leaders are able to turn followers into leaders (Kouzes & Posner, 1997).

Leadership is a relationship. It is a relationship that engulfs communication at its highest levels and in a multitude of situations and environments. Leadership is not just men and women possessing charisma leading a crusade. Leadership is not found just at the top of the ladder. Leaders are in the classroom, the boardroom, and everywhere in between. Leaders surround themselves with those who choose to follow and with supports that lend themselves to encouragement and motivation. Success in leadership, just as success in life continues to be a

function of how well people work and get along together. Becoming a successful leader is totally dependent upon one's innate ability to construct and maintain relationships that enable people to get extraordinary things done every day (Kouzes & Posner, 1997).

Howard (2005) states that leadership must include three basic elements: behavior, personal characteristics, and leadership situations. He has defined leadership as "the process of communication – both verbal and non-verbal – that involves coaching, motivation/inspiring, directing/guiding, and supporting/counseling others" (Howard, 2005). An individual's leadership style is based on one's personality (Howard, 2005).

The leadership influence implies that followers respect, have admiration for, and trust the leader. Followers will attempt to mimic their behavior, as well as assume their values, and will be committed to achieving their vision or make sacrifices for them (Bass & Avolio, 1995). The leaders' excitement and positivistic outlook in building a vision for the future stimulates like feelings with those one is attempting to lead (Bass & Avolio, 1995).

Many leadership theories have been emerging since the 1930s and 1940s. These theories have changed through the years as research has been completed in and with a vast array of settings and subjects. The next section of the review of literature will focus primarily on three leadership styles and how they affect leadership within the field of music in higher education. These theories or styles include but may not be limited to autocratic leadership, transactional leadership, and Transformational leadership.

Autocratic Leadership Style

The leadership style known as autocratic encompasses many factors (De Cremer, 2007). De Cremer (2007) states that "this leadership style influences people's affect," (p. 1388) that leaders make decisions about the outcomes of others, force favorable or unfavorable decisions

upon others in the process of making decisions and in the process of making such decisions lead to outcomes which negatively influence followers' emotions.

Literature on the subject of leadership styles identifies autocratic leadership as a leadership style that does not take into account the socio-emotional aspects of groups (Bass, 1990). For those using autocratic leadership, scores are particularly low on the factor of consideration (Judge et al., 2004), thereby negatively influencing feelings of satisfaction, contentment, and happiness (Bass, 1990); showing little willingness to service the needs of members (DeCremer, 2007).

The autocratic approach to leadership is not the most popular style; however there are organizations in which it is effective. The military is a prime example where this style of leadership is effective due to the nature of the leaders and followers. The autocratic style lends itself to being most useful in a crisis situation when a leader is needed to take control, giving direction instead of planning a meeting to take suggestions (Marques, 2006).

Outside of the above mentioned environments, followers respond negatively indicating that the autocratic leadership style does not motivate loyalty in followers or dedication to the leader or group (De Cremer, 2007). This lines up with the theoretical perspective that suggests that "followers' dedication and connectedness to the leader are promoted only if they are positively aroused" (De Cremer, 2007, p. 1388) and this is not found with autocratic leaders. De Cremer found that "subsequent actions by these leaders would be attended to less by the group and its members thereby allowing the leader to exert less influence because followers are no longer motivated to connect to the leader" (p.1389).

Autocratic leaders are often seen as curtailing the control of group members and not heeding the decision-making voice within the group, thereby exerting an overbearing, dominant

leadership style which shows little respect for group opinions and values (Russell & Stone, 2002). De Cremer (2007) defined autocratic leadership in terms of "how dominant and controlling the leader is in the process of discussing opinions and ideas that will be used to make a decision within the group" (p. 1389). It was found that an overbearing leadership style is a discouragement to group loyalty and dedication to the leader (De Cremer, 2007). De Cremer argued that "autocratic leadership has been described mainly in terms of the leader making all the decisions" (p. 1389). He also argued that autocratic leadership is defined in terms of "how the leader directs and behaves during the process leading up to the decision," not just in making decisions.

Research by De Cremer (2007) concluded that autocratic leadership behavior should be avoided even though not directly related to decisions because ultimately this style of leadership quells the dedication and commitment of followers to the leaders, making future decisions by the leaders ineffective.

Transactional Leadership Style

Transactional leadership involves leaders being involved in a process of social exchange that states what followers need to do to successfully complete a task in order to receive a reward or avoid punishment that is contingent to the fulfillment of the transaction to the expectations of the leaders (Bass, 1990, 1997). In active transactional management, the leader "looks for mistakes, irregularities, exceptions, deviations from standards, complaints, infractions of rules and regulations, and failures and he or she takes corrective action before or when these occur. Passive management by exception implies that the leader is reactive and waits to be informed about errors and deviances before taking action" (van Eeden, et al., 2008, p. 255). Various authors (Bass, 1997; Hogan, 1994; Miller et al, 1982) explain that the transactional leader

focuses on task performance and procedures in order to maintain control. Leaders utilizing this type of leadership style will rationalize their behaviors based on their need for structure and their emphasis on task performance.

House (1996) suggested that transactional leadership is exercised when "leaders utilize extrinsic rewards in order to exert influence" (p. 343). By refraining from the use of extrinsic rewards that are contingent on performance, the impact of the value-based or Transformational leadership should be enhanced. Transactional leadership would be enhanced if extrinsic rewards contingent on performance were not used. This contingence of personal reward is a highly important aspect of transactional leadership (Vecchio, Justin, & Pearce, 2008).

Transformational leadership Style

Transformational leadership is based on four considerations or factors (Bass, 1990). These factors are "idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration" (van Eeden, et al., 2008, p. 255).

"*Idealized Influence* implies that followers respect, admire, and trust the leader and emulate his or her behavior, assume his or her values, and are committed to achieving his or her vision and making sacrifices in this regard" (van Eeden, et al. , 2008, p. 255). Dedication, purpose and perseverance, and confidence of purpose as well as actions of the group assist in assuring success as well as giving followers a feeling of empowerment and ownership. Because of this, behavior tends to be morally and ethically sound (van Eeden, et al., 2008).

"*Inspirational motivation* refers to the leaders' enthusiasm and optimism in creating a vision of the future, thus stimulating similar feelings with followers" (van Eeden, et al., 2008, p. 255). The leader is committed to the vision with goals and expectations clearly defined. The

leader displays and expresses confidence in the followers' ability to achieve the expectations (van Eeden, et al., 2008, p. 255).

"*Intellectual stimulation* implies a leader who values the intellectual ability of followers and who encourages innovation and develops creativity" (van Eeden, et al., 2008, p. 255). Group members are encouraged to evaluate problems, look at problems from a holistic view, question the current situation, and approach problems from a variety of angles, thereby creating an environment conducive to change and cultivating opportunities to remedy current and future problems (van Eeden, et al. , 2008).

"*Individualized consideration* implies that the leader considers the ability of followers and their level of maturity to determine their need for further development" (van Eeden, et al., 2008, p. 255). The leader acts as a facilitator, giving attention, listening, and freely giving feedback, advice, support, and encouragement. Furthermore, the leader creates strategies which are appropriate to allow followers greater achievement in motivation, potential, and performance. Support is provided and progress is monitored by the leader (van Eeden, et al., 2008).

According to Bass and Avolio (1994), an ideal of leadership is provided in transformational leadership to meet development in an ever-changing global world. There is research to support the use of the transformational leadership style of leadership. Because of rapidly changing technology (Howell & Higgens, 1990), ever changing work expectations (Lowe, Kroeck, & Sivasubramaniam, 1996; Sagie, 1997; Vroom, 2000), and the necessity to be able to work in multicultural environments (Church &Waclawske, 1999;Gibson & Marcoulides, 1995; Rosenzweig, 1998), there is considerable support for the transformational leadership style. This idea is seen in the Transformational Leadership Program (TLP) developed at the University of Minnesota to improve performance across the University system. The aim was to discover

how procedures were carried out from the view of those who served under leadership. The TLP was built around three fundamental factors:" the right projects, the right sponsors and the right people" (Martens & Salewski, 2009).

Leadership Styles Related to Music Department Chairs

While literature on leadership as directly related to music department chairpersons or administrators is limited, much of the existing literature on leadership may be applied to this area. Young (2003) stated that if something is desired from the administration, one should be tactful, unimposing, and put themselves in others' shoes. The same could be said for music department chairs. If those in leadership positions want something from whom they lead, there is also a need for tactfulness and walking among them. Herein lays the importance of administrators in music departments being music educators (Young, 2003). His position is that those who do not have a "music background may be less understanding of the struggles that are unique to music teaching" (Young, 2003). According to Young (2003), "the skills that are required for being politically astute are not taught in college or university music education programs," (Young, 2003); therefore, both the educators and those in leadership suffer. They tend to lack what many call "soft skills" or those character traits that "speak to our stature as human beings" (Young, 2003). These soft skills may be categorized into three general classifications: "integrity, respect, and community" (Young, 2003).

Integrity is, at the most basic level, maintaining confidentiality, which goes a long way to establishing trust within a department. Another aspect of integrity is following through on commitments; deadlines, attendance at performances, and punctuality. Showing "regard for the rights and feelings of others" (Young, 2003) is also a part of integrity that must be considered. Since music educators are often in the spotlight, the natural tendency is to allow one's ego to

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expand. Give credit where credit is due and give support to programs in all of the areas of the music department, especially one's own (Young, 2003).

Another soft skill, according to Young (2003), is respect. Respect involves listening to others and being respectful of their opinions. Being in a position of leadership does not give one the right to disrespect colleagues. Part of this respect is giving constructive criticism and feedback, being positive, while maintaining integrity and professionalism. Flexibility and trust may also be considered as a part of respect when it comes to soft skills. Scheduling should be done with communication, flexibility, and trusting those who are in positions of leadership to make the right decision. There are often many solutions to a single problem (Young, 2003).

The final category of these soft skills is community (Young, 2003). Being a part of a community involves being a team player, sharing and serving, and being responsive. Being a team player is no longer simply desirable, it is imperative of both leaders and followers. If one cannot lead the team, there will be no followers. The mark of true leaders is their willingness to share information and a servant attitude. As music department leaders, there is a greater opportunity to show these qualities. Finally being responsive to the needs of those in one's department by responding to voice mail, e-mails and written correspondence in a timely manner will speak volumes about one's character, care, and concern for those under one's leadership (Young, 2003).

Music department supervisors or chairs should be well-trained in curriculum and standards, have a great sense of instructional strategies and excellence. These characteristics are capable of making decisions on staffing, mentor, and take initiative to coordinate the entire department and the running and scheduling of events (MENC, 2007).

Ideals adopted by the Association of Departments of Family Medicine can be applied to university department chairs. The first phase of their plan incorporates chair support. This is typified by commiseration, support, and casual meetings. The second phase is chair education. This phase involves the transition of leaders who come from more academic roots and whose desire is to learn more of leadership. The third and final phase is leadership. This phase has as its top priority the facilitation of outgoing and incoming chairs. This group is passionate about joining other colleagues to improve the education process (Borkan, et al., 2009).

In an article by Bowman (2002), the different roles of secondary and post-secondary leaders are discussed. Their leadership traits, tools for engaging colleagues in solving problems, and the responsibility of chairs as managers is also considered. Academic chairs are expected to function as managers and leaders.

At Barnard College, the Provost and Dean of the Faculty have devised a way to train faculty to become leaders who are able to take on larger and larger leadership roles. Barnard has incorporated teaching seminars, the use of regular departmental meetings, and the development of a manual for department chairs to train and improve the function of existing department chairs at the College. At the same time, a task force was formed at Buffalo State College to investigate the roles of department chairs and recommend actions that would support and empower chairs. The concerns of the chairs included being pressed for time, lack of awareness of responsibilities and job descriptions, unnecessary paperwork, and few opportunities to communicate with other chairs. Recommendations were made and included: create a culture of shared leadership; provide support to enable chairs to focus on leadership and other critical functions; empowering chairs; and acknowledgement of chairs' achievements (Buffalo State College Planning Council, 2005).

A system that has been successful at the University of St. Thomas in Minnesota provides frequent informal communication and has been a valuable partnership between deans and chairs. A challenge of forming this type of partnership is getting chairs to adopt a perspective different from the one they may have had as faculty members (Buffalo State College Planning Council, 2005).

Even though department chairs may have the authority to make the majority of departmental decisions, there is rarely any formal training that exists for this title. This issue led to a study of the leadership styles among department chairs at the university level and how they are affected by those involved. The Leadership Effectiveness and Adaptability Description (LEAD) and the Personal Information Data Sheet were used to conduct the study. The LEAD is a validated research instrument on leadership. Another leadership questionnaire that measures the organizational climate or productivity of units is the *Organizational Climate Description Questionnaire-Higher Education*. A combination of the MLQ-5X and the ODCQ were used in combination in a similar study conducted by Bishop, Edmister, McCann, & Brown (2003). The Personal Information Data Sheet was developed in order to obtain demographic data for comparison. The study was designed to investigate how these factors were influenced by certain demographic factors such as full professor, part time professor, Instructor, etc. The results of the study were that leadership of department chairs at the sample institution was not influenced by demographic factors, but by the size of the department (Whittsett, 2007).

Focus on the department chair has traditionally been overlooked while the positions of President and other administrators have been studied extensively. It is the department chair, board chair, etc. that help to ultimately ensure the success of the institution. It is often quality leadership that makes or breaks an institution. Ineffective leadership from department chairs has

the potential to create instability. The chair becomes the liaison in communicating between departments and ideas and recommendations of the President. Nothing is more critical to the President's effectiveness than the relationship and leadership ability of the chairperson to the President. Working together as a team communicates a message of stability to the entire institution (Donahue, 2003).

There has traditionally been very little training for chairs while there is more training for Presidents, Vice presidents, and Deans. A movement begun by department chairs from Maricopa Community College in Phoenix saw this need and began the Chair Academy. They have since built on this idea and continue to pursue opportunities for training (Filan, 1999).

"One of the most important skills that the chair needs is the ability to orchestrate the functioning of departments that have widely divergent disciplines and orientations" (McArthur, 2002). Regardless of its makeup, the departmental structure is comprised of an academic unit made up of faculty and support staff. The department should be viewed as a safe place for faculty and students (McArthur, 2002), who are part of similar disciplines and the center of academia. The chair has a strategic part in assuring that the faculties feel appreciated and valued by the college (McArthur, 2002). They are often viewed in a modern perception as that of a "mediator, a communicator, and a facilitator" (McArthur, 2002).

Department chairs are perceived as having four major roles – "leader, scholar, faculty developer, and manager" (Vroom, 2000). In Vroom's study (2002), the Path-Goal Leadership Questionnaire, Norton Communication Style Instrument, and the Department Chair Role Orientation Instrument were used to conduct a web-based survey of faculty from leadership/higher education programs. The faculties chosen were members of the university Council of Educational Administration. The results yielded four leadership styles: Directive –

giving subordinates instructions about their tasks; Supportive – friendly and approachable as leaders; Participative – invite faculties to participate in decision making through consultation and integration of ideas; and Achievement-oriented – challenges faculties to perform work at the highest possible level (Vroom, 2000).

As the literature has suggested there are many different opinions about what makes a good leader and the definition of leadership. One has said that the measure of a leader can be seen by the number of people following (Kotter, 1996). That holds true in music departments and with music department chairs. The styles of leadership of department chairs are as numerous as the arguments on the differing styles of leadership in general. Each style is defined and sculpted by the individual leader to suit the situation and personalities involved. Music department chairs are no different from any other leaders. They must possess certain skills in order to effectively lead a diverse group of faculty, as would anyone in any leadership position. The most effective way to relate one's leadership style as a music department chair is to learn about the faculty, be knowledgeable about the department, and be willing to teach, learn, and grow. The literature does indeed support the areas of general definition of leadership, productivity, workload, styles of autocratic, transactional, and transformational leadership and how these leadership styles affect and relate to department leadership and music faculty's self-reported productivity in NASM's accredited music departments in the states of Arkansas and Mississippi.

CHAPTER 3

METHODOLOGY

The purpose of this study was to examine the Senior and Junior faculty perceived

effectiveness of the music department chairs leadership. This study specifically investigated the

leadership styles of music department chairs serving in public higher education institutions with

NASM accredited music units in the states of Arkansas and Mississippi. The study examined the

perceived types of leadership styles used by music department chairs and their relationship with

music faculty's self-reported productivity as seen by faculty members within the department.

