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## SOME PSYCHOLOGICAL DIMENSIONS OF ACADEMIC ADMINISTRATORS

ROBERT L. HOBSON  
University of Tulsa, Tulsa

### ABSTRACT

In 1946, the college presidents and deans of Indiana, in their Conference on Higher Education, decided to sponsor an organization designed to do basic research aimed at improving both teaching and administration in higher education.

One of the first problems tackled by this organization was to measure the effectiveness of a college administrator — president, dean, department head — in his job. A 36-item rating scale on which an administrator could be rated by his subordinates was developed. Use of the scale was voluntary on the part of the administrator. The anonymity of the raters was assured by the mechanics of the project, and all results were kept confidential.

The scale was used by 54 administrators in nine colleges and universities in Indiana. Of those 54, eight were college presidents and ten were academic deans. The ratings indicated that the "average" administrator was weaker in organizing his staff into a unit, in thanking and complimenting his staff, and in having a clear conception of the ramifications of his own job than he was in other measured areas.

Item reliability coefficients were all above .70, 30 of the items were above .80, and the median reliability was .88. Validity of the scale as a whole, with staff morale as adjudged by the staff itself used for the criterion, was .83. Halo effect was shown to be relatively unimportant in the scale.

A multiple factor analysis revealed three general factors being measured by the scale. These factors were named: fairness to subordinates, administrative achievement, and democratic orientation.

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