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A STUDY OF THE IMPACT OF HIGH ELEMENTARY TEACHERS,  
ADMINISTRATORS, SCHOOL BOARD MEMBERS AND PARENTS  
ON THE ELEMENTARY TEACHERS' ROLES

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A STUDY OF THE EXPECTANCIES WHICH ELEMENTARY TEACHERS,  
ADMINISTRATORS, SCHOOL BOARD MEMBERS AND PARENTS  
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by

Louis Andrew Doyle

AN ABSTRACT

Submitted to the School for Advanced Graduate Studies of  
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Michigan State University

1956

Statement of the Problem

The purpose of this study was to identify the role expectations which elementary teachers, public school administrators, school board members and parents have of the elementary teachers' roles; the role expectations which teachers believe these groups hold, and to compare these expectancies, noting the convergence and divergence of the role expectations held.

Procedure

Elementary teachers, school administrators, school board members and parents in three communities were interviewed, using a check-list involving forty-eight specific acts dealing with six selected teacher professional roles. Teachers were asked to indicate their own beliefs regarding the action, their definition of the administrators' expectations, their definition of the school boards' expectations and their definition of the parents' expectations regarding the action. Administrators, school board members and parents were asked to define their own beliefs or expectations regarding the actions.

## ABSTRACT

Louis Andrew Doyle

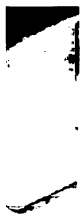
### Findings

The teachers involved in the study appeared to be oriented toward the traditional aspects of their calling, to conform to the patterns which the culture has defined for them. In the analysis of the findings of the study it was noted that, as the beliefs of the teachers and the expectations which they defined for the others were compared, that the teachers were inclined to see themselves as being in harmony primarily with the administrators, to a lesser degree with the school board members, and to a limited degree with the parents.

It was found by use of Chi-Square that there appears to be little relationship between the age of teachers, years of teaching experience, number of school systems in which taught, expected number of years of future teaching, and the beliefs held by them or the expectations they defined for the others.

The teachers in the study tended to define their professional roles in a much narrower way than did the administrators, school board members, and parents. While the teachers defined their own professional roles in a broad perspective, they did not attribute to the others the same views that they held.

Administrators, school board members, and parents were inclined to view the roles of the teacher from a liberal point of view. They appeared willing for the teachers to operate in broader and more dynamic



## ABSTRACT

Louis Andrew Doyle

ways.

### Recommendations

Certain recommendations which arise out of the study and which are based largely on the problem of helping teachers to build a clearer self-image, as well as to modify the public image of the teacher, are:

1. Teachers should be encouraged to interact with a wide variety of community organizations and individuals.
2. Use should be made of teachers in the conduct of community surveys, taking of the school census, opinion surveys, and such other appropriate activities as will bring the teachers into wide contact with lay citizens.
3. Community groups should be encouraged to sponsor various types of programs designed to emphasize the human side of teachers, and to stress their individual achievements.
4. Teachers should be invited or otherwise encouraged to appear at meetings of the board of education to discuss their programs, problems and needs. They should be called upon to act as consultants to the school board when problems which lie in their area of competency are being studied.
5. In-service training programs in the area of school-community relationship should be developed for the school systems, with teachers involved in the planning of such programs.

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The writer wishes to express his grateful and sincere appreciation to all who have contributed to the inception, development and completion of this study.

Special acknowledgement is due to Professor Clyde M. Campbell, Chairman of the author's doctoral committee, who has given wise and patient counsel throughout the study. Also, for the inspiration which has come to the writer, from him, over the past years in his studies in the field of school administration.

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Finally, to those principals, teachers and parents in the school systems involved, who so willingly gave of their time and interest in the interviewing of the writer, a debt of gratitude is here acknowledged.

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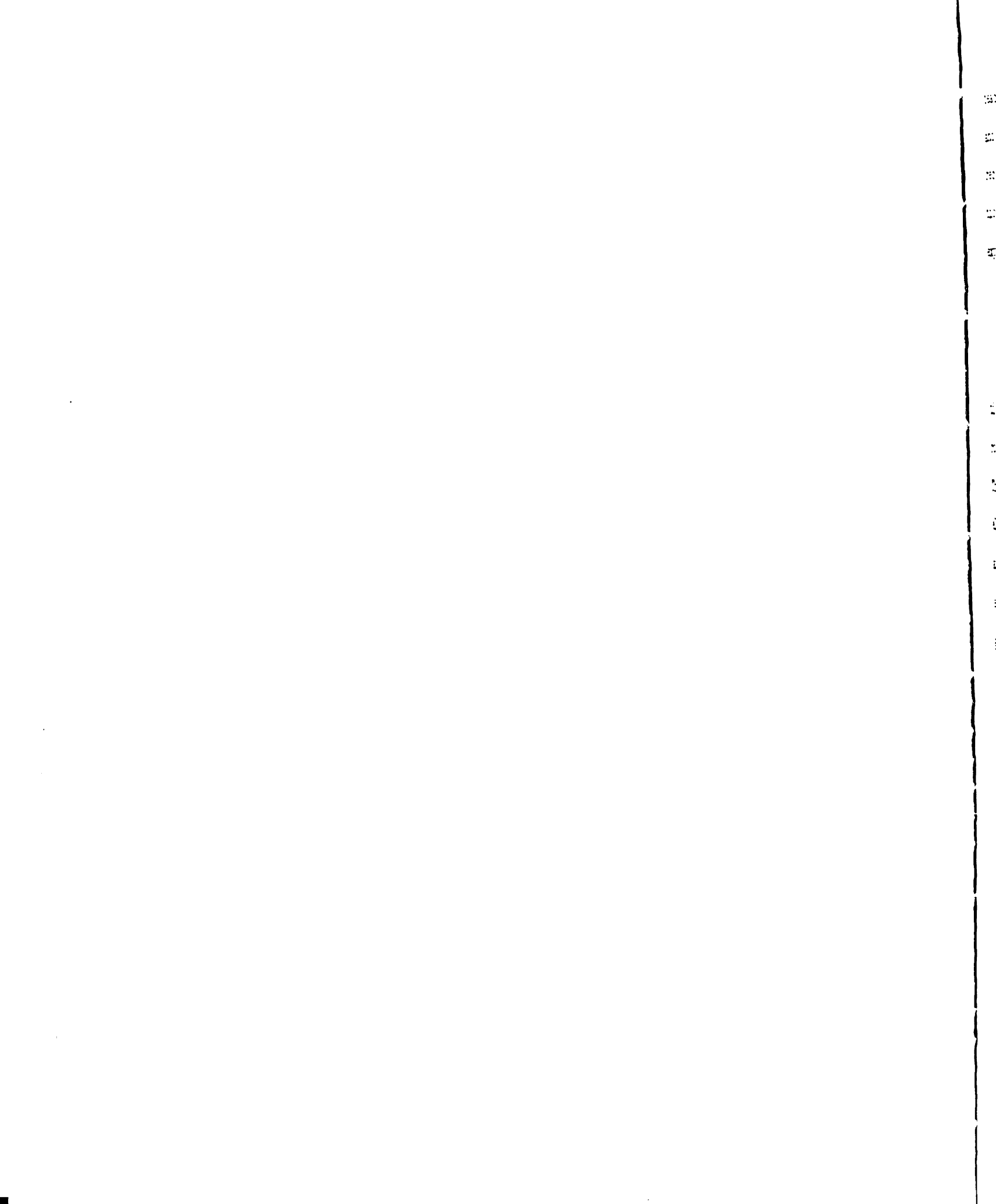
## CHAPTER I

### INTRODUCTION

#### Introductory Statement

This study of the teachers' roles finds its rationale in the fact that the current educational scene is characterized by much conflict, the public schools are receiving much criticism, there is a shortage of qualified teachers, there are relatively few young people entering the profession, and there is an exploding young population seeking educational services in ever increasing numbers. Perhaps the conflicts in the educational scene are a result, at least in part, of the increasing demands that society is placing upon the schools. If this is the case, then it would seem that the teachers in the public schools must enlarge their views and competencies so as to meet the challenges of the day. Does the public expect the teachers of today, who must make good of present social commitments, to be the same kind of teachers they knew as pupils? Do teachers see themselves in the larger roles required by today's needs? How do school administrators, school board members, and parents define the teachers' roles? These are questions with which this study is concerned. It is hoped that by a study of the elementary teachers in a limited population that some evidence can be gained as to what expectations they believe others hold of their professional roles, as well as to note the convergence or divergence discovered.

Teachers will tend to behave in terms of the expectations which they believe their significant others hold. Significant others to the



teacher, in this case, includes administrators, school board members, and parents, as well as other teachers. As a result of the study, some recommendations might be made as to ways in which conflicting expectations might be harmonized if it develops that there are such conflicting expectations.

### Statement of the Problem

The various groups with which the teacher interacts in her position may define her roles differently. The teacher may likewise hold role definitions which are not convergent with the definitions of others. The purpose of this study was to identify the role expectations which elementary teachers, public school administrators, school board members, and parents have of certain acts associated with selected roles of the elementary teacher; the expectations which teachers believed these groups held, and to compare these expectancies, noting the convergence or divergence in the role expectations held.

Specifically, this study attempted to analyze the teachers' roles in the light of the expectations which teachers, administrators, school board members, and parents have of them and thus to suggest means by which; (1) conflicts may be reduced, (2) prestige for teachers may be increased, and (3) teachers may be provided with the psychological support necessary in the performance of their roles in keeping with the dynamic character of a democratic society.

### Basic Hypothesis

The basic hypothesis of this study is that elementary teachers, school administrators, school board members, and parents, hold different

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and sometimes conflicting role expectations of the elementary teacher.

### Teacher Roles as Viewed by the Culture

The roles of the teacher in our culture are the product of many forces, some of which have operated in opposition to each other. On the one hand, the teacher has been the carrier of values which emphasize the conservation of the culture, while on the other hand, the teacher has been charged with the responsibility of adjusting the school program to conform to cultural changes. The segmentalized nature of contemporary society with its conflicting value systems has also helped to create problems in teacher role definition. Teacher roles which are in harmony with the values of one segment of the culture, may be in opposition to the values of another.

The variety of role definitions then, appear to be a reflection of the confusion which exists in our society regarding the tasks of the teacher. The teacher in our culture has been much abused; he has been charged with great social responsibility and, at the same time, is treated with condescension. It has even been suggested that he ranks as a "second class" citizen. The American Association of School Administrators, in their twenty-eighth yearbook, Public Relations for America's Schools, has this to say:

The timidity, subservience, and seeming lack of interest in community affairs--the public calls it snobbishness, aloofness, or not being "regular guys"--is largely the result of actions of legislatures, boards of education, and community groups, which, through restrictive legislation and social and economic discrimination, have forced teachers to function as second class citizens.<sup>1</sup>

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<sup>1</sup>Public Relations for America's Schools. Twenty-eighth Yearbook, American Association of School Administrators, National Education Association, Washington, D. C., 1950, p. 159.

Solby has suggested some of the ways in which students, parents, and the public view the teacher's roles.

The teacher is to the student the one who: has the greatest social impact on the child; controls important gateways, grades, promotions, rewards, punishments, develops concepts of right and wrong; is in basic conflict with youth in which youth must give up primitive impulses for symbolic and remote rewards.

The parent views the teacher as: an ally to socialize the child; competitor for the child's affections; one who may emphasize goals and values rejected by the parent; is a gateway in terms of parental hopes and ambitions for the child; inadequacies of the parent are revealed by the behavior which the child exhibits, thus the parent feels exposed in his relations with the teacher, with consequent belittling, belligerence or retreat into inferiority.

The public views the teacher as: a stereotype, a woman, unattractive, harrassed, in social conflict with the young, in which the child emerges triumphant. The need to defeat the teacher is clear. Also, the public suspects the influence of the teacher, and attempts to reduce his role to that of a drillmaster, teaching only the fundamentals.<sup>2</sup>

The range of expectations with which the pupils may view the teacher role is almost endless. Some possible expectations which the pupils may hold are suggested by Redl.

He assumes various psychological roles in the eyes of his pupils. These role expectations, from the viewpoint of the pupil, may include: a representative of society, a judge and a screener of ability, a source of knowledge, a helper in the learning process, a referee, a detective, an object of identification, an ego-supporter, group leader, parent surrogate, a target for hostility feeling, friend and confidant, as well as many others.<sup>3</sup>

Waller has given us a masterful sociological description of the teacher which is based on an almost uncanny insight into the occupation.<sup>4</sup>

<sup>2</sup>Solby, Brune, "The Role Concept in Job Analysis," Sociometry, 7: May, 1944, p. 227.

<sup>3</sup>Redl, Fritz, and Wattenberg, W.W., Mental Hygiene for Teachers, New York: Harcourt, Brace, and Co., 1951, p. 235.

<sup>4</sup>Waller, Willard, The Sociology of Teaching, Wiley, New York, 1932, p. 419.

He has developed for us an occupational image of the teacher, which most teachers would recognize and one which most friends of education would doubt, if not deny.

We are concerned about the apparent dichotomy between the public estimation of the need for good teachers and the actual ways in which these sentiments are expressed. It is important psychologically that the public image of the teacher be a positive one so that teachers become, in fact, the kind of personalities that we need for our schools. Gerth and Mills point out the psychological implications stemming from the role-taking process.

Man as a person is an historical creation, and can most readily be understood in terms of the roles which he enacts and incorporates. These roles are limited by the kind of social institutions in which he happens to be born and in which he matures into an adult. His memory, his sense of time and space, his perception, his motives, his conception of self...his psychological functions are shaped and steered by the specific configuration of roles which he incorporates from his society.

Perhaps the most important of these features of man is his image of his self, his idea of what kind of person he is. This experience of self is a crucially inter-personal one. Its basic organization is reflected from surrounding persons to whose approbation and criticism one pays attention.<sup>5</sup>

#### Importance of the Study

The teacher needs to understand his proper roles and be prepared to carry them out. He is likely to behave in terms of the expectations which he thinks his significant others have of him in a given situation, and his subsequent role performance will be socially acceptable and individually satisfying only to the degree that he is correct in his perception of those expectations. The "others" referred to in this context

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<sup>5</sup>Gerth, Hans, and Mills, C. Wright, Character and Social Structure, Harcourt, Brace, and Company, New York, 1953, p. 11.

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include those groups normally thought of as parents, administrators, and school board members. ✓

Lewin gives a description of the need for such psychological support.

Society is characterized in part by sets of expectations, which its members come to incorporate in their personalities. In fact, when an individual acts in accordance with, or in opposition to, the expectations of some other person or social group, his behavior is social. As long as an individual's expectations are realized, life goes along smoothly, and he feels more or less secure. But when expectations begin to be thwarted in considerable numbers over a considerable period of time, individuals become uncertain. Their morale may drop if the uncertainty continues, and this will lead to decrease of productive efforts. In addition, personal conflicts will increase, and social tensions of all sorts will be brought to the surface of community life.<sup>6</sup>

This does not mean that the teacher as an individual will be called upon to invent ways of behaving that will be unique with every situation, but it does mean that such roles as he plays will be considered appropriate by those recognizing the tasks of the teacher.

Perhaps some of the reasons why the teacher may have failed to assume his professional roles in appropriate ways is due to his lack of knowledge of the roles, lack of skills in recognizing the situations which would call for an expanded and wider set of roles. Perhaps others expected the teacher to behave in different and broader ways. Perhaps the new roles were too fraught with danger; that stepping out of the safety of the old roles was too much of a risk.

It is the purpose of this study to examine the beliefs of teachers with regard to their professional behavior in specific situations; how the teachers define the expectations of "others" for them and how the "others" say the teachers should act. By such a comparison it

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<sup>6</sup>Lewin, Kurt, Resolving Social Conflicts, New York: Harper and Bros., 1948, p. 110.



is hoped that the study may supply some clues as to causes for the uncertainty and dissatisfaction which appear to characterize the occupational outlook of some present day teachers.

### Scope and Limitations

This study was an attempt to identify the role expectations which elementary teachers, administrators, school board members, and parents have of the position of elementary teacher.

The study involved the use of a check-list coupled with an interview. The data collected was restricted to what the respondents wrote or said. The geographical area in which the study was centered involved three communities in Northwestern Michigan: Traverse City, Cadillac, and Kalkaska.

Certain aspects of professional roles of the public school elementary teacher were the ones considered.

### Procedures and Techniques Used

In approaching this problem a review of the literature was made. Both previous research and popular writings were explored to determine the thinking that has been done in the area. In addition, many contacts were made with professional educators so as to profit by the breadth of their experience. In general, the research studied approached the study of teacher roles from a single point of view--that of the teacher in a classroom. The professional educators saw a much broader approach to the study of teacher role, especially in our democratic society. As a basis for a wider approach, a search was made of the literature for materials which would give a broad perspective. Such help was secured



from a definition of a competent teacher.<sup>10</sup> In this definition six basic roles are listed: (1) A director of learning, (2) A counselor and guidance worker, (3) A mediator of the culture, (4) A member of the school staff, (5) A liaison between school and community, and (6) A member of the profession.

With these six basic roles in mind, a list of acts appropriate to these roles was tentatively drafted. The original draft of the check-list was administered to a group of twenty-four graduate and undergraduate students, both elementary and secondary teachers, who were attending a summer school class in Education at Traverse City, Michigan. On the basis of their suggestions, the number of items was greatly reduced, and the remaining items were redrafted for clarity and brevity.

The plan of the study included these steps:

1. Develop a check-list of activities based on the six basic roles of the teacher.
2. Submit the check-list to a group of experienced teachers for criticism and editing.
3. Submit the check list to the teachers of the elementary schools in the population.
4. Interview the administrators in the population, using the check-list as a basis for the interview.
5. Interview the school board members in the population, using the check-list as a basis for the interview.
6. Interview a randomly selected sample of parents, using the check-list as a basis for the interview.
7. Compile the data.
8. Interpret the data.
9. Draft recommendation.

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<sup>10</sup>Factors in Teaching Competence, Report of Special Group A, The Albany Conference, June 23-26, 1954. National Education Association, Washington, D.C., 1954, pp. 4-5.

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10. Indicate areas for further research.

### Definitions

#### Role:

"Accordingly, to include all aspects of role requirements, we must define social role as an organized pattern of expectancies that relate to the tasks, demeanors, values, and reciprocal relationships to be maintained by persons occupying specific membership positions and fulfilling desirable functions in any group."<sup>11</sup>

#### Curriculum:

All of the experiences which are utilized by the school to attain the aims of education.

#### Course of study:

An organized sequence of learning activities and subject matter, used primarily so that supervisory and administrative personnel could inform teachers of what should be taught.

#### Professional:

Those activities which the teacher carries on in relation to his work as a teacher in the public schools.

#### Elementary teacher:

A person who is employed in public schools and who has the responsibility of instructing children in the various grades up to and including grade eight.

#### Teacher belief:

How the teacher believes she should act in the situation.

#### Teacher definition of others' expectations:

How the teacher defines or understands the expectations of others.

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<sup>11</sup>Hartley, E. L., and Hartley, R. E., Fundamentals of Social Psychology, New York: Alfred A. Knopf, 1952, p. 486.

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Expressed expectations of others:

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Summary

In this chapter the background for the study has been described and the rationale behind the study has been sketched in some detail. The problem as well as the basic hypothesis has been stated. In addition, a detailed overview of the ways in which the culture views the roles of the teacher has been included for the purpose of providing added background for the study.

The scope and limitations of the study were outlined as well as the procedures and techniques used. Finally, a list of definitions and a summary conclude the chapter.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### Background for the Study

Current definitions for the term "role" range from the use of the term as a substitute for the concept status to a descriptive term for highly personalized styles of individual behavior. This study was concerned with those role expectations which the members of any group would apply to any actor occupying the position of elementary teacher. An attempt was made to learn what the members of various groups such as school administrators, school board members, and parents expect of the elementary teacher with relation to her professional roles. Also, it was intended to learn from the elementary teachers what they believed their roles to be, as well as to learn the expectations which they defined for these "others." In addition, any convergence or divergence was noted which existed between what the teachers believed their roles to be, what the above groups defined as their roles, and the teachers' definition of the expectations held by the "others." The study, then, was concerned with the following questions: What are the role expectations held by the elementary teachers? What are the role expectations which they define for school administrators, school board members, and parents? What are the expressed role expectations of these groups? How do the teachers' beliefs, the expectations which they define for the others, and the expressed expectations of the others compare?

A study of role theory involves approaches which have several dimensions. Of primary importance are the two concepts, position and actor. For the purpose of viewing role research, the writer paraphrases from a conceptual framework developed by Brookover.<sup>1</sup>

1. Members of any group have role expectations of any actor in a broadly defined situation. The general expectations which a group attributes to an occupant of a teaching position might be termed a first level of role expectation. Thus, the expectations which the citizens of Townsville have of public school teachers generally would represent this level of abstraction.

2. Members of any group may have expectations of any actor in a particular position or situation. Thus, the community might have different expectations of the teacher who directs the school athletic program than they would have of teachers in general.

3. Any group may have expectations of a particular actor in a specific situation. This would represent a highly personalized set of expectations, such as the expectations which the elementary teachers of school "A" have of Mr. Jones, the principal.

Role theory involves an actor. To each situation the actor brings his unique personality, previous experience, needs, etc. The ways in which he will behave in a status or position will depend upon the ends he anticipates from such participation. He will project himself into the role and define his behavior in the role in terms of the expectancies which he believes significant others have for him in that role. As he performs in the role, he will be constantly redefining the

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<sup>1</sup>Brookover, Wilbur, "Research on Teacher and Administrator Roles," Journal of Educational Sociology. Sept., 1955, p. 3.

role.

The subjective character of role definition provides the rationale for the present study. We are concerned here with some comparisons between the individual's role beliefs and his definitions of the expectations of others. We proceed on the theory that roles are defined in terms of the expectancies which the actor holds for others who are significant to him; in this case, the expectancies which the elementary teacher holds for administrators, school board members, and parents.

In looking at much of the research in role theory as it applies to the teaching position, it may be pointed out that many studies have emphasized an approach to role definition based largely upon a cataloging and detailing of lists of appropriate duties and functions of the teacher. This listing of duties and functions would indicate that there exists definite understandings and agreements to which teachers, administrators, school board members, parents, and others all subscribe. This approach further implies that role definitions are imposed upon the actor from the outside, that the individual actor has a ready-made set of role definitions to which he can orient his behavior. Such does not appear to represent the realities of the situation. If this were true, we would have no role conflicts, role content being known, it could be learned by the actor.

#### Related Studies

One of the earliest studies dealing with the roles of the teacher is that of Waller.<sup>2</sup> His was the first extensive analysis of the roles

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<sup>2</sup>Waller, Willard, The Sociology of Teaching, New York: John Wiley and Sons, Inc., 1932.

of the teacher as they related to students and community. The study is a general description of the role expectations which students and community held for any teacher in any position, and is based upon the author's observation and insight into the teaching profession. That is, no attempt was made to analyze teacher roles for a particular actor in a particular position. The belief that roles are fixed and not dynamic is inherent in Waller's study. The present study differs from that of Waller's in that role definitions will be based upon the expectations held by the teacher for administrators, board members, and parents.

In a study of teachers in Cheatham County, Tennessee, Campbell sought to define the roles of teachers as seen by school patrons, magistrates, leaders, school board members, administrators, and teachers.<sup>3</sup> The roles which these groups defined were then analyzed with reference to the opinions of leaders in the field of education. The study was made of teacher roles as they related to such items as emphasis in teaching, method, pupil-teacher planning, individual differences, organizations in teaching, and other areas of professional concern. The purpose of the study was to determine what school administrators, lay groups, and teachers believed the role of the teacher to be, and then to analyze these beliefs with reference to opinions of recognized writers in the field of education. No attempt was made to learn from the teachers what their expectations were with regard to the roles that the various groups might assign to them, which is the approach being utilized in the research of the writer.

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<sup>3</sup>Campbell, Claud Louis, "The Role of the Teacher in Cheatham County, Tennessee," Contributions of Education, Second Series, No. 22, Nashville: Peabody Teachers College, 1953.



Greenhoe, in a national study of teachers' roles, sought to define the teachers social roles as seen by school boards, students, and teachers.<sup>4</sup> Using a statistical approach, she submitted a list of possible behaviors in which the teachers might engage, to a group of 356 school board members, 9,122 teachers, and 1,363 students. The results of the survey indicated that board members were least liberal, teachers next, and students last in a ranking of various types of teacher behavior; such as smoking in private, dating a town person, dating a student, and running for political office.