The need for this study arose from the need to better understand music chairs' leadership styles

to assist universities in recruiting leaders who would be effective in leading as department chairs.

Research Questions

> 1. What is the perception of music faculty members regarding the effectiveness of
> the music department chair's leadership as measured by subscales 1-12 of the
> Multifactor Leadership Questionnaire (MLQ)?
>
> 1a. Is there a significant difference between senior and junior faculty status in the
> perception of the music department Chair's leadership as measured by subscales 1-12
> of the Multifactor Leadership Questionnaire (MLQ)?
>
> 2. Is there a significant relationship between the combined senior faculty's and
> junior faculty's perceptions of the chair's leadership as measured by the self-
> reported productivity subscale of the Multifactor Leadership Questionnaire
> (MLQ)?
>
> 2a. Is there a significant correlation between the senior faculty's perception
> of the music department chair's leadership and the senior faculty's self-
> reported productivity of the Multifactor Leadership Questionnaire (MLQ)?

2b. Is there a significant correlation between the junior faculty's perception of the music department chair's leadership and the junior faculty's self-reported productivity of the Multifactor Leadership Questionnaire (MLQ)?

Research Design

This study used a descriptive correlational design. The data for this study were collected using the survey research approach to examine the perception of the leadership styles by faculty and the effect that style has on music faculty's self-reported productivity.

Participants

This research, which involved human subjects, was approved by the Institutional Review Board at the University of Mississippi. The sample for this study consisted of three hundred and thirty-three (333) faculty members with non-administrative titles and full time position appointment as Senior Professors and Junior Professors.

Table 1 is a breakdown by faculty rank of participants who responded to the MLQ. As presented in the Table 1, the largest group was represented by 100 Junior Professors (66.2%), 74 Senior Professors made up the smallest group (40.7%).

Table 1

Summary of Study Participants

Groups	Requested	Participated	Response Rate (%)
Faculty Members	333	174	52.3
Senior Professors	182	74	40.7
Junior Professors	151	100	66.2

Instrumentation

The various leadership approaches discussed within this document were measured through use of the Multifactor Leadership Questionnaire (MLQ) 5x Short. The MLQ 5x is an instrument containing Likert scales which are designed to measure full-range leadership and is used most widely to measure transformational leadership style, transactional, and autocratic leadership (Bass & Avolio, 1995). This particular questionnaire distinguishes characteristics of transformational leadership style, transactional and autocratic leaders, and assists individuals to discover how they measure up in their own expectations, and in the expectations of those with whom they work. It evaluates both attributes and behavior in the following areas: transformational leadership style scales: idealized influence, inspirational motivation, intellectual stimulation, individualized consideration; transactional scales: contingent reward, management-by-exception (active); and laissez-faire or autocratic behavior scales: management-by-exception (passive), and laissez–faire (Avolio & Bass, 2004).

Very little has been written about what actually defines music faculty's self-reported productivity and specifically how department chair leadership can increase music faculty's self-reported productivity. Because of this, there will be specific questions to address productivity as influenced by department leadership. These will be added to the MLQ for this purpose. All responses to the productivity questions were directly from the faculty.

Only the rater form of the MLQ was used in this study. The rater form is completed by subordinates giving opportunity to evaluate the leadership style and effectiveness of those in leadership (Avolio & Bass, 2004). The MLQ also has questions to specifically address music faculty's self-reported productivity. These questions were generated based on criteria submitted

by Mind Garden, which is "an independent publisher of psychological assessments and instruments" (www.mindgarden.com).

The MLQ was developed with 45 questions, identifying, and measuring key leadership behaviors. For the purpose of this study, a five-point likert scale is used with responses ranging from 1 - not at all; 2- once in a while; 3 - sometimes; 4 - fairly often; and 5- frequently if not always. The questionnaire required approximately 15 minutes to complete.

Mindgarden.com (www.mindgarden.com) demands independent, transparent, peer-reviewed studies, and lists many of the top international peer reviewed journals containing studies which support the reliability and validity of the MLQ. Studies indicate that the MLQ has cross-cultural diverse organization types at various levels of leadership; has demonstrated predictive validity; pre- and post-test data have acceptable reliability (Bass & Avolio, 2004).

Validity of the Data Collection Instrument

Validity is the extent in which the data collection instrument measures what it purports to measure (Gay, 1987). Items on the MLQ were designed to evaluate the leadership style and effectiveness of those in leadership (Bass & Avolio, 2004). The MLQ also had questions to specifically address faculty productivity. The questions concerning faculty productivity were generated based on criteria developed by Mind Garden, which is "an independent publisher of psychological assessments and instruments" (www.mindgarden.com).

Bass and Avolio (2004) used more than 14 samples of the MLQ in a cross validation study to test convergence and the validity of each scale using Confirmatory Factor Analysis (CFA). There are two variables produced from the CFA: The Goodness of Fit Index (GFI) and the Adjustment of Goodness Fit Index (AGFI). The indices of the CFI and the AGFI had values of <0.9 and 0.9 respectively indicating a good model match on the MLQ (Steadman & Rudd,

2006).

Reliability of the Instrument

Reliability is the extent in which the data collection instrument consistently measures what it purports to measure (Gay, 1987). For use in this study, reliability of the instrument was validated ex post facto by using the results from data obtained in the study. Reliability in each of the two specific areas of the instrument was validated by computing the alpha coefficient in each area to determine the internal consistency of the instrument. An alpha coefficient of .92 indicated that a very high internal consistency existed for the overall score of the survey instrument. The alpha coefficient of .92 is consistent with the data found in the literature (Bass & Avolio, 2004; Klien, 2005; Steadman & Rudd, 2006). Internal consistency coefficients for the 13 subscales are listed below:

1. Transformational: Idealized Influence .78
2. Transformational: Idealized Behavior   .65
3. Transformational: Inspirational Motivation   .80
4. Transformational: Intellectual Stimulation   .66
5. Transformational: Individual Consideration   .74
6. Transactional: Contingent Reward   .72
7. Transactional: Management by Exception (Active)   .59
8. Passive Avoidant Management by Exception (Passive)   .66
9. Passive Avoidant Laissez-Faire   .76
10. Outcomes of Leadership: Extra Effort   .81
11. Outcomes of Leadership: Effectiveness   .77
12. Outcomes of Leadership: Satisfaction   .61

13. Faculty Self-Reported Productivity   .73

  As revealed by the above reliability coefficients, subscales 1, 2, 5, 6, 9, 10, 11, and 13 have moderately high internal consistency. Also, subscales 2, 4, 7, 8, and 12 have moderately strong internal consistency. As noted, an alpha coefficient of .92 indicated that a very high internal consistency existed for the overall score of the survey instrument.

Procedures and Collecting the Data

  An online questionnaire, MLQ 5x short, was composed for this study and was made available on http://www.mindgarden.com. This survey consisted of the 45 MLQ Likert-scale questions and additional demographic questions. A letter inviting selected individuals to participate described the purpose and characteristics of the study.   This letter was also sent by e-mail with instructions on how to retrieve the survey online to all selected individuals, all full time music area faculty members at NASM accredited institutions in Alabama and Mississippi.

  Participants were given one month to finish the survey. Responses were collected through http://www.mindgarden.com. Follow-up reminders were sent after one week through e-mail to all individuals in order to increase the number of returns. A disclaimer was included to disregard if the survey had been previously submitted. Once all answered surveys were in, admission to the online survey was closed and the outcomes were scored and examined.

Data Analysis

  Frequency counts and simple percentages were used to describe the Senior and Junior faculty's perceptions of the music department chairs leadership. The Chi Square analysis was used to determine whether rank was a significant contributing factor of the perceptions of the music department chairs leadership. Spearman rho was used to determine if there was a relationship between the faculty's perception of the effectiveness of the chair's leadership and

the faculty's self-reported productivity.

All statistics in this study was considered significant at or beyond the .05 level.

Data Normalization

Data Normalization, oftentimes referred to as data transformation, is a relational database management procedure, the processing of data in order to process the data more efficiently (Grillo, 1983, p 146).   In this study, data normalization and data transformation are used interchangeably, as one in the same.

The data normalization procedure presented herein was employed in the Spearman rho analysis. To obtain each respondent's overall score on subscales 1-12 (The Music Faculty's Perceived Effectiveness of the Department Chairs' Leadership) and to prepare the data for the Spearman rho analysis, each respondent's score was transformed to a single digit number ranging from 1 to 5. The transformation was computed by summing each participant's responses to the 45 items on subscales 1-12 (The Music Faculty's Perceived Effectiveness of the Department Chairs' Leadership) and dividing the results by 45, the number of items on subscales 1-12. The same procedure was used to prepare each respondent's total score on subscale 13 (Music faculty's self-reported productivity) for the Spearman rho analysis. The transformation was computed by summing each participant's responses to the five items on subscale 13 (Music Faculty's Self-Reported Productivity) and dividing the results by five, the number of items on subscale 13 (Grillo, 1983, p 146).

Summary

This section includes a description of the research methodology used to determine the music department chairs' leadership practices and observed perceptions of the chairs' leadership practices by the faculty of the department. It also includes the research questions along with the

description of the selection process of the assessment tool used to investigate the questions. The

following chapter is a presentation of the findings from the analysis conducted.

CHAPTER 4

FINDINGS

The purpose of this study was to describe the senior and junior faculty's perception of the music department chairs' leadership style. More specifically, this study determines whether the perceived effectiveness of the department chair's leadership style and the faculty's perception of and reaction to that leadership is associated with the music faculty's self-reported productivity.

The study generated the following research questions:

1. What is the perception of music faculty members regarding the effectiveness of the music department chair's leadership as measured by subscales 1-12 of the Multifactor Leadership Questionnaire (MLQ)?

1a. Is there a significant difference between senior and junior faculty status in the perception of the music department Chair's leadership as measured by subscales 1-12 of the Multifactor Leadership Questionnaire (MLQ)?

2. Is there a significant relationship between the combined senior faculty's and junior faculty's perceptions of the chair's leadership as measured by the self-reported productivity subscale of the Multifactor Leadership Questionnaire (MLQ)?

2a. Is there a significant correlation between the senior faculty's perception of the music department chair's leadership and the senior faculty's self-reported productivity of the Multifactor Leadership Questionnaire (MLQ)?

2b. Is there a significant correlation between the junior faculty's perception of the music department chair's leadership and the junior faculty's self-reported productivity of the Multifactor Leadership Questionnaire (MLQ)?

This chapter was designed to consider the research questions used to structure the study. The study used a descriptive correlational design. The data for this study were collected using the survey research approach to examine the perception of the leadership styles by faculty and the effect that style has on music faculty's self-reported productivity. The sample for this study comprised one hundred and seventy-four (174) faculty members with non-administrative titles and full time position appointment as Full Professor, Associate Professor, Assistant Professor, or Instructor. The various leadership approaches discussed within this document, were measured through use of the Multifactor Leadership Questionnaire (MLQ) 5x Short.

This survey consisted of the 50 MLQ Likert-scale questions and additional demographic questions. Items 1–45 consisted of 12 subscales designed to measure the faculty perception of the effectiveness of the chair leadership. The 12 subscales are as follows: subscale 1: "Transformational, Idealized Influence," subscale 2: "Transformational, Idealized Behaviors," subscale 3: Transformational, Inspirational Motivation," subscale 4: "Transformational, Intellectual Stimulation," subscale 5: "Transformational, Individual Consideration," subscale 6: "Transactional, Contingent Reward," subscale 7: "Transactional, Management by Exception (Active)," subscale 8: "Passive Avoidant Management by Exception (Passive)," subscale 9: "Passive Avoidant Laissez-Faire," subscale 10: "Outcomes of Leadership, Extra Effort", subscale 11: "Outcomes of Leadership, Effectiveness," and subscale 12: "Outcomes of Leadership, Satisfaction." Items 46-50 were designed to measure the faculty's self-report productivity.

The data were analyzed using SPSS Statistical Package 21.0. Descriptive statistics were used to report the data. Frequencies and percentages were calculated for each item to determine the demographic characteristics of the participants, as well as their responses to the survey

regarding the faculty perception of music department chairs leadership styles and the relationship of those styles on music faculty's self-reported productivity.

The chi-square statistic was used to evaluate research question 1a. The Spearman rho rank correlation was used to determine the relationship between the faculty's perception of the effectiveness of the chair's leadership and the faculty's self-reported productivity. In both, the chi-square analysis and Spearman rho rank correlation, differences and relationships respectively were considered significant at the .05 level of significance.

The tables 2-13 contain frequency counts and percentages for each group of senior music faculty members and junior music faculty members. The tables also include the total score which represent the combined score of the groups.

Finding, Research Questions 1

This section presents the results for subscales 1-12 "Music Chair's Effectiveness" that were obtained from the MLQ. The data is presented in tabular and narrative form using frequency counts and percentages based on responses received from groups of senior music faculty members and junior music faculty members. The 45 items on the MLQ concerning the perception of the chair's leadership were combined and represented by subscale one, *"The Music Faculty's Perceived Effectiveness of the Department Chairs' Leadership."* As noted, frequency counts and percentages were used to describe the music faculty's perception of the chairs. Frequency counts and percentages for the five possible responses "1=not at all," "2=once in awhile," "3=sometimes," "4=fairly often," and "5=frequently" are presented for senior music faculty members and junior faculty members.

Subscale 1: "Transformational, Idealized Influence"

As revealed in Subscale one, 4.39% of the senior faculty members indicated "1= not at all" as it relates to Idealized Influence. The inspection of the table also revealed that 9.46% of the professors selected "2= once in a while." The examination further revealed that 38.18% of the Senior Professors selected "3= sometimes" concerning the chairs idealized influence and 37.84% of senior faculty indicated "4 =fairly often". The continued examination further revealed that 10.14% of senior faculty stated "5= frequently" to chair Influence. Subscale 1 also revealed that 7.75% of junior faculty indicated "1= not at all" as it relates to Idealized Influence. The inspection of the table also revealed that 15.50% of the professors selected "2= once in a while". The examination further revealed that 33.25% of the junior professors selected "3= sometimes" concerning the chairs idealized influence and 30.75% of junior faculty indicated "4 =fairly often". The continued examination further revealed that 12.75% of junior faculty stated "5= frequently" to the chairs influence.

Based on these findings, which are reflected below in Table 2, the majority of the senior faculty (38.18%) selected "sometimes" and the majority of the junior faculty (33.25%) also selected "sometimes" as their perception of the frequency of the chair's idealized influence. However, a larger percentage of senior faculty (37.84%) selected "fairly often" compared to the percentage of the junior faculty (30.75%) that selected "fairly often." Generally, both the senior and junior faculty responses show they are fairly confident that the music department chair is an exemplary role model who can be trusted and respected to make good decisions for the college or university, i.e. idealized influence. But, there is a notable percentage difference, 7.09%, between the senior faculty's response and the junior faculty's "fairly often" response for their perception of the chair's idealized influence.

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Table 2

Frequency Counts and Percentages for Subscale 1:

"Transformational: Idealized Influence"

	*1		2		3		4		5	
Groups	n	%	n	%	n	%	n	%	n	%
Sr faculty	13	4.39	28	9.46	113	38.18	112	37.84	30	10.14
Jr faculty	31	7.75	62	15.50	133	33.25	123	30.75	51	12.75
Totals	44	6.32	90	12.93	246	35.34	235	33.76	81	11.64

Codes: *1=not at all   2=once in awhile   3=sometimes   4=fairly often   5=frequently

Subscale 2: "Transformational, Idealized Behaviors"

As revealed in Subscale 2: "Transformational, Idealized Behavior," 9.46% of senior professors indicated "1= not at all" as it relates to Idealized Behaviors. The inspection of the table also revealed that 13.85 % of the professors selected "2= once in a while". The examination further revealed that 26.35 % of the senior professors selected "3= sometimes" concerning the chairs idealized behaviors and 39.19% of senior faculty indicated "4 =fairly often". The continued examination further revealed that 11.15% of senior faculty stated "5= frequently" to the chairs behavior. Subscale 2 also revealed that 8.25% of junior faculty indicated "1= not at all" as it relates to Idealized behaviors. The inspection of the table also revealed that 15.50% of the professors selected "2= once in a while". The examination further revealed that 33.00% of the junior professors selected "3= sometimes" concerning the chairs idealized behavior and 32.00 of junior faculty indicated "4 =fairly often". The continued examination further revealed that 11.25 % of junior faculty stated "5= frequently" to the chairs behavior.

