



DESCRIPTION OF THE LEADER BEHAVIOUR DESCRIPTION QUESTIONNAIRE

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Abstract

This article focuses on the most widely used and known leadership instrument: The Leadership Behavior Description Questionnaire (LBDQ). The LBDQ, and its sibling the LBDQ-XII, have been around for more than 50 years and are still being used today. As a result, the purpose of this article is to examine the instrument by summarizing its background, and giving a perspective on the instrument's reliability and validity.

Keywords: leadership instrument, Leadership Behavior, Questionnaire, reliability, validity

INTRODUCTION

In the Ohio State Leadership Studies, the approach to the topic of leadership has been that of examining and measuring performance or behaviour rather than human trait. The personal research bureau at the Ohio State University resorted to the measurement of leader behaviour as the leader trait approach reached an impasse and that the latter received relatively little emphasis (Shartle, 1957). The LBDQ was developed by the staff of the personal Research Bureau, the Ohio State University, as one project of the Ohio State Leadership Studies, directed by Shartle. Hemphill and Coons (1950) constructed the original form of this questionnaire and Halpin and Winer (1952), in reporting the development of an air force adaptation of the instrument, identified initiating structure and consideration as two fundamental dimensions of leader behaviour.

Reliability of the Scale

The reliability of the scale have been established on a sample of 50 Degree teachers selected through the two stages stratified random sample technique. The reliability of the LBDQ was established by the test-retest method. The test-retest reliability co-efficient of the initiating structure and consideration dimension were found to be satisfactory with 0.86 and 0.74 respectively.

Validity of the Scale

Content validity and item validity, have been established for the scale.

Content Validity : This instrument was developed the Bureau of business Research, Ohio state university (Hemphill and Coons, 1950 ; Halpin and Winer, 1952). As it is found from the description given on the development of this tool in the book titled, Leadership Behaviour : its description and measurement, edited by Stogdill and Coon (1957) sufficient care was taken to give content validity to the tool.

Item Validity : It emphasizes the extent to which the item predicts the segregation of examinees into those with low criterion scores. The discriminating power of the each of the items was established before including it in the final form. Thus each item of the LBDQ was valid.

Self-actualization Inventory

Originally Shostrom (1966) developed the Personal Orientation Inventory (POI). This self-report inventory was designed to provide a comprehensive measure of values and behaviour judgement construed to be of importance in the development of self-actualization. It is a self-report measure of values and self-percepts believed to be associated with self-actualization (Maslow, 1962). It is the most widely used instrument for measuring the relative degree of self-actualization. The inventory contains 300 items put in the form of 150 pairs. Under the Indian conditions the inventory has many drawbacks. The first is that it is very lengthy, and takes one and a half hours to two hours to complete the items, secondly, it is heavily culturally loaded because there are many items which are relevant in the American culture, but not in the Indian culture.

Try out of the inventory

The inventory was tried out on 50 Degree teachers selected by stratified random sampling technique. Item total correlations were computed and the resulting 'r' values that were significant at 0.05 and 0.01 levels of significance were accepted. Out of 75 items of the inventory, 70 items were significant and included in the inventory.

Reliability

The test-retest reliability of the inventory was established on a sample of 50 Degree teachers of Belgaum City. The test-retest reliability was found to be 0.79 after gap of one month between the two administrations.

Validity

The translated English version of the scale was tested for rich validity by administering the same together with the Hindi version of the Inventory on a sample of 50 Degree teachers proficient in both languages. The resulted correlation was 0.89 this demonstrated validity of the Inventory.

Cross Validity :

The scale is said to possess the cross validity since the sample selected for try-out of the statement was not included in the establishment of reliability and validity of the inventory. This avoids the chance error of increasing the reliability co-efficient. This was established by selecting the items, which had significant 'r' values after subjected it to on item analysis. All the 70 items were significant either at 0.05/0.01 levels of significance.

Scoring

The scoring is simple. The three alternatives Never, Sometimes, Always have been assigned, 1,2,3, weights respectively. The scorer has to count and put the totals of the tick marks on each page in the three respective boxes provided for the purpose. At the end, the grand totals of the marks should be multiplied by the above weights.

Sample of the Study

The sample was drawn by employing a two stage stratified random sampling technique. The sample comprised 11 Degree college Lecturers drawn from aided, unaided and government Degree colleges. 150 Degree Lecturers were included in the sample.

Collection of Data

The Organizational Commitment Questionnaire by Allen and Meyer adapted and standardised by the investigator, Work Value scale by Wollack, et al., adapted and standardized by the investigator, Self-actualization Inventory by K.N. Sharma translated and standardized by the investigator, Leader Behaviour Description Questionnaire by Halpin and Winer standardized by the investigator were administered to the sample of 150 Degree Lecturers from 3 types of colleges namely private aided, private unaided and government by the researcher himself. Directions were clearly given to the Lecturers how they should respond to each of the above tools with a request for

truthful answers. The questionnaires were collected after many visits to the colleges. The investigator was able to collect all the questionnaire from the 150 Degree Lecturers selected for the study.

Statistical Techniques Used

Before going ahead with the analysis of data, the purposes for which different statistical techniques were used in the course of analysis of data are given so that the frame of reference of the analysis becomes clear.

	Statistical Techniques	Purpose for which Used
1	Two-way ANOVA	This technique was used to find out the main effects and interaction effect (2x2 factorial design) of the independent variables on the self-actualization of Degree teachers.
2	t-test Analysis	t-test was calculated to find out whether differences in the independent variables, namely, Organizational Commitment, Work Values, Leader Behaviour of Principals, gender, Age, Marital Status, Teaching Experience, Type of Management and Subject Specialization would account for significant differences in the three components of Self-actualization of Degree teachers.

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