With respect to community expectations for teacher conduct, about half of the teachers indicated that they conformed to codes of behavior as defined by the community, relatively few teachers rebelled against codes, and a few made attempts to educate the community to accept more liberal points of view. Greenhoe's study dealt with the expectations held by others for teachers as they related to the social conduct of the teacher in the community. No attempt was made to define the professional roles of the teachers as is being undertaken in the present study.<sup>✓</sup>

Student expectations with regard to teacher roles was the basis of a study by Lumpkin.<sup>5</sup> Working with a group of student teachers who were involved in student-teaching assignment, he attempted to learn about any changes in role perceptions which might occur as a result of such experience. The research was concerned with the shifts in ideas

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<sup>4</sup>Greenhoe, Florence, Community Contacts and Participation of Teachers. Washington, D.C.: American Council on Public Affairs, 1941.

<sup>5</sup>Lumpkin, Howard J., "Group Counseling and the Learning of Teacher Roles," Graduate School, University of Texas, Unpublished Ph.D. Thesis, 1954.

about self and others as these ideas were related to role behavior, as the student teacher encountered the teaching situation for the first time. This study viewed the role of teachers at two levels, (1) from the point of view of the students entering teaching, and (2) from the point of view of the student after he had gained some teaching experience. This research did not involve the expectations of others coupled with the actor's role definitions as a means of defining roles.

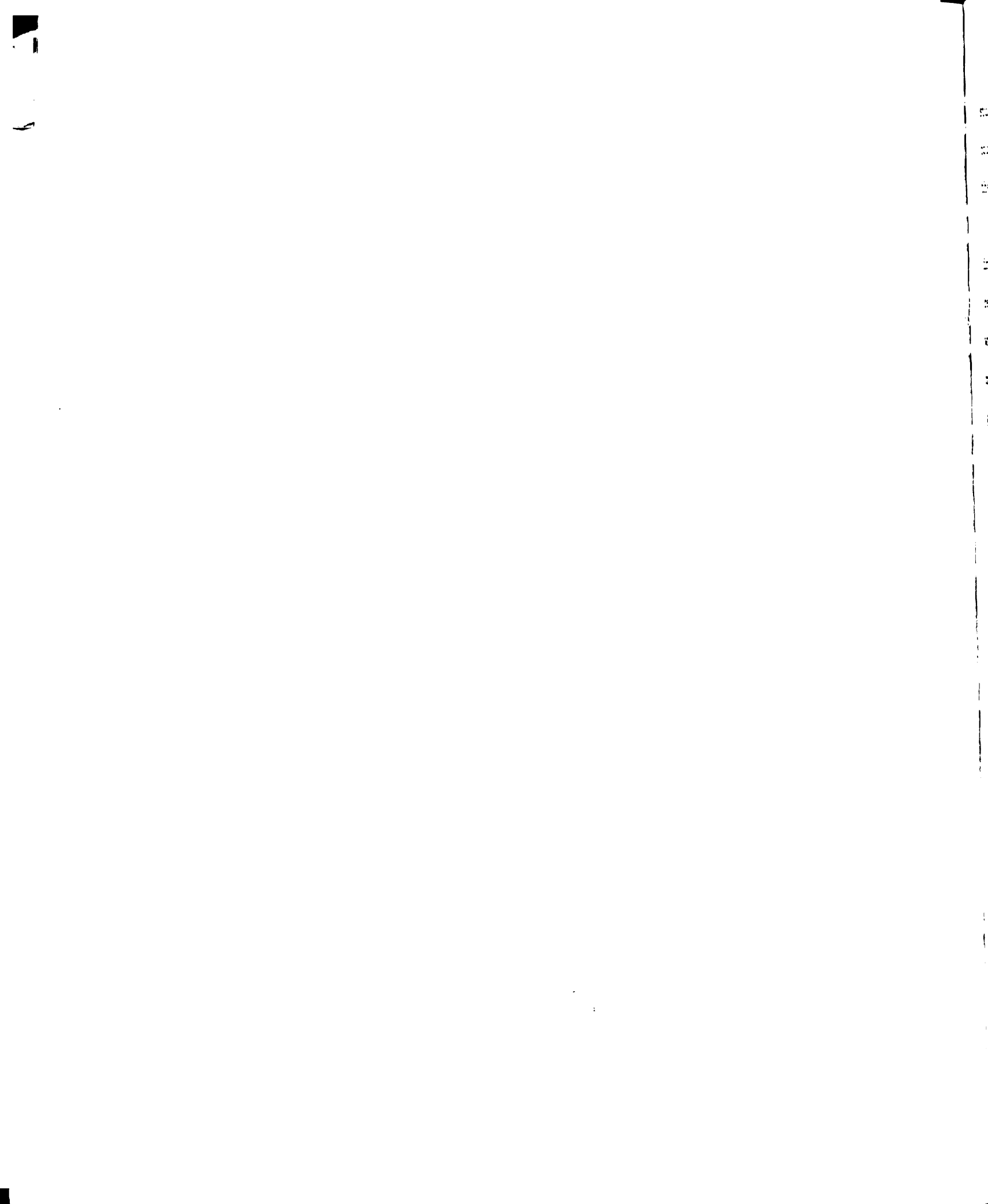
Using a projective technique, Palmer approached a study of teacher roles.<sup>6</sup> She was concerned with the identification of teacher roles as seen by student teachers.<sup>✓</sup> The research sought by self-analysis to provide clues as to the needs of student teachers for counseling services leading up to a better understanding of children, parents, administrators, fellow teachers, and themselves as they might obtain in the teaching situation. Such questions as these were raised. How do these students describe children, and what do they say about how they will work with them in the teacher's role? How do these students see parents, and what do they say about how they will work with them in the teacher's role? How do these students describe the administrator, and what do they reveal about working with him as a teacher? How do these students see their fellow teachers, and what do they say about working with them? How do these students see themselves in the community, and what do they seem to see as their teacher's role?

Students were asked to indicate by sketches or drawings the ways in which they saw themselves involved with the various groups mentioned. The drawings were then examined for clues as to how the

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<sup>6</sup>Palmer, Josephine S., "Role Concepts of Prospective Teachers of Young Children," Teachers College, Columbia University, New York, Type C Project for the Ed.D. degree, 1953.





students perceived themselves in various situations and suggestions for counseling of the students were gleaned from the interpretations made of the drawings.

An investigation by Washburne represents a type of role research in which the actor's involvement and his self-image are the key concepts.<sup>7</sup> In this study the various factors which related to the stress which the actor experienced in the position were examined. The actor may find conflicting expectations being held by the community, colleagues, or the organization, for his behavior. The impact of these expectancies upon the teacher personality provides the basis for the study. The sample used in this research was small, and the author was seeking primarily a method by which stress could be measured.

Getzels and Guba have pointed out in a study the nature of conflicting expectancies held for the teacher role.<sup>8</sup> This study is one in which the role expectations of the community for the teacher appear to be in conflict. The questions which are raised are these: What are the general expectations generally held for the teacher role? How do these expectations accord with expectations of other roles the teacher occupies? In what ways are the several sets of expectancies inconsistent? What is the effect of such inconsistency on the teacher?

The dissatisfactions which stemmed from the roles which the teacher occupied in addition to the teacher role were: The socio-economic role, the citizen role, and the expert or professional role.

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<sup>7</sup>Washburne, Chandler, "Involvement as a Basis for Stress Analysis," Ph.D. thesis, Michigan State College, East Lansing, Michigan, 1953.

<sup>8</sup>Getzels, J. W., and Guba, E. G., "Role, Role Conflict, and Effectiveness," an Empirical Study. American Sociological Review, Vol. 19, 1954, pp. 164-175.

This study of role and role conflict approaches a definition of role via the personality of the actor, his self-involvement in the role colors his definition of the role. This type of role research is quite the reverse of that of Waller, Greenhoe, and Campbell. The expectations which others have of the actor in the situations described would also be a part of the total role definition.

Bidwell, in a study of the administrative role, attempted to define the teachers' role expectations and perceptions of administrative behavior as these are related to teacher security in the position.<sup>9</sup> The hypotheses which he sought to test were that in situations where there was convergence between the perceptions and expectations of administrative behavior there was satisfaction and, conversely, where there was divergence between perception and expectations of administrative behavior, there was dissatisfaction.

C. Wayne Gordon examined teacher roles within the social structure of the high school.<sup>10</sup> He approached the problem by studying three aspects of high school organization; (1) the formal organization, (2) the system of extra-curricular activities, and (3) the informal or interpersonal organization. His study was directed toward an analysis of these three organizational systems as they related to stress in the teachers' roles.

The occupational roles of the teacher was the basis of a study by Terrien, who sought to test the hypothesis that an occupation could

<sup>9</sup>Bidwell, Charles L., "The Administrative Role and Satisfaction in Teaching," Master's Thesis, University of Chicago, 1955.

<sup>10</sup>Gordon, C. Wayne, "The Social System of a High School," Unpublished Ph.D. Thesis, Washington University, St. Louis, Missouri, 1953.

act to channel the behavior of its followers into definite and recognizable patterns.<sup>11</sup> To carry out this study, he addressed himself to an examination of community forces as seen by teachers, their definitions of the community's expectations regarding their social and professional behaviors.

### Summary

Role has been defined as consisting of those expectations which others have of any actor in a broadly defined position, others' expectations of any actor in a particular position, or others' expectations of a particular actor in a specific position. In addition, the personality of the actor, his self-image and self-involvement in the role will color the expectancies which he believes others hold for him in certain situations. This interpretation of role would indicate that research involving the concept must, of a necessity, be liable to a variety of approaches.

Many studies have concerned themselves with the normative approach to role definition, few with the emphasis upon the actor's perceptions of the role expectations which he defines for others. The present study is aimed at a definition which includes the definitions which others have of the teacher, coupled with the expectations held by the teacher. Differences between the expectations held by the teacher and the actual beliefs of the administrators, school board members, and parents will be analyzed, noting convergence or divergence between the two sets of expectations.

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<sup>11</sup>Terrien, Frederic W., "The Behavior System and Occupational Type Associated with Teaching." Ph.D. dissertation, Yale University Library, 1950.

### CHAPTER III

#### PLANNING AND CONDUCTING THE STUDY

##### Introduction

The purpose of the investigation was to identify the beliefs which a selected group of elementary teachers thought appropriate in specific situations as related to professional behaviors; how they defined or understood the expectations which administrators, school board members, and parents held for them in these situations and, finally; how these "others" say the teacher should act in these situations. The study was aimed at noting the convergence or divergence between teachers' beliefs, teachers' definitions of the beliefs or expectations held by "others" for them, and the expressed beliefs or expectations of the "others."

##### General Methods of the Study

The investigator being employed in this region enjoyed a unique opportunity to work with teachers in several of the communities in developing in-service training programs. He was personally acquainted with many of the teachers in the region and, in the early planning for the study, had many opportunities to discuss the problems involved with several of them. Because of this close contact with the teachers and the relative ease with which they could be contacted, the interview technique, coupled with the use of a check-list, was selected. Not only is



the interview technique more likely to yield valid data, but it has the additional value of providing a better sample of the population. As Jahoda has stated in her publication Research Methods in Social Relations:

Surveys conducted by personal interview have an additional advantage over surveys conducted by mailed questionnaires in that they usually yield a much better sample of the general population. Many people are willing and able to cooperate in a survey when all they have to do is talk.<sup>1</sup>

The sample that was included in the research design consisted of:

- (1) all school administrators in the three school districts to be studied,
- (2) all female elementary teachers in the three school districts, and
- (3) all school board members in the selected school districts. A sample of ninety-six parents were interviewed in the study, divided among the school districts in a ratio based on the census totals for each school district.

#### Construction of the Instrument

In preparation for the construction of the instrument the following steps were taken:

1. Literature in the field of social science methodology was examined to study research techniques.
2. Careful study was made of the techniques of check-list construction.
3. A review was made of the literature dealing with abilities, traits and competencies associated with good teaching.
4. Contacts were made with a number of elementary school

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<sup>1</sup>Jahoda, Marie, and others, Research Methods in Social Sciences. Part I, Basic Processes. The Dryden Press, New York, 1951, p. 159.

teachers, school administrators, and parents, to secure suggestions regarding frames of reference within which teacher roles might be classified.

#### A Definition of Teacher Roles.

The National Commission on Teacher Education and Professional Standards of the National Education Association established at its Miami Beach Conference in June, 1954, a special study group charged with the task of formulating definitions of teacher competencies, leading toward the development of a statement which could be used on a national basis.<sup>2</sup> The purpose of such a statement was to develop a definition of the competent teacher which could be used as a guide to the formulation of procedures and criteria to improve teacher certification codes. It was pointed out by the Commission that the definitions here reported are not intended as authoritative or final pronouncements, but simply represent one approach to the problem of arriving at an acceptable definition of the competent teacher.

This statement is included here so as to provide a set of role definitions which may be used as a basis for the development of an instrument designed to identify the role beliefs held by the teachers included in the present study, as well as the role expectations which they define for administrators, school board members, and parents, and the expressed role beliefs which these groups do hold.

What a good teacher is depends on the goals and purposes of the schools. A good teacher in one culture might be a poor one in another. In carrying out its social directive, the school fulfills

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<sup>2</sup>Measures of Teacher Competence, National Education Association, A Report of Special Group D, The Miami Beach Conference, June 24-27, 1953. Washington, D.C., The National Education Association, p. 12.





several distinct functions, in each of which we see the teacher carrying out a special responsibility. One group of functions is directly concerned with promoting pupil growth, in groups or as individuals. Another group includes liaison functions with the culture, the community, or the profession. These separate functions identify areas in which the teacher must have specialized competence. The definition of a good teacher, therefore, must explain what the teacher is expected to accomplish in implementing the functions of the school. The outlining of these functions is basic to the definition.

### Roles of the Teacher in Promoting Pupil Growth.

1. Director of Learning. The responsibility of the teacher for classroom instruction is widely recognized, but narrowly understood. Two major types of school activities are especially suitable for group situations; those designed to develop essential outcomes in groups with common needs, such as the common learnings and skill in the fundamental processes; and those that are inherently group experiences. Among the latter are cooperative projects in problem solving, planning, and other situations designed to develop attitudes and techniques for democratic living.

2. Counselor and Guidance Worker. Many of the problems and needs of the pupil require individual pupil-teacher relationship. This necessity is recognized to some extent in the school system by the provision for special personnel staff and facilities. Yet, in actual practice, this function demands the manpower of the entire staff. The problems of the individual pupil are a responsibility primarily of the teacher.

3. Member of the School Community. The classroom constitutes a small, homogeneous community. The school as a whole constitutes a larger and, for some purposes, a more effective one. It becomes the responsibility of the teachers working with administrators and with one another to provide an articulated sequence of learning activities in the overall school program to develop the skills and attitudes of citizenship and for meeting the developmental needs of youth.

### Liaison Roles of the Teacher.

4. Mediator of the Culture. The effective member of society must share in the cultural heritage. This is variously interpreted to include its values and behavioral controls, the great disciplines and sciences, and the techniques for democratic living. The function of the school is to draw on this cultural heritage, incorporating it into the curriculum, so as to provide the appropriate scope and sequence of experiences for learning.

The teacher is the official licensed link between adult society and its on-coming members. The efficiency of the school is measured, in the last analysis, by the success with which its product can meet

the responsibilities of membership in organized society. The expert mediator of the culture is a teacher who is skilled in interpreting the social and physical environment, and preparing the pupils to utilize the fields of subject matter in solving his life's problems.

5. A Link with the Community. Here the profession has a two-fold function; the first is to secure community cooperation to provide for a systematic induction of the on-coming member into organized adult society—a responsibility analogous to that of the teacher education institution to the student teacher. The second is to participate with the public in formulation of goals, and in appraisal of the school program in terms of the goals.

6. Member of the Profession. A member of any profession shares in its overall responsibilities to society, to be discharged individually or as part of an organized group. Important among these are those that contribute to developing a more adequate system of public education, with improved staff, facilities, and program. These responsibilities of the profession in practice are, for the most part, carried out by organizations within the profession, some with general overall responsibilities, others with highly specialized interests. What can be accomplished in any of them, however, depends on the competence, understanding, and participation of the teacher.<sup>2</sup>

In noting the attention that educational researchers have paid to the matter of defining teacher competencies, it is perhaps significant to observe that out of a total of 130 studies reported, 128 studies concerned themselves with the teacher's role as a director of learning, one study on the role of the teacher as a counselor, and one study on the role of teacher as a member of the community.<sup>3</sup> No studies were reported on teacher roles involving the teacher as a member of the school staff, a member of the profession, or as a mediator of the culture.

Because the instrument would be applied to two groups of respondents, (1) professional educators and (2) lay persons, it became apparent that the instrument would have to be phrased in language and

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<sup>2</sup>Ibid, p. 7

<sup>3</sup>Monroe, Walter S., Encyclopedia of Educational Research. The MacMillan Company, New York, 1950, pp. 1451-52.

frames of reference which would assure valid responses.<sup>4</sup> This called for the preparation of a series of descriptive statements, responses to which might illuminate the expectancies of the respondents toward the selected roles of the teacher. Such statements could then be associated with a particular role or roles. Further, the situational statements had to be tied into a level of understanding which the respondents could reasonably be expected to have. This was particularly true in framing statements for the lay respondent's reaction.

A tentative instrument was drafted which had a total of sixty-seven items of which twenty-three were related to the role of the teacher as a director of learning in the classroom, seven items associated with the role of guidance and counselor, eleven items related to the teacher's role as a mediator of the culture, nine items on the teacher's role as a link between the school and community, and eight items on the teacher as a member of the profession.

The instrument was refined by submitting it to a summer school class of twenty-four teachers, graduate and undergraduate, who were enrolled in a Michigan State University extension class in Traverse City, Michigan. These teachers were making a study of school-community relationships as they related to the teacher, and so were interested in examining the instrument critically. As a result of their analysis and study there were changes made in the instrument. The total number of items in the instrument was reduced to forty-eight. The class also assisted in editing the instrument, with the consequent rephrasing of

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<sup>4</sup>The general nature of the questions used in the check-list may have been a limiting factor in the interviews. Had they been more specific, the differences between the expectations of the various groups might have been even greater than those reported in Chapter IV.

many of the items.

The revised instrument was then submitted for criticism and comment to another group of nineteen teachers, graduate and undergraduate, who were enrolled in a Michigan State University extension course in the psychology of elementary subjects. On the basis of their review of the instrument, the sequence in which the items were listed was changed so that items referring to particular roles were dispersed throughout the check-list.<sup>5</sup>

A pretest of the instrument was made by taking it into the field and using it in interviews with a random sample of ten parents. This experience led to further refinements in the phrasing of the statements. For example, the item "Teach about communism" met with considerable resistance; when the item was changed to read "Explain about communism," there seemed to be ready and willing response.

#### Selecting the School Districts for the Study

Because the writer resided in and was employed in Northwestern Michigan, and because the school personnel in the region were willing to cooperate in the study, three school districts in the area were selected for the study. Those selected were Traverse City, Cadillac, and Kalkaska, with populations according to the 1950 census of 16,974, 10,425, and 1,250 respectively.

Traverse City is located on U. S. 31 approximately 135 miles north of Grand Rapids and 185 miles northwest of Lansing. The city is situated on Grand Traverse Bay, and is the center of a region characterized by extensive resort and recreational activity, moderate

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<sup>5</sup>See schedule in Appendix.

industrial employment, as well as being the center of the cherry growing industry. Local industry and a state hospital located there provide employment for 5,750 persons.<sup>6</sup>

The school system is characterized by a considerable degree of stability; there is little teacher turnover. The average length of service in the system is eight years. Local financial support is good, as is evidenced by the fact that four new elementary school buildings have been built in the past few years.

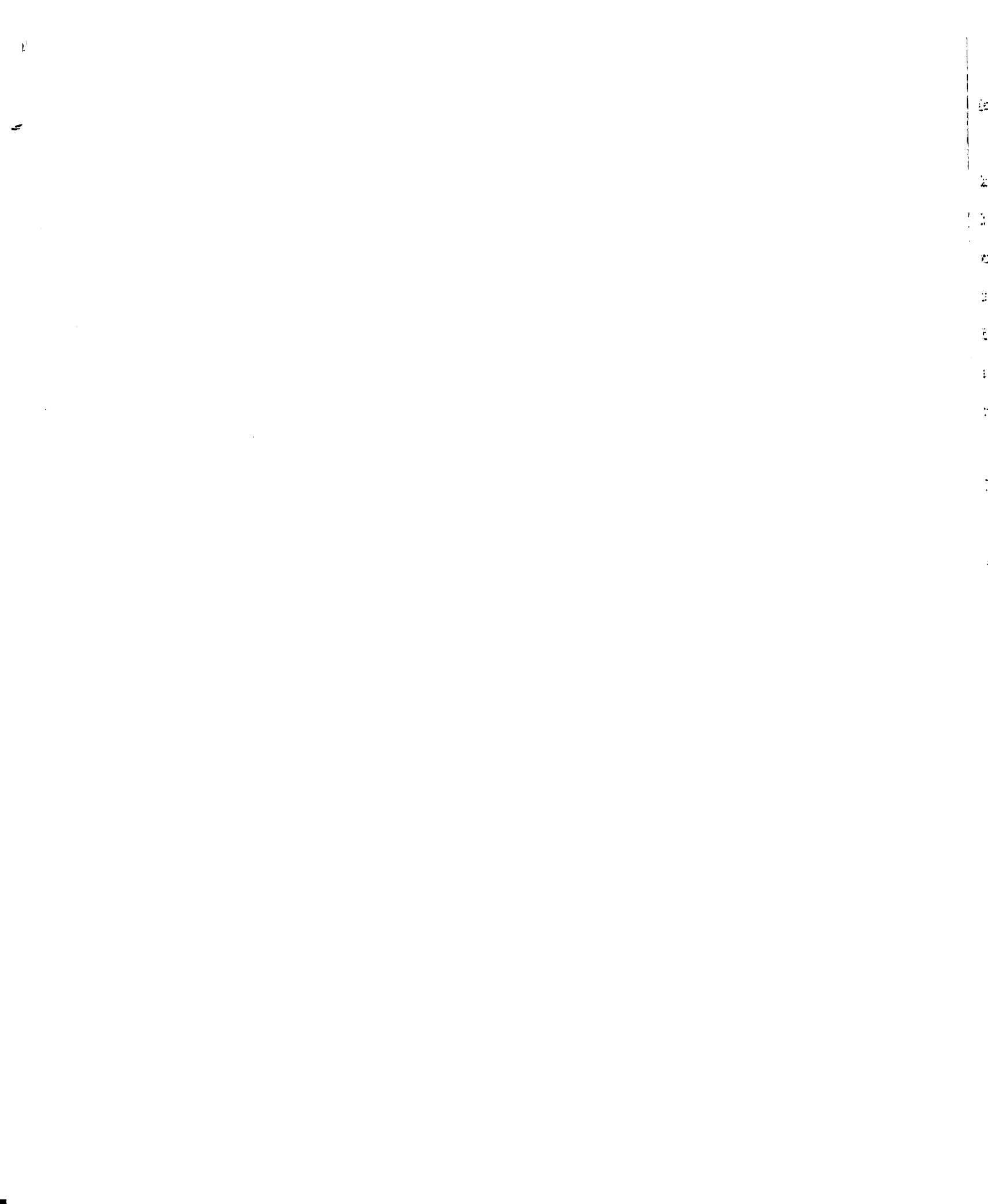
Fifty parents, five school board members, nine administrators, and forty-six female elementary teachers were interviewed in Traverse City.

Cadillac is fifty miles southeast of Traverse City, ninety seven miles north of Grand Rapids on U. S. 131, and 135 miles northwest of Lansing. The city is located on two large lakes. Adjoining the city is the Manistee National Forest which, together with the lakes in the region, combine to make Cadillac a center for the resort and recreational activity typical of much of northern Michigan. Industry in the city is fairly extensive, with a total of twenty-five manufacturing plants located there.

The school system is considered to be an excellent one, the present new high school building is located on a large site in an uncrowded portion of the city. Evidence points to considerable planning on the part of the community in the development of the school plant. Thirty parents, seven administrators, five school board members, and forty-one teachers were interviewed. The sample included all of the female

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<sup>6</sup>This figure supplied by Mr. Merle Lutz, Secretary of the Traverse City Chamber of Commerce in Traverse City, Michigan.



elementary teachers in the school system.

The village of Kalkaska is located thirty-eight miles north of Cadillac on U. S. 131, and is twenty-two miles east of Traverse City. It is the county seat of Kalkaska County, and is the center for an area which is made up largely of forest and recreational lands. The economy is geared to the tourist and recreational activities typical of northern Michigan, although at the time of the study the village was experiencing a boom due to the decision of the U. S. Government to locate a jet base there.