Based on the findings in Table 3, senior faculty ratings of 39.19% implied they agreed

with the chair's behaviors "fairly often". Junior faculty ratings of 33.00% for "sometimes" and

32.00% for "fairly often" implied that the junior faculty also agreed with the chair's behavior.

Both responses indicate the faculty's perception that the chair respects faculty and pays attention

to each individual's needs.

Table 3

Frequency Counts and Percentages for Subscale 2:

"Transformational: Idealized Behaviors"

Groups	*1		2		3		4		5	
	n	%	n	%	n	%	n	%	n	%
Sr faculty	28	9.46	41	13.85	78	26.35	116	39.19	33	11.15
Jr faculty	33	8.25	62	15.50	132	33.00	128	32.00	45	11.25
Totals	61	8.76	103	14.80	210	30.17	244	35.06	78	11.21

Codes: *1=not at all   2=once in awhile   3=sometimes   4=fairly often   5=frequently

Subscale 3: "Transformational, Inspirational Motivation"

As revealed in Subscale 3: "Transformational, Inspirational Motivation," 4.73% of

senior professors indicated "1= not at all" as it relates to the chairs inspiration motivation. The

inspection of the table also revealed that 13.51% of the professors selected "2= once in a while".

The examination further revealed that 30.07% of the senior professors selected "3= sometimes"

concerning the chairs motivation and 39.19% of senior faculty indicated "4 =fairly often". The

continued examination further revealed that 12.50% of senior faculty stated "5= frequently" to

the chairs inspirational motivation. Subscale 3 also revealed that 6.50% of junior faculty

indicated "1= not at all" as it relates to the chairs motivation. The inspection of the table also

revealed that 12.50% of the professors selected "2= once in a while". The examination further

revealed that 31.50% of the junior professors selected 3"= sometimes" concerning the chairs

inspirational motivation and 35.50% of junior faculty indicated "4 =fairly often". The continued

examination further revealed that 14.00% of junior faculty stated "5= frequently" to the chairs

motivation.

The findings in Table 4 reveal that the majority of senior faculty (39.19%) and the

majority of the junior faculty (35.50%) agreed that the chair motivated faculty "fairly often" to

commit to the vision of the college or university. This result was greater than the other four

potential responses for both junior and senior faculty. Of the participants who responded, senior

and junior faculty were satisfied with the chair's inspirational motivation. There was only a

3.69% percentage difference between the senior and junior faculty regarding their perception that

the chair was motivational "fairly often."

Table 4

Frequency Counts and Percentages for Subscale 3:

"Transformational: Inspirational Motivation"

	*1		2		3		4		5	
Groups	n	%	n	%	n	%	n	%	n	%
Sr faculty	14	4.73	40	13.51	89	30.07	116	39.19	37	12.50
Jr faculty	26	6.50	50	12.50	126	31.50	142	35.50	56	14.00
Totals	40	5.75	90	12.93	215	30.89	258	37.07	93	13.36

Codes: *1=not at all   2=once in awhile   3=sometimes   4=fairly often   5=frequently

Subscale 4: "Transformational, Intellectual Stimulation"

As revealed in Subscale 4: "Transformational, Intellectual Stimulation," 8.45% of senior professors indicated "1= not at all" as it relates to Intellectual Stimulation. The inspection of the table also revealed that 21.62% of the professors selected "2= once in a while". The examination further revealed that 34.46 % of the senior professors selected "3= sometimes" concerning the chairs intellectual stimulation and 28.72% of senior faculty indicated "4 =fairly often". The continued examination further revealed that 6.76% of senior faculty stated "5= frequently" to the chairs intellectual stimulation. Subscale 4 also revealed that 11.75% of junior faculty indicated "1= not at all" as it relates to Intellectual Stimulation. The inspection of the table also revealed that 21.25% of the professors selected "2= once in a while". The examination further revealed that 35.25% of the junior professors selected "3= sometimes" concerning the chairs intellectual stimulation and 24.25% of junior faculty indicated "4 =fairly often". The continued examination further revealed that 7.00% of junior faculty stated "5= frequently" to the chairs intellectual stimulation.

The findings in Table 5 illustrate that the majority of senior faculty (34.46%) and junior faculty (35.25%) were pleased with the chair's intellectual stimulation. There was only a 0.79% difference between the senior and junior faculty's response that the chair was intellectually stimulating "sometimes." Both group's next highest rating was "fairly often" with the senior faculty responding with 28.72% and the junior faculty with 24.75%. This is a 3.97 percentage difference. Therefore, both faculty groups agreed that the chair encouraged innovation and creativity through challenging the normal beliefs or views of a group "fairly often" or at least "sometimes." Departmental chairs who intellectually stimulate their faculty promote critical

thinking and problem solving to make the college or university better. Of the participants who

responded, senior and junior faculty were satisfied with the chair's intellectual stimulation.

Table 5

Frequency Counts and Percentages for Subscale 4:

"Transformational: Intellectual Stimulation"

Groups	*1		2		3		4		5	
	n	%	n	%	n	%	n	%	n	%
Sr faculty	25	8.45	64	21.62	102	34.46	85	28.72	20	6.76
Jr faculty	47	11.75	85	21.25	141	35.25	99	24.75	28	7.00
Totals	72	10.34	149	21.41	243	34.91	184	26.44	48	6.90

Codes: *1=not at all   2=once in awhile   3=sometimes   4=fairly often   5=frequently

Subscale 5: "Transformational: Individual Consideration"

As revealed in Subscale 5: "Transformational: Individual Consideration", 5.74% of

senior professors indicated "1= not at all" as it relates to the chairs individual consideration. The

inspection of the table also revealed that 9.80% of the professors selected "2= once in a while".

The examination further revealed that 34.80% of the senior professors selected "3= sometimes"

concerning the chairs consideration and 37.16% of senior faculty indicated "4 =fairly often". The

continued examination further revealed that 12.50 % of senior faculty stated "5= frequently" to

the chairs individual consideration. Subscale 5 also revealed that 9.75% of junior faculty

indicated "1= not at all" as it relates to the chairs consideration. The inspection of the table also

revealed that 14.00 % of the professors selected "2= once in a while". The examination further

revealed that 32.25% of the Junior Professors selected "3= sometimes" concerning the chairs

individual consideration and 30.50% of junior faculty indicated "4 =fairly often". The continued

examination further revealed that 13.50 % of junior faculty stated "5= frequently" to the chairs consideration.

The findings in Table 6 reveal that the majority of senior faculty (37.16%) selected "fairly often" while the majority of junior faculty (32.25%) selected "sometimes." However, the total numbers for both the "sometimes" and "fairly often" selections are the same, with 232 responses each (or 33.33% averages for each response). Consequently, there is no noticeable percentage difference in the responses for the senior and junior faculty regarding their perception of the chair's individual consideration. The ratings show that both groups agree that the chair acts as a coach and advisor to the faculty. Chairs with individual consideration encourage faculty to reach goals that help both the faculty in the department and the college or university. Of the participants who responded, it appears that senior and junior faculty were satisfied with the chair's individual consideration.

Table 6

Frequency Counts and Percentages for Subscale 5:

"Transformational: Individual Consideration"

	*1		2		3		4		5	
Groups	n	%	n	%	n	%	n	%	n	%
Sr faculty	17	5.74	29	9.80	103	34.80	110	37.16	37	12.50
Jr faculty	39	9.75	56	14.00	129	32.25	122	30.50	54	13.50
Totals	56	8.05	85	12.21	232	33.33	232	33.33	91	13.07

Codes: *1=not at all   2=once in awhile   3=sometimes   4=fairly often   5=frequently

Subscale 6: "Transactional: Contingent Reward"

As revealed in Subscale 6: "Transactional: Contingent Reward", 6.42% of senior professors indicated "1= not at all" as it relates to the chairs contingent reward. The inspection of the table also revealed that 10.47% of the professors selected "2= once in a while". The examination further revealed that 33.11% of the senior professors selected "3= sometimes" concerning the chairs contingent reward and 35.47% of senior faculty indicated "4 =fairly often". The continued examination further revealed that 14.53% of senior faculty stated "5= frequently" to the chairs contingent reward. Subscale 6 also revealed that 9.00% of junior faculty indicated "1= not at all" as it relates to the chairs contingent reward. The inspection of the table also revealed that 13.00% of the professors selected "2= once in a while". The examination further revealed that 28.50% of the junior professors selected "3= sometimes" concerning the chairs contingent reward and 34.50% of junior faculty indicated "4 =fairly often". The continued examination further revealed that 15.00% of junior faculty stated "5= frequently" to the chairs contingent reward.

The data in Table 7 reveals that the majority of both senior faculty (35.47%) and junior faculty (34.50%) agree that the chair rewarded faculty based on their accomplishments "fairly often." The ratings imply that both senior and junior faculty agreed that the chair based rewards on accomplishments and was able to effectively communicate to the faculty the criteria needed to receive the reward. Of the participants who responded, senior and junior were satisfied with the chair's contingent reward process.

Table 7

Frequency Counts and Percentages for Subscale 6:

"Transactional: Contingent Reward"

	*1		2		3		4		5	
Groups	n	%	n	%	n	%	n	%	n	%
Sr faculty	19	6.42	31	10.47	98	33.11	105	35.47	43	14.53
Jr faculty	36	9.00	52	13.00	114	28.50	138	34.50	60	15.00
Totals	55	7.90	83	11.93	212	30.46	243	34.91	103	14.80

Codes: *1=not at all   2=once in awhile   3=sometimes   4=fairly often   5=frequently

Subscale 7: "Transactional: Management by Exception (Active)"

As revealed in Subscale 7 "Transactional: Management by Exception (Active)", 14.19% of senior professors indicated "1= not at all" as it relates to the chairs management by exception. The inspection of the table also revealed that 22.97% of the professors selected "2= once in a while". The examination further revealed that 33.11% of the senior professors selected "3= sometimes" concerning the chairs management and 20.95% of senior faculty indicated "4 =fairly often". The continued examination further revealed that 8.78% of senior faculty stated "5= frequently" to the chairs management by exception. Subscale 7 also revealed that 14.29% of junior faculty indicated "1= not at all" as it relates to the chairs management. The inspection of the table also revealed that 17.04% of the professors selected "2= once in a while". The examination further revealed that 38.85% of the junior professors selected "3= sometimes" concerning the chairs management by exception and 20.55% of junior faculty indicated "4 =fairly often". The continued examination further revealed that 9.27% of junior faculty stated "5= frequently" to the chairs management.

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Based on the responses illustrated in Table 8, the majority of senior faculty (33.11%) and the majority of junior faculty (38.85%) selected "sometimes" as their perception of the frequency that the chair manages actively. The ratings implied that both senior and junior faculty generally agreed that the chair actively monitors the work performed and uses corrective methods to ensure that the work was completed to meet accepted standards. Of the participants who responded, senior and junior faculty were satisfied with the chair's active management approach.

Table 8

Frequency Counts and Percentages for Subscale 7:

"Transactional: Management by Exception (Active)"

	*1		2		3		4		5	
Groups	n	%	n	%	n	%	n	%	n	%
Sr faculty	42	14.19	68	22.97	98	33.11	62	20.95	26	8.78
Jr faculty	57	14.29	68	17.04	155	38.85	82	20.55	37	9.27
Totals	99	14.24	136	19.57	253	36.40	144	20.72	63	9.06

Codes: *1=not at all 2=once in awhile 3=sometimes 4=fairly often 5=frequently

Subscale 8: "Passive Avoidant Management by Exception (Passive)"

As revealed in Subscale 8: "Passive Avoidant Management by Exception (Passive)", 25.68% of senior professors indicated "1= not at all" as it relates to the chairs avoidant management. The inspection of the table also revealed that 20.95% of the professors selected "2= once in a while". The examination further revealed that 25% of the senior professors selected "3= sometimes" concerning the chairs avoidant management and 22.30% of senior faculty indicated "4 =fairly often". The continued examination further revealed that 6.08% of senior faculty stated "5= frequently" to the chairs avoidant management. Sub scale 8 also revealed that

25.50% of junior faculty indicated "1= not at all" as it relates to the chairs avoidant. The inspection of the table also revealed that 19.00% of the professors selected "2= once in a while". The examination further revealed that 31.50% of the junior professors selected "3= sometimes" concerning the chairs avoidant management and 16.50% of junior faculty indicated "4 =fairly often". The continued examination further revealed that 7.50% of junior faculty stated "5= frequently" to the chairs avoidant management.

The findings in Table 9 illustrate that the majority of senior faculty (25.68%) selected "not at all" for their perception of the frequency that their chair was passive in management. The majority of junior faculty ("31.50%) selected "sometimes" as their perception of the frequency that the chair managed passively. The next highest rating for junior faculty was 25.50% for "not at all" as their perception of the chair managing passively. While there was only a 0.18% percentage difference between both senior and junior faculty's response of "not at all," the responses show that the junior faculty more often believed the chair managed passively than did the senior faculty. Senior faculty ratings implied that they agreed that the chair was passive in managing once in awhile junior faculty ratings implied that the chairs did have a passive attitude sometimes. Workplace impoliteness may flourish under this style. Of the participants who responded, however, it appears that senior and junior faculty were to some extent satisfied with the way the chair approached this leadership style.

Table 9

Frequency Counts and Percentages for Subscale 8:

"Passive Avoidant Management by Exception (Passive)"

Groups	*1		2		3		4		5	
	n	%	n	%	n	%	n	%	n	%
Sr faculty	76	25.68	62	20.95	74	25.00	66	22.30	18	6.08
Jr faculty	102	25.50	76	19.00	126	31.50	66	16.50	30	7.50
Totals	178	25.57	138	19.83	200	28.74	132	18.97	48	6.90

Codes: *1=not at all   2=once in awhile   3=sometimes   4=fairly often   5=frequently

Subscale 9: "Passive Avoidant Laissez-Faire"

As revealed in Subscale 9: "Passive Avoidant Laissez-Faire", 34.80% of senior professors indicated "1= not at all" as it relates to the chairs passive avoidant laissez faire management. The inspection of the table also revealed that 20.61% of the professors selected "2= once in a while". The examination further revealed that 23.99% of the senior professors selected "3= sometimes" concerning the chairs passive avoidant laissez faire management and 17.23% of senior faculty indicated "4 =fairly often". The continued examination further revealed that 3.38% of senior faculty stated "5= frequently" to the chairs passive avoidant laissez faire. Subscale 9 also revealed that 36.00% of junior faculty indicated "1= not at all" as it relates to the chairs laissez-faire. The inspection of the table also revealed that 20.50% of the professors selected "2= once in a while". The examination further revealed that 25.25% of the junior professors selected "3= sometimes" concerning the chairs passive avoidant laissez faire management and 14.75% of junior faculty indicated "4 =fairly often". The continued examination further revealed that 3.50% of junior faculty stated "5= frequently" to the chairs laissez-faire management.

As illustrated in Table 10, the majority of both senior faculty (34.80%) and junior faculty (36.00%) both believed that the chairs did not exhibit a passive avoidant laissez-faire style at all. The next highest ranking for both groups was that the chairs "sometimes" exhibit this style, with 23.99% of senior faculty and 25.25% of junior faculty selecting "sometimes." Nonetheless, the highest rankings for both groups were the less frequent selections of 1, 2, and 3. Therefore, overall they agreed that the chair avoided attempting to influence their subordinates and dodging supervisory duties.

Table 10

Frequency Counts and Percentages for Subscale 9:

"Passive Avoidant Laissez-Faire Management "

Groups	*1		2		3		4		5	
	n	%	n	%	n	%	n	%	n	%
Sr faculty	103	34.80	61	20.61	71	23.99	51	17.23	10	3.38
Jr faculty	144	36.00	82	20.50	101	25.25	59	14.75	14	3.50
Totals	247	35.49	143	20.55	172	24.71	110	15.80	24	3.45

Codes: *1=not at all   2=once in awhile   3=sometimes   4=fairly often   5=frequently

Subscale 10: "Outcomes of Leadership: Extra Effort"

As revealed in Subscale 10: "Outcomes of Leadership: Extra Effort", 6.76% of senior professors indicated "1= not at all" as it relates to the chairs extra efforts. The inspection of the table also revealed that 13.51 % of the professors selected "2= once in a while". The examination further revealed that 38.29% of the senior professors selected 3"= sometimes" concerning the chairs extra efforts and 27.48% of senior faculty indicated "4 =fairly often". The continued examination further revealed that 13.96% of senior faculty stated "5= frequently" to

the chairs extra efforts. Subscale 10 also revealed that 9.00% of junior faculty indicated "1= not at all" as it relates to the chairs extra efforts. The inspection of the table also revealed that 18.33% of the professors selected "2= once in a while". The examination further revealed that 29.67% of the Junior Professors selected "3= sometimes" concerning the chairs extra efforts and 28.33% of junior faculty indicated "4 =fairly often". The continued examination further revealed that 14.67% of junior faculty stated "5= frequently" to the chairs extra efforts.