The school system is typical of others in villages of its size. The single building is relatively new.

Sixteen parents, two administrators, five school board members, and nine (all female elementary teachers in the system) were interviewed in this school district.

The school systems selected for this study are not representative of any universe.

### Summary

In this chapter the general methods of the study have been described and the persons participating in the study have been identified. The interview, coupled with a check-list, was described as the basic technique to be used in the conduct of the study. Procedures followed in the development of the check-list were described, as well as the pre-testing of the instrument.

The school districts selected for the study were identified, noting their geographical locations, something of their economy, and some general statements were made about the school systems themselves.



## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

#### Presentation of the Data

These data, upon which this study is based, were drawn from three school districts in Northwestern Michigan. Only female elementary teachers employed in these school systems were included in the sample. The very limited number of male elementary teachers in the population precluded any meaningful statistical treatment of these data based on their responses. It was hypothesized that age, years of teaching experience, number of systems in which taught, years in present position and expected number of years of future service, might be independent variables.

The study was aimed at discovering any differences which might exist between the teachers' beliefs, their definition of role expectations for school administrators, board members, and parents, and the expressed expectations held by these groups.

Table 1 describes the sample upon which the study is based. Indicated in this table are the numbers of teachers, school administrators, school board members, and parents according to the three school districts involved.



TABLE I

CLASSIFICATION OF TEACHERS, ADMINISTRATORS, SCHOOL BOARD  
MEMBERS, AND PARENTS ACCORDING TO SCHOOL SYSTEMS

School System	Number of Parents	Number of School Adm.	Number of Sch. Bd.	Number of female El. Teachers
Traverse City	50	9	5	46
Cadillac	30	7	5	41
Kalkaska	16	2	5	9
Totals	96	18	15	96

The teachers included in the sample can be described as being a group with considerable experience, both in terms of years of service and in the number of school systems in which taught.

It is noted in Table 2 that the teachers were, in the majority of cases, above forty-one years of age. Almost half of the teachers were veterans with more than ten years experience. There were sixty-two teachers who had held their present positions for at least four years or longer.<sup>1</sup>

Table 3 lists the forty-eight statements used in the study. Teachers were asked to check these items, using a "yes" or "no" response, indicating, (1) their own beliefs or expectations regarding the action, (2) their definition of the administrators' expectations regarding the action, (3) their definition of the school boards' expectations regarding the action, and (4) their definition of the parents' expectations regarding the action.

Administrators, school board members, and parents were interviewed, using the same check-list, and their responses were recorded

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<sup>1</sup>See page 50 for hypotheses concerning experience, age and length of service, and expected number of years of future service of teachers.



using either a "yes" or "no" response.

These data are drawn from three school districts in Northwestern Michigan--Traverse City, Cadillac, and Kalkaska. Included in the sample are all of the female elementary teachers in the three school systems, ninety-six parents selected randomly from the three school districts, three superintendents, fifteen elementary principals, and fifteen school board members.

Table 2 indicates the classification of teachers according to age, years of experience, number of different school systems in which they have taught, number of years in their present positions, and the number of years of expected future service.

TABLE 2

CLASSIFICATION OF TEACHERS ACCORDING TO AGE, YEARS TEACHING EXPERIENCE, NUMBER OF SYSTEMS IN WHICH TAUGHT, NUMBER OF YEARS IN PRESENT POSITION, AND EXPECTED NUMBER OF YEARS OF FUTURE SERVICE

Age <sup>1</sup>	No.	Yrs. Exp.	No.	Number Sch. Systems	No.	Yrs. Pres. Position	No.	Yrs. Ex. to Teach	No.
21-40	30	1-10	50	1-2	38	1-3	34	1-10	50
41-60	63	11+	46	3-4	46	4+	62	11+	46
61+	3			5+	12				
Tot.	96		96		96		96		96

<sup>1</sup>Preliminary statistical treatment of the variable, age, within the narrower intervals, 21-30; 31-40; etc., failed to disclose any significant differences.

TABLE 3

LIST OF 48 SELECTED ITEMS DEALING WITH SIX  
TEACHER PROFESSIONAL ROLES

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Role - Director of Learning

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1. Use movies in teaching.
2. Teach the three R's as a primary responsibility.
3. Collect money from students for milk, school lunches, etc.
4. Decide who should be promoted.
5. Take entire class on field trips during school hours to visit industries, stores, for nature study, etc.
6. Collect money from students for class plays and/or athletic events.
7. Stay after school to help individual children.
8. Follow the course of study if the school has one.
9. Keep children quiet while in school, especially in halls and in the lunchroom.
10. Take entire class on a camping trip for the purpose of learning about natural resources, conservation, etc.
11. Punish in a moderate manner, perhaps by spanking, those who need it.
12. See to it that children eat a balanced meal in the school lunchroom.
13. Help plan and produce school activities such as plays and entertainments.
14. Comply with requests from parents to keep children from being too active on the playground.
15. Give major emphasis to preparing children so that they can do successfully the work in the next grade.
16. Take students on extended educational trips outside the community during the school year.
17. Pass on to the next grade those pupils who are working up to the extent of their ability, even though they have not achieved the norms for their grades.
18. Maintain an orderly daily plan of class activities.

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Role - Guidance and Counselor

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19. Know the symptoms of poor mental adjustment and refer parents of children in need of help to appropriate agencies.
20. Visit children's homes to get acquainted with parents.
21. Help children solve personal problems.
22. Keep a folder of information on each child.
23. Provide information about occupations.
24. Give more time during the school day to students in need of help and less time to those who can work independently.



TABLE 3 - Continued


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 Role - Mediator of the Culture
 

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25. Permit groups of children to plan with the teacher on what to study.
  26. Teach the meaning of democracy largely by living with children in school in a democratic manner.
  27. Explain about communism.
  28. Allow individual children and groups of children to be engaged in different activities in the schoolroom at the same time.
  29. Allow children to have a part in choosing activities to be carried on during the school day.
  30. Encourage children to organize a student council, make rules for their own classroom behavior.
  31. Require the singing of patriotic songs as a daily exercise as a major method of teaching the meaning of democracy.
  32. Take class on visits to the various churches in the community so as to develop an appreciation of the contributions which religion has made to our society.
  33. Encourage children to do things differently than their parents did.
- 

 Role - Liaison between School and Community
 

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34. Give talks to community groups explaining the methods used in teaching.
  35. Give talks to community groups such as service clubs, lodges, Chamber of Commerce, etc., explaining the strengths, needs and problems of the local school system.
  36. Be an active member of civic groups such as service clubs, extension clubs, etc.
  37. Be able to explain the work of other teachers in the school system in an understanding way.
  38. Ask parents to help teach children special skills which they may have.
  39. Know about school problems outside the field of one's subject matter or grade, such as school finance.
  40. Teach according to a curriculum which is developed cooperatively by parents, administrators, students and lay citizens.
- 

 Role - Member of the School Staff
 

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41. Have a part in establishing a salary schedule.
42. Change the program of studies so as to meet the needs, interests and abilities of the pupils.
43. Help plan teachers' meetings for your school.





TABLE 3 - Continued


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 Role - Member of the School Staff
 

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- 44. Decide on methods to use, such as the use of drill in the teaching of multiplication tables.
  - 45. Select the instructional materials to be used in a particular grade or subject.
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 Role - Member of the Profession
 

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- 46. Encourage young people to enter the teaching profession.
  - 47. Attend meetings and workshops dealing with education, some of which might meet on week-ends.
  - 48. Be an active member of professional teachers' associations.
- 

Table 4 indicates the affirmative responses and percentages of affirmative responses to the forty-eight selected items, as checked by the teachers. The beliefs of the teachers are listed in the column headed "T", the teachers' definitions of the administrators' expectations are in the column headed "TA", definitions of school board members' expectations in the column headed "TSB", and definitions of parents' expectations in the column "TP".

Table 5 lists the affirmative responses and percentages of affirmative responses to the forty-eight selected items as given by the administrators, school board, and parents.

TABLE 4

AFFIRMATIVE RESPONSES AND PERCENTAGES OF AFFIRMATIVE RESPONSES  
TO 48 SELECTED ITEMS ACCORDING TO TEACHER BELIEF AND  
TEACHER DEFINITION OF EXPECTATIONS HELD  
BY ADMINISTRATORS, SCHOOL BOARD  
MEMBERS AND PARENTS

Role - Director of Learning		T	%	TA	%	TSB	%	TP	%
1.	Use movies in teaching.	95	99	95	99	95	99	90	94
2.	Teach three R's.	85	88	82	85	82	85	87	90
3.	Collect money, milk.	34	35	48	50	44	46	49	51
4.	Decide promotion.	89	92	83	86	70	73	61	64
5.	Field trips.	89	92	87	90	87	90	76	79
6.	Collect money, tickets.	21	22	35	36	34	35	36	37
7.	Stay after school.	60	62	60	62	59	61	71	74
8.	Follow course of study.	89	92	89	92	89	92	93	97
9.	Keep children quiet.	83	86	84	87	84	87	80	83
10.	School camping.	36	37	39	41	32	33	30	31
11.	Punish.	61	64	49	51	42	44	45	47
12.	Balanced meals.	47	49	47	49	45	47	46	48
13.	Help with school plays.	75	78	80	83	71	74	81	84
14.	Playground.	80	83	77	80	75	78	84	87
15.	Prepare for next grade.	69	72	66	69	68	71	78	81
16.	Trips outside community.	12	13	12	13	11	12	9	9
17.	Promote to next grade.	87	90	87	90	82	85	71	74
18.	Orderly daily plan.	90	94	88	91	85	88	81	84
Role - Guidance and Counselor									
19.	Mental health.	95	99	93	97	91	95	80	83
20.	Visit homes.	58	60	57	59	52	54	41	43
21.	Personal problems.	88	91	83	86	77	80	70	73
22.	Keep folder information.	94	98	93	97	88	91	75	78
23.	Occupational information.	71	74	74	77	70	73	67	70



TABLE 4 - Continued

Role - Guidance and Counselor		T	%	TA	%	TSB	%	TP	%
24.	More time to needy.	59	61	61	64	57	59	55	57

Role - Mediator of Culture									
25.	Plan with teacher.	80	83	87	90	80	83	66	69
26.	Teach democracy.	95	99	93	97	90	94	83	86
27.	Explain communism.	63	66	54	56	47	49	35	36
28.	Allow different activities.	93	97	90	94	83	86	70	73
29.	Children choose activities.	92	96	89	92	81	84	70	73
30.	Student council.	85	88	79	82	74	77	70	73
31.	Patriotic songs.	18	19	19	20	22	23	18	19
32.	Visit churches.	13	14	10	10	7	7	7	7
33.	Encourage child to be different.	32	33	32	33	29	30	16	17

Role - Liaison School and Community									
34.	Talks on methods.	56	58	62	65	60	62	52	54
35.	Talks on school problems.	19	20	24	25	22	23	26	27
36.	Civic groups.	79	82	86	89	86	89	79	82
37.	Explain work teachers.	72	75	69	72	69	72	66	69
38.	Parents help teach.	64	67	56	58	50	52	49	51
39.	Know school problems.	86	89	80	83	75	78	68	71
40.	Curriculum co-op develop.	78	81	70	73	70	73	69	72

Role - Member School Staff									
41.	Help develop salary schedule.	85	88	71	74	68	71	49	51
42.	Change prog. studies.	93	97	87	90	80	83	71	74
43.	Plan teacher meetings.	85	88	72	75	67	70	61	64
44.	Decide methods.	89	92	86	89	84	87	76	79
45.	Select inst. materials.	75	78	59	61	56	58	49	51

TABLE 4 - Continued

Role - Member of Profession		T	%	TA	%	TSB	%	TP	%
46.	Encourage students enter profession.	86	89	87	90	83	86	62	65
47.	Meetings and workshops.	80	83	80	83	77	80	61	64
48.	Professional teachers' associations.	94	98	95	99	91	95	76	79

T - Teacher beliefs.

TA - Teacher definition of administrator expectations.

TSB - Teacher definition of school board expectations.

TP - Teacher definition of parent expectations.

TABLE 5

AFFIRMATIVE RESPONSES AND PERCENTAGES OF AFFIRMATIVE RESPONSES  
TO 48 SELECTED ITEMS BY SCHOOL ADMINISTRATORS,  
SCHOOL BOARD MEMBERS AND PARENTS

Role - Director of Learning		A	%	SB	%	P	%
1.	Use movies in teaching.	18	100	15	100	93	97
2.	Teach three R's.	16	89	15	100	88	91
3.	Collect money, milk.	10	56	5	67	44	46
4.	Decide promotion.	12	66	15	100	89	92
5.	Field trips.	18	100	14	93	85	88
6.	Collect money, tickets.	7	39	5	33	31	32
7.	Stay after school.	15	82	12	80	49	51
8.	Follow course of study.	15	82	15	100	90	94
9.	Keep children quiet.	13	71	14	93	82	85
10.	School camping.	12	66	12	80	65	68
11.	Punish.	12	66	9	60	48	50
12.	Balanced meals.	9	50	9	60	59	61
13.	Help with school plays.	17	94	15	100	91	95
14.	Playground.	14	77	10	67	68	71
15.	Prepare for next grade.	8	44	14	93	88	91
16.	Trips outside community.	5	28	13	87	64	67
17.	Promote to next grade.	17	94	11	73	26	27
18.	Orderly daily plan.	17	94	14	93	81	84
Role - Guidance and Counselor							
19.	Mental health.	18	100	15	100	91	95
20.	Visit homes.	16	89	9	60	50	52
21.	Personal problems.	16	89	13	87	54	56
22.	Keep folder information.	18	100	15	100	84	87
23.	Occupational information.	18	100	15	100	81	84
24.	More time to needy.	12	66	12	80	70	73

TABLE 5 - Continued

Role - Mediator of Culture		A	%	SB	%	P	%
25.	Plan with teacher.	18	100	14	93	69	72
26.	Teach democracy.	18	100	15	100	90	94
27.	Explain communism.	18	100	14	93	80	83
28.	Allow different activities.	17	94	14	93	64	67
29.	Children choose activities.	18	100	15	100	82	85
30.	Student council.	17	94	13	87	88	91
31.	Patriotic songs.	1	6	8	53	61	64
32.	Visit churches.	3	17	6	47	48	50
33.	Encourage child be different.	7	39	15	100	88	91

## Role - Liaison School and Community

34.	Talks on methods.	16	89	14	93	89	92
35.	Talks on school problems.	11	60	14	93	73	76
36.	Civic groups.	18	100	14	87	74	77
37.	Explain work teachers.	18	100	13	93	73	76
38.	Parents help teach.	16	89	15	100	84	87
39.	Know school problems.	17	94	12	80	76	79
40.	Curriculum co-p develop.	16	89	15	100	76	79

## Role - Member School Staff

41.	Help develop salary schedule.	18	100	13	87	87	90
42.	Change prog. studies.	18	100	13	87	74	77
43.	Plan teachers' meetings.	18	100	14	93	92	96
44.	Decide methods to use.	16	89	11	73	84	87
45.	Select inst. materials.	14	77	15	100	74	77

## Role - Member of Profession

46.	Enc. students enter profession.	18	100	11	73	66	68
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TABLE 5 - Continued

Role - Member of Profession		A	%	SB	%	P	%
47.	Meetings and workshops.	17	94	14	93	46	48
48.	Prof. teachers' assoc.	18	100	12	80	80	83

A - Administrator expressed expectations.

SB - School board expressed expectations.

P - Parent expressed expectations.

The affirmative responses of the ninety-six elementary teachers to the list of forty-eight selected items, together with rankings assigned to the items, are arranged in Table 6. Rankings were assigned beginning with those items to which the highest number of "yes" responses were given. Table 7 displays the same data for school administrators, school board members, and parents.



TABLE 6

RANKINGS ON 48 SELECTED ITEMS ACCORDING TO TEACHER BELIEF AND  
TEACHER DEFINITIONS OF THE EXPECTATIONS OF  
ADMINISTRATORS, SCHOOL BOARD  
MEMBERS AND PARENTS

Role - Director of Learning	T Rank	TA Rank	TSB Rank	TP Rank
1. Use movies in teaching.	2	1.5	1	2
2. Teach 3 R's, prim. respon.	18.5	20	14.5	3
3. Collect money, milk, lunch.	42	40	40	35.5
4. Decide promotion.	11.5	18.5	26	31
5. Field trips.	11.5	12	7	13
6. Collect money, tickets.	44	43	42	41
7. Stay after school.	35	34	33	17
8. Follow course of study.	11.5	7.5	5	1
9. Keep child. quiet, halls, etc.	4.5	17	10.5	8.5
10. School camping.	41	42	43	43
11. Punish.	34	39	41	39
12. Children eat bal. meals.	39	41	39	38
13. Help with school plays.	27.5	22	24	6.5
14. Playground.	23	25	21.5	4
15. Emphasis, prep. next grade.	31	31	29.5	11
16. Educ. trips outside community.	48	47	47	47
17. Promote to next grade.	15	12	14.5	17
18. Orderly daily plan.	9	9	9	6.5
Role - Guidance and Counselor				
19. Know sym. poor mental health.	2	4	3.5	8.5
20. Visit homes to get acquainted.	37	36	36	40
21. Help solve personal problems.	14	18.5	19.5	20.5
22. Keep folder info. on child.	4.5	4	6	15
23. Provide info. on occupations.	30	26	26	25
24. More time to those who need it.	36	33	34	33



TABLE 6 - Continued

Role - Mediator of the Culture	T Rank	TA Rank	TSB Rank	TP Rank
25. Permit c. to plan with teacher.	23	12	17.5	26.5
26. Teach democracy by living.	2	4	2	5
27. Explain about communism.	33	38	38	42
28. Allow diff. act. in room.	6.5	6	12.5	20.5
29. Children help choose act.	8	7.5	16	20.5
30. Student council, encourage.	18.5	24	23	20.5
31. Require patriotic songs.	46	46	45.5	45
32. Take class visit churches.	47	48	48	48
33. Encourage child to be different.	43	44	44	47

## Role - Liaison School and Community

34. Give talks on methods.	38	32	32	28.5
35. Give talks on school problems.	45	45	45.5	44
36. Be member civic groups.	25	15.5	8	10
37. Able explain work other teachers.	29	30	28	26.5
38. Ask parents help teach.	31	37	37	35.5
39. Know school finance.	40	22	21.5	24
40. Curriculum co-op development.	26	27	26	23

## Role - Member of School Staff

41. Salary schedule.	18.5	28	29.5	35.5
42. Change prog. of studies.	6.5	12	17.5	17
43. Help plan teachers' meetings.	18.5	27	31	31
44. Decide methods to use.	11.5	15.5	10.5	13
45. Select inst. materials.	27.5	35	35	35.5

## Role - Member of Profession

46. Encourage enter t. profession.	16	12	12.5	28.5
47. Attend meet. and workshops.	23	22	19.5	31
48. Belong prof. teacher association.	4.5	1.5	3.5	13

T - Teacher beliefs.                      TSB - Teacher definition of school board expectations.

TA - Teacher definition of administrator expectations.                      TP - Teacher definition of parent expectation.



TABLE 7

RANKINGS ON 48 SELECTED ITEMS ACCORDING TO EXPRESSED EXPECTATIONS  
OF ADMINISTRATORS, SCHOOL BOARD MEMBERS  
AND PARENTS

Role - Director of Learning	A Rank	SB Rank	P Rank
1. Use movies in teaching.	8.5	7.5	1
2. Teach 3 R's, prim. responsibility.	27	7.5	10
3. Collect money, milk, lunch.	41	41.5	46
4. Decide promotion.	37.5	7.5	7.5
5. Field trips.	8.5	20.5	14
6. Collect money, tickets.	44.5	48	47
7. Stay after school.	31.5	35	41
8. Follow course of study.	31.5	7.5	5.5
9. Keep children quiet, halls, etc.	35	20.5	18.5
10. School camping.	37.5	35	34
11. Punish.	37.5	44	43
12. Children eat balanced meals.	42	44	39
13. Help with school plays.	20	7.5	3.5
14. Playground.	33.5	41.5	32
15. Emphasis, prep. next grade.	43	20.5	10
16. Educ. trips outside community.	46	29.5	36.5
17. Promote to next grade.	20	39	48
18. Orderly daily plan.	20	20.5	20.5
Role - Guidance and Counselor			
19. Know sym. poor mental health.	8.5	7.5	3.5
20. Visit homes to get acquainted.	27	44	43
21. Help solve personal problems.	27	29.5	40
22. Keep folder info. on child.	8.5	7.5	16
23. Provide info. on occupations.	8.5	7.5	20.5
24. More time to those who need it.	37.5	35	31

TABLE 7 - Continued

Role - Mediator of the Culture	A Rank	SB Rank	P Rank
25. Permit children to plan with teachers.	8.5	20.5	34
26. Teach democracy by living.	8.5	7.5	5.5
27. Explain about communism.	8.5	20.5	22.5
28. Allow different act. in room.	20	20.5	36.5
29. Children help choose act.	8.5	7.5	18.5
30. Student council, encourage.	20	29.5	10
31. Require patriotic songs.	48	46	38
32. Take class visit churches.	47	47	43
33. Encourage child to be different.	44.5	7.5	10
Role - Liaison School and Community			
34. Give talks on methods.	27	20.5	7.5
35. Give talks on school problems.	40	20.5	29.5
36. Be member civic groups.	8.5	29.5	29.5
37. Able explain work other teachers.	8.5	20.5	27
38. Ask parents help teach.	27	7.5	16
39. Know school finance.	20	35	24.5
40. Curriculum co-op development.	27	7.5	24.5
Role - Member of School Staff			
41. Salary schedule.	8.5	29.5	12.5
42. Change prog. of studies.	8.5	29.5	27
43. Help plan teachers' meetings.	8.5	20.5	2
44. Decide methods to use.	27	39	16
45. Select inst. materials.	33.5	7.5	27
Role - Member of Profession			
46. Encourage enter teaching profession.	8.5	39	34
47. Attend meet. and workshops.	20	20.5	45
48. Belong prof. teachers' association.	8.5	35	22.5

A - Administrator expressed expectations.  
 SB - School board expressed expectations.  
 P - Parent expressed expectations.





Analysis of Data to Indicate Extent of Agreement Between Teacher  
Beliefs, Teacher Definition of Others' Expectations, and  
Others' Expressed Expectations

To answer the questions, "to what extent do teacher beliefs and their definition of others' expectations agree?"; "to what extent do teachers' definition of others' expectations and the others' actual expectations agree?"; and "to what extent do teachers' own beliefs and the expressed expectations of the others agree?"; these data were analyzed to point out the extent of any differences which might be present. Rank correlation coefficients were computed between, (1) teacher beliefs and teacher definition of the expectations held by administrators, school board members, and parents, (2) between teacher definition of expectations held by administrators, school board members, and parents, and the expressed expectations of these groups, and (3) between teacher beliefs and the expressed expectations of administrators, school board members, and parents.

The rank correlation coefficients between the beliefs of the teachers and their definition of the expectations of the others are shown in Table 8.

TABLE 8

RANK CORRELATION BETWEEN TEACHER BELIEFS AND TEACHER DEFINITION OF  
THE EXPECTATIONS HELD BY ADMINISTRATORS, SCHOOL BOARD  
MEMBERS, AND PARENTS BASED ON 48 SELECTED ITEMS

	Rank Correlation*
Teacher belief--Teacher definition of school boards' expectations.	.899

\*Dixon, Wilfred J., and Massey, Frank J. Jr., Introduction to Statistical Analysis. McGraw-Hill Book Company, Inc., New York, 1951, p. 260.

TABLE 8 - Continued

	Rank Correlation
Teacher belief--Teacher definition of administrators' expectations.	.937**
Teacher belief--Teacher definition of parents' expectations.	.763

\*\*Value of  $r$  rank at the 5% level of significance for 46 D. F. is .285. From Edwards, Allen L., Statistical Analysis for Students in Psychology and Education. Rinehart and Company, Inc., New York, 1946, p. 331.

It is noted that the rank correlation of .937 between the beliefs of the teachers and their definition of the expectations of the administrators is high. This indicates that the image which the teachers hold of the administrators is very clear. Such a finding is not surprising, because it is reasonable to assume that the teachers would orient their beliefs toward administrators. Further, it can be assumed that the administrators are a reference group for the teachers, which, in terms of their security at least, is more significant than other groups.

The relation between teachers' beliefs and their definition of the expectations which the school board members have also indicate that the teachers are highly oriented toward the board. However, as teachers' beliefs and their definition of the expectations of the parents are compared, there is definite evidence that they are less oriented toward the parents. The rank correlation coefficient of .736 is lower for parents than for the administrators or school board members. What is suggested here is that the teachers think that the parents share the beliefs that they hold to a lesser degree than they themselves do. This may be based

on a feeling that the parents may not understand their objectives, or it may indicate that teachers recognize differences which may actually exist. In either case, the teachers do not think that parents share their beliefs to the same degree as do the administrators and school board members.

Table 9 lists the rank correlations between the teachers' definition of the expectations held by administrators, school board members, and parents, as compared to the expressed expectations of these groups.

TABLE 9

RANK CORRELATION BETWEEN TEACHERS' DEFINITION OF THE EXPECTATIONS AND THE EXPRESSED EXPECTATIONS OF ADMINISTRATORS, SCHOOL BOARD MEMBERS, AND PARENTS BASED ON 48 SELECTED ITEMS

	Rank Correlation*
Teacher definition--expectation of administrators.	.732
Teacher definition--expectation of school board members.	.476
Teacher definition--expectation of parents.	.486

\*Value of  $r$  at the 5% level of significance is .285.

This comparison between the expectancies which the teacher has projected on these groups, as opposed to their expressed expectations, is designed to measure the validity of the definitions held by the teachers. The values of  $r$  reflect the extent of error in the definition of these expectancies. It is observed from Table 9 that between the definition of expectancies by the teachers for the administrators as contrasted to the expectations of the administrators, that the rank correlation coefficient has a value of .732. Previously it was noted

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1. The first group of people who are not allowed to enter the country are those who are not citizens of the United States.

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Figure 1

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(Table 8) that between the teachers' beliefs and the teachers' definition of the expectancies of administrators, the value of  $r$  was .937. What is suggested here is that the teachers were in error in holding certain expectations for the administrators. By definition, a role is a function of the expectations held by the actor for significant others. The teachers, by defining expectations erroneously, were defining some of their roles in a manner which differed with the role expectations of the administrators.

In like manner, with regard to the school board members, the teachers had evidenced error in estimating the expectations held. Where the value of  $r$  (Table 8) is .899, the value of  $r$  (Table 9) is .476. Teachers were less accurate in defining the expectations held by school board members than they were of those held by administrators.

The value of  $r$  (Table 9) for teachers' definition of the parents' expectancies as against the expectations expressed by parents, indicates that the teachers were liable to considerable error in their definition of the expectations held by parents. While the teachers seemed to recognize that the expectations of the parents differed from their own (see Table 8) yet these differences were even greater than they realized.

The teachers' beliefs and the expectations of administrators, school board members and parents are listed in Table 10.

TABLE 10

RANK CORRELATION BETWEEN TEACHER BELIEFS AND EXPECTATIONS  
OF ADMINISTRATORS, SCHOOL BOARD MEMBERS, AND PARENTS

	Rank Correlation*
Teacher belief--administrator expectations.	.697

\*Value of  $r$  rank at the 5% level of significance is .285.

TABLE 10 - Continued

	Rank Correlation
Teacher belief--school board expectations.	.447
Teacher belief--parent expectations.	.478

In Table 10 the beliefs of the teachers and the expectations of administrators, school board members, and parents are compared. Again, it is noted that the value of  $r$  (.697) between the beliefs of teachers and administrators' expectations suggests that the teachers are more closely in harmony with the expectations of the administrators than they are either of the school board members (.447) or parents (.478).

The above analysis indicates that the teachers in the sample were primarily oriented in their definition of the expectations held by the others, to administrators and school board members and, to a lesser degree, toward parents. When comparisons were made between the teachers' definition of expectations held by the others, and the expressed expectations of the others, it was found that the teachers had erred in their definition of the expectations held by the others. The extent of error was least in the case of school administrators and greatest in the cases of school board members and parents. The teachers were more accurate in defining the expectancies held by administrators and least accurate in defining the expectancies held by board members and parents.

Again, when comparing the beliefs of teachers with the expressed expectations of the others, teachers were oriented primarily toward administrators and to a lesser degree toward school board members and parents.

### Analysis of the Data Based on the Variables

In the sample of ninety-six teachers involved in the study, an attempt was made to analyze the data based on the variables, age, years teaching experience, number of systems in which taught, number of years in present position, and number of years the respondents expected to teach. It was hypothesized that (1) younger teachers might view their roles differently than did older teachers, that they might define the expectations held by administrators, school board members, and parents differently than did older teachers, (2) that teachers with more teaching experience might have different beliefs and define the expectations of the others (administrators, school board members, and parents) than did those with less teaching experience, (3) that teachers who had been in a number of different school systems might have different beliefs and different definitions of expectations for the others than did those with less experience in various school systems, (4) that teachers who had been in a school system for a longer period of time might vary more in beliefs they held and their definition of expectations of the others than did those with less time spent in a particular school system, and (5) that teachers who were in the profession on a long term basis might differ in their beliefs and definitions of expectations for the others to a greater extent than would those who were involved on a short time basis.

In order to test the significance of differences based on these five variables, the forty-eight selected items were ranked according to the beliefs of teachers, administrators, school board members, and parents, they were also ranked according to the teachers' definition of the expectations held by administrators, school board members, and parents. The rankings were then compared, item by item, to note the differences





in rankings. The statistic used to test the significance of differences was Chi Square. Table 11 indicates the differences in rankings based on age of the teachers, it compares the beliefs of the teachers with their definition of the expectations of the administrators.

TABLE 11

DIFFERENCES IN RANK BETWEEN TEACHER BELIEF AND TEACHER DEFINITION  
OF ADMINISTRATORS' EXPECTATIONS ON 48 SELECTED ITEMS  
RANKED ACCORDING TO AGE OF TEACHERS

Age of Teachers	Rank Diff. 0-5.5	Rank Diff. 6+	Totals	$\chi^2$ *
21-40	36	12	48	
41-60	35	13	48	
Totals	71	25	96	0

\*Value for  $\chi^2$  at the 5% level of significance is 3.84.

The forty-eight items were ranked for the beliefs of the teachers in the sample who were between the ages of 21-40 years, also the items were ranked for teachers in the 41-60 age bracket. The younger teachers' definition of administrator expectations and those of the older teachers were also ranked. Table 11 informs us that, for the younger teachers, on the basis of rankings assigned to their beliefs and definition of administrators' expectations, there were thirty-six of the forty-eight items on which the differences in rankings ranged from 0-5.5 and twelve of the items in which the differences in rankings ranged from 0-6. For older teachers there were thirty-five items on which the rank differences were from 0-5.5 and thirteen items on which the rank differences were six or above.



The  $X^2$  value of zero indicates there were no significant differences between the two age groups of teachers.

Table 12 presents the same data as it relates to the beliefs of teachers and their definition of the school board members' expectations.

TABLE 12

DIFFERENCES IN RANK BETWEEN TEACHER BELIEF AND TEACHER DEFINITION  
OF SCHOOL BOARDS' EXPECTATIONS ON 48 SELECTED ITEMS  
RANKED ACCORDING TO AGE OF TEACHERS

Age of Teachers	Rank Diff. 0-5.5	Rank Diff. 6+	Totals	$X^2*$
21-40	39	9	48	
41-60	32	16	48	
Totals	71	25	96	1.94

\*Value for  $X^2$  at the 5% level of significance is 3.84.

The  $X^2$  value of 1.94 is not statistically significant. Again, there were no significant differences between the age groupings as rankings were compared between beliefs held and definition of school boards' expectations.

Table 13 points out differences in rankings between the belief of the teachers and their definition of parents' expectations. The  $X^2$  value of .37 indicates the differences were not significant.

TABLE 13

DIFFERENCES IN RANK BETWEEN TEACHER BELIEF AND TEACHER DEFINITION  
OF PARENTS' EXPECTATIONS ON 48 SELECTED ITEMS RANKED  
ACCORDING TO AGE OF TEACHERS

Age of Teachers	Rank Diff. 0-5.5	Rank Diff. 6+	Totals	$X^2*$
21-40	21	27	48	

\*Value for  $X^2$  at the 5% level of significance is 3.84.



TABLE 13 - Continued

Age of Teachers	Rank Diff. 0-5.5	Rank Diff. 6+	Totals	$\chi^2$
41-60	25	23	48	
Totals	46	50	96	.37

We can draw from these data the conclusion that, for the sample tested, age of teachers does not affect the difference between the teachers' own beliefs and their definition of the expectations of administrators, school board members, and parents. Older teachers are no more or less oriented toward these groups than younger teachers.

Tables 14, 15, and 16 indicate the differences in rankings between teachers' beliefs and teachers' definition of expectations held by administrators, school board members, and parents, by years of experience. The analysis indicates that years of experience does not affect the amount of difference between teachers' own beliefs and their definition of the expectations of others. In other words, the beliefs of more experienced teachers are no more or less oriented toward their image of the expectations of these others than are the less experienced teachers.

TABLE 14

DIFFERENCES IN RANK BETWEEN TEACHER BELIEF AND TEACHER DEFINITION  
OF ADMINISTRATOR EXPECTATIONS ON 48 SELECTED ITEMS RANKED  
ACCORDING TO YEARS OF EXPERIENCE

Years Experience	Rank Diff. 0-5.5	Rank Diff. 6+	Totals	$\chi^2$ *
1-10	33	15	48	
11+	33	15	48	
Totals	66	30	96	0

\*Value for  $\chi^2$  at the 5% level of significance is 3.84.



TABLE 15

DIFFERENCES IN RANK BETWEEN TEACHER BELIEF AND TEACHER DEFINITION  
OF SCHOOL BOARD EXPECTATION ON 48 SELECTED ITEMS RANKED  
ACCORDING TO YEARS OF EXPERIENCE

Years Experience	Rank Diff. 0-5.5	Rank Diff. 6+	Totals	$\chi^2$ *
1-10	31	17	48	
11+	31	17	48	
Totals	62	34	96	0

\*Value for  $\chi^2$  at the 5% level of significance is 3.84.

TABLE 16

DIFFERENCES IN RANK BETWEEN TEACHER BELIEF AND TEACHER DEFINITION  
OF PARENT EXPECTATION ON 48 SELECTED ITEMS RANKED  
ACCORDING TO YEARS OF EXPERIENCE

Years Experience	Rank Diff. 0-5.5	Rank Diff. 6+	Totals	$\chi^2$ *
1-10	24	24	48	
11+	25	23	48	
Totals	49	47	96	0

\*Value for  $\chi^2$  at the 5% level of significance is 3.84.

In a similar manner, the effect of number of school systems in which taught is analyzed in Tables 17, 18, and 19. Again, the results do not indicate any relationships of a significant nature between range of experience in various school systems and the difference between the beliefs of the teachers and their definition of the expectations held by school administrators, school board members, and parents.



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TABLE 17

DIFFERENCES IN RANK BETWEEN TEACHER BELIEF AND TEACHER DEFINITION  
OF ADMINISTRATOR EXPECTATIONS ON 48 SELECTED ITEMS RANKED  
ACCORDING TO THE NUMBER OF SCHOOL SYSTEMS IN  
WHICH THE TEACHERS HAVE TAUGHT

Number of Systems	Rank Diff. 0-5.5	Rank Diff. 6+	Totals	$\chi^2$ *
1-2	35	13	48	
3-4	36	12	48	
Totals	71	25	96	0

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

TABLE 18

DIFFERENCES IN RANK BETWEEN TEACHER BELIEF AND TEACHER DEFINITION  
OF SCHOOL BOARD EXPECTATIONS ON 48 SELECTED ITEMS RANKED  
ACCORDING TO THE NUMBER OF SCHOOL SYSTEMS IN  
WHICH THE TEACHERS HAVE TAUGHT

Number of Systems	Rank Diff. 0-5.5	Rank Diff. 6+	Totals	$\chi^2$ *
1-2	35	13	48	
3-4	35	13	48	
Totals	70	26	96	0

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

TABLE 19

DIFFERENCES IN RANK BETWEEN TEACHER BELIEF AND TEACHER DEFINITION  
OF PARENT EXPECTATIONS ON 48 SELECTED ITEMS RANKED ACCORDING TO  
THE NUMBER OF SCHOOL SYSTEMS IN WHICH THE TEACHERS HAVE TAUGHT

Number of Systems	Rank Diff. 0-5.5	Rank Diff. 6+	Totals	$\chi^2$ *
1-2	28	20	48	
3-4	22	26	48	
Totals	50	46	96	1.04

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

As the data shown in Tables 20, 21, and 22 indicate, there were no significant differences between teachers who had held their present position from one to three years and those who had held their present position for more than three years, in regard to the orientation of their beliefs to their image of the expectations of administrators, school board members, or parents.

TABLE 20

DIFFERENCES IN RANK BETWEEN TEACHER BELIEF AND TEACHER DEFINITION  
OF THE EXPECTATIONS OF ADMINISTRATORS ON 48 SELECTED ITEMS  
RANKED ACCORDING TO NUMBER OF YEARS IN PRESENT POSITION

Years in Present Position	Rank Diff. 0-5.5	Rank Diff. 6+	Totals	$\chi^2*$
1-3	33	15	48	
4+	38	10	48	
Totals	71	25	96	.865

\*Value for  $\chi^2$  at the 5% level of significance is 3.84.

TABLE 21

DIFFERENCES IN RANK BETWEEN TEACHER BELIEF AND TEACHER DEFINITION  
OF THE EXPECTATIONS OF SCHOOL BOARDS ON 48 SELECTED ITEMS  
RANKED ACCORDING TO NUMBER OF YEARS IN PRESENT POSITION

Years in Present Position	Rank Diff. 0-5.5	Rank Diff. 6+	Totals	$\chi^2*$
1-3	27	21	48	
4+	31	17	48	
Totals	58	38	96	.35

\*Value for  $\chi^2$  at the 5% level of significance is 3.84.

TABLE 22

DIFFERENCES IN RANK BETWEEN TEACHER BELIEF AND TEACHER DEFINITION  
OF THE EXPECTATIONS OF PARENTS ON 48 SELECTED ITEMS RANKED  
ACCORDING TO NUMBER OF YEARS IN PRESENT POSITION

Years in Present Position	Rank Diff. 0-5.5	Rank Diff. 6+	Totals	$\chi^2$ *
1-3	22	26	48	
4+	23	25	48	
Totals	45	51	96	0

\*Value for  $\chi^2$  at the 5% level of significance is 3.84.

It had been thought that anticipated length of future service might affect the orientation of teachers toward their significant others. The data for this analysis are presented in Tables 23, 24, and 25. The significant  $\chi^2$  of 19.8 noted in Table 24 indicates that the beliefs of teachers who intend to be in the profession for eleven or more years were more closely oriented to their definition of school boards' expectations than were those teachers who intended to be in the profession for ten or fewer years. Standing by itself, this finding does not fit into any pattern of teacher orientation to significant others. Since it is the only significant difference among the twelve testing the relation of age, experience, and related variables to the teachers' orientation to others, it may well result from a chance distribution.



TABLE 23

DIFFERENCES IN RANK BETWEEN TEACHER BELIEF AND TEACHER DEFINITION  
OF THE EXPECTATIONS OF ADMINISTRATORS ON 48 SELECTED ITEMS  
RANKED ACCORDING TO LENGTH OF FUTURE SERVICE

Years Expect to Teach	Rank Diff. 0-5.5	Rank Diff. 6+	Totals	$\chi^2$ *
1-10	39	9	48	
11+	35	13	48	
Totals	74	22	96	.53

\*Value for  $\chi^2$  at the 5% level of significance is 3.84.

TABLE 24

DIFFERENCES IN RANK BETWEEN TEACHER BELIEF AND TEACHER DEFINITION  
OF THE EXPECTATIONS OF SCHOOL BOARDS ON 48 SELECTED ITEMS  
RANKED ACCORDING TO LENGTH OF FUTURE SERVICE

Years Expect to Teach	Rank Diff. 0-5.5	Rank Diff. 6+	Totals	$\chi^2$ *
1-10	29	19	48	
11+	48	0	48	
Totals	77	19	96	19.8

\*Value for  $\chi^2$  at the 5% level of significance is 3.84.

TABLE 25

DIFFERENCES IN RANK BETWEEN TEACHER BELIEF AND TEACHER DEFINITION  
OF THE EXPECTATIONS OF PARENTS ON 48 SELECTED ITEMS RANKED  
ACCORDING TO LENGTH OF FUTURE SERVICE

Years Expect to Teach	Rank Diff. 0-5.5	Rank Diff. 6+	Totals	$\chi^2$ *
1-10	23	25	48	
11+	17	31	48	
Totals	40	56	96	1.07

\*Value for  $\chi^2$  at the 5% level of significance is 3.84.



In the preceding pages we have tested the effect of age, years of teaching experience, number of school systems in which taught, number of years in present position, and length of anticipated teaching service, on the orientation of teachers' beliefs to their definition of the expectations of significant others. Now we examine relationships of the same variables to the convergence of the teachers' definition of expectations and the expressed expectations of administrators, school board members, and parents.

Tables 26, 27, and 28 are concerned with the differences in rankings assigned to the forty-eight selected items between the teachers' definition of the expectations held by administrators, school board members, and parents, and the expressed expectations of these groups by age of teachers. The teachers are grouped into two age categories—those between the ages of 21-40 and those whose ages range from 41-60 years. There were no significant differences between the two age groups with regard to the convergence of their definition of expectations and the expressed expectations of administrators, school board members, and parents.

TABLE 26

DIFFERENCES IN RANK BETWEEN TEACHER DEFINITION OF THE EXPECTATIONS  
OF ADMINISTRATOR AND ADMINISTRATOR EXPRESSED EXPECTATIONS ON  
48 SELECTED ITEMS RANKED ACCORDING TO AGE OF TEACHERS

Age of Teachers	Rank Diff. 0-5.5	Rank Diff. 6+	Totals	$\chi^2$ *
21-40	29	19	48	
41-60	27	21	48	
Totals	56	40	96	.04

\*Value for  $\chi^2$  at the 5% level of significance is 3.84.





TABLE 27

DIFFERENCES IN RANK BETWEEN TEACHER DEFINITION OF THE EXPECTATIONS  
OF SCHOOL BOARD AND SCHOOL BOARD EXPRESSED EXPECTATION ON  
48 SELECTED ITEMS RANKED ACCORDING TO AGE OF TEACHERS

Age of Teachers	Rank Diff. 0-5.5	Rank Diff. 6+	Totals	$\chi^2$ *
21-40	21	27	48	
41-60	15	33	48	
Totals	36	60	96	1.69

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

TABLE 28

DIFFERENCES IN RANK BETWEEN TEACHER DEFINITION OF THE EXPECTATIONS  
OF PARENTS AND PARENT EXPRESSED EXPECTATIONS ON 48 SELECTED  
ITEMS RANKED ACCORDING TO AGE OF TEACHERS

Age of Teachers	Rank Diff. 0-5.5	Rank Diff. 6+	Totals	$\chi^2$ *
21-40	12	36	48	
41-60	18	30	48	
Totals	30	66	96	1.2

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

Tables 29, 30, and 31 show a similar analysis of the same data with regard to years of experience. Again, no significant differences were observed between two groups of teachers. Those with experience of from 1-10 years had no greater or less convergence than those whose experience ranged from eleven years and beyond.

TABLE 29

DIFFERENCES IN RANK BETWEEN TEACHER DEFINITION OF EXPECTATIONS OF  
ADMINISTRATOR AND ADMINISTRATOR EXPRESSED EXPECTATIONS ON 48  
SELECTED ITEMS RANKED ACCORDING TO YEARS OF EXPERIENCE

Years Experience	Rank Diff. 0-5.5	Rank Diff. 6+	Totals	$\chi^2$ *
1-10	23	25	48	
11+	25	23	48	
Totals	48	48	96	.041

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

TABLE 30

DIFFERENCES IN RANK BETWEEN TEACHER DEFINITION OF EXPECTATIONS OF  
SCHOOL BOARD AND SCHOOL BOARD EXPRESSED EXPECTATIONS ON 48  
SELECTED ITEMS RANKED ACCORDING TO YEARS OF EXPERIENCE

Years Experience	Rank Diff. 0-5.5	Rank Diff. 6+	Totals	$\chi^2$ *
1-10	19	29	48	
11+	13	35	48	
Totals	32	64	96	1.15

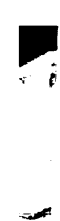
\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

TABLE 31

DIFFERENCES IN RANK BETWEEN TEACHER DEFINITION OF EXPECTATIONS OF  
PARENT AND PARENT EXPRESSED EXPECTATIONS ON 48 SELECTED  
ITEMS RANKED ACCORDING TO YEARS OF EXPERIENCE

Years Experience	Rank Diff. 0-5.5	Rank Diff. 6+	Totals	$\chi^2$ *
1-10	14	34	48	
11+	17	31	48	
Totals	31	65	96	.190

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.



Tables 32, 33, and 34 show the analysis of the number of systems in which the teacher has taught. The values of  $X^2$  again do not indicate any significant differences between two groups in regard to the convergence between their definition of others' expectations and the expressed expectations of the others.

TABLE 32

DIFFERENCES IN RANK BETWEEN TEACHER DEFINITION OF EXPECTATIONS OF ADMINISTRATORS AND ADMINISTRATOR EXPRESSED EXPECTATIONS ON 48 SELECTED ITEMS RANKED ACCORDING TO THE NUMBER OF SCHOOL SYSTEMS IN WHICH THE TEACHERS HAVE TAUGHT

Number of Systems	Rank Diff. 0-5.5	Rank Diff. 6+	Totals	$X^2*$
1-2	22	26	48	
3-4	27	21	48	
Totals	49	47	96	.666

\*Value for  $X^2$  at the 5% level of significance is 3.84.

TABLE 33

DIFFERENCES IN RANK BETWEEN TEACHER DEFINITION OF EXPECTATIONS OF SCHOOL BOARD AND SCHOOL BOARD EXPRESSED EXPECTATIONS ON 48 SELECTED ITEMS RANKED ACCORDING TO THE NUMBER OF SCHOOL SYSTEMS IN WHICH THE TEACHERS HAVE TAUGHT

Number of Systems	Rank Diff. 0-5.5	Rank Diff. 6+	Totals	$X^2*$
1-2	15	33	48	
3-4	17	31	48	
Totals	32	64	96	.049

\*Value for  $X^2$  at the 5% level of significance is 3.84.

TABLE 34

DIFFERENCES IN RANK BETWEEN TEACHER DEFINITION OF EXPECTATIONS OF  
PARENT AND PARENT EXPRESSED EXPECTATIONS ON 48 SELECTED  
ITEMS RANKED ACCORDING TO THE NUMBER OF SCHOOL  
SYSTEMS IN WHICH THE TEACHERS HAVE TAUGHT

Number of Systems	Rank Diff. 0-5.5	Rank Diff. 6+	Totals	$\chi^2*$
1-2	14	34	48	
3-4	19	29	48	
Totals	33	63	96	.749

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

Tables 35, 36, and 37 analyze the differences in rankings between the teachers' definition of the expectations of the administrators, school board members, and parents, and the expressed expectations which these groups professed to hold, by years in present position. There were no significant differences revealed by these data. Those who had been in their present position for a period of from one to three years were not different from those who had been in their present position for four or more years, with regard to the convergence of their definition and the expressed expectations of the significant others.

TABLE 35

DIFFERENCES IN RANK BETWEEN TEACHER DEFINITION OF EXPECTATIONS OF  
ADMINISTRATOR AND ADMINISTRATOR EXPRESSED EXPECTATIONS ON 48  
SELECTED ITEMS RANKED ACCORDING TO NUMBER  
OF YEARS IN PRESENT POSITION

Years in Present Position	Rank Diff. 0-5.5	Rank Diff. 6+	Totals	$\chi^2*$
1-3	24	24	48	
4+	24	24	48	
Totals	48	48	96	0

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

TABLE 36

DIFFERENCES IN RANK BETWEEN TEACHER DEFINITION OF EXPECTATION OF  
SCHOOL BOARD AND SCHOOL BOARD EXPRESSED EXPECTATIONS ON 48  
SELECTED ITEMS RANKED ACCORDING TO NUMBER  
OF YEARS IN PRESENT POSITION

Years in Present Position	Rank Diff. 0-5.5	Rank Diff. 6 +	Totals	$\chi^2$ *
1-3	13	35	48	
4+	17	31	48	
Totals	30	66	96	.43

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

TABLE 37

DIFFERENCES IN RANK BETWEEN TEACHER DEFINITION OF EXPECTATIONS OF  
PARENT AND PARENT EXPRESSED EXPECTATIONS ON 48 SELECTED ITEMS  
RANKED ACCORDING TO NUMBER OF YEARS IN PRESENT POSITION

Years in Present Position	Rank Diff. 0-5.5	Rank Diff. 6 +	Totals	$\chi^2$ *
1-3	16	32	48	
4+	18	30	48	
Totals	34	62	96	.05

The variable number of years the respondents expected to teach is analyzed in Tables 38, 39, and 40. Again, no significant differences were observed between two groups of teachers. That is, those teachers who expected to teach from one to ten years were not different from those teachers who expected to teach eleven or more years in regard to the convergence of their definition of the expectations held for administrators, school board members, and parents, and the expectations which these groups expressed.