As revealed by an analysis of the data in Table 11,the majority of senior faculty (38.29%) and the majority of junior faculty (29.67) both selected "sometimes" as their perception of the frequency that the chair made an "extra effort." The next highest rankings for both groups was "4=fairly often," with the senior faculty at 27.98% and the junior faculty at 28.33%. Therefore, both senior and junior faculty agreed that the chair put in an extra effort most of the time in departmental activities, to accomplish assigned tasks, and to maintain stability in the department.

Table 11

Frequency Counts and Percentages for Subscale 10:

"Outcomes of Leadership: Extra Effort"

	*1		2		3		4		5	
Groups	n	%	n	%	n	%	n	%	n	%
Sr faculty	15	6.76	30	13.51	85	38.29	61	27.48	31	13.96
Jr faculty	27	9.00	55	18.33	89	29.67	85	28.33	44	14.67
Totals	42	8.05	85	16.28	174	33.33	146	27.97	75	14.37

Codes: *1=not at all   2=once in awhile   3=sometimes   4=fairly often   5=frequently

Subscale 11: "Outcomes of Leadership: Effectiveness"

As revealed in Subscale 11: "Outcomes of Leadership: Effectiveness", 3.72% of senior professors indicated "1= not at all" as it relates to the chairs effectiveness. The inspection of the table also revealed that 12.84% of the professors selected "2= once in a while". The examination further revealed that 30.41% of the senior professors selected "3= sometimes" concerning the chairs effectiveness and 37.50% of senior faculty indicated "4 =fairly often". The continued examination further revealed that 15.54% of senior faculty stated "5= frequently" to the chairs effectiveness. Subscale 11 also revealed that 7.75% of junior faculty indicated "1= not at all" as it relates to the chairs effectiveness. The inspection of the table also revealed that 9.00% of the professors selected "2= once in a while". The examination further revealed that 37.50% of the junior professors selected "3= sometimes" concerning the chairs effectiveness and 30.00% of junior faculty indicated "4 =fairly often". The continued examination further revealed that 14.75% of junior faculty stated "5= frequently" to the chairs effectiveness.

Based on the findings in Table 12, there was some inconsistency in the senior and junior faculty rankings. Overall, the senior faculty ratings were slightly more favorable than the junior faculty ratings. Specifically; there was a 6.50 percentage difference between the senior faculty's view (37.50%) that the chair was effective "fairly often" than the junior faculty's view (31.00%). Instead, the junior faculty's highest rank was "sometimes" resulting in a 7.09 percentage difference between the junior faculty's view (37.50%) and the senior faculty's view (30.41%) that the chair was "sometimes" effective. Overall, the senior faculty ranked the chair higher in terms of effectiveness. For example, for choices 4 and 5 (the two more frequent selections), the senior faculty's combined percentage was 53.04% while the junior faculty's combined percentage was

only 45.75%. This is a 7.29 percentage difference. Consequently, the senior faculty seemed more satisfied with the chair's effectiveness than the junior faculty.

Table 12

Frequency Counts and Percentages for Subscale 11:

"Outcomes of Leadership: Effectiveness"

	*1		2		3		4		5	
Groups	n	%	n	%	n	%	n	%	n	%
Sr faculty	11	3.72	38	12.84	90	30.41	111	37.50	46	15.54
Jr faculty	31	7.75	36	9.00	150	37.50	124	31.00	59	14.75
Totals	42	6.03	74	10.63	240	34.48	235	33.76	105	15.09

Codes: *1=not at all   2=once in awhile   3=sometimes   4=fairly often   5=frequently

Subscale 12: "Outcomes of Leadership: Satisfaction"

As revealed in Subscale 12: "Outcomes of Leadership: Satisfaction", 5.41% of senior professors indicated "1= not at all" as it relates to the chairs inspiration motivation. The inspection of the table also revealed that 12.84% of the professors selected "2= once in a while". The examination further revealed that 22.97 % of the senior professors selected "3= sometimes" concerning the chairs motivation and 43.92% of senior faculty indicated "4 =fairly often". The continued examination further revealed that 14.86% of senior faculty stated "5= frequently" to the chairs inspirational motivation. Subscale also revealed that 5.00% of junior faculty indicated "1= not at all" as it relates to the chairs motivation. The inspection of the table also revealed that 12.00% of the professors selected "2= once in a while". The examination further revealed that 29.50% of the junior professors selected "3= sometimes" concerning the chairs inspirational

motivation and 37.00% of junior faculty indicated "4 =fairly often". The continued examination

further revealed that 16.50% of junior faculty stated "5= frequently" to the chairs' motivation.

Table 13 illustrates that the majority of senior faculty (43.92%) and the majority of junior

faculty (37.00%) agree that they are satisfied with the outcome of the leadership style. The next

highest rankings for both groups was "sometimes," with senior faculty at 22.97% and junior

faculty at 29.50%.These results indicate that both senior and junior faculty agree with the chair's

leadership styles to disciplinary power and array of incentives to motivate employees to perform

at their best. Of the participants who responded, it appears that both senior and junior faculty

were satisfied with the chair's transformational leadership style.

Table 13

Frequency Counts and Percentages for Subscale 12:

"Outcomes of Leadership: Satisfaction"

Groups	*1 n	%	2 n	%	3 n	%	4 n	%	5 n	%
Sr faculty	8	5.41	19	12.84	34	22.97	65	43.92	22	14.86
Jr faculty	10	5.00	24	12.00	59	29.50	74	37.00	33	16.50
Totals	18	5.17	43	12.36	93	26.72	139	39.94	55	15.80

Codes: *1=not at all   2=once in awhile   3=sometimes   4=fairly often   5=frequently

Finding, Research Questions 1a

The second part of question number one, "Research Question 1a," which sought to

determine whether senior faculty or junior faculty status was a significant contributing factor in

the music faculty's perception of the music department chairs' leadership was analyzed by the

chi-square statistic.

The chi-square analysis found a significant difference between the senior and junior faculty status in subscales 1: "Transformational, Idealized Influence," and subscale 11: "Outcomes of Leadership, Effectiveness." Subscale 1 had a chi-square of 13.7110, which is significant far beyond the .01 level of significance (see Table 14). The investigation further revealed that subscale 11 had a chi-square of 12.3150, which is significant beyond the .02 level of significance. Based on the chi-square results, the remaining subscales were not significant at the .05 level of significance. Of the non-significant subscales, with a chi-square of 7.9767, only subscale 5 revealed any degree of difference. However, the chi-square value was non-significant at the .05 level of significance.

Based on the chi square analysis in Table 14, Subscale 1 had a chi-square of 13.7109, which is significant beyond the .05 level of significance. The data does reveal differences in the group responses concerning senior and junior faculty views on the chairs idealized influence. Specifically, there is a 3.36 percentage difference between the senior and junior faculty's "not at all" selection, a 6.04 percentage difference in the senior and junior faculty's "once in a while" selection, a 4.93 percentage difference in the senior and junior faculty's "sometimes" selection, a 7.09 percentage difference in the "fairly often" response, and a 2.61 percentage difference in the "frequently" response. The junior faculty overall rated the chair higher on the lower rankings (1 and 2) while the senior faculty rated the chair higher on the higher rankings (3 and 4). These responses indicate that overall the junior faculty less often viewed the chair as having an idealized influence leadership style while the senior faculty more often viewed the chair as having an idealized influence. This is indicative of a significant difference between the groups' perception.

Table 14:

Subscale 1: Transformational, Idealized Influence

Chi-Square Summary, 2 x 5 Contingency Table

_____

	Not at all		Once in a while		Sometimes		Fairly often		Frequently	
ID	Obs.	Exp.	Obs.	Exp.	Obs.	Exp.	Obs.	Exp.	Obs.	Exp.
Sr faculty	13.00	18.57	26.00	37.55	112.00	103.80	111.00	98.32	30.00	33.76
Jr faculty	31.00	25.43	63.00	51.45	134.00	142.20	122.00	134.68	50.00	46.24

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Mean=	69.199997		Standard Deviation=	9.787023
Chi-Square=	13.710968		Degrees of Freedom=	4.000000
Cramer's V=	0.070380		Contingency Coefficient=	0.139386
Sig. =	0.008277		Significant at or beyond=	.01

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Based upon the chi square analysis in Table 15, Subscale 11 had a chi-square of 12.3150, which is significant beyond the .02 level of significance. A review of the senior and junior faculty responses in Table 12 reveal that there were differences in the group responses for the senior and junior faculty views on the outcome of leadership, *i.e.* effectiveness. Specifically, there was a 6.50 percentage difference between the senior faculty's view that the chair was effective "fairly often" than the junior faculty's view. Instead, the junior faculty's highest rank was "sometimes" resulting in a 7.09 percentage difference between the junior faculty's view (37.50%) and the senior faculty's view (30.41%). Overall, the senior faculty ranked the chair higher in terms of effectiveness. For example, for choices 4 and 5, the senior faculty's combined percentage was 53.04% while the junior faculty's combined percentage was only 45.75%. This is a 7.29 percentage difference. This indicates that there was a difference among the groups.

Table 15:

Subscale 11: Outcomes of Leadership, Effectiveness

Chi-Square Summary, 2 x 5 Contingency Table

ID	Not at all Obs.	Exp.	Once in awhile Obs.	Exp.	Sometimes Obs.	Exp.	Fairly often Obs.	Exp.	Frequently Obs.	Exp.
Sr faculty	11.00	17.72	36.00	30.38	88.00	101.27	111.00	97.90	46.00	44.73
Jr faculty	31.00	24.28	36.00	41.62	152.00	138.73	121.00	134.10	60.00	61.27

Mean=	69.199997	Standard Deviation=	9.810653
Chi-Square=	12.315024	Degrees of Freedom=	4.000000
Cramer's V=	0.066701	Contingency Coefficient=	0.132231
Sig. =	0.015156	Significant at or beyond =	.02

Finding, Research Questions 2

The investigation found that there was a significant correlation between the combined senior faculty's and junior faculty's perceptions of the chair's leadership and self-reported productivity. The Spearman rho rank correlation of 0.5228 was significant beyond the .05 level of significance. A further inspection determined that the ratings from the chairs leadership and self-reported productivity were both high. As a result of the high ratings, the Spearman rho findings indicate that there is a very strong relationship between the chairs leadership and the self-reported productivity from faculty.

Table 16

Senior Faculty's and Junior Faculty's Perceived Effectiveness of Chair's

Leadership Correlation with Self-Reported Productivity

Spearman Rho Rank Correlation

Source	#Cases	Median Ranks	Mean Ranks	rho	Z Score
Perception	74	3.17	3.16	0.5228	4.4665
Productivity	74	3.60	3.56		
Total	148	3.40	3.36		

Prob. =   0.000004   *Significant at or beyond the .05 level

Finding, Research Questions 2a

The findings of the study revealed that there was a significant correlation between the senior faculty's perception of the music department chair's leadership and the senior faculty's self-reported productivity. The Spearman rho rank correlation of .5207 was significant far beyond the .05 level of significance. Based on the analysis, the ratings from chairs' leadership and self-reported productivity were both very strong (high). Because of the high ratings from leadership and productivity as evidenced by the Spearman rho, there is a relationship between the senior faculty's perception of the chairs leadership and the self-reported productivity from senior faculty members.

Table 17

Senior Faculty's Perceived Effectiveness of Chair's

Leadership Correlation with Self-Reported Productivity

Spearman Rho Rank Correlation

Source	#Cases	Median Ranks	Mean Ranks	rho	Z Score
Perception	100	3.07	3.09	0.5207	5.1806
Productivity	100	3.60	3.53		
Total	200	3.39	3.31		
Prob. =	0.000000		*Significant at or beyond the .05 level		

Finding, Research Questions 2b

Based on the Spearman rho rank correlation of 0.4705, there was a significant correlation between the junior faculty's perception of the music department chair's leadership and the junior faculty's self-reported productivity. The Spearman rho rank correlation of 0.4705 was significant far beyond the .05 level of significance. In addition, it appears that the ratings from chairs' leadership and the self-reported productivity ratings were both very strong (high). Because of the high ratings from leadership and productivity as evidenced by the Spearman rho, it was determined that there is a relationship between the junior faculty's perception of the chairs leadership and self-reported productivity from junior faculty members.

Table 18

Junior Faculty's Perceived Effectiveness of Chair's

Leadership Correlation with Self-Reported Productivity

Spearman Rho Rank Correlation

Source	#Cases	Median Ranks	Mean Ranks	rho	Z Score
Perception	174	3.99	3.98	0.4705	6.1888
Productivity	174	4.60	4.50		
Total	348	4.34	4.24		

Prob. =   0.000000   *Significant at or beyond the .05 level

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to determine whether the perceived effectiveness of music department chairs' leadership style and the faculty's perception of and reaction to the leadership style is related to the music faculty's self-reported productivity. This chapter (1) summarizes the major findings from the study, (2) provides conclusions, including practical effects, based on those findings, and (3) identifies recommendations for future studies that could enhance the accuracy of this research.

Summary of Findings

Based upon the literature and findings, the investigator did not find any comparable related studies. Therefore more research in the area of leadership and productivity is needed. There are four major findings from this study. The first major finding is that senior and junior faculties were generally satisfied with the chair's leadership. A Multifactor Leadership Questionnaire (MLQ) was used to measure the faculty's satisfactory levels using twelve subscales. Subscales 1-12 (The Music Faculty's Perceived Effectiveness of the Department Chairs' Leadership) of the MLQ were presented in tabular, narrative percentages and frequency counts. The findings revealed that senior and junior faculties were satisfied with the chairs idealized influence, i.e. being a good role model and being trustworthy. Senior and junior faculty were also pleased with how the chair demonstrated respect and motivated and encouraged faculty members. Moreover,

both groups were pleased with how the chair promoted critical thinking and problem solving strategies. Senior and junior faculty were further satisfied with the chair's individual consideration, i.e. serving as a coach and advisor, monitoring work and using methods to insure positive results. A further review of the findings shows that faculty agreed that the chair rewarded faculty based on their accomplishments. On the other hand, senior and junior faculties were not satisfied with the chairs passive avoidant and passive laissez-fare leadership approach. Because senior and junior faculty were not thrilled with this leadership style, place of work rudeness may thrive under this style. Nonetheless, a full inspection of Subscales 1-12 of the MLQ demonstrates that senior and junior faculty members' overall perception of the chair's leadership is satisfactory.

A second major finding from the study was that the chi-square analysis demonstrated a significant difference between the senior and junior faculty status in Subscale 1: "Transformational, Idealized Influence," and Subscale 11: "Outcomes of Leadership, Effectiveness." Particularly, Subscale 1 had a chi-square of 13.7110, which is far beyond the .05 level of significance. Specifically, there is a 3.36 % difference between the senior and junior faculty's "not at all" selection, a 6.04 % difference in the senior and junior faculty's "once in a while" selection, a 4.93 % difference in the senior and junior faculty's "sometimes" selection, a 7.09 % difference in the "fairly often" response, and a 2.61 % difference in the "frequently" response. The junior faculty overall rated the chair higher on the lower rankings (1 and 2) while the senior faculty rated the chair higher on the higher rankings (3 and 4). Subscale 11 had a chi-square of 12.3150, which is also significant beyond the .05 level of significance but less than the Subscale 1 finding. Specifically, there was a 6.50 % difference between the senior faculty's view that the chair was effective "fairly often" than the junior faculty's view. Instead, the junior

faculty's highest rank was "sometimes" resulting in a 7.09 % difference between the junior faculty's view (37.50%) and the senior faculty's view (30.41%). Overall, the senior faculty ranked the chair higher in terms of effectiveness. For example, for choices 4 and 5, the senior faculty's combined percent was 53.04% while the junior faculty's combined percentage was only 45.75%. This is a 7.29 % difference. The chi-square results for the remaining subscales were not significant at the .05 level of significance, meaning they were non-significantly different. Of the non-significant subscales, only Subscale 5 revealed any degree of difference because it had a chi square of 7.9767. Nonetheless, the chi-square value was still non-significant at the .05 level of significance. This means that overall there was similarity between the groups.