TABLE 38

DIFFERENCES IN RANK BETWEEN TEACHER DEFINITION OF EXPECTATIONS OF ADMINISTRATOR AND ADMINISTRATOR EXPRESSED EXPECTATIONS ON 48 SELECTED ITEMS RANKED ACCORDING TO LENGTH OF FUTURE SERVICE

Years Expect to Teach	Rank Diff. 0-5.5	Rank Diff. 6+	Totals	$\chi^2$ *
1-10	24	24	48	
11+	28	20	48	
Totals	52	44	96	.35

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

TABLE 39

DIFFERENCES IN RANK BETWEEN TEACHER DEFINITION OF EXPECTATIONS OF SCHOOL BOARD AND SCHOOL BOARD EXPRESSED EXPECTATIONS ON 48 SELECTED ITEMS RANKED ACCORDING TO LENGTH OF FUTURE SERVICE

Years Expect to Teach	Rank Diff. 0-5.5	Rank Diff. 6+	Totals	$\chi^2$ *
1-10	16	32	48	
11+	19	29	48	
Totals	35	61	96	.17

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

TABLE 40

DIFFERENCES IN RANK BETWEEN TEACHER DEFINITION OF EXPECTATIONS OF PARENT AND PARENT EXPRESSED EXPECTATIONS ON 48 SELECTED ITEMS RANKED ACCORDING TO LENGTH OF FUTURE SERVICE

Years Expect to Teach	Rank Diff. 0-5.5	Rank Diff. 6+	Totals	$\chi^2$ *
1-10	18	30	48	
11+	18	30	48	
Totals	36	60	96	0

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

We turn now to an analysis of these data to note the extent of convergence between the teachers' beliefs and the expressed expectations of administrators, school board members, and parents, based on the variables age, years of experience, number of systems in which taught, years in present position, and years of anticipated teaching service.

The differences in ranking between teachers' beliefs versus the expressed expectations of administrators, school board members, and parents, according to the variable age of teachers are displayed in Tables 41, 42, and 43. No significant differences between the groups were observed. That is, young teachers were not significantly different from older teachers as comparisons were made between beliefs held by them and expressed expectations of the others.

TABLE 41

DIFFERENCES IN RANK BETWEEN TEACHER BELIEF AND ADMINISTRATOR  
EXPECTATIONS ON 48 SELECTED ITEMS RANKED  
ACCORDING TO AGE OF TEACHERS

Age of Teachers	Rank Diff. 0-5.5	Rank Diff. 6+	Totals	$X^2$ *
21-40	21	27	48	
41-60	21	27	48	
Totals	42	54	96	0

\*Value of  $X^2$  at the 5% level of significance is 3.84.

TABLE 42

DIFFERENCES IN RANK BETWEEN TEACHER BELIEF AND SCHOOL BOARD EXPECTATIONS ON 48 SELECTED ITEMS RANKED ACCORDING TO AGE OF TEACHERS

Age of Teachers	Rank Diff. 0-5.5	Rank Diff. 6+	Totals	$\chi^2$ *
21-40	17	31	48	
41-60	17	31	48	
Totals	34	62	96	0

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

TABLE 43

DIFFERENCES IN RANK BETWEEN TEACHER BELIEF AND PARENT EXPECTATIONS ON 48 SELECTED ITEMS RANKED ACCORDING TO AGE OF TEACHERS

Age of Teacher	Rank Diff. 0-5.5	Rank Diff. 6+	Totals	$\chi^2$ *
21-40	16	32	48	
41-60	16	32	48	
Totals	32	64	96	0

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

The variables, years teaching experience, number of school systems in which taught, years in present position, and anticipated number of years of teaching service, are treated in Tables 44-55. No significant differences were discovered to exist as the beliefs of the teachers and the definitions of the others were examined in the light of these variables.



TABLE 44

DIFFERENCES IN RANK BETWEEN TEACHER BELIEF AND ADMINISTRATOR  
EXPECTATIONS ON 48 SELECTED ITEMS RANKED  
ACCORDING TO YEARS OF EXPERIENCE

Years Experience	Rank Diff. 0-5.5	Rank Diff. 6+	Totals	$\chi^2$ *
1-10	21	27	48	
11+	21	27	48	
Totals	42	54	96	0

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

TABLE 45

DIFFERENCES IN RANK BETWEEN TEACHER BELIEF AND SCHOOL BOARD  
EXPECTATIONS ON 48 SELECTED ITEMS RANKED  
ACCORDING TO YEARS OF EXPERIENCE

Years Experience	Rank Diff. 0-5.5	Rank Diff. 6+	Totals	$\chi^2$ *
1-10	21	27	48	
11+	15	33	48	
Totals	36	60	96	1.15

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

TABLE 46

DIFFERENCES IN RANK BETWEEN TEACHER BELIEF AND PARENT EXPECTATIONS  
ON 48 SELECTED ITEMS RANKED ACCORDING TO YEARS OF EXPERIENCE

Years Experience	Rank Diff. 0-5.5	Rank Diff. 6+	Totals	$\chi^2$ *
1-10	15	33	48	
11+	16	32	48	
Totals	31	65	96	0

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.



TABLE 47

DIFFERENCES IN RANK BETWEEN TEACHER BELIEF AND ADMINISTRATOR EXPECTATIONS ON 48 SELECTED ITEMS RANKED ACCORDING TO THE NUMBER OF SCHOOL SYSTEMS IN WHICH THE TEACHERS HAVE TAUGHT

Number of Systems	Rank Diff. 0-5.5	Rank Diff. 6+	Totals	$\chi^2$ *
1-2	23	25	48	
3-4	24	24	48	
Totals	47	49	96	0

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

TABLE 48

DIFFERENCES IN RANK BETWEEN TEACHER BELIEF AND SCHOOL BOARD EXPECTATIONS ON 48 SELECTED ITEMS RANKED ACCORDING TO THE NUMBER OF SCHOOL SYSTEMS IN WHICH THE TEACHERS HAVE TAUGHT

Number of Systems	Rank Diff. 0-5.5	Rank Diff. 6+	Totals	$\chi^2$ *
1-2	17	31	48	
3-4	17	31	48	
Totals	34	62	96	0

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

TABLE 49

DIFFERENCES IN RANK BETWEEN TEACHER BELIEF AND PARENT EXPECTATIONS ON 48 SELECTED ITEMS RANKED ACCORDING TO THE NUMBER OF SCHOOL SYSTEMS IN WHICH THE TEACHERS HAVE TAUGHT

Number of Systems	Rank Diff. 0-5.5	Rank Diff. 6+	Totals	$\chi^2$ *
1-2	19	29	48	
3-4	16	32	48	
Totals	35	61	96	.179

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

TABLE 50

DIFFERENCES IN RANK BETWEEN TEACHER BELIEF AND ADMINISTRATOR  
EXPECTATIONS ON 48 SELECTED ITEMS RANKED ACCORDING TO  
NUMBER OF YEARS IN PRESENT POSITION

Years in Present Position	Rank Diff. 0-5.5	Rank Diff. 6+	Totals	$\chi^2$ *
1-3	21	27	48	
4+	25	23	48	
Totals	46	50	96	.375

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

TABLE 51

DIFFERENCES IN RANK BETWEEN TEACHER BELIEF AND SCHOOL BOARD  
EXPECTATIONS ON 48 SELECTED ITEMS RANKED ACCORDING  
TO NUMBER OF YEARS IN PRESENT POSITION

Years in Present Position	Rank Diff. 0-5.5	Rank Diff. 6+	Totals	$\chi^2$ *
1-3	15	33	48	
4+	18	30	48	
Totals	33	63	96	.184

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

TABLE 52

DIFFERENCES IN RANK BETWEEN TEACHER BELIEF AND PARENT EXPECTATION  
ON 48 SELECTED ITEMS RANKED ACCORDING TO NUMBER  
OF YEARS IN PRESENT POSITION

Years in Present Position	Rank Diff. 0-5.5	Rank Diff. 6+	Totals	$\chi^2$ *
1-3	16	32	48	
4+	14	34	48	
Totals	30	66	96	.049

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.



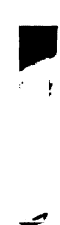


TABLE 53

DIFFERENCES IN RANK BETWEEN TEACHER BELIEF AND ADMINISTRATOR  
EXPECTATIONS ON 48 SELECTED ITEMS RANKED ACCORDING  
TO LENGTH OF FUTURE SERVICE

Years Expect to Teach	Rank Diff. 0-5.5	Rank Diff. 6+	Totals	$\chi^2$ *
1-10	20	28	48	
11+	27	21	48	
Totals	47	49	96	1.50

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

TABLE 54

DIFFERENCES IN RANK BETWEEN TEACHER BELIEF AND SCHOOL BOARD  
EXPECTATIONS ON 48 SELECTED ITEMS RANKED ACCORDING  
TO LENGTH OF FUTURE SERVICE

Years Expect to Teach	Rank Diff. 0-5.5	Rank Diff. 6+	Totals	$\chi^2$ *
1-10	15	33	48	
11+	17	31	48	
Totals	32	64	96	.05

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.

TABLE 55

DIFFERENCES IN RANK BETWEEN TEACHER BELIEF AND PARENT EXPECTATIONS  
ON 48 SELECTED ITEMS RANKED ACCORDING TO LENGTH OF FUTURE SERVICE

Years Expect to Teach	Rank Diff.. 0-5.5	Rank Diff. 6+	Totals	$\chi^2$ *
1-10	17	31	48	
11+	14	34	48	
Totals	31	65	96	.504

\*Value of  $\chi^2$  at the 5% level of significance is 3.84.



The preceding analysis indicates that the age, experience, number of systems, years in present position, years of anticipated service of teachers are related to neither their orientation to others or the convergence between their definition of others expectations and the expressed expectations of others, nor their beliefs and the expressed beliefs of the others.

We have been involved in the foregoing analysis with a general treatment of the data designed to point out the convergence or divergence between (1) the beliefs of teachers and their definition of the expectations of the others, (2) the teachers' definitions of others' expectations and the expressed expectations of the others, and (3) the beliefs of the teachers and the expressed expectations of the others. The study will now be directed toward an analysis of particular acts as these are viewed by the teachers in terms of their own beliefs, their definition of the expectations of the others and the expressed expectations of the others. The forty-eight selected items associated with the professional roles of the teacher will be evaluated by the teachers so as to indicate the degree of their acceptance of them, their definition of others' expectations regarding the items, and the expressed expectations of the others as regards the items.

#### Analysis of the Data Based on the Forty-Eight Particular Acts

The purpose of this study was to examine the role expectations which teachers, administrators, school board members, and parents hold of elementary teachers, and to compare these expectancies, noting the convergence or divergence of the expectations held. This is to say that teachers will hold certain beliefs regarding their roles, they will, in



addition, have definitions of how others expect them to act in these *roles*. We are concerned here with the degree to which teacher role expectations compare with the role beliefs held by others. We are turning here to analysis of particular acts instead of the general analysis which preceded.

The roles around which the study is organized include: (1) Director of Learning, (2) Counselor and Guidance Worker, (3) Mediator of the Culture, (4) Liaison between School and Community, (5) Member of the School Staff, and (6) Member of the Profession.

Certain particular acts which might be associated with these roles were developed. These statements are not to be considered as representing an attempt to define the various roles, but, rather, are a series of behavioral acts which suggest situations which teachers may face in the performance of their roles. The list is suggestive and no attempt was made to develop a normative definition for the various roles considered.

The approach used in the study involves these levels: From the point of view of the teacher we sought, (1) the beliefs of the teachers as regards the statements describing particular behaviors, and (2) their definition of expectations regarding the statements held by school administrators, school board members, and parents. From the point of view of the administrators, school board members, and parents, we attempted to identify their expectations as regards the particular acts.

The analysis of the material followed this general plan:

1. (a) Identify teacher beliefs.
- (b) Identify teacher definition of the expectations of administrators.
- (c) Identify teacher definition of the expectations of school board members.
- (d) Identify teacher definition of the expectations of parents.



- (e) Identify the expectations of administrators.
  - (f) Identify the expectations of school board members.
  - (g) Identify the expectations of parents.
2.
    - (a) Compare teacher beliefs with teacher definition of expectations of administrators.
    - (b) Compare teacher beliefs with teacher definition of expectations of school board members.
    - (c) Compare teacher beliefs with teacher definition of expectations of parents.
  3.
    - (a) Compare teacher definition of expectations with expressed expectations of administrators.
    - (b) Compare teacher definition of expectations with expressed expectations of school board members.
    - (c) Compare teacher definition of expectations with expressed expectations of parents.
  4.
    - (a) Compare teacher beliefs with expressed expectations of administrators.
    - (b) Compare teacher beliefs with expressed expectations of school board members.
    - (c) Compare teacher beliefs with expressed expectations of parents.

The following data are organized in such a way that comparisons will be made for particular acts between (1) teacher beliefs and teacher definition of the expectations of others, (2) teacher definition of the expectations and the others' expressed expectations, and (3) teacher beliefs and the expressed expectations of the others.

For example, on the item "Use movies in teaching" there were ninety-five teachers who believed they should use movies in teaching, and one teacher who believed she should not use movies. Also, ninety-five teachers thought that the school administrators expected them to use movies, while one teacher did not think that the administrators would expect her to do so. These data were recorded in this manner and the Chi-Square statistic computed.



TABLE 56

ANALYSIS OF RESPONSES TO INDICATE DIFFERENCES BETWEEN TEACHER  
DEFINITION OF ADMINISTRATORS' EXPECTATION AND TEACHER  
BELIEF ON THE ITEM "USE MOVIES IN TEACHING"

"Use movies in teaching"	YES	NO	TOTALS
Teacher definition of administrators' expectation	95	1	96
Teacher belief	95	1	96
Totals	190	2	192
$\chi^2 = 0^*$			

\*A  $\chi^2$  value of 3.84 or larger indicates a difference at the .05 level of significance.

Regarding the teachers' definition of administrators' expectations as opposed to the expressed expectations of administrators on the item, "Use movies in teaching", the data was set up in the same manner as above and  $\chi^2$  computed. Finally, the data involving teacher belief as opposed to administrator expressed expectation on the same item was treated as above. Table 57 indicates the differences which were found for the eighteen items organized around the role, "Director of Learning."

TABLE 57

DIFFERENCES BETWEEN TEACHER BELIEFS, TEACHER DEFINITION OF  
ADMINISTRATOR EXPECTATIONS AND ADMINISTRATOR EXPRESSED  
EXPECTATIONS ON TEACHER ACTS RELATED  
TO THE DIRECTOR OF LEARNING ROLE

Teacher acts designed to reveal role expectations with regard to Director of Learning in Classroom	Chi Square <sup>a</sup>		
	T <sup>b</sup> -TA <sup>c</sup>	TA-A	T-A <sup>d</sup>
1. Use movies in teaching.	0	.887	.887
2. Teach the three R's as a primary responsibility.	.223	.446	.130



TABLE 57 - Continued

Teacher acts designed to reveal role expectations with regard to Director of Learning in Classroom		Chi Square <sup>a</sup>		
		Tb-TAc	TA-A	T-Ad
3.	Collect money from students for milk, school lunches, etc.	3.597	.030	1.813
4.	Decide who should be promoted.	1.395	2.968	7.760#
5.	Take entire class on field trips during school hours to visit industries, stores, nature study, etc.	.068	.769	.419
6.	Collect money from students for class plays, athletic events, etc.	4.260#	.048	2.012
7.	Stay after school to help individual children.	0	2.070	2.070
8.	Follow the course of study if the school has one.	0	.110	1.198
9.	Keep the children quiet while in school, especially in halls and in the lunchroom.	0	1.714	2.310
10.	Take the entire class on a camping trip for the purpose of learning about natural resources, conservation, etc.	.087	3.171	4.160#
11.	Punish in a moderate manner, perhaps by spanking, those who need it.	2.575	0	.141
12.	See to it that children eat a balanced meal in the school lunchroom.	0	0	0
13.	Help plan and produce school activities such as plays and entertainments.	.421	.049	1.650
14.	Comply with requests from parents to keep children from being too active on the playground.	.139	.007	.053
15.	Give major emphasis to preparing children so that they can do successfully the work in the next grade.	.099	2.936	4.026#
16.	Take children on extended educational trips outside the community during the school year.	0	2.032	1.714
17.	Pass on to the next grade those pupils who are working up to the extent of their ability, even though they have not achieved the norms for their grade.	0	.005	.005



TABLE 57 - Continued

Teacher acts designed to reveal role expectations with regard to Director of Learning in Classroom	Chi-Square <sup>a</sup>		
	T <sup>b</sup> -TA <sup>c</sup>	TA-A	T-A <sup>d</sup>
18. Maintain an orderly daily plan of class activities.	.077	.005	.178

<sup>a</sup>A  $\chi^2$  value of 3.84 or larger indicates a difference at the .05 level of significance.

<sup>b</sup>T - Teacher beliefs.

<sup>c</sup>TA - Teacher definition of administrator expectations.

<sup>d</sup>A - Administrator expressed expectations.

# Significant difference.

It will be noted in Table 57, item four, "Decide who should be promoted", that between the teachers' belief and their definition of the expectations of administrators there is not a significant difference. That is, the beliefs of teachers and the expectations which they define for administrators are similar. Also, between the teachers' definition of expectations of administrators, and the expressed expectations of administrators, there is no significant difference. However, there is a significant difference between the beliefs of the teachers and the expressed expectations of the administrators.

On item number six, there is a significant difference between the beliefs of the teachers and their definition of the administrators' expectations. That is, the teachers believe that they should not have to collect money from children for class plays, athletic events, etc., but they define the expectations of the administrators as approving this item. However, when teacher beliefs and expressed expectations of



administrators are compared, both agree that the teacher should not be required to collect money for such purposes.

Table 58 lists the differences found when comparing teacher beliefs with teacher definition of school board members' expectations, teacher definition of school board members' expectations and school board expressed expectations, and teacher beliefs with school board expressed expectations.

Table 59 indicates the same data as gained from an examination of teacher beliefs, teacher definition of parents' expectations, and parent expressed expectations, all related to teacher acts designed to reveal role expectations with regard to "Director of Learning."

For the beliefs of teachers and their definition of expectations of administrators, school board members, and parents, and the expressed expectations of these others as related to the role of "Guidance and Counselor", see Tables 60, 61, and 62.

The data for the remaining roles, "Mediator of the Culture," "Liason between School and Community," "Member of School Staff," and "Member of the Profession," is displayed in Tables 63-74.





TABLE 58

DIFFERENCES BETWEEN TEACHER BELIEFS, TEACHER DEFINITION OF SCHOOL BOARD MEMBERS' EXPECTATIONS AND SCHOOL BOARD MEMBERS' EXPRESSED EXPECTATIONS ON TEACHER ACTS RELATED TO DIRECTOR OF LEARNING ROLE

Teacher acts designed to reveal role expectations with regard to Director of Learning in Classroom	Chi Square <sup>a</sup>		
	T <sup>b</sup> -TSB <sup>c</sup>	TSB-SB	T-SB <sup>d</sup>
1. Use movies in teaching.	0	.229	.229
2. Teach the three R's as a primary responsibility.	.223	1.354	.840
3. Collect money from students for milk, school lunches, etc.	1.748	.393	.017
4. Decide who should be promoted.	11.855#	3.902	.259
5. Take entire class on field trips during school hours to visit industries, stores, nature study, etc.	.068	.020	.202
6. Collect money from students for class plays, athletic events, etc.	4.306#	.017	.418
7. Stay after school to help individual children.	0	1.214	.255
8. Follow the course of study if the school has one.	0	.259	.259
9. Keep the children quiet while in school, especially in halls and in lunchroom.	0	.409	.107
10. Take the entire class on a camping trip for the purpose of learning about natural resources, conservation, etc.	.204	14.171#	7.894#
11. Punish in a moderate manner, perhaps by spanking, those who need it.	6.786#	.802	0
12. See to it that children eat a balanced meal in the school lunchroom.	0	.030	.273
13. Help plan and produce school activities such as plays and entertainments.	.457	3.659	2.746

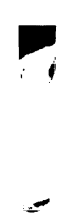


TABLE 58 - Continued

Teacher acts designed to reveal role expectations with regard to Director of Learning in Classroom	Chi Square <sup>a</sup>		
	T <sup>b</sup> -TSB <sup>c</sup>	TSB-SB	T-SB <sup>d</sup>
14. Comply with requests from parents to keep children from being too active on playground.	.405	.418	1.388
15. Give major emphasis to preparing children so that they can do successfully the work in the next grade.	0	3.566	.683
16. Take children on extended educational trips outside the community during the school year.	0	38.975#	36.790#
17. Pass on to the next grade those pupils who are working up to the extent of their ability even though they have not achieved the norms for their grade.	.790	.646	2.037
18. Maintain an orderly daily plan of class activities.	1.246	.011	.254

<sup>a</sup>A  $\chi^2$  value of 3.84 or larger indicates a difference at the .05 level of significance.

<sup>b</sup>T - Teacher beliefs.

<sup>c</sup>TSB - Teacher definition of school board expectations.

<sup>d</sup>SB - School board expressed expectations.

# Significant difference.

TABLE 59

DIFFERENCES BETWEEN TEACHER BELIEFS, TEACHER DEFINITION OF PARENT  
EXPECTATIONS AND PARENT EXPRESSED EXPECTATIONS ON TEACHER  
ACTS RELATED TO DIRECTOR OF LEARNING ROLE

Teacher acts designed to reveal role expectations with regard to Director of Learning in Classroom	Chi Square <sup>a</sup>		
	T <sup>b</sup> -T <sup>c</sup> <sub>P</sub>	T <sup>c</sup> -P <sup>d</sup> <sub>P</sub>	T-P
1. Use movies in teaching.	2.372	.466	.224
2. Teach the three R's as a primary responsibility.	.058	0	.233
3. Collect money from students for milk, school lunches, etc.	4.159#	.333	1.748
4. Decide who should be promoted.	22.217#	22.217#	0
5. Take entire class on field trips during school hours to visit industries, stores, nature study, etc.	6.206#	2.499	.551
6. Collect money from students for class plays, athletic events, etc.	4.890#	.366	2.316
7. Stay after school to help individual children.	2.402	9.979#	2.122
8. Follow the course of study if the school has one.	.949	.466	0
9. Keep the children quiet while in school, especially in halls and in lunchroom.	.162	.039	0
10. Take the entire class on a camping trip for the purpose of learning about natural resources, conservation, etc.	.577	23.977#	16.370#
11. Punish in a moderate manner, perhaps by spanking, those who need it.	1.781	.023	3.003
12. See to it that children eat a balanced meal in the school lunchroom.	0	3.026	6.191
13. Help plan and produce school activities such as plays and entertainments.	1.230	4.520#	10.009#

TABLE 59 - Continued

Teacher acts designed to reveal role expectations with regard to Director of Learning in Classroom	Chi Square <sup>a</sup>		
	T <sup>b</sup> -T <sup>p</sup> <sup>c</sup>	TP-P <sup>d</sup>	T-P
14. Comply with requests from parents to keep children from being too active on the playground.	.376	7.204#	3.567
15. Give major emphasis to preparing children so that they can do successfully the work in the next grade.	1.857	3.603	11.320#
16. Take children on extended educational trips outside the community during the school year.	.213	64.449#	58.889#
17. Pass on to the next grade those pupils who are working up to the extent of their ability even though they have not achieved the norms for their grade.	8.041#	40.377#	74.762#
18. Maintain an orderly daily plan of class activities.	3.321	0	3.421

<sup>a</sup>A  $\chi^2$  value of 3.84 or larger indicates a difference at the .05 level of significance.

<sup>b</sup>T - Teacher belief.

<sup>c</sup>TP - Teacher definition of parent expectations.

<sup>d</sup>P - Parent expressed expectations.

# Significant difference.

TABLE 60

DIFFERENCES BETWEEN TEACHER BELIEFS, TEACHER DEFINITION OF  
ADMINISTRATOR EXPECTATIONS AND ADMINISTRATOR EXPRESSED  
EXPECTATIONS ON TEACHER ACTS RELATED TO THE GUIDANCE  
AND COUNSELOR ROLE

Teacher acts designed to reveal role expectations with regard to Guidance and Counselor role	Chi Square <sup>a</sup>		
	T <sup>b</sup> -TA <sup>c</sup>	TA-A <sup>d</sup>	T-A
19. Know the symptoms of poor mental adjustment and refer parents of children in need of help to appropriate agencies.	2.55	.064	0
20. Visit children's homes to get acquainted with parents.	0	6.740#	3.477
21. Help children solve personal problems.	.855	.009	1.811
22. Keep a folder of information on each child.	0	.588	0
23. Provide information about occupations.	.101	3.745	4.579
24. Give more time during the school day to students in need of help and less time to those who can work independently.	.022	0	.023

<sup>a</sup>A  $\chi^2$  value of 3.84 or larger indicates a difference at the .05 level of significance.

<sup>b</sup>T - Teacher beliefs.

<sup>c</sup>TA - Teacher definition of administrator expectations.

<sup>d</sup>A - Administrator expressed expectations.

# Significant difference.

TABLE 61

DIFFERENCES BETWEEN TEACHER BELIEFS, TEACHER DEFINITION OF SCHOOL BOARD MEMBERS' EXPECTATIONS AND SCHOOL BOARD MEMBERS' EXPRESSED EXPECTATIONS ON TEACHER ACTS RELATED TO THE GUIDANCE AND COUNSELOR ROLE

Teacher acts designed to reveal role expectations with regard to Guidance and Counselor role	Chi Square <sup>a</sup>		
	T <sup>b</sup> -TSB <sup>c</sup>	TSB-SB <sup>d</sup>	T-SB
19. Know the symptoms of poor mental adjustment and refer parents of children in need of help to appropriate agencies.	1.548	.068	0
20. Visit children's homes to get acquainted with parents.	.467	.020	.064
21. Help children solve personal problems.	5.029#	4.102#	2.077
22. Keep a folder of information on each child.	2.528	.045	.310
23. Provide information about occupations.	0	3.902#	3.659
24. Give more time during the school day to students in need of help and less time to those who can work independently.	.021	1.551	1.214

<sup>a</sup>A  $\chi^2$  value of 3.84 or larger indicates a difference at the .05 level of significance.

<sup>b</sup>T - Teacher beliefs.

<sup>c</sup>TSB - Teacher definition of school board expectations.

<sup>d</sup>SB - School board expressed expectations.

# Significant difference.

TABLE 62

DIFFERENCES BETWEEN TEACHER BELIEFS, TEACHER DEFINITION OF PARENT  
EXPECTATIONS AND PARENT EXPRESSED EXPECTATIONS ON TEACHER  
ACTS RELATED TO THE GUIDANCE AND COUNSELOR ROLE

Teacher acts designed to reveal role expectations with regard to Guidance and Counselor role.	Chi Square <sup>a</sup>		
	T <sup>b</sup> -TP <sup>c</sup>	TP-P <sup>d</sup>	T-P
19. Know the symptoms of poor mental adjustment and refer parents of children in need of help to appropriate agencies.	12.65#	5.346#	1.548
20. Visit children's home to get acquainted with parents.	6.063#	1.337	1.037
21. Help children solve personal problems.	10.038#	5.108#	29.449#
22. Keep a folder of information on each child.	28.315#	2.432	6.240#
23. Provide information about occupations.	.231	5.062#	2.558
24. Give more time during the school day to students in need of help and less time to those who can work independently.	.194	4.493#	2.362

<sup>a</sup>A  $\chi^2$  value of 3.84 or larger indicates a difference at the .05 level of significance.

<sup>b</sup>T - Teacher beliefs.

<sup>c</sup>TP - Teacher definition of parent expectations.

<sup>d</sup>P - Parent expressed expectations.

# Significant difference.





TABLE 63

DIFFERENCES BETWEEN TEACHER BELIEFS, TEACHER DEFINITION OF  
ADMINISTRATOR EXPECTATIONS AND ADMINISTRATOR EXPRESSED  
EXPECTATIONS ON TEACHER ACTS RELATED TO THE  
MEDIATOR OF THE CULTURE ROLE

Teacher acts designed to reveal role expectations with regard to Mediator of the Culture role	Chi Square <sup>a</sup>		
	T <sup>b</sup> -TA <sup>c</sup>	TA-Ad <sup>d</sup>	T-A
25. Permit groups of children to plan with the teacher on what to study.	1.655	.042	.058
26. Teach the meaning of democracy largely by living with children in school in a demo- cratic manner.	.255	.001	.887
27. Explain about communism.	1.615	10.659#	7.117#
28. Allow children to have a part in choosing activities to be carried on during school day.	.385	.419	.033
29. Allow individual children and groups of children to be engaged in different acti- vities in the schoolroom at the same time.	.466	.178	.048
30. Encourage children to organize a student council, make rules for their own class- room behavior.	1.045	.893	.109
31. Require the singing of patriotic songs as daily exercise as a major method of teaching the meaning of democracy.	.004	1.201	1.068
32. Take class on visits to the various churches in the community so as to deve- lop an appreciation of the contributions which religion has made to our society.	.199	.130	0
33. Encourage children to do things differ- ently than their parents did.	0	.034	.034

<sup>a</sup>A  $\chi^2$  value of 3.84 or larger indicates a difference at the .05 level of significance.

<sup>b</sup>T - Teacher beliefs.

<sup>c</sup>TA - Teacher definition of administrator beliefs.

<sup>d</sup>A - Administrator expressed expectation.

# Significant difference.



TABLE 64

DIFFERENCES BETWEEN TEACHER BELIEFS, TEACHER DEFINITION OF SCHOOL  
BOARD EXPECTATIONS AND SCHOOL BOARD MEMBERS' EXPRESSED  
EXPECTATIONS ON TEACHER ACTS RELATED TO THE  
MEDIATOR OF THE CULTURE ROLE

Teacher acts designed to reveal role expectations with regard to Mediator of the Culture role	Chi Square <sup>a</sup>		
	T <sup>b</sup> -TSB <sup>c</sup>	TSB-SB <sup>d</sup>	T-SB
25. Permit groups of children to plan with the teacher on what to study.	0	.377	.377
26. Teach the meaning of democracy largely by living with children in school in a democratic manner.	2.372	.145	1.477
27. Explain about communism.	4.789#	8.604#	3.474
28. Allow children to have a part in choosing activities to be carried on during the school day.	5.841#	1.537	.040
29. Allow individual children and groups of children to be engaged in different acti- vities in the schoolroom at same time.	5.655#	.107	.002
30. Encourage children to organize a student council, make rules for their own class- room behavior.	3.659	.253	.049
31. Require the singing of patriotic songs as daily exercise as a major method of teaching the meaning of democracy.	.284	4.641	6.829
32. Take class on visits to the various churches in the community so as to deve- lop an appreciation of the contributions which religion has made to our society.	1.395	10.445#	4.672#
33. Encourage children to do things differ- ently than their parents did.	.096	23.573#	20.965#

<sup>a</sup>A  $\chi^2$  value of 3.84 or larger indicates a difference at the .05 level of significance.

<sup>b</sup>T - Teacher beliefs.

<sup>c</sup>TSB - Teacher definition of school board expectations.

<sup>d</sup>SB - School board expressed expectations.

# Significant difference.



TABLE 65

**DIFFERENCES BETWEEN TEACHER BELIEFS, TEACHER DEFINITION OF PARENT  
EXPECTATIONS AND PARENT EXPRESSED EXPECTATIONS ON TEACHER  
ACTS RELATED TO THE MEDIATOR OF THE CULTURE ROLE**

Teacher acts designed to reveal role expectations with regard to Mediator of the Culture role	Chi Square <sup>a</sup>		
	T <sup>b</sup> -TP <sup>c</sup>	TP-P <sup>d</sup>	T-P
25. Permit groups of children to plan with the teacher on what to study.	4.909#	.099	2.115#
26. Teach the meaning of democracy largely by living with children in school in a democratic manner.	9.322#	2.102	3.010
27. Explain about communism.	15.194#	36.00#	7.010#
28. Allow children to have a part in choosing activities to be carried on during the school day.	7.979#	3.819	4.965#
29. Allow individual children and groups of children to be engaged in different activities in the schoolroom at same time.	19.749#	.617	28.199#
30. Encourage children to organize a student council, make rules for their own classroom behavior.	6.561#	10.329#	.233
31. Require the singing of patriotic songs as a daily exercise as a major method of teaching the meaning of democracy.	0	37.939#	37.939#
32. Take the class on visits to the various churches in the community so as to develop an appreciation of the contributions which religion has made to our society.	1.395	40.769#	27.775#
33. Encourage children to do things differently than their parents did.	6.250#	105.755#	67.191#

<sup>a</sup>A  $\chi^2$  value of 3.84 or larger indicates a difference at the .05 level of significance.

<sup>b</sup>T - Teacher beliefs.

<sup>c</sup>TP - Teacher definition of parent expectations.

<sup>d</sup>P - Parent expressed expectations.

# Significant difference.



TABLE 66

DIFFERENCES BETWEEN TEACHER BELIEFS, TEACHER DEFINITION OF  
ADMINISTRATORS' EXPECTATIONS AND EXPRESSED EXPECTATIONS  
OF ADMINISTRATORS ON TEACHER ACTS RELATED TO THE  
LIAISON BETWEEN SCHOOL AND COMMUNITY ROLE

Teacher acts designed to reveal role expectations with regard to Liaison between School and Community role	Chi Square <sup>a</sup>		
	T <sup>b</sup> -TA <sup>c</sup>	TA-A <sup>d</sup>	T-A
34. Give talks to community groups explaining the methods used in teaching.	.421	3.09	3.27
35. Give talks to community groups explaining the strengths, needs and problems of the local school system.	.477	7.67#	39.0#
36. Be an active member of civic groups such as service clubs, extension clubs, etc.	1.06	.236	1.15
37. Be able to explain the work of other teachers in the school system.	.106	3.63	2.80
38. Ask parents to help teach children special skills which they may have.	1.08	5.87#	2.59
39. Know about school problems outside the field of one's subject-matter or grade, such as school finance.	1.11	.729	.042
40. Teach according to a curriculum which is developed cooperatively by parents, teachers, administrators, lay citizens and students.	1.44	1.31	1.07

<sup>a</sup>A  $\chi^2$  value of 3.84 or larger indicates a difference at the .05 level of significance.

<sup>b</sup>T - Teacher beliefs.

<sup>c</sup>TA - Teacher definition of administrator expectations.

<sup>d</sup>A - Administrator expressed expectations.

# Significant difference.



TABLE 67

DIFFERENCES BETWEEN TEACHER BELIEFS, TEACHER DEFINITION OF SCHOOL BOARD EXPECTATIONS AND EXPRESSED EXPECTATIONS OF SCHOOL BOARD MEMBERS ON TEACHER ACTS RELATED TO THE LIAISON BETWEEN SCHOOL AND COMMUNITY ROLE

Teacher acts designed to reveal role expectations with regard to Liaison between School and Community role	Chi Square <sup>a</sup>		
	T <sup>b</sup> -TSB <sup>c</sup>	TSB-SB <sup>d</sup>	T-SB
34. Give talks to community groups explaining the methods used in teaching.	.749	12.75#	5.40#
35. Give talks to community groups explaining the strengths, needs and problems of the local school system.	.124	26.2#	30.15#
36. Be an active member of civic groups such as service clubs, extension clubs, etc.	1.49	0	.002
37. Be able to explain the work of other teachers in the school system.	.106	2.13	1.55
38. Ask parents to help teach children special skills which they may have.	3.64	8.80#	4.06#
39. Know about school problems outside the field of one's subject-matter or grade, such as school finance.	3.84#	.299	4.22#
40. Teaching according to a curriculum which is developed cooperatively by parents, teachers, administrators, lay citizens and students.	1.44	2.44	.857

<sup>a</sup>A  $\chi^2$  value of 3.84 or larger indicates a difference at the .05 level of significance.

<sup>b</sup>T - Teacher beliefs.

<sup>c</sup>TSB - Teacher definition of school board expectations.

<sup>d</sup>SB - School board expressed expectations.

# Significant difference.

TABLE 68

**DIFFERENCES BETWEEN TEACHER BELIEFS, TEACHER DEFINITION OF PARENT  
EXPECTATIONS AND EXPRESSED EXPECTATIONS OF PARENTS ON TEACHER  
ACTS RELATED TO LIAISON BETWEEN SCHOOL AND COMMUNITY ROLE**

Teacher acts designed to reveal role expectations with regard to Liaison between School and Community role	Chi Square <sup>a</sup>		
	T <sup>b</sup> -TP <sup>c</sup>	TP-P <sup>d</sup>	T-P
34. Give talks to community groups explaining the methods used in teaching.	.421	20.9#	27.3#
35. Give talks to community groups explaining the strengths, needs and problems of the local school system.	1.04	44.1#	58.62#
36. Be an active member of civic groups such as service clubs, extension clubs, etc.	0	3.72	3.72
37. Be able to explain the work of other teachers in the school system.	.644	1.29	.022
38. Ask parents to help teach children special skills which they may have.	4.16#	28.28#	10.64#
39. Know about school problems outside the field of one's subject-matter or grade, such as school finance.	9.48#	1.36	3.20
40. Teach according to a curriculum which is developed cooperatively by parents, teachers, administrators, lay citizens and students.	1.85	1.01	.032

<sup>a</sup>A  $\chi^2$  value of 3.84 or larger indicates a difference at the .05 level of significance.

<sup>b</sup>T - Teacher beliefs.

<sup>c</sup>TP - Teacher definition of parent expectations.

<sup>d</sup>p - Parent expressed expectations.

# Significant difference.

TABLE 69

DIFFERENCES BETWEEN TEACHER BELIEFS, TEACHER DEFINITION OF  
ADMINISTRATOR EXPECTATIONS AND ADMINISTRATOR EXPRESSED  
EXPECTATIONS ON TEACHER ACTS RELATED TO THE ROLE  
MEMBER OF SCHOOL STAFF

Teacher acts designed to reveal role expectations with regard to Member of School Staff role	Chi Square <sup>a</sup>		
	T <sup>b</sup> -TA <sup>c</sup>	TA-A <sup>d</sup>	T-A
41. Have a part in establishing a salary schedule.	5.777#	4.579#	1.157
42. Change the program of studies so as to meet the needs, interests and abilities of the pupils.	2.222	.749	.203
43. Help plan teachers' meeting for your school.	5.031#	4.295#	1.157
44. Decide on methods to use, such as the use of drill in the teaching of multi- plication tables.	.258	.109	.005
45. Select the instructional materials to be used in a particular grade or subject.	1.276	2.094	.077

<sup>a</sup>A  $\chi^2$  value of 3.84 or larger indicates a difference at the .05 level of significance.

<sup>b</sup>T - Teacher beliefs.

<sup>c</sup>TA - Teacher definition of administrator expectations.

<sup>d</sup>A - Administrator expressed expectations.

# Significant difference.

TABLE 70

DIFFERENCES BETWEEN TEACHER BELIEFS, TEACHER DEFINITION OF SCHOOL BOARD MEMBERS EXPECTATIONS AND SCHOOL BOARD MEMBERS' EXPRESSED EXPECTATIONS ON TEACHER ACTS RELATED TO THE MEMBER OF THE SCHOOL STAFF ROLE

Teacher acts designed to reveal role expectations with regard to Member of School Staff role	Chi Square <sup>a</sup>		
	T <sup>b</sup> -TSB <sup>c</sup>	TSB-SB <sup>d</sup>	T-SB
41. Have a part in establishing a salary schedule.	8.237#	.943	.049
42. Change the program of studies so as to meet the needs, interests and abilities of pupils.	8.408#	.001	1.217
43. Help plan teachers' meetings for your school.	9.126#	2.549	1.191
44. Decide on methods to use, such as the use of drill in the teaching of multiplication tables.	1.032	1.118	3.501
45. Select the instructional materials to be used in a particular grade or subject.	7.784#	5.468#	2.746

<sup>a</sup>A  $\chi^2$  value of 3.84 or larger indicates a difference at the .05 level of significance.

<sup>b</sup>T - Teacher beliefs.

<sup>c</sup>TSB - Teacher definition of school board expectations.

<sup>d</sup>SB - School board expressed expectations.

# Significant differences.



TABLE 71

DIFFERENCES BETWEEN TEACHER BELIEFS, TEACHER DEFINITION OF PARENT EXPECTATIONS AND PARENT EXPRESSED EXPECTATIONS ON TEACHER ACTS RELATED TO THE MEMBER OF THE SCHOOL STAFF ROLE

Teacher acts designed to reveal role expectations with regard to Member of School Staff role	Chi Square <sup>a</sup>		
	T <sup>b</sup> -TP <sup>c</sup>	TP-P <sup>d</sup>	T-P
41. Have a part in establishing a salary schedule.	30.262#	34.370#	.051
42. Change the program of studies so as to meet the needs, interests and abilities of the pupils.	18.439#	.112	14.900#
43. Help plan teachers' meetings for your school.	15.123#	28.999#	2.603
44. Decide on methods to use, such as the use of drill in the teaching of multiplication tables.	6.208#	1.837	.934
45. Select the instructional materials to be used in a particular grade or subject.	14.218#	13.030#	.051

<sup>a</sup>A  $\chi^2$  value of 3.84 or larger indicates a difference at the .05 level of significance.

<sup>b</sup>T - Teacher beliefs.

<sup>c</sup>TP - Teacher definition of parent expectations.

<sup>d</sup>P - Parent expressed expectations.

# Significant difference.



TABLE 72

DIFFERENCES BETWEEN TEACHER BELIEFS, TEACHER DEFINITION OF  
ADMINISTRATOR EXPECTATIONS AND ADMINISTRATOR EXPRESSED  
EXPECTATIONS ON TEACHER ACTS RELATED TO  
MEMBER OF PROFESSION ROLE

Teacher acts designed to reveal role expectations with regard to Member of Profession role	Chi Square <sup>a</sup>		
	T <sup>b</sup> -TA <sup>c</sup>	TA-A <sup>d</sup>	T-A
46. Encourage young people to enter the teaching profession.	0	.769	.959
47. Attend meetings and workshops dealing with education, some of which might meet on week-ends.	0	.729	.150
48. Be an active member of professional teachers' associations.	0	0	0

<sup>a</sup>A  $\chi^2$  value of 3.84 or larger indicates a difference at the  
.05 level of significance.

<sup>b</sup>T - Teacher beliefs.

<sup>c</sup>TA - Teacher definition of administrator expectations.

<sup>d</sup>A - Administrator expressed expectations.

# Significant difference.



TABLE 73

DIFFERENCES BETWEEN TEACHER BELIEFS, TEACHER DEFINITION OF SCHOOL BOARD MEMBERS' EXPECTATIONS AND SCHOOL BOARD MEMBERS' EXPRESSED EXPECTATIONS ON TEACHER ACTS RELATED TO THE MEMBER OF THE PROFESSION ROLE

Teacher acts designed to reveal role expectations with regard to Member of the Profession role	Chi Square <sup>a</sup>		
	T <sup>b</sup> -TSB <sup>c</sup>	TSB-SB <sup>d</sup>	T-SB
46. Encourage young people to enter the teaching profession.	1.21	.859	1.808
47. Attend meetings and workshops dealing with education, some of which might meet on week-ends.	.150	.754	1.760
48. Be an active member of professional teachers' associations.	.593	2.32	5.96#

<sup>a</sup>A  $\chi^2$  value of 3.84 or larger indicates a difference at the .05 level of significance.

<sup>b</sup>T - Teacher beliefs.

<sup>c</sup>TSB - Teacher definition of school board expectations.

<sup>d</sup>SB - School board expressed expectations.

# Significant difference.



TABLE 74

DIFFERENCES BETWEEN TEACHER BELIEFS, TEACHER DEFINITION OF PARENT  
EXPECTATIONS AND PARENT EXPRESSED EXPECTATIONS ON TEACHER  
ACTS RELATED TO THE MEMBER OF PROFESSION ROLE

Teacher acts designed to reveal role expectations with regard to Member of the Profession role	Chi Square <sup>a</sup>		
	T <sup>b</sup> -TP <sup>c</sup>	TP-P <sup>d</sup>	T-P
46. Encourage young people to enter the teaching profession.	15.04#	.210	11.40#
47. Attend meetings and workshops dealing with education, some of which might meet on week-ends.	1.535	4.13#	25.14#
48. Be an active member of professional teachers' associations.	14.83#	.307	5.87#

<sup>a</sup>A  $\chi^2$  value of 3.84 or larger indicates a difference at the  
.05 level of significance.

<sup>b</sup>T - Teacher beliefs.

<sup>c</sup>TP - Teacher definition of parent expectations.

<sup>d</sup>P - Parent expressed expectations.

# Significant difference.

In summarizing the findings of the preceding treatment of the differences between teacher beliefs and teacher definition of others' expectations, teachers' definitions of the expectations of the others and the expressed expectations of the others and between teacher beliefs and expressed expectations of others, all based on the forty-eight selected items as associated with teacher roles, Table 75 brings together the numbers and percentages of items on which significant differences appeared.

TABLE 75

NUMBERS AND PERCENTAGES OF ITEMS ON WHICH SIGNIFICANT  
DIFFERENCES APPEARED

Column	1	2	3	4	5	6	7	8	9
Role	T-TA	TA-A	T-A	T-TSB	TSB-SB	T-SB	T-TP	TP-P	T-P
1. Director of Learning.	1	0	3	3	3	2	5	7	6
2. Guidance-Counselor.	0	1	1	1	2	0	4	4	2
3. Mediator of Culture.	0	1	1	3	4	3	7	5	6
4. Liaison School and Community.	0	2	1	1	3	4	2	3	3
5. Member of Profession.	0	0	0	0	0	1	2	1	3
6. Member School Staff.	2	2	0	4	1	0	5	3	1
Totals	3	6	6	12	13	10	25	23	21
Percentage of items showing significant differences.	6.25	12.5	12.5	25	27	20.8	52	48	44

T - Teacher belief.

SB - School board expectations.

P - Parent expectations.

TA - Teacher definition of administrators' expectations.

TSB - Teacher definition of school boards' expectations.

TP - Teacher definition of parents' expectations.

Column one of Table 75 indicates that there were only three items or 6.25 percent of the total number of forty-eight items on which there were significant differences between the beliefs held by the teachers and their definition of expectations held by administrators. The teachers were quite clearly oriented toward the appropriate professional behaviors as they understood the administrators' expectations. This is to say, from the viewpoint of the teachers, there was general agreement between their own beliefs and the expectations which they attributed to the administrators.

In column two where the teachers' definition of administrator expectations are compared with the expressed expectations of the administrators, it appears that the teachers were in error in their definition of some of these expectations, the actual expectations of the administrators as compared with the teachers' definition of these expectancies differed on six items. When the beliefs of the teachers are compared with the expressed expectations of the administrators, the number of items on which they differed is again six.

These data suggest that teachers have reasonably accurate images of the expectations of the administrators, and they are quite highly oriented to these expectations.

Turning now to column four, which compares teacher beliefs with teachers' definition of the expectations of school board members, there were twelve items which were significantly different. The teachers have defined what they believe their professional behaviors should be, but they have also indicated that they do not think that school board members expect them to behave in the ways they believe they should on these twelve types of action.

1

2

3

Column five compares the definition which the teachers have of school board members' expectations with the expectations expressed by that group. The finding here is that there were significant differences between the teachers' definition of the expectations of the school board members and the expressed expectations of school board members on twelve items, or 24 percent of the items.

As the beliefs of the teachers are compared with the expressed expectations of the school board members, it is noted that there were significant differences on ten items.

When the beliefs of the teachers and the definitions which they have for parents' expectations are compared, it is apparent that the teachers hold many beliefs about their acts which they do not think parents share. Significant differences were noted on twenty-five or 52 percent of the items.

The expectations which the teachers think parents hold for them compared with parents' expressed expectations were significantly different on twenty-three items, (column 8). This would indicate that the expectations which teachers think parents have were inaccurate on nearly one-half of the items.

Finally, column nine reveals that the teachers and parents differed on twenty-one of the items when teachers' beliefs were compared with parents' expressed expectations. Percentagewise, teachers and parents held significantly different expectations on 44 percent of the items.