A third major finding from the study was that there is a significant correlation between the combined senior and junior faculty's perception of the chair's leadership when measured against the self-reported productivity subscale of the MLQ. Specifically, the findings from the Spearman rho rank correlation of 0.5228 were considerably significant beyond the .05 level. It appears that the ratings from the chairs leadership and self-reported of productivity were both very strong (high). Because of the high ratings from leadership and productivity as evidence by the Spearman rho, it is determined that there is relationship between the chairs leadership and the self-reported productivity from faculty.

A fourth major finding from the study revealed that there is a significant correlation between the senior and junior faculty's perception of the music department chair's leadership and the senior and junior faculty's self-reported productivity. The Spearman rho rank correlation of .05207 was significant beyond the .05 level of significance for the senior faculty ratings from chairs' leadership and self-reported of productivity were both very strong (high). Because of the high ratings from leadership and productive, the analysis reveals that there is a very strong

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relationship between the senior faculty's perception of the chair's leadership and the self-reported productivity from senior faculty members. Similarly, the Spearman rho rank correlation of 0.4705 revealed a significant correlation between the junior faculty's perception of the music department chair's leadership and the junior faculty's self-reported productivity of the Multifactor Leadership Questionnaire (MLQ). Because of the high ratings from leadership and productivity, the Spearman rho rank correlation of 0.4705 was significant far beyond the .05 level of significance. Consequently, the Spearman rho findings show that there is a very strong relationship between junior faculty perception of the chairs leadership and self-reported productivity from junior faculty.

A study at Buffalo State College initiated programs to assist department chairs in effective leadership and growth. Teaching seminars, regular departmental meetings, and a written manual to train and improve leadership are parts of the program. Some specific areas addressed were time management, job description and responsibility, paperwork and communication (Buffalo State Planning Council, 2005). The findings reveal that when the chair was organized and structured, faculty members were more effective. The results from the present study   indicate that faculty members were overall satisfied with the chairs leadership style. The two studies research designs are different but have similar findings as it relates to how the chair leadership style was perceived. For example, subscales that were geared toward the chair being a coach, having regular meetings being very structured, received positive responses from the current study as well.

The Leadership Effectiveness and Adaptability Description (LEAD) is a research instrument on leadership that can be used to study leadership styles within departments at the

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university level and how styles of leadership affect others. The LEAD was developed at The

Center for Leadership Studies in Escondido, California.

Even though department chairs may have the authority to make the majority of

departmental decisions, there is rarely any formal training that exists for this title. This issue led

to a study of the leadership styles among department chairs at the university level and how they

are affected by those involved. The Leadership Effectiveness and Adaptability Description

(LEAD) and the Personal Information Data Sheet were used to conduct the study. (Whittsett,

2007). The findings reveal that there is no significant difference on the mean scores of leadership

adaptability of department chairs and faculty members. In comparison with the findings from the

current study, there were no significant differences among ten of the subscales as it relates to the

chair leadership style. The two studies utilize different instruments to collect data and

demographic information, but were similar as it relate to how the chair leadership affects others

that are involved.

A combination of the MLQ-5X and the ODCQ were used in combination in a similar

study conducted by Bishop, Edmister, McCann, & Brown (2003). The Personal Information

Data Sheet was used in order to obtain demographic data for comparison. The study was

designed to investigate how these factors were influenced by certain demographic factors such as

full professor, part time professor, Instructor, etc. The results of the study were that leadership of

department chairs at the sample institution was not influenced by demographic factors, but by the

size of the department (Whittsett, 2007). In addition, there are some similarities between the

study conducted by Bishop, Edmister, McCann, & Brown and the current study. For instance, the

two studies used the MLQ survey instrument to collect data, demographic information was a

important factor in both studies. The current student did not use the Personal Information Data

Sheet to acquire demographic information. The MLQ was customized to address demographic data. The study by Bishop, Edmister, McCann, & Brown revealed that rank was not a factor. However the current study findings reveal that rank was a factor on two subscales that were geared towards the music chair leadership styles.

Conclusion

This study reveals key findings as it relates to the effectiveness of the chair leadership. The results from the study indicate that senior and junior faculty members' overall perception of the chairs leadership is satisfactory. On the other hand, it also reveals that senior and junior faculty members' perception differed significantly on two scales: Subscale 1: "Transformational, Idealized Influence," and Subscale 11: "Outcomes of Leadership, Effectiveness." Specifically, for Subscale 1, senior faculty member responses implied that the chair was an exemplary role model who can be trusted to make good decisions. Junior faculty generally agreed but did not rate the chair the same. Similarly, senior faculty responses pertaining to Subscale 11: "Outcomes of Leadership, Effectiveness" implied that the chair-measured success in terms of results in a satisfactory manner. Junior faculty generally agreed but once again did not rate the chair the same as senior faculty members. Although a review of the findings indicated that there are differences among the groups' responses on other subscales, only Subscale 1 and Subscale 11 possess a statistical difference according to the Chi Square analysis.

On another note, the subscales that were geared toward transformation leadership style had the strongest positive response from senior and junior faculty members. This means that this leadership style was more favorable among all faculty members. On the other hand, music faculties were not pleased when chairs practiced (Passive) Avoidant laissez-faire leadership style and management by exception (passive) leadership style. Moreover, based on the Spearman rho,

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there is a significant correlation between the combined senior faculty's and junior faculty's perceptions of the chair's leadership when measured against the self-reported productivity subscale of the (MLQ).

In sum, the role of music department chairs in public institutions can have either a positive or negative influence on department faculty and students. Budget shortages and rising tuition costs are challenges for department leadership. Nevertheless, leaders must convey openness to faculty as well as sound decision-making skills. Leaders who take an active, open, and inclusive approach to understanding and incorporating the views of faculty in the decision making process are more likely to have a positive impact. Leaders who are passive are less likely to have a positive impact.

Consequently, leaders must provide opportunities for everyone involved to become adept in problem solving and decision-making. It is important that issues be addressed in a systematic and open manner: divulging information empowers staff members and leaders, which means that open communication is very important. Having constant dialogue with faculty members may decrease issues in the department by giving faculty and staff members a voice.

Chairs must also remember that in order to have a successful department they must have faculty members who are invested in the process and agree with their vision. This can be done by ensuring their plan is one that is realistic and considers the faculty members' perspective. Success is never granted to one individual in a capacity such as this one. Further suggestions based upon the findings in this research will increase the knowledge of department chairs leadership style and are presented in the next section.

Recommendation

There are several ways in which the findings from this research can be enhanced to better understand leadership style of chairs in general. For example, to broaden the understanding of chair's leadership styles, studies of chairs and/or directors outside of the higher education arena should be conducted. This could include business, religious, and political leaders. The goal is to determine if there are similarities or differences in leadership styles and their corresponding effectiveness.

Nonetheless, with regard to this study, a similar study should be conducted in different regions and/or replicated as a national study to see if music faculty members' perceptions in other regions vary from the responses received in this study from faculty members in Mississippi and Arkansas. In addition, the research could be expanded to schools that are not NASM accredited to determine their faculty perceptions of music chairs' leadership style. Finally, this research could also be furthered by altering the design of the study to include other measurements, instruments, and characteristics.

Because this study only reflects the responses of music faculty's perception of their chair's leadership style and the faculty's self-reported productivity, it is important to understand the chair's viewpoint. Understanding how chairs perceive their leadership style and whether their perceptions are associated with faculty productivity would enhance and increase the results in this study as well as the limited body of literature geared toward this research in general.

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LIST OF APPENDICES

APPENDIX A: *IRB FORM*

THE UNIVERSITY OF
MISSISSIPPI

Office of Research and Sponsored Programs
The University of Mississippi
100 Barr Hall
P.O. Box 907
University, MS 38677
Office (662) 915-7482
Fax (662) 915-7577

Mr. Primer:

This is to inform you that your application to conduct research with human participants, "Faculty Perception of Department Chairs' Leadership Styles and Perceived Effects on Faculty Productivity" (Protocol 13X-038), has been approved as Exempt under 45 CFR 46.101(b)(2).

Please remember that all of The University of Mississippi's human participant research activities, regardless of whether the research is subject to federal regulations, must be guided by the ethical principles in The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research.

It is especially important for you to keep these points in mind:

- You must protect the rights and welfare of human research participants.

- Any changes to your approved protocol must be reviewed and approved before initiating those changes.

- You must report promptly to the IRB any injuries or other unanticipated problems involving risks to participants or others.

If you have any questions, please feel free to contact the IRB at irb@olemiss.edu.

Thank you,
Jennifer Caldwell, Ph.D., CPIA
Research Compliance Specialist, Research Integrity and Compliance

www.olemiss.edu

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APPENDIX B: LETTER OF PARTICIPATION

APPENDIX B

Letter of Participation

April 30, 2012

Dear Colleague:

I am a doctoral candidate in music education at the University of Mississippi. I am also the Chairman of the Visual and Performing Arts Department at Tougaloo College in Tougaloo, Mississippi.

The focus of my dissertation research is on leadership styles of music department chairs affecting music faculty's self-reported productivity.

I would like to request permission to use information from your survey to assist me in this study of music departments of NASM accredited institutions from the states of Arkansas and Mississippi. This information will be used for sampling purposes. All responses will be kept anonymous and confidential.

Your participation will involve accessing and completing the Multifactor Leadership Questionnaire which can be found online at http://www.mindgarden.com . This survey should take approximately 15 minutes to complete. The survey will only be available for two weeks.

Your participation in this study has minimal risk. The results of this study may be presented at professional conferences or used in educational journals. Your name and identity will not be revealed.

Participating in this study will give you the chance to contribute to the knowledge base regarding leadership styles. It will also increase the limited amount of information geared toward leadership styles of music department chairs. Participating in this study is voluntary, and you may choose not to contribute. You may remove yourself from this study at any time by not submitting your responses. This project has been approved by the University of Mississippi Institutional Research Board (IRB).

If you have any questions about participating or have difficulty accessing the survey, Please contact me at mail@jessieprimeriii.com or (601) 977-7896 or (601) 927-6069.

Thank you for your consideration.

Jessie L. Primer, III

APPENDIX C: MULIFACTOR LEADERSHIP QUESTIONNAIRE COVER

APPENDIX C

Multifactor Leadership Questionnaire Cover

Multifactor Leadership Questionnaire

Third Edition
Manual and Sample Set

Bruce J. Avolio and Bernard M. Bass
University of Nebraska and SUNY Binghamton

Contributions by:
Dr. Fred Walumbwa
Weichun Zhu
University of Nebraska—Lincoln
Gallup Leadership Institute

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Published by Mind Garden, Inc.
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APPENDIX D: MULIFACTOR LEADERSHIP QUESTIONNAIRE

APPENDIX D

Multifactor Leadership Questionnaire

No.	MLQ Research

1.   Provides me with assistance in exchange for my efforts assistance

2.   Re-examines critical assumptions to question whether they are appropriate assumptions

3.   Fails to interfere until problems become serious

4.   Focuses attention on irregularities, mistakes, exceptions, and deviations from

5.   Avoids getting involved when important issues arise

6.   Talks about their most important values and beliefs

7.   Is absent when needed

8.   Seeks differing perspectives when solving problems

9.   Talks optimistically about the future

10.   Instills pride in me for being associated with him/her

11.   Discusses in specific terms who is responsible for achieving performance targets

12.   Waits for things to go wrong before taking action

13.   Talks enthusiastically about what needs to be accomplished

14.   Specifies the importance of having a strong sense of purpose

15.   Spends time teaching and coaching

16.   Makes clear what one can expect to receive when performance goals are achieved

APPENDIX D– cont.

Multifactor Leadership Questionnaire

No.	MLQ Research Items

17. Shows that he/she is a firm believer in "don't fix it if isn't broke"

18. Goes beyond self-interest for the good of the group

19. Treats me as an individual rather than just as a member of a group

20. Demonstrates that problems must become chronic before taking action

21. Acts in ways that builds my respect

22. Concentrate his/her full attention on dealing with mistakes, complaints, and failures

23. Considers the moral and ethical consequences of decisions

24. Keeps track of all mistakes

25. Displays a sense of power and confidence

26. Articulates a compelling vision of the future

27. Directs my attention toward failures to meet standards

28. Avoids making decisions

29. Considers me as having different needs, abilities, and aspirations from others

30. Gets me to look at problems from many different angles

31. Helps me to develop my strengths

32. Suggests new ways of looking at how to complete assignments

33. Delays responding to urgent questions

34. Emphasizes the importance of having a collective sense of mission

35. Expresses satisfaction when I meet expectations

APPENDIX D– cont.

Multifactor Leadership Questionnaire

No.	MLQ Research Items

36. Expresses confidence that goals will be achieved

37. Is effective in meeting my job-related needs

38. Uses methods of leadership that are satisfying

39. Gets me to do more than I expected to do

40. Is effective in representing me to higher authority

41. Works with me in a satisfactory way

42. Heightens my desire to succeed

43. Is effective in meeting organizational requirements

44. Increases my willingness to try harder

45. Leads a group that is effective

APPENDIX E: DEMOGRAPHIC AND ADDITIONAL QUESTIOS FOR FACULTY

PRODUCTIVITY

APPENDIX E

Demographic and Additional Questions for Faculty Productivity

Demographics

1. What best describes you?

    A. Professor
    B. Associate
    C. Assistant
    D. Instructor

Effectiveness in Teaching

2. Department Chair influences faculty members to practice and provide clear instruction for course syllabi assignments, examination, and feedback inside and outside of the classroom.

Research and Other Creative Scholarly Activities

3. Department Chair influences faculty members to conduct research both qualitative and quantitative, present papers at major conferences, seek funding for fellowships, research grants and proposals, present published works, recitals, and exhibits.

Service

4. Department Chair influences faculty members to seek memberships in professional organizations, serve on peer review panels for government and non-government agencies, serve on college committees, commissions, task forces, accreditation teams, and participate in civic organizations.

Professional Growth

5. Department Chair seeks funding and influences faculty members to attend and /or participate in seminars, workshops, conventions, and symposia.

Effectiveness in Student Advising

6. Department Chair influences faculty members to be effective in student advising and assisting students in planning and achieving their educational goals; understanding procedure and resources of the university while assisting students to make meaningful decisions in matriculating successfully through the degree program.

APPENDIX F: ALPHA COEFFICIENT RELIABILITY, TOTAL SCORE

APPENDIX F

Alpha Coefficient Reliability, Total Score

Item #	Item Tot	Mean	SD	Reliability
1	714	4.1034	1.4466	0.5175
2	600	3.4483	1.3498	0.2973
3	545	3.1322	1.4019	-0.0707
4	606	3.4828	1.4492	0.1538
5	525	3.0172	1.2662	-0.0085
6	681	3.9138	1.3341	0.4384
7	515	2.9598	1.1956	0.0093
8	679	3.9023	1.2019	0.5908
9	737	4.2356	1.3072	0.5200
10	671	3.8563	1.4252	0.6428
11	779	4.4770	1.1876	0.6726
12	551	3.1667	1.2779	-0.1196
13	791	4.5460	1.0426	0.5486
14	741	4.2586	1.1279	0.5938
15	710	4.0805	1.2750	0.5601
16	701	4.0287	1.2840	0.6641
17	686	3.9425	1.4610	0.2480
18	726	4.1724	1.0850	0.6418
19	787	4.5230	1.1972	0.5344
20	578	3.3218	1.3518	0.0929
21	767	4.4080	1.1347	0.7266
22	600	3.4483	1.4798	0.2359
23	739	4.2471	1.2918	0.4739
24	610	3.5057	1.5965	0.3106
25	778	4.4713	0.9748	0.5809
26	736	4.2299	1.0796	0.7102
27	688	3.9540	1.2215	0.4795
28	557	3.2011	1.2502	0.0322
29	656	3.7701	1.4239	0.5070
30	690	3.9655	1.2726	0.6592
31	746	4.2874	1.2026	0.7290
32	691	3.9713	1.1765	0.7259
33	609	3.5000	1.3250	-0.0024
34	736	4.2299	1.1910	0.6291
35	776	4.4598	1.0646	0.5306
36	759	4.3621	1.0780	0.5931

APPENDIX F – cont.