Figure 1 on page 102 enumerates the percentages of items on which there were no significant differences. This figure attempts to visualize the images which the teachers held of the administrators',



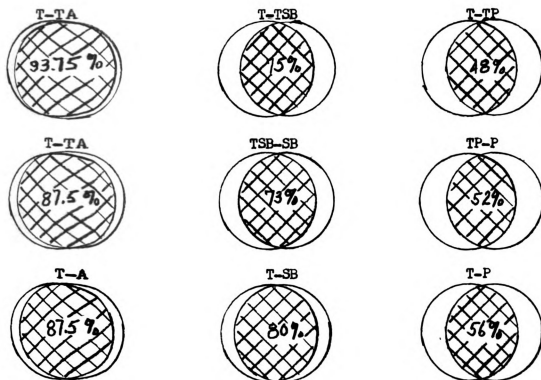


school board members', and parents' expectations. Reading horizontally, the values for T-TA, T-TSB, and T-TP, range from 93.75 percent to 48 percent. This suggests that from the point of view of the teachers there is close agreement between their beliefs and the expectations which they think administrators have of them, but less agreement with school board expectations. Teachers' beliefs agree with their definition of parents' expectations on only 48 percent of the items.

The second row of Figure 1 is labelled, TA-A, TSB-SB, and TP-P, and refers to the teachers' definition of others' expectations compared with the expectations which the others express. The range of agreement among these is from 87.5 percent to 52 percent of the forty-eight items where no significant differences were indicated. This suggests that the teachers' image of others' expectations varies considerably from the others' expressed expectations. The variance increases as the teacher views in order, school administrators, school board members, and parents.

Referring again to Figure 1, the rows labelled T-A, T-SB, and T-P refer to teacher beliefs compared with the expectations of the others. Here again the same pattern of a fading image remains. Teacher beliefs are more like administrator expectations than they are like either the school board or parent expectations.

Fig. 1.—Percentages of the 48 selected items on which there were no significant differences.



T - Teacher belief.  
 A - Administrator belief.  
 SB - School board belief.  
 P - Parent belief.

TA - Teacher expect. Admin.  
 TSB - Teacher expect. sch. bd.  
 TP - Teacher expect. Parent

What is suggested by these findings is that teachers probably tend to interact mostly with school administrators and, to a limited degree, with board members and parents. Such interaction between teachers and administrators may be considered a logical outgrowth of an administrative structure which emphasizes a managerial concept of school administration.

The evidence seems clear that teachers do not attribute to board members and parents many of the expectations which they themselves hold. This could be a matter of the teachers failing to accept the idea of wide participation on the part of school board members, parents, and citizens, and even students, in educational planning as it pertains to the cooperative school program development. They may view their professional roles as being rigidly defined by the others and not subject to change.

A further possibility which may account for lack of convergence between the teachers' beliefs and the expressed expectations of the others may be based on the assumption that the teachers in the sample lack concern or orientation to these others.

#### Analysis of Data in Terms of Variations in Types of Role Expectations

In an examination of those items which indicate significant differences between the beliefs of teachers, the expectations they defined for administrators, school board members, and parents, and the expressed expectations of these others, four general types of role expectations emerge.

A type I role expectation indicates a convergent role expectation with divergent error in definition, type II, divergent role



expectation with convergent error in definition, type III, convergent role definition with convergent error in definition, and type IV, divergent role expectation with divergent, but accurate, definition.

The first three types involve error in the teachers' definition of the expectations of the others, while in the fourth type the teacher has an accurate definition of the others' expectations, but does not internalize it in her belief. An analysis of these four types follow.



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Fig. 2.—Paradigm showing Type I role expectation



Teacher belief

Teacher definition of others' expectations.  
(significantly different)

Teacher belief

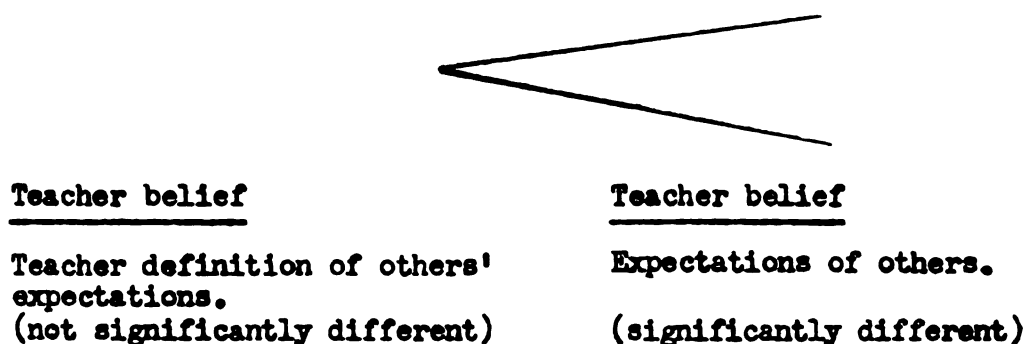
Expectations of others.  
(not significantly different)

In the Type I role expectation these characteristics are present:

The beliefs of the teachers and the expectations which they think others have of them are significantly different. The beliefs of the teachers and the expectations of the others are not significantly different.

An example of this type which may be cited concerns the item, "Collect money from students for class plays, athletic events, etc.". On this item the teachers believed that they should not collect money for such a purpose. However, they thought that parents expected them to do so. The parents did not expect the teacher to collect money for these purposes, the beliefs of teachers and parents' expectations were not significantly different.

Fig. 3.--Paradigm showing Type II role expectation

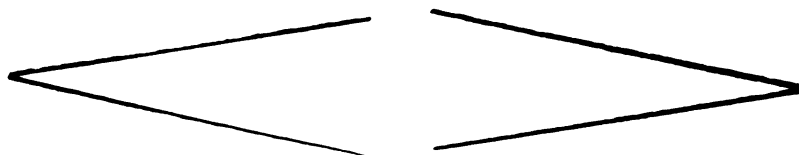


In the Type II role expectation the beliefs held by teachers and the image they had of the expectations held by others are not significantly different, but there is a significant difference between the belief of the teacher and the expressed expectation of the other.

As an example of this type we illustrate with this item, "Take the entire class on a camping trip for the purpose of learning about natural resources, conservation, etc.". In this study the teachers did not believe that this activity was an appropriate one. They did not think that parents would expect them to take students school camping. The parents did expect this, however.



Fig. 4.--Paradigm showing Type III role expectation:




<u>Teacher belief</u>	<u>Teacher definition</u>	<u>Teacher belief</u>
Teacher definition of others' expectations. (not sig. dif.)	Expectations of others. (sig. dif.)	Expectations of others. (not sig. dif.)

Type III role expectation involves a situation where there is no significant difference between teachers' beliefs and teachers' definition of others' expectations. There is, however, a significant difference between the teachers' definition of the expectations of others and the expressed expectations of others, while there is no significant difference between the belief of teachers and expectation of the others.

What is happening is that the teachers' definition of the others' expectations vary more from others' actual expectations than the particular situation warrants. While the teacher and the other are essentially agreed on the proper behavior in the situation, she fails to recognize that she has either (1) stronger support or (2) stronger opposition to her belief.

On the item, "Stay after school to help individual children", the teacher does not believe that she should stay after school, but she thinks that parents would want her to stay after school. It turns out that parents do not expect her to stay after school. In fact, the parents object to the idea more than the teacher does. She has stronger support on this item than she realizes.

Fig. 5.—Paradigm showing Type IV role expectation



<u>Teacher belief</u>	<u>Teacher definition of others' expectations</u>	<u>Teacher belief</u>
Teacher definition of others' expectations. (sig. dif.)	Others' expectations. (not sig. dif.)	Others' expectations. (sig. dif.)

In the Type IV role expectation there is a significant difference between the belief held by the teacher and both the expectation held by others and her definition of others' expectations. There is not a significant difference, however, between the teacher's definition of the others' expectation and the other's actual expectations. The teacher has succeeded in estimating the expectation held by the other accurately, but she does not share this expectation for herself.

For example, on the item "Allow individual children and groups of children to be engaged in different activities in the schoolroom at the same time", the teacher believes that this is an appropriate way in which to organize her teaching situation. She does not think that others would approve of this method of teaching to the same degree that she does. She is correct in her definition. Others do not believe in this method to the same extent that she does. The teacher here recognizes a situation where there may be a conflict in role expectation.



The variations in role expectations by types are listed in Table 76, page 112

Types of teacher behavior followed by either I or III are those on which teacher beliefs and the expectations of others are similar, although teachers think differences exist.

Teacher acts identified by II are those on which there are significant differences in the beliefs held by teachers and the expectations of others, but the teachers do not think they differ.

Teacher acts identified by IV are those on which there are significant differences in the beliefs held by teachers and the expressed expectations of others. The teacher correctly identifies these differing expectations.

Table 76 also identifies the various types of expectations as they are related to the six aspects of the teachers' professional roles. In the area identified as the "Director of Learning," there are three acts on which teachers and administrators have Type II expectations and one item represents a Type I expectation. Item four, "Decide promotion," is Type II. What is indicated here is that teachers believe they should decide on whom to promote and they think that the administrators agree with them. The administrators, however, do not expect the teachers to decide on promotion alone. Perhaps they believe promotion should be a joint decision involving both teachers and administrators.

Item six, "Collect money for tickets, etc." represents a Type I expectation. On this item the teachers were opposed to the task, but they think it is expected by the administrators. The administrators, like the teachers, were opposed.



Item twenty, "Visit homes, etc." is an expectation which is Type III. Teachers thought that the administrators expected them to visit homes while they themselves did not believe they should. The administrators had the same belief as the teachers. There was divergence between teacher belief and her definition of the expectancy, but convergence between the teacher belief and administrator expectation.

For item twenty-three, "Provide information about occupations," there was convergence between teacher belief and teacher definition of the expectations of administrators. There was divergence between teachers' belief and expressed expectations of the administrators.

Any of the four types of role expectancies represent possible conflict situations. That is, if the expectancies which the teachers think others hold are in error, when compared with the actual expectancies held, the teacher faces a situation in which possible conflict reposes. Likewise, if the beliefs of the teacher are significantly different from the others' expectations, a conflict situation may exist. One facet of this conflict situation may result in the teacher feeling restrained in behaving the way she believes she should, the other in conflicts resulting from carrying out beliefs which are not in harmony with the expectations of others.

For the variations in expectancies of all types as related to the forty-eight items between teachers, administrators, school board members, and parents, there were eleven, or 23 percent, of the items on which teachers and administrators differed, twenty-two, or 46 percent, of the items on which teachers and school board members differed, and thirty-nine, or 80 percent, of the items on which teachers and parents differed.



It would appear from the data that the teachers in the sample were oriented in their professional behaviors primarily toward the school administrators, to a lesser degree toward school board members, and to a limited degree toward parents.

The lack of correlation between teacher beliefs and school board and parent expectations may result from inadequate communication, inaccurate information or inability of teachers in taking the role of these groups, as well as lack of concern or orientation to these groups.





TABLE 76

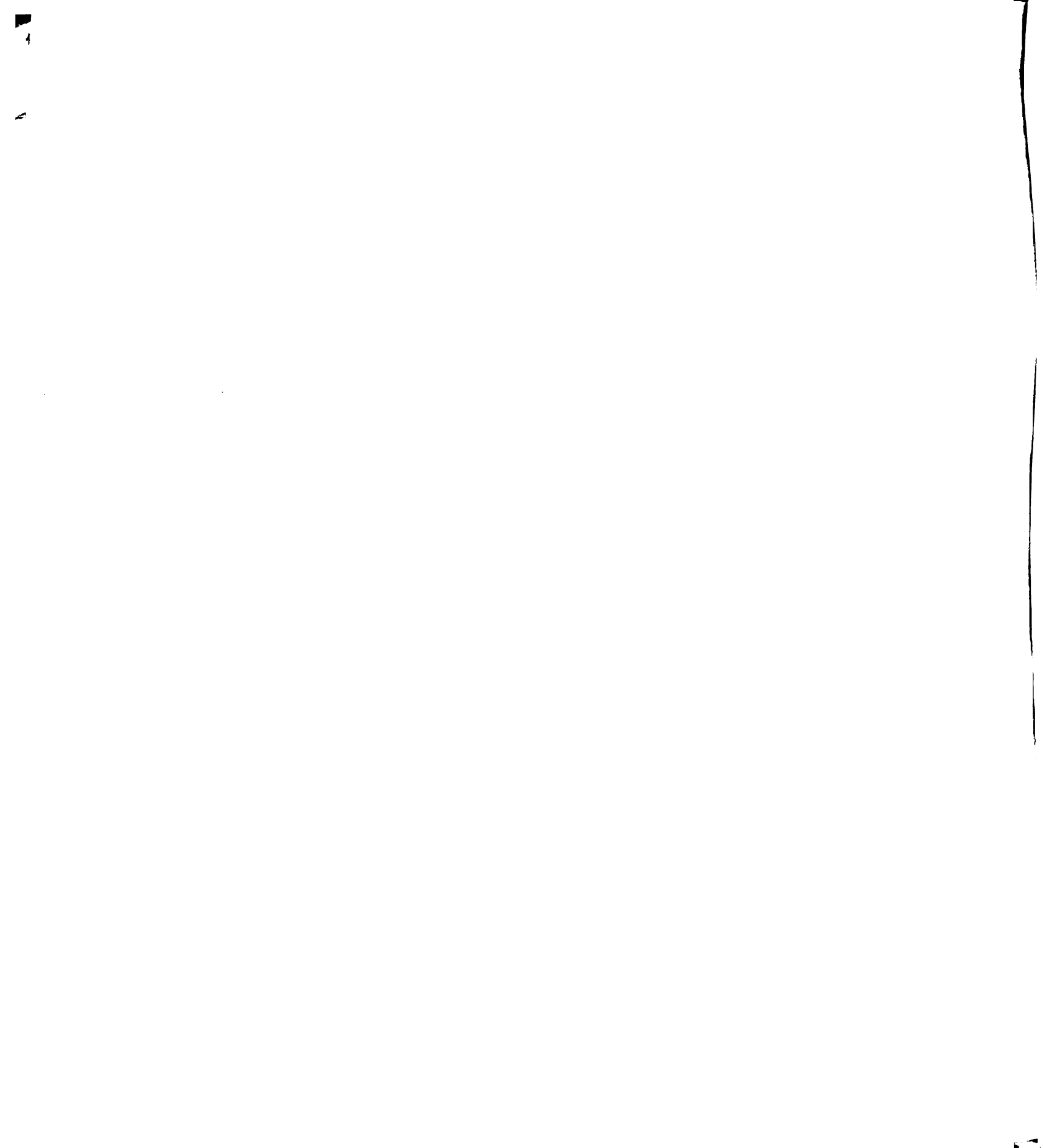
TYPES OF ROLE EXPECTATIONS ON 48 SELECTED ITEMS OF  
BEHAVIOR ASSOCIATED WITH TEACHER ROLES

Role - Director of Learning	T-A	T-SB	T-P
1. Use movies in teaching.			
2. Teach the three R's.			
3. Collect money, milk.			I
4. Decide promotion.	II	I	I
5. Field trips.			I
6. Collect money, tickets.	I	I	I
7. Stay after school.			III
8. Follow course of study.			
9. Keep children quiet.			
10. School camping.	II	II	II
11. Punish.		I	
12. Balanced meals.			II
13. Help with school plays.			II
14. Playground.			
15. Prepare for next grade.	II		II
16. Trips outside community.		II	II
17. Promote to next grade.			II
18. Orderly daily plan.			
Role - Guidance and Counselor			
19. Mental health.			I
20. Visit homes.	III	I	I
21. Personal problems.		I	II
22. Keep folder information.			IV
23. Occupational information.	II	III	III
24. More time to needy.			III

TABLE 76 - Continued

Role - Mediator of Culture	T-A	T-SB	T-P
25. Plan with teacher.			I
26. Teach democracy.			I
27. Explain communism.	II	I	I
28. Allow different activities.		I	IV
29. Children choose activities.		I	I
30. Student council.			I
31. Patriotic songs.		II	II
32. Visit churches.		II	II
33. Encourage child be different.		II	II
Role - Liaison School and Community			
34. Give talks on methods.		II	II
35. Give talks on school problems.	II	II	II
36. Be member civic groups.			
37. Explain work of teachers.			
38. Ask parents help teach.	III	II	II
39. Know school problems.		I	I
40. Curriculum, co-op. development.			
Role - Member School Staff			
41. Help develop salary schedule.	I	I	I
42. Change program of studies.		I	IV
43. Help plan teacher meetings.	I	I	I
44. Decide methods.			I
45. Select instructional materials.		I	I
Role - Member of Profession			
46. Encourage students enter profession.			IV
47. Attend meetings and workshops.			II
48. Belong professional teachers' assoc.		II	IV

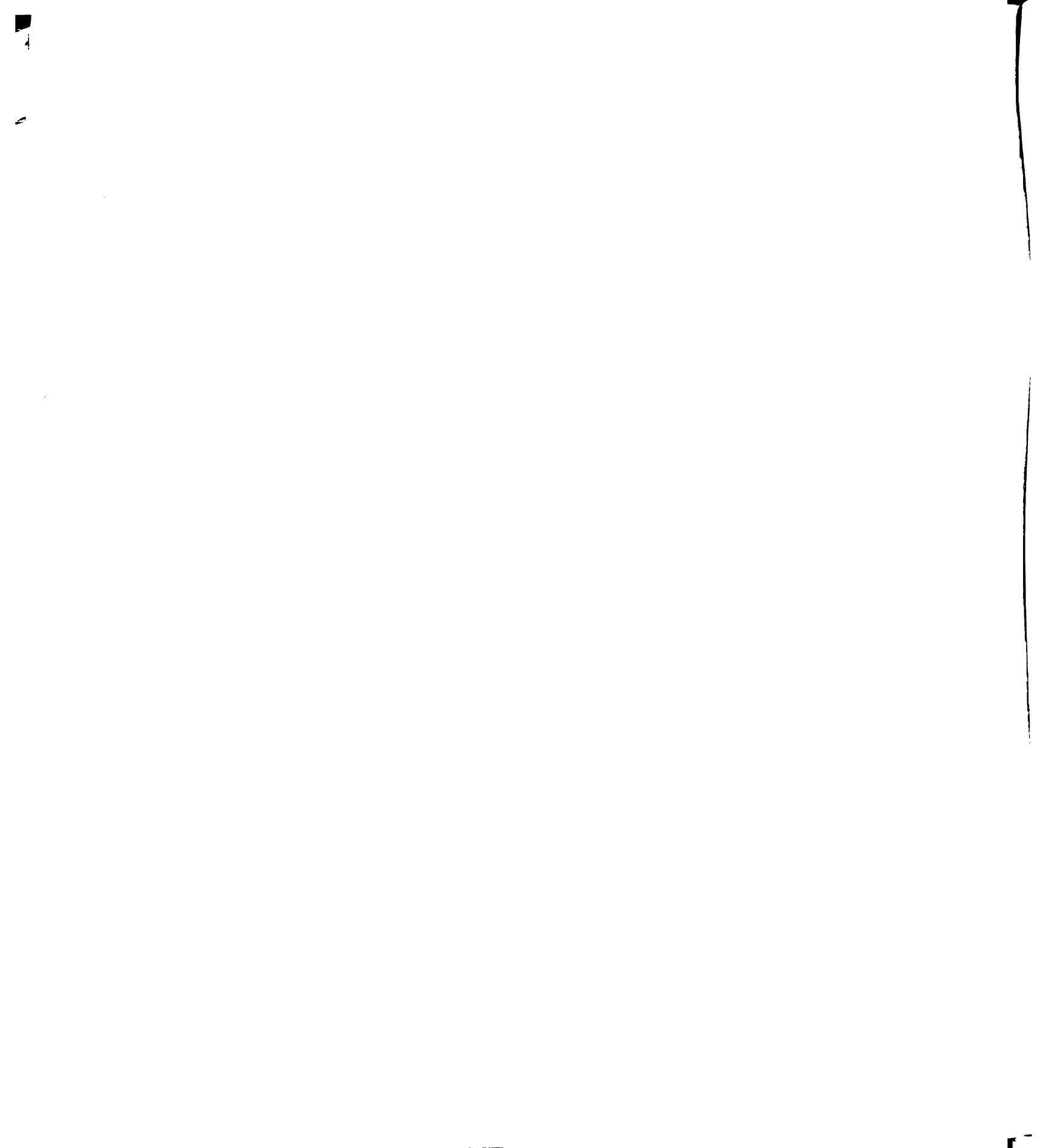
T - Teachers, A - Administrators, SB - School board members, P - Parents.



We turn now to a discussion of the various types of role expectations and the particular acts with which they are associated so as to learn whether or not there are areas of teacher professional behaviors which can be described in terms of these types.

In an analysis of the forty-eight selected items, there were eight items where no significant differences were observed to exist between teachers, administrators, school board members, and parents. These items, as noted in Table 77, might be described as being items which represent the aspects of teaching behavior which have been commonly accepted by the culture and which represent a core of values commonly held by those who view the educational process from a traditional viewpoint. That is, they would appear to be activities which are generally accepted as being appropriate by those who view the tasks of the school within a framework of the traditional, subject-matter, well-ordered, closely structured type of program. It is suggested that the teachers have internalized this point of view, and see themselves as being in harmony with such an orientation.

The fact that there were no significant differences between teachers and administrators on these items may not indicate that the administrators believe in such a traditional pattern of teaching. It may be hypothesized that the administrators do not object to this pattern because they recognize that following it is not likely to cause conflict between the school and its patrons. They might actually view these practices as being out of line with the more dynamic roles of the teacher, but would prefer not to publicly take issue with these views. It may be suggested that the administrators may be interested in keeping the public image of the school set in a positive frame or reference--that is, they



do not believe in running counter to the traditional definition.

Still another possibility which may explain the lack of differences between teachers and administrators on these eight items rests on the administrators being unaware of what is occurring.

The two items relating to the roles of the teacher in community relationships, (items 36 and 37) may likewise indicate that the teachers believe they will be inducing no conflict in so defining their behaviors. Traditionally, the view of the others toward teacher involvement in community or civic affairs has always been that such behavior is desirable and appropriate. However, the specific civic groups referred to in the instrument may have brought about a degree of approval which might not have been present had the list of groups been extended to include membership in political or other dynamic and aggressive organizations.

The item dealing with cooperative curriculum development does not fit into the traditional framework as we have outlined it here. This item may suggest that teachers have come to accept something of the community school concept with its emphasis upon involvement of citizens in school planning. Acceptance of the item does not necessarily indicate that the practice is followed.

TABLE 77

ROLE EXPECTATIONS WHICH INDICATED NO SIGNIFICANT DIFFERENCES BETWEEN  
TEACHERS, ADMINISTRATORS, SCHOOL BOARD MEMBERS, AND PARENTS

- 
- 
1. Use movies in teaching.
  2. Teach the three R's as a primary responsibility.
  8. Follow the course of study if the school has one.
  9. Keep children quiet while in school, especially in the halls and in the lunchroom.
  18. Follow an orderly daily plan of class activities.
  36. Be an active member of civic groups as service clubs, extension clubs, etc.





TABLE 77 - Continued

37. Be able to explain the work of other teachers in the school system in an understanding way.
40. Teach according to a curriculum which is developed cooperatively by parents, administrators, students, and lay citizens.
- 

Type I expectations which involve convergence in expectations, but divergent error in definition are noted between the teachers and the others on twenty items as listed in Table 81. On these items the teachers expected that the others would have expectations which were different from their own. The expressed expectations of the others were, however, essentially the same as those held by the teachers. Between teachers and administrators there were three such items, between teachers and school board members, twelve items, and between teachers and parents, sixteen items.

Inherent in this situation is the suggestion that if the teachers were to act in terms of the erroneous definitions, they would be basing their professional behaviors in these areas on expectancies which were not shared by the others.

Between the teachers and administrators the items which represented Type I expectations were, (3) "collect money for tickets for class plays, etc.," (41) "have a part in establishing a salary schedule," and (43) "help plan teachers' meetings."

These items indicate the teachers assign to administrators' role definitions which place them in a position similar to clerical employees in the school system. The teachers thought that the administrators expected them to handle money for tickets as a part of their professional work--the teachers did not believe that this was an appropriate task. Also, teachers thought that the administrators did



not think they should have a part in the development of a salary schedule, or be involved in planning teachers' meetings.

These items imply that the teachers thought the administrators defined these areas of professional behaviors within a very narrow framework. Convergence on the items indicates that the reverse is true, the administrators held the same beliefs as those held by the teachers.

As teachers viewed the school board members, the types of items which were convergent suggested that the teachers were apprehensive about assuming larger professional roles. They thought that the school board members would want them to do the clerical tasks. Any doubts which the teachers may have felt regarding these aspects of their roles which the school board members would assign them appears unfounded. The board members' expectations and the teachers' beliefs are similar.