Alpha Coefficient Reliability, Total Score

Item #	Item Tot	Mean	SD	Reliability
37	759	4.3621	1.0005	0.6524
38	728	4.1839	1.1196	0.6858
39	704	4.0460	1.4053	0.5373
41	826	4.7471	1.0363	0.5358
42	743	4.2701	1.2137	0.6527
43	788	4.5287	1.1581	0.5852
44	721	4.1437	1.2304	0.6358
45	784	4.5057	1.1732	0.5451
46	805	4.6264	1.0579	0.4732
47	772	4.4368	1.0743	0.2898
48	798	4.5862	1.1147	0.2711
49	728	4.1839	1.1196	0.4138
50	815	4.6839	1.1132	0.4300
Totals	35066	201.5288		0.9166

Standard Deviation Between Test Scores =   27.6498
Standard Deviation Between Items=   8.8193

APPENDIX G: ALPHA COEFFICIENT RELIABILITY

APPENDIX G

Alpha Coefficient Reliability
    Subscale 1: Transformational Idealized Influence

Item #	Item Tot	Mean	SD	Reliability
1	671	3.8563	1.4252	0.8024
2	726	4.1724	1.0850	0.7558
3	767	4.4080	1.1347	0.8720
4	778	4.4713	0.9748	0.6862
Totals	2942	16.9080		0.7798

Standard Deviation Between Test Scores =   3.6219
Standard Deviation Between Items=   2.3337

Alpha Coefficient Reliability
    Subscale 2: Transformational Idealized Behavior

Item #	Item Tot	Mean	SD	Reliability
5	681	3.9138	1.3341	0.6889
6	741	4.2586	1.1279	0.7341
7	739	4.2471	1.2918	0.6593
8	736	4.2299	1.1910	0.7304
Totals	2897	16.6494		0.6530

Standard Deviation Between Test Scores =   3.4688
Standard Deviation Between Items=   2.4778

APPENDIX G– cont.

Alpha Coefficient Reliability
   Subscale 3:Transformational Inspirational Motivation

Item #	Item Tot	Mean	SD	Reliability
9	737	4.2356	1.3072	0.7731
10	791	4.5460	1.0426	0.7962
11	736	4.2299	1.0796	0.8353
12	759	4.3621	1.0780	0.7670
Totals	3023	17.3736		0.7971

Standard Deviation Between Test Scores =   3.5693
Standard Deviation Between Items=   2.2635

Alpha Coefficient Reliability
   Subscale 4:Transformational Intellectual

Item #	Item Tot	Mean	SD	Reliability
13	600	3.4483	1.3498	0.5936
14	679	3.9023	1.2019	0.7175
15	690	3.9655	1.2726	0.8111
16	691	3.9713	1.1765	0.6934
Totals	2660	15.2874		0.6554

Standard Deviation Between Test Scores =   3.5116
Standard Deviation Between Items=   2.5040

APPENDIX G– cont.

Alpha Coefficient Reliability
    Subscale 5: Transformational Individual Consideration

Item #	Item Tot	Mean	SD	Reliability
17	710	4.0805	1.2750	0.7233
18	787	4.5230	1.1972	0.7692
19	656	3.7701	1.4239	0.7435
20	746	4.2874	1.2026	0.7622
Totals	2899	16.6609		0.7359

Standard Deviation Between Test Scores =   3.8184
Standard Deviation Between Items=   2.5559

Alpha Coefficient Reliability
    Subscale 6: Transactional Contingent Reward

Item #	Item Tot	Mean	SD	Reliability
21	714	4.1034	1.4466	0.7531
22	779	4.4770	1.1876	0.7627
23	701	4.0287	1.2840	0.7760
24	776	4.4598	1.0646	0.6720
Totals	2970	17.0690		0.7235

Standard Deviation Between Test Scores =   3.7071
Standard Deviation Between Items=   2.5070

APPENDIX G– cont.

Alpha Coefficient Reliability
Subscale 7:Transactional Management by Exception (Active)

Item #	Item Tot	Mean	SD	Reliability
25	606	3.4828	1.4492	0.7117
26	600	3.4483	1.4798	0.6833
27	610	3.5057	1.5965	0.7742
28	688	3.9540	1.2215	0.4777
Totals	2504	14.3908		0.5886

Standard Deviation Between Test Scores = 3.8622
Standard Deviation Between Items= 2.8864

Alpha Coefficient Reliability
Subscale 8: Passive Avoidant Management by Exception (Passive)

Item #	Item Tot	Mean	SD	Reliability
29	545	3.1322	1.4019	0.7360
30	551	3.1667	1.2779	0.7989
31	686	3.9425	1.4610	0.5103
32	578	3.3218	1.3518	0.8021
Totals	2360	13.5632		0.6646

Standard Deviation Between Test Scores = 3.8825
Standard Deviation Between Items= 2.7496

APPENDIX G– cont.

Alpha Coefficient Reliability
Subscale 9: Passive Avoidant Laissez-Faire

Item #	Item Tot	Mean	SD	Reliability
33	525	3.0172	1.2662	0.7865
34	515	2.9598	1.1956	0.7304
35	557	3.2011	1.2502	0.8052
36	609	3.5000	1.3250	0.7392
Totals	2206	12.6782		0.7635

Standard Deviation Between Test Scores =   3.8551
Standard Deviation Between Items=   2.5202

Alpha Coefficient Reliability
Subscale 10:Outcomes of Leadership Extra Effort

Item #	Item Tot	Mean	SD	Reliability
37	704	4.0460	1.4053	0.8197
38	743	4.2701	1.2137	0.8857
39	721	4.1437	1.2304	0.8597
Totals	2168	12.4598		0.8101

Standard Deviation Between Test Scores =   3.2846
Standard Deviation Between Items=   2.2275

Alpha Coefficient Reliability
   Subscale 11: Outcomes of Leadership Effectiveness

Item #	Item Tot	Mean	SD	Reliability	
40	759	4.3621	1.0005	0.7642	
41	634	3.6437	1.6503	0.7850	
42	788	4.5287	1.1581	0.7963	
43	784	4.5057	1.1732	0.7799	
Totals	2965	17.0402		0.7678	

Standard Deviation Between Test Scores = 3.8972
Standard Deviation Between Items= 2.5382

Alpha Coefficient Reliability
   Subscale 12: Outcomes of Leadership Satisfaction

Item #	Item Tot	Mean	SD	Reliability
44	728	4.1839	1.1196	0.8614
45	826	4.7471	1.0363	0.8360
Totals	1554	8.9310		0.6111

Standard Deviation Between Test Scores = 1.8307
Standard Deviation Between Items= 1.5256

APPENDIX G– cont.

Alpha Coefficient Reliability
Subscale 13: Faculty Perceived Productivity

Item #	Item Tot	Mean	SD	Reliability
46	805	4.6264	1.0579	0.6808
47	772	4.4368	1.0743	0.7126
48	798	4.5862	1.1147	0.6862
49	728	4.1839	1.1196	0.7144
50	815	4.6839	1.1132	0.6833
Totals	3918	22.5172		0.7329

Standard Deviation Between Test Scores = 3.8112
Standard Deviation Between Items= 2.4512

APPENDIX H: MULIFACTOR LEADERSHIP QUESTIONNAIRE (MLQ)

SUBSCALE ITEM COMPOSITION

APPENDIX H

Multifactor Leadership Questionnaire (MLQ) Subscale Item Composition

Subscales' Characteristics and Labels	Subscale Numbers	Items In Subscales*
Transformational: Idealized Influence	1	10, 18, 21, and 25
Transformational: Idealized Behavior	2	6, 14, 23, and 34
Transformational: Inspirational Motivation	3	9, 13, 26, and 36
Transformational: Intellectual Stimulation	4	2, 8, 30, and 32
Transformational: Individual Consideration	5	15, 19, 29, and 31
Transactional: Contingent Reward	6	1, 11, 16, and 35
Transactional: Management by Exception (Active)	7	4, 22, 24, and 27
Passive Avoidant Management by Exception (Passive)	8	3, 12, 17, and 20
Passive Avoidant Laissez-Faire	9	5, 7, 28, and 33
Outcomes of Leadership: Extra Effort	10	39, 42, and 44
Outcomes of Leadership Effectiveness	11	37, 40, 43, 45
Outcomes of Leadership Satisfaction	12	38 and 41
Music Faculty's Self-Reported Productivity	13	46, 47, 48, 49 and 50

*Order in which items were listed in the MLQ prior to sorting the subscales.

APPENDIX I: DEPICITION OF MASS

APPENDIX I

Graph 1

Depiction of Means

Subscale 1 (Transformational: Idealized Influence)
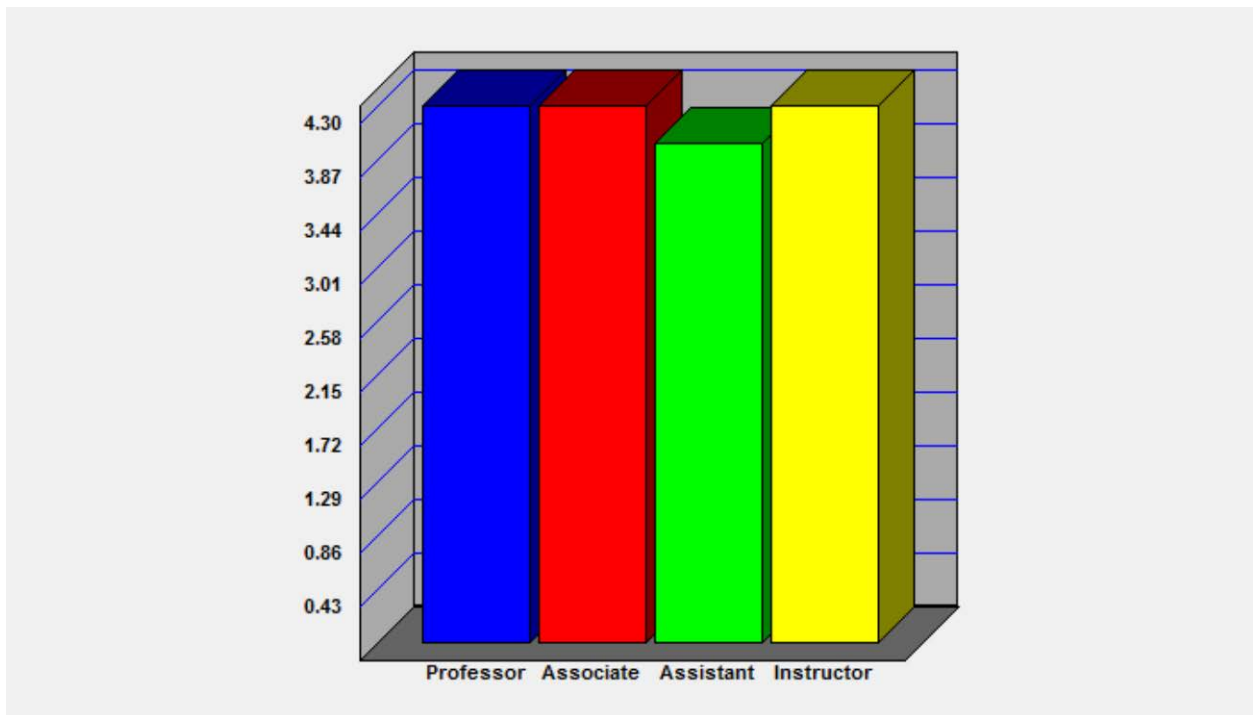
APPENDIX I – cont.

Graph 2

Depiction of Means

Subscale 2 (Transformational: Idealized Behavior)
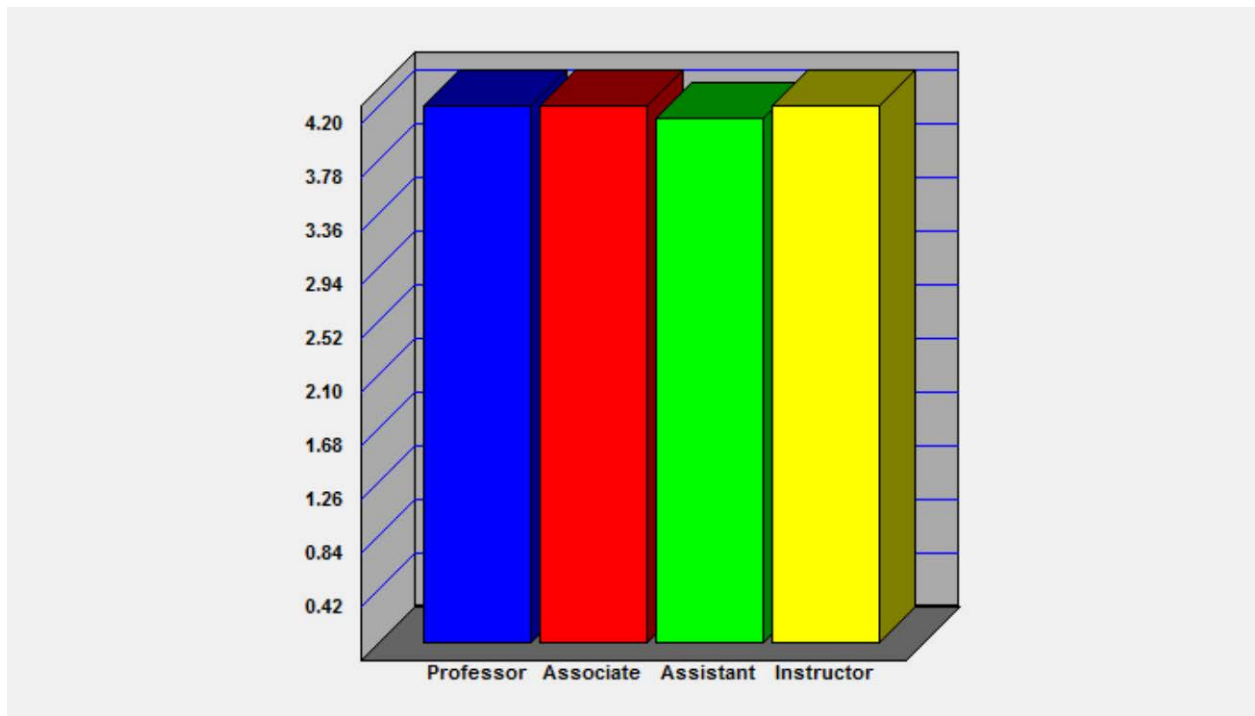
APPENDIX I – cont.

Graph 3

Depiction of Means

Subscale 3 (Transformational: Inspirational Motivation)
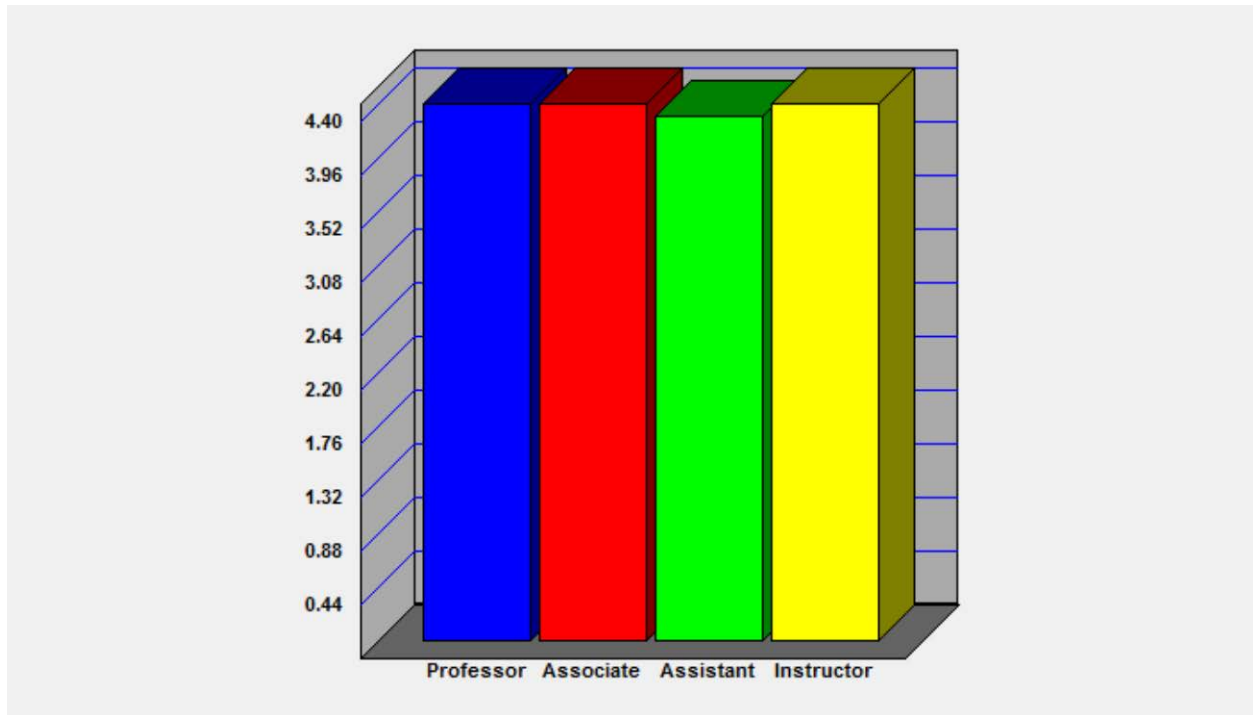
APPENDIX I – cont.

Graph 4

Depiction of Means
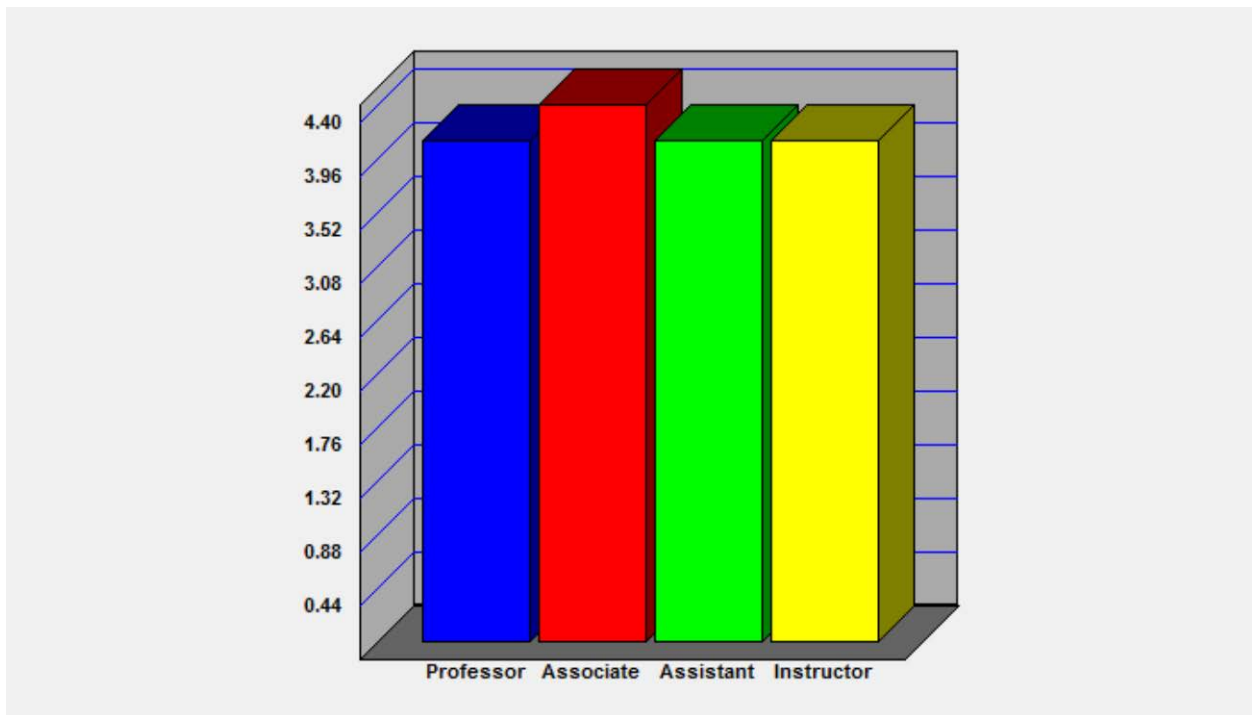
Subscale 4 (Transformational: Intellectual Stimulation)
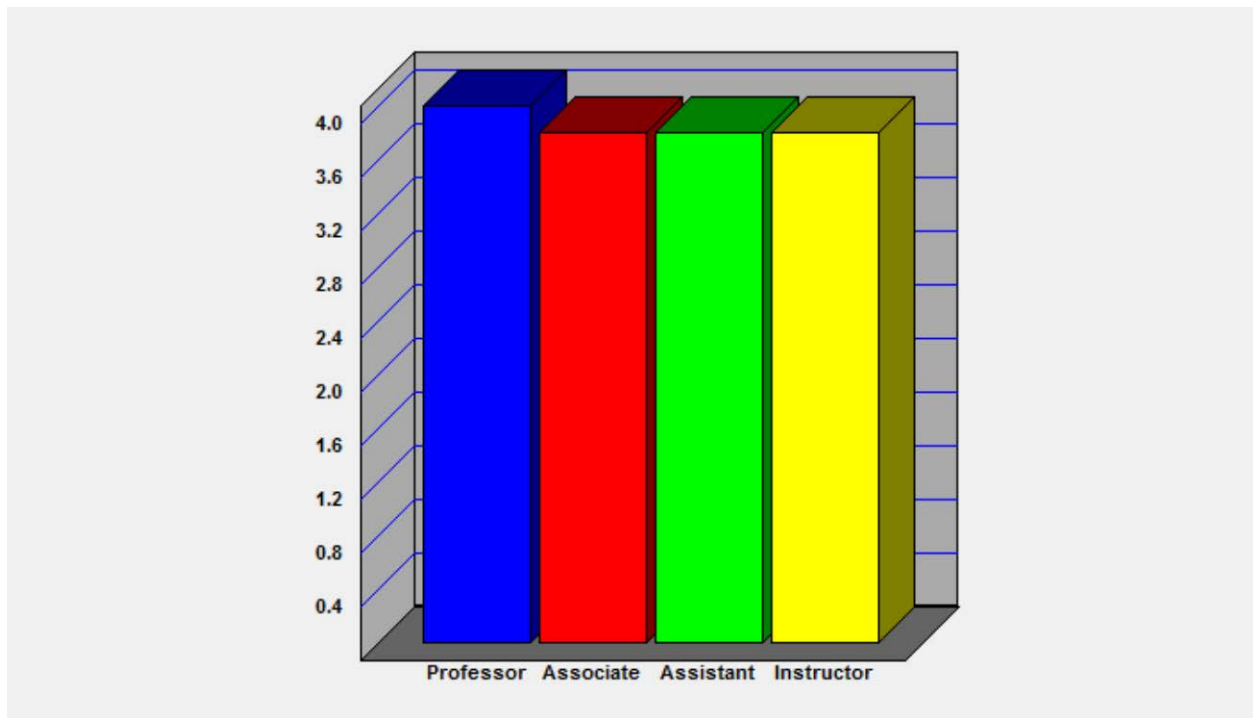
APPENDIX I – cont.

Graph 5

Depiction of Means

Subscale 5(Transformational: Individual Consideration)

APPENDIX I – cont.

Graph 6

Depiction of Means

Subscale 6 (Transactional: Contingent Reward)
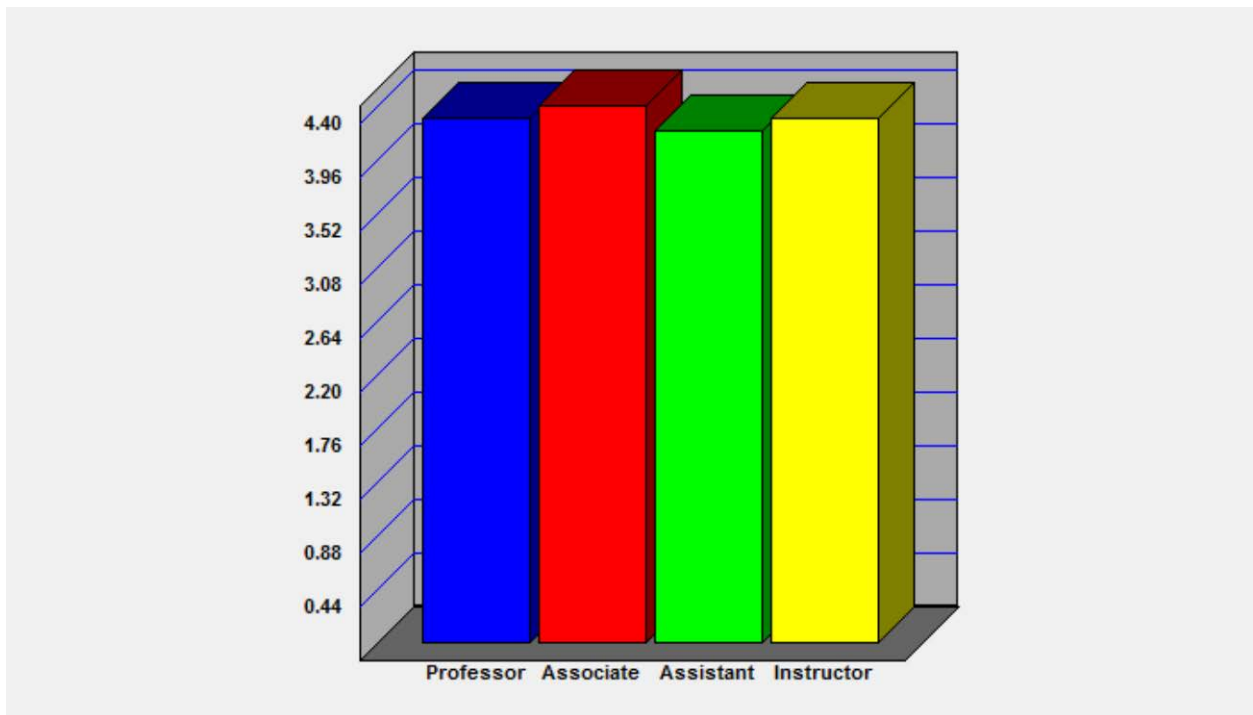
APPENDIX I – cont.

Graph 7

Depiction of Means

Subscale 7 (Transactional: Management by Exception (Active)
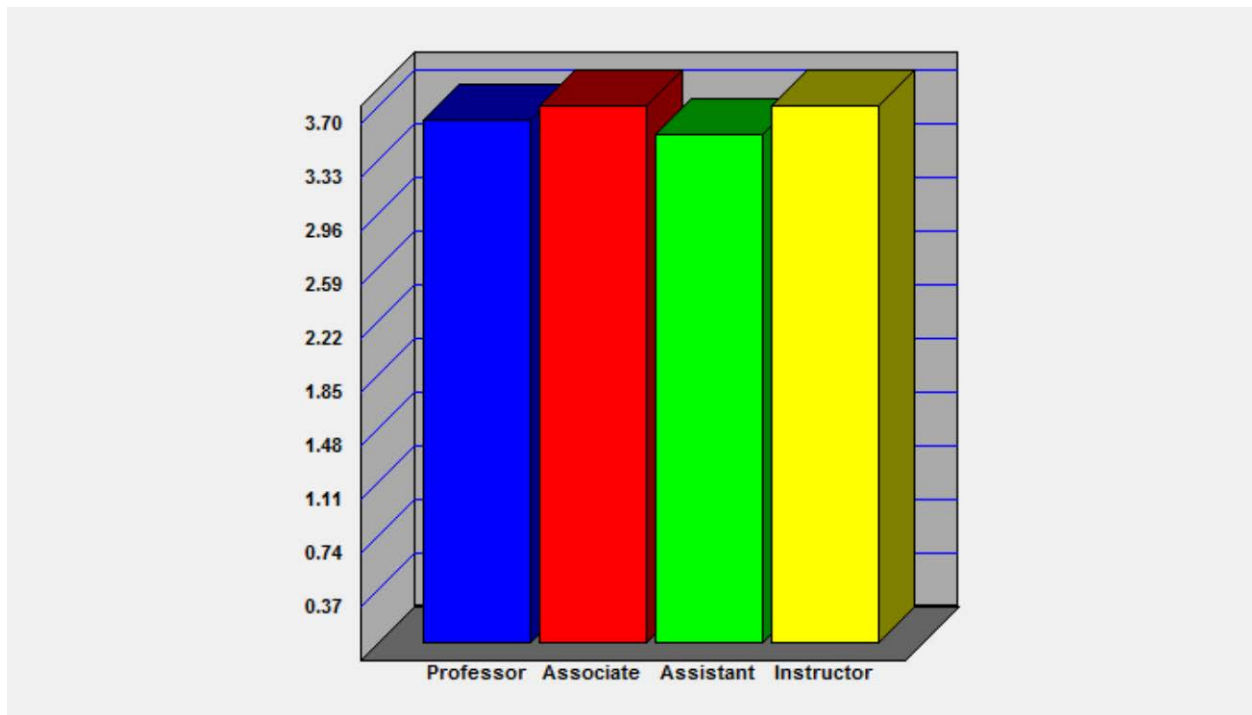
APPENDIX I – cont.

Graph 8

Depiction of Means

Subscale 8 [Passive Avoidant Management by Exception (Passive)]
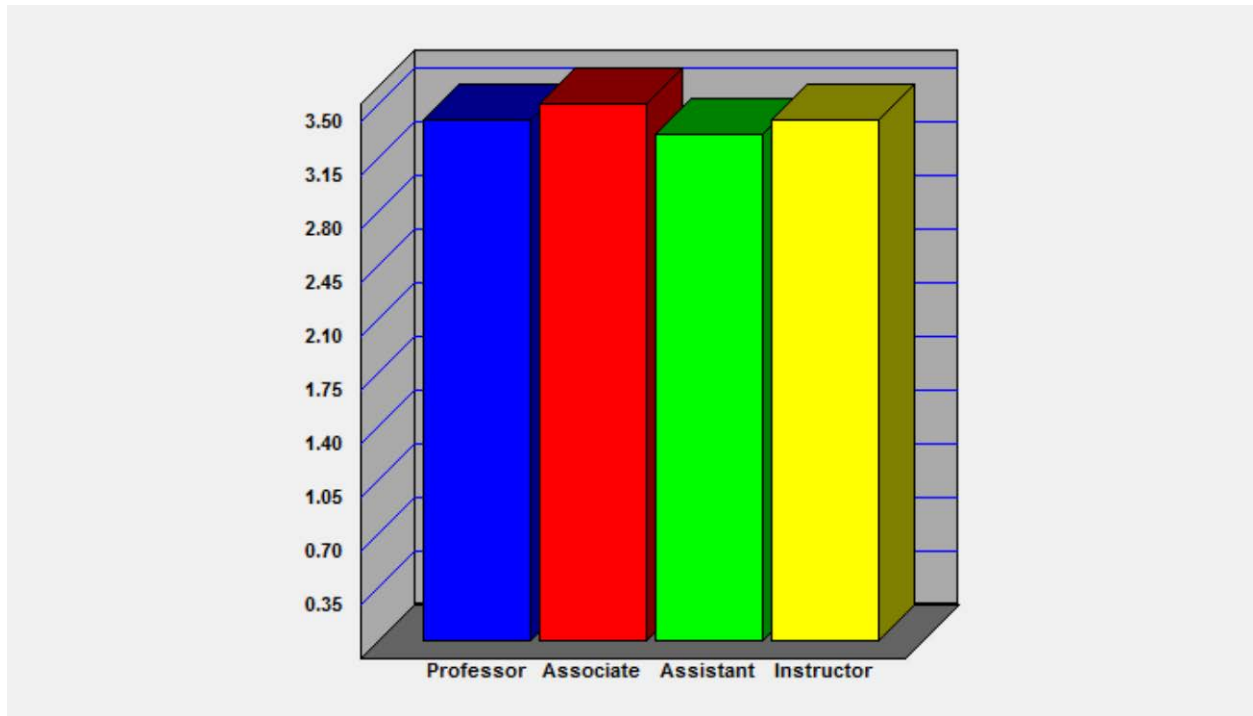
APPENDIX I – cont.

Graph 9

Depiction of Means

Subscale 9 (Passive Avoidant Laissez-Faire)
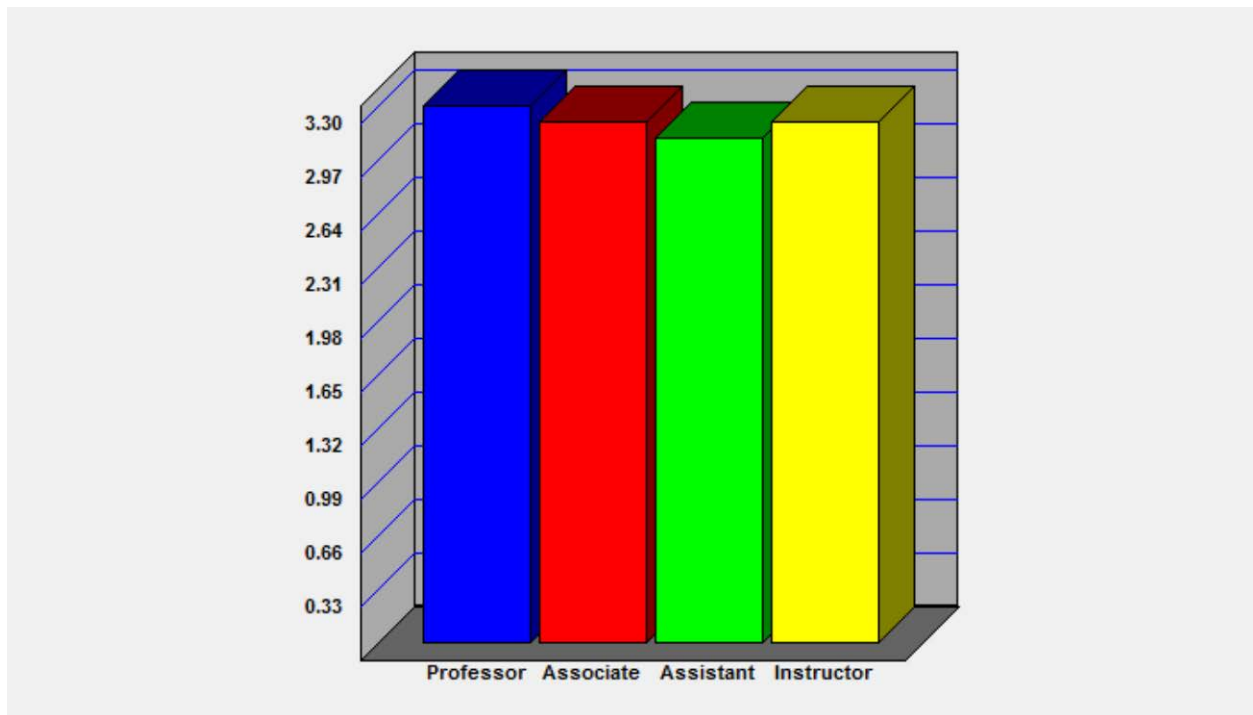
APPENDIX I – cont.

Graph 10

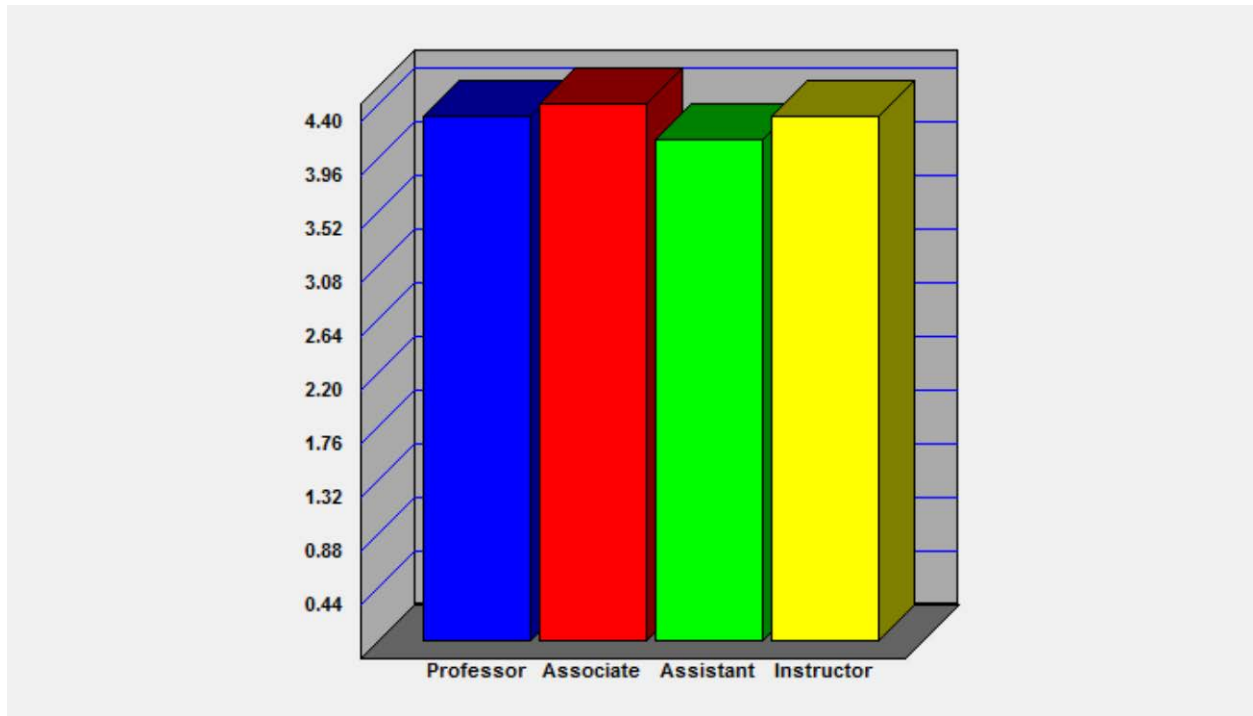*Depiction of Means*

Subscale 10 (Outcomes of Leadership: Extra Effort)
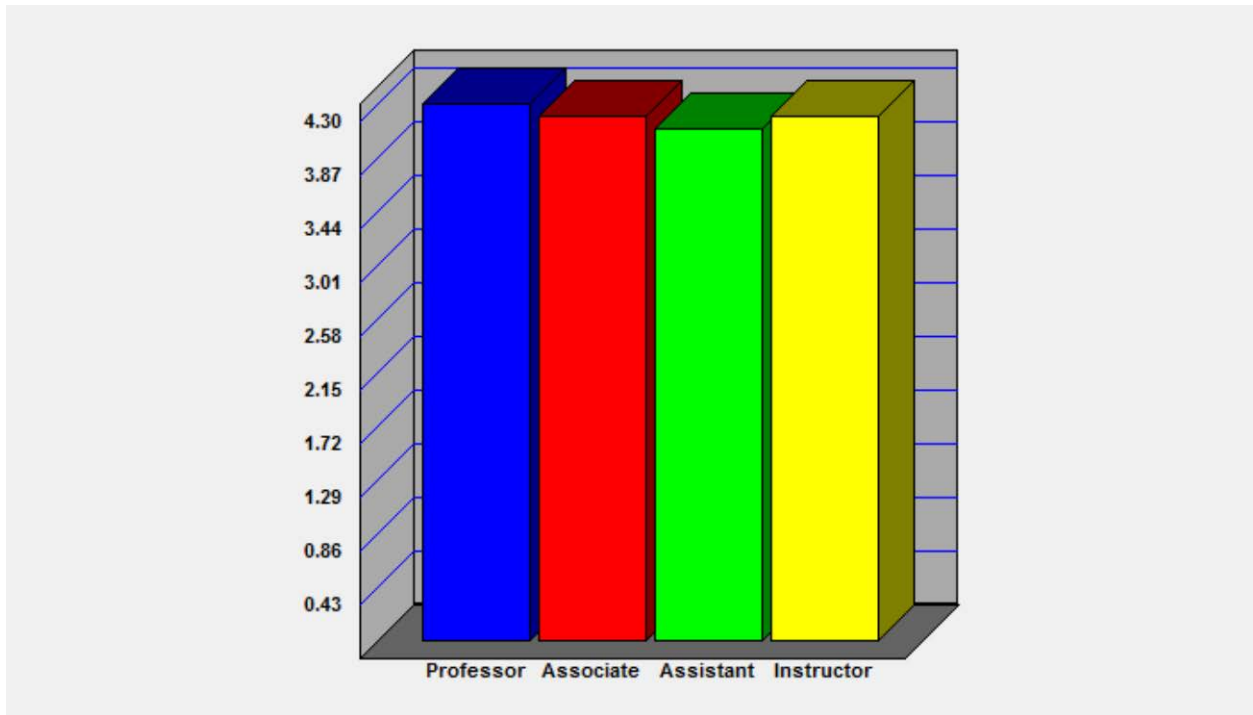
APPENDIX I – cont.

Graph 11

Depiction of Means

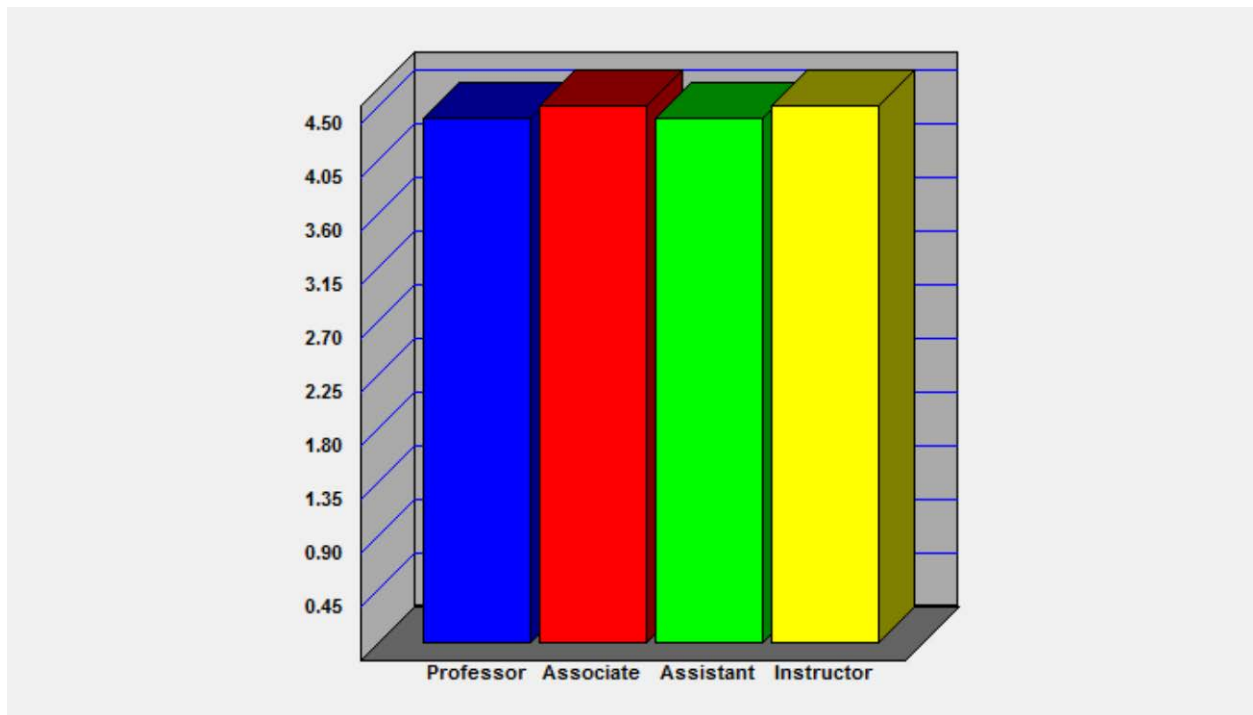*Subscale 11 (Outcomes of Leadership: Effectiveness)*

Graph 12

Depiction of Means

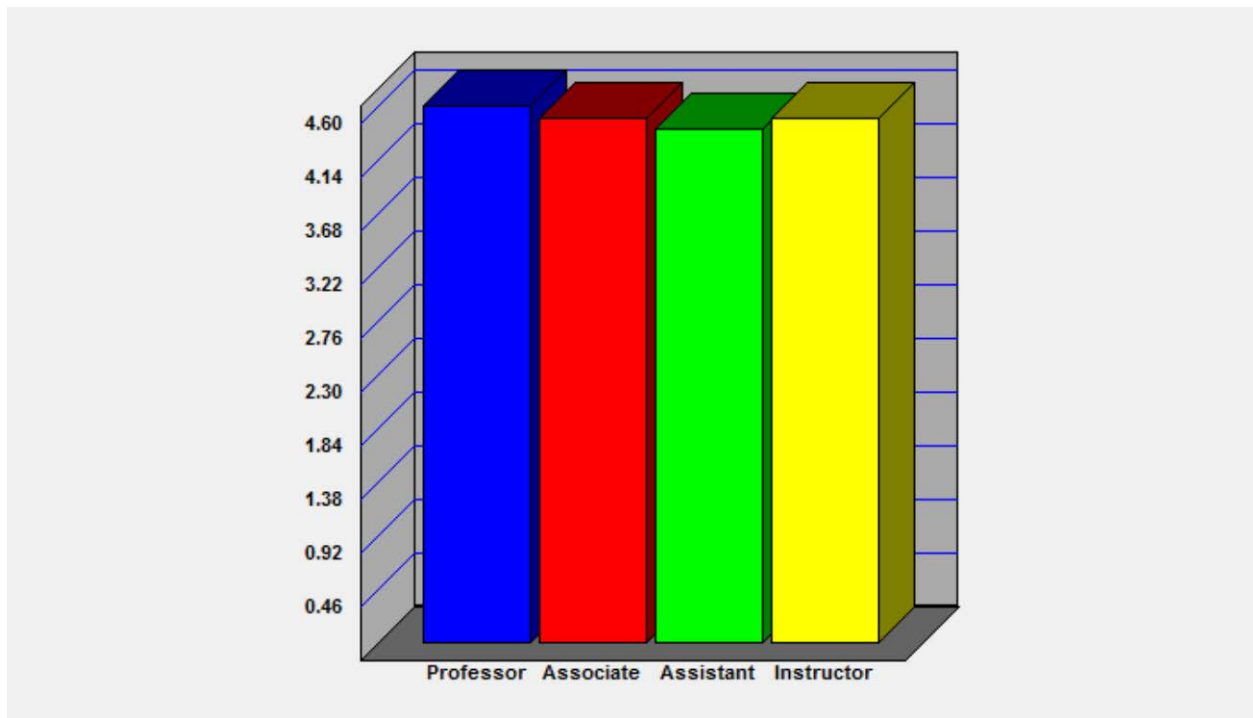*Subscale 12 (Outcomes of Leadership: Satisfaction)*

APPENDIX I – cont.

Graph 13

Depiction of Means

Subscale 13 (Music Faculty's Self-Reported Productivity)

VITA

Jessie Primer III**,** educator, saxophonist, and bandleader, holds a Bachelor of Music of Arts from Alcorn State University, and a Master of Music Education from Jackson State University. He also holds a Doctor of Philosophy of Music Education from the University of Mississippi. His teaching experience includes positions at Piney Woods County Life School and Jackson State University. He is currently the chairperson of the Visual and Performing Arts Department at Tougaloo College, and Director of the Instrumental Ensemble.

As an outstanding saxophonist, he performed with such divine groups such as The Bluz Boys, B.B. King, Benjamin Wright, Cassandra Wilson, Eddie Harris, Brandy, Paul Overstreet, and the William Brothers. He is also the leader of the Jessie Primer Jazz Quintet, Just Right, the Jessie Primer Big Band, and the Jessie Primer Rhythm and Blues Band. Mr. Primer toured Europe and Yugoslavia for the U.S. troops stationed in the former Republic of Yugoslavia. During his several tours of Europe, he has performed as guest soloist with the military band in London, England. Mr. Primer has also performed solo classical and jazz recitals at Alcorn State University, University of Mississippi, Jackson State University, and several high schools.

Additionally, Mr. Primer is a member of Broadcast Music, Incorporated (BMI), Jazz Educators of Mississippi (JEM), Entertainment Director of Yuric Records, and a member of Board of Trustees for Jackson State University Public Radio Station. Jessie Primer, III has received numerous honors and awards including Certificate of Appreciation from the Department of Defense, Jackson Musical Award, Resolution from the City Council of Jackson,

MS, and Madison County Chamber of Commerce. Jessie Primer, III has also received credits on numerous albums and recordings. Jessie currently performs with the Anderson United Methodist Music Ministry (Gospazz). Mr. Primer is currently married to the Former Tracie Williams and has three sons: Jessie L. Primer, IV, Noah Primer, & Maurice Williams.