Between teachers and parents there were sixteen items which were convergent. The types of items upon which convergence was noted are similar to those between teachers and the others. Inherent in these items is the perception which the teachers seemed to have that parents viewed them as being legitimately involved in such activities as would be appropriate for an employee who looks for directions from others as to how to proceed with his tasks. Teachers did not understand that parents viewed them as professionals.

The definitions which teachers held for parents' expectations may be based on a narrow segment of the community. This might account for the tendency of the teachers to depreciate the scope of their professional activities. If teachers have failed to interact with parents of varying social classes, they may be fashioning their definitions of role behaviors according to a limited model.



The range of teacher behaviors under the Type I expectations is broad and precludes any analysis which would be aimed at a general description of behaviors under this Type.



TABLE 78

ANALYSIS OF TYPE I EXPECTATIONS ACCORDING TO BELIEFS OF  
TEACHERS, TEACHERS' DEFINITION OF EXPECTATIONS OF  
OTHERS, AND EXPRESSED EXPECTATIONS OF OTHERS

Role - Director of Learning	T bel.	Teacher definition			Expressed exp.		
		A	SB	P	A	SB	P
3. Collect money from students for milk, school lunches, etc.	N			A			N
4. Decide who should be promoted.	A		N	N	A		A
5. Take entire class on field trips during school hours, etc.	A			N			N
6. Collect money from students for class plays and/or athletic events.	N	A	A	A	N	N	N
11. Punish in a moderate manner, perhaps by spanking, those who need it.	A		N			N	
Role - Guidance, Counselor							
19. Know the symptoms of poor mental adjustment and refer parents of children in need of help to appropriate agencies.	A			N			A
20. Visit children's homes to get acquainted with parents.	A			N			A
21. Help children solve personal problems.	A		N		A		
Role - Mediator of Culture							
25. Permit groups of children to plan with teacher on what to study.	A		N				A





TABLE 78 - Continued

Role - Mediator of Culture	T bel.	Teacher definition			Expressed exp.		
		A	SB	P	A	SB	P
26. Teach meaning of democracy largely by living with children in school in democratic manner.	A			N			A
27. Explain about communism.	A		N	N		A	A
28. Allow individual children and groups of children to be engaged in different activities in the school room at the same time.	A		N			A	
29. Allow children to have a part in choosing activities to be carried on during the school day.	A		N	N		A	A
30. Encourage children to organize a student council, make rules for their own classroom behavior.	A			N			A
Role - Liaison School Comm.							
41. Have a part in establishing salary schedule.	A	N	N	N	A	A	A
42. Change the program of studies so as to meet the needs, interests, and abilities of pupils.	A		N			A	
43. Help plan teachers' meetings.	A	N	N	N	A	A	A
44. Decide on methods to use.	A			N			A
45. Select instructional materials to be used.	A		N	N		A	A
Totals	20	3	12	16	3	12	16

A - Affirmative expectation based on a majority of "yes" responses.

N - Negative expectation based on a majority of "no" responses.



In Type II role expectations the beliefs held by the teachers and their definition of the expectations held by the others are not significantly different, but there is a significant difference between the belief of the teacher and the expressed expectation of the others.

Convergence between the beliefs held by the teachers and their definition of the expectations of others and divergence between teacher beliefs and expressed expectations of the others occurred on eighteen items. A Type II role definition implies that the teacher feels sure of her roles, that she does not see any conflict between her own definitions of these roles and the definitions which others may have. However, there are significant differences between the teachers' definitions and the definitions of the others. Table 82 identifies these Type II role definitions. It is noted that there were six items, Type II, involving teachers and administrators, nine items which involved teachers and school board members, and fourteen items between teachers and parents.

Of the six items where significant difference between the beliefs of teachers and administrators' expectations occurred, the item (4), "decide who should be promoted," represents a situation where there is a fundamental difference in the beliefs held by teachers and administrators. Teachers believed this an appropriate behavior for them, while the administrators thought otherwise. This points up a possible conflict situation, and may indicate that there is lack of communication between teachers and administrators.

Teachers were opposed to the item or practice dealing with school camping, while administrators thought teachers should do this. Teachers believed in placing emphasis upon "preparing children for the next grade," while the administrators did not emphasize this practice.



Item 23, "provide occupational information," was approved of by teachers, while the administrators were even more likely to expect such behavior. In like manner, item 27, "explain about communism," met with a degree of approval which far exceeded that of the teachers. Finally, item 35, "give talks on school problems," met with administrator approval, while teachers were inclined to think that administrators would disapprove.

Divergence between teachers' beliefs and the expressed expectations of school board members occurred on nine items. School board members seemed to define teacher professional roles in a much more liberal fashion than did the teachers. Teachers did not accept the item which deals with school camping, board members did; teachers were opposed to the item or practice relating to educational trips outside the community, board members were favorable. The teachers did not believe that it was appropriate to take their classes to visit the various churches, encourage children to do things differently, give talks to community groups explaining the methods they used in teaching, give talks to community groups explaining the strengths, weaknesses, needs and problems of the local school system; school board members thought that these were appropriate activities. The reverse was true of the item dealing with the teacher being an active member of a professional teachers' association. Here the teachers thought that this was an appropriate professional behavior, and they thought that the school board members would believe likewise. However, the board members were less enthusiastic about the item than the teachers had expected. It is likely that teachers and board members view membership in professional organizations from different viewpoints. To the teacher it may be that they identify themselves with such groups for the recognition and security

afforded, the school board members may view the professional teachers organizations as a possible threat to their control over teacher personnel. One board member who was interviewed likened a professional teachers' association to a union of teachers.

Between teachers and parents there were fourteen items which were divergent as the beliefs of teachers and the expressed expectations of others were compared. Parents held different expectations than the teachers on the items dealing with school camping, balanced meals, educational trips outside the community, pass to the next grade those who have not achieved the norms, help solve personal problems, require singing of patriotic songs, visit various churches, encourage children to do things differently, give talks to community groups on methods, give talks to community groups on school problems, ask parents to help teach, and attend educational meetings and workshops.

While the teachers believed that they should help plan and produce school plays and thought that the parents expected them to do so, even more parents approved than the teachers had expected. Also, the teachers believed that they should place emphasis upon preparing pupils for the next grade and they thought the parents would share this belief, a larger proportion of parents shared this belief than teachers had expected.

Teachers believed that they should attend educational meetings and conferences, and that parents would expect them to do so. Fewer parents shared this belief than teachers had expected. This represents an interesting contradiction and suggests that parents may view the position of teacher with regard to such activities in the same way as they view other types of work which normally are confined to a definite

number of hours per day or week. Several respondents indicated in the interviews that they believed that teachers should not be expected to work overtime any more than any other person, that they should have their week-ends free.

What is suggested by these Type II role expectations is that the teachers have defined their professional behaviors and their definition of the expectations of the parents largely in accordance with the limited behaviors associated with the traditional teacher roles. For the most part they themselves have accepted limited definitions and have projected these definitions to the others. The evidence seems to indicate that administrators, board members, and parents tend to represent more liberal points of view than do the teachers. These others seem to be viewing the professional roles of the teachers in a more dynamic context; it would appear that they were ready and willing for the teachers to perform more dynamic roles. Failure of teachers to assume larger roles appears to rest, in part, upon their lack of knowledge regarding the expectations of administrators, school board members, and parents.





TABLE 79

ANALYSIS OF TYPE II EXPECTATIONS ACCORDING TO THE BELIEFS OF TEACHERS,  
TEACHERS' DEFINITION OF EXPECTATIONS OF ADMINISTRATORS, SCHOOL  
BOARD MEMBERS, AND PARENTS, AND THE EXPRESSED  
EXPECTATIONS OF THESE GROUPS

Role - Director of Learning	T	Teacher def.			Exp. Expect.			Expect. held
	bel.	A	SB	P	A	SB	P	
4. Decide who should be promoted.	A	A			N			D,a
10. Take entire class on camping trip for the purpose of learning about natural resources, conservation, etc.	N	N	N	N	A	A	A	D,a, sb,p
12. See to it that children eat a balanced meal in the school lunchroom.	N			N			A	D,p
13. Help plan and produce school activities such as plays and entertainments.	A			A			A+	S,p
15. Give major emphasis to preparing children so that they can do successfully the work in the next grade.	A	A		A	N		A+	S,p; D,a
16. Take students on educational trips outside the community during the school year.	N		N	N		A	A	D, sb,p
17. Pass on to next grade those pupils who are working up to extent of their ability even though they have not achieved the norms for their grades.	A			A			N	D,p
Role - Guidance-Counselor								
21. Help children solve personal problems.	A			A			N	D,p
23. Provide information about occupations.	A	A			A+			S,a
Role - Mediator of the Culture								
27. Explain about communism.	A	A			A+			S,a



TABLE 79 - Continued

Role - Mediator of the Culture	T	Teacher def.		Exp.	Expect.		Expect.
	bel.	A	SB	P	A	SB	P held
31. Require the singing of patriotic songs as a major method of teaching the meaning of democracy.	N		N	N		A	A D, sb, p
32. Take class on visits to various churches in community so as to develop an appreciation of the contributions which religion has made to our society.	N		N	N		A	A D, sb, p
33. Encourage children to do things differently than their parents did.	N		N	N		A	A D, sb, p
Role - Liaison School and Community							
34. Give talks to groups explaining methods used in teaching.	N		N	N		A	A D, sb, p
35. Give talks to groups explaining the strengths, weaknesses, needs, and problems of the local school system.	N	N	N	N	A	A	A D, s, sb, p
38. Ask parents to help teach children special skills which they may have.	N		N	N		A	A D, sb, p
Role - Member of Profession							
47. Attend meetings and workshops dealing with education, some of which might meet on week-ends.	A			A		N	D, p
48. Be an active member of professional association.	A		A			A-	S, sb
Totals	18	6	9	14	6	9	14

A - Affirmative expectations based on a majority of "yes" responses.

N - Negative expectations based on a majority of "no" responses.

(+) Item has higher proportion of favorable responses than teachers had expected.

(-) Item has lower proportion of favorable responses than teachers had expected.

S - Same expectations. D - Different expectations.



Type III role expectations are based on no significant differences between the beliefs of the teacher and her expectations of others, a significant difference between her definition of the expectations of others, and the expressed expectations of others, and, finally, no significant difference between her beliefs and the expressed expectations of others.

There were five items where Type III expectations were found to exist and all of these were based on relationships between teachers and parents. Teachers believed they should keep a folder of information on each child, they thought that parents would not favor this item to the same degree as they did. Parents, however, approved the item to a degree that exceeded the expectations held for them by the teachers. Teachers believed they should allow individual children and groups of children to be engaged in different activities in the school room at the same time, and that they should change the program of studies so as to meet the needs, interests, and abilities of the pupils. Teachers thought that parents would be less favorably inclined toward these items. The analysis reveals that parents do approve these items, although they favor them to a lesser degree than the teachers expected.

These Type III role expectations represent the kinds of teacher professional behaviors where the teachers do not recognize differences between their own beliefs and the expectations held by parents. The teachers have inaccurately defined the expectations of the parents on these items.

The suggestion which is inherent in these findings would be that teachers accept certain educational practices, that these practices represent something of a deviation from the kind of a school situation which the parents knew from their own school days, and thus parents were



less likely to accept them. Teachers seemed to realize that parents would be less inclined to approve these items dealing with increased pupil freedom in the classroom.

There are two items dealing with the teacher as a member of the profession, "encouraging young people to enter the teaching profession," and the teacher being an "active member of a professional teachers' association." The teachers believed that these items represented appropriate behaviors, they expected that parents would accept the items and do so in harmony with the expectations defined by them.

On these five items the teachers have been able to identify a fairly accurate image of the parents' expectations. The parents indicated that, while they do not subscribe to the items to the same degree as do the teachers, in general, they tend to go along with them.





TABLE 80

ANALYSIS OF TYPE III EXPECTATIONS ACCORDING TO BELIEFS OF TEACHERS,  
THEIR DEFINITION OF EXPECTATIONS OF ADMINISTRATORS, SCHOOL  
BOARD MEMBERS AND PARENTS, AND THE EXPRESSED  
EXPECTATIONS OF THESE GROUPS

Role - Guidance and Counselor	T bel.	Teacher definition			Expressed exp.		
		A	SB	P	A	SB	P
22. Keep a folder of information on each child.	A			A			A+
Role - Mediator of the Culture							
28. Allow individual children and groups of children to be engaged in different activities in the school room at the same time.	A			A			A+
Role - Member of the School Staff							
42. Change the program of studies so as to meet the needs, interests and abilities of the pupils.	A			A			A-
Role - Member of Profession							
46. Encourage young people to enter the teaching profession.	A			A			A-
48. Be an active member of professional teachers association.	A			A			A-

A - Affirmative expectations based on a majority of "yes" responses.

N - Negative expectations based on a majority of "no" responses.

S - Same expectations.

D - Different expectations.

(+) Item has higher proportion of favorable responses than teachers had expected.

(-) Item has lower proportion of favorable responses than teachers had expected.

In examining those role expectations which are of Type IV, we are looking at items where there were significant differences between the beliefs of the teachers and their definition of expectations of the others, where there were no significant differences between the teachers' definitions of others' expectations and the expressed expectations of the others, and, finally, where significant differences exist between the teachers' beliefs and the expressed expectations of the others. The teachers held certain beliefs and expected that the others shared these beliefs; the administrators, school board members, and parents held the same expectations as those held by teachers, although not to the same degree.

Between the teachers and administrators there were two items which were Type IV expectations. Teachers believed that they should "visit children's homes to get acquainted with parents" and that they should "ask parents to help teach." They expected that the administrators would approve of these beliefs. The administrators were highly in favor of the items, and were more favorable to the items than the teachers had expected.

Between the teachers and school board members there was one item in this category. Teachers believed that they should "provide information about occupations" and, while they believed the board members would approve, they failed to estimate the extent of approval expressed by the school board members.

There were four items which were classified as Type IV expectations between teachers and parents. Parents highly approved the items dealing with "occupational information" and "giving more time to students in need of special help." On the item dealing with the teacher



"staying after school to help individual children" the teachers expected that the parents would be strongly favorable. However, the expressed expectations of the parents indicated that they were less favorable to the practice than the teachers had expected them to be. Likewise, on the item dealing with the teacher "complying with requests from parents to keep children from being too active on the playground," the teachers were inclined to expect that the parents would strongly approve of the item. The parents took the same view as the teachers. Generally, they approved of the item, but were not overwhelmingly favorable. The parents seemed to sense the futility of the teachers trying to guard each child against all the natural hazards of the day, based, no doubt, on their own experiences with children around the home.



TABLE 81

ANALYSIS OF TYPE IV EXPECTATIONS ACCORDING TO BELIEFS OF TEACHERS,  
THEIR DEFINITION OF EXPECTATIONS OF ADMINISTRATORS, SCHOOL  
BOARD MEMBERS AND PARENTS, AND THE EXPRESSED  
EXPECTATIONS OF THESE GROUPS

Role - Director of Learning	T bel.	Teacher definition			Expressed exp.		
		A	SB	P	A	SB	P
7. Stay after school to help individual children.	A			A			A-
14. Comply with requests from parents to keep children from being too active on playground.	A			A			A-
Role - Guidance and Counselor							
20. Visit children's homes to get acquainted with parents	A	A			A+		
23. Provide information on occupations.	A		A	A		A+	A+
24. Give more time during the school day to those in need of help and less time to those who can work independently.	A			A			A+
Role - Liaison School and Community							
38. Ask parents to help teach children special skills which they may have.	A	A			A+		

A - Affirmative belief.

a - Administrators.

N - Negative belief

sb - School board members.

S - Same belief.

p - Parents.

D - Different belief.

A - Affirmative expectations based on a majority of "yes" responses.

N - Negative expectations based on a majority of "no" responses.

(+) Item has higher proportion of favorable responses than teachers expected.

(-) Item has lower proportion of favorable responses than teachers had expected.

### Summary

An analysis was made of the data to determine the extent of agreement on the forty-eight selected items between (1) teacher beliefs and teacher definition of the expectations of administrators, school board members, and parents, (2) teacher definition of the expectations held by these others and the expressed expectations of these groups, and (3) teacher beliefs and the expressed expectations of the others. It was found that there was a high correlation between beliefs held by teachers and the expectations which they defined for the others. This was entirely a rational finding, as role theory implies that role definitions are a function of the expectations held. That is, role definitions held by the actor in a particular situation are reflections of the expectations defined for a significant other.

As teacher definition of expectations and the expressed expectations of the others were compared, there was a noticeable decrease in the values of the rank correlations computed. Teachers had attributed to others, on the basis of their expectations, many beliefs which were not convergent with the expressed expectations held by the others.

In comparing the beliefs of the teachers with the expressed expectations of administrators, school board members, and parents, it was found that teachers had many beliefs which the others did not share.

A further analysis was made of the data based on an examination of the variables, age, years experience, number of systems in which taught, number of years in present position, and number of years respondents expected to teach. The findings indicated that there were no significant differences based on these variables. One exception was noted,





however, on the variable, length of future service. A value of 19.8 was computed for  $X^2$ , significant above the 5% level, when comparing teacher beliefs with teacher definition of the expectations held by school board members. This finding indicates that teachers who expect to teach for eleven years or longer tend to define the expectations held by board members more accurately than do teachers who plan on teaching ten or fewer years. Since this is the only significant difference among the fifteen tested, it may well be due to chance.

Of the forty-eight selected items, there were eight items where no significant differences appeared between the beliefs of teachers and expectations defined by them for the others, and the expressed expectations of the others. These items described teacher professional behaviors which might be characterized as being in harmony with traditional behaviors which the culture has defined for the teachers.

Twenty of the forty-eight items were classified as representing Type I role expectations. On these items the teachers expected that the others would hold beliefs contrary to their own. It appears that the teachers were in error in the definition of the expectations held for the administrators, school board members, and parents, for the beliefs of the teachers and the expressed expectations of the others were similar.

Type II role expectations were noted on eighteen items between the teachers and others. Type II role expectations suggest that while the teachers do not expect any differences to exist between their own expectations and their definition of the expectations of the others, there were significant differences in the expectations held. The number of items in this category indicate that there is a sizeable area



within which the teachers lack orientation to the beliefs of administrators, school board members, and parents.

Five items were classified as Type III expectations. In this category the beliefs of the teachers and their definition of the expectations of the others indicated no significant differences. Between teacher expectations of others and the expressed expectations of the others there were significant differences, while between teacher beliefs and expressed expectations of the others, no significant differences were observed. On these items the teachers have inaccurately estimated the expressed expectations of the others.

Type IV expectations were noted on six items. On these items the teachers held beliefs which they expected the others would not share. The administrators, school board members, and parents did not agree with the teachers on these items. Teachers had correctly defined the expectations of the others.



## CHAPTER V

### IMPLICATIONS FOR SCHOOL ADMINISTRATION: STAFF RELATIONSHIPS

The evidence presented by this study indicates that communication on expectations for teacher professional behaviors is fairly effective at the administration level, but rather inadequate at the school board and parent levels. This is not to suggest that there be any lessening of emphasis on the communicative process between teachers and administrators, but it does indicate the need to attack the problem of clarifying parent and school board expectations of teacher professional roles and teacher understanding of these expectations.

Because the communicative process appears to be inadequate between teachers, school board members and parents, teachers need to be helped to view the educational program in the light of a cooperative endeavor, with these other groups operating as full partners in the development of the program. In this connection it was found in this study that the parents were inclined to approve of a school program which went beyond the bounds of the traditional type, while teachers seemed to be apprehensive about assuming leadership in expanding the school's offerings to include many of the newer practices which related to student interests and out-of-school needs of pupils. If teachers and others were to accept the idea of cooperative relationships in the building of a school program, the philosophy of the programs and their implementation would not be likely to produce conflicts in basic points of view.



Teachers and parents can learn from each other; such learnings deepen understandings and set the stage for improved education.

Conflicting expectations between teachers and others may give rise to loss of morale and may reduce the satisfactions associated with teaching. Lack of consensus over means, values and ends, may create personality disturbances as individuals seek to validate their points of view. Chase has indicated the relationship between morale and satisfaction in teaching as it relates to divergence between teachers' expectations of administrative leadership and their perceptions of administrative behavior.

When teachers' expectations are fulfilled with regard to the leadership of administrators and supervisors, their morale soars; <sup>1</sup> when their expectations are disappointed, morale takes a nose dive.

Further evidence gained from a study of professional leadership and teacher morale by the same author clearly points out that:

...when teachers' expectations with regard to the leadership of the principal are met in a high degree, there are roughly 70 chances in a hundred that they will be enthusiastic about teaching in the school, and less than one chance in a hundred of active dissatisfaction. We can make the same kind of statement with regard to the leadership of the superintendent and supervisors. We may add that when teachers' expectations of leadership are poorly met, the chances for serious dissatisfaction rise correspondingly.<sup>2</sup>

It would appear reasonable to assume that conflicts arising out of erroneous role expectations between teachers, board members, and parents would, in a similar manner, lead to dissatisfactions. Such conflicts conceivably could be of a serious nature when it is remembered that the community school concept, with its emphasis upon involvement

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<sup>1</sup>Chase, Francis S., "Professional Leadership and Teacher Morale," Administrator's Notebook, The University of Chicago, Vol. I, No. 8, March, 1953, p. 1.

<sup>2</sup>Ibid., p. 1.

of the school community in the determination of curriculum content, is basic to planning the school program. Faulty teacher perceptions of parent and school board expectations and incorrect parent and school board perceptions of teacher professional behavior would make communication between teachers and these groups difficult, if not impossible.

### Improving Communication

In order to bring about effective communication between parents and school board members, it is necessary to clarify the expectations which these groups have of each others' roles. The task of the school administrator would be one of harmonizing conflicting role expectations between the groups most vitally concerned with the development of the school program—that is, between teachers, administrators, school board members, and parents.

The identification of role expectations which are in conflict is the first step in seeking better communication. From such findings as may be obtained from an examination of the perceptions that teachers have of the roles played by administrators, school board members, and parents, together with the expectations that these groups have of the teachers' roles, areas of disagreement can be charted. The identification of such areas would serve to narrow the problem sufficiently so that solutions could be sought within a framework that would make direct attack possible.

Changes in expectations would appear to be based upon a change in attitudes and values. Attitudes and values are products of group interaction, built up over a long period of time. Changes in attitudes and values will likewise be group products and will require time for





their development. The rationale for this thesis suggested that teachers perceived their roles and based their expectations of how others viewed these roles, largely within a traditional framework. Evidence gleaned from the study indicated that this was true to some degree. The role perceptions which were held by teachers grew, in part, out of the attitudes and values which have long been associated with the teachers' tasks, and find their support in that teachers and others have accepted them--as a group.

In his study of leadership as it relates to changing teachers' expectations, Chase has suggested some of the problems involved in modifying expectations.

Since basic and cherished values are involved, and the persons concerned may feel their security threatened, attempts to change expectations are likely to arouse resistance and some hostility. The administrator must be reconciled, therefore, to a process of re-education requiring a long period of time.<sup>3</sup>

For some time it has been recognized that participation is an effective method to achieve interest and cooperation. In order to be effective, stress must be placed on getting people to want to do things, rather than to fear not to do them. Motivation which results in getting others to want to do things is not destructive of basic values, is not destructive of others' personalities.

Getting others to want to do things differently involves a process of change. This process is not simple, as people tend to resist change. In the field of school administration the application of democratic techniques to the solution of educational problems presents one

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<sup>3</sup>Chase, Francis S., "How to Meet Teachers' Expectations of Leadership," Administrator's Notebook. The University of Chicago, Vol. I, No. 9, 1953, p. 1.

of the most hopeful developments of our time, and the development of educational leaders who can apply democratic techniques to school problems represents our greatest challenge.

The question to which we seek an answer is this: What kind of administrative leadership leads to improved communication between teachers and others? It appears to be basic to any program designed to improve communication that there be a cooperative approach between the groups involved. The cooperative approach calls for dynamic leadership which is based upon the deepest respect for the individual personality. The type of leader needed for this newer concept is well described in the following:

The purposes of leadership in a democracy is the development of human personality. Any good teacher, we have tried to say, helps his students develop as persons by challenging them to participate in planning, executing and evaluating. In the same way, the effective administrator is he who challenges teachers and parents to develop into leaders by inspiring them and leading them to participate in planning, executing and evaluating activities within a school. Furthermore, the effective administrator is one who is himself continually inspired and guided into participating as one of the group, by the leadership which emerges from teachers, parents, and students. No area of the school program should be closed to the critical scrutiny of any person or agency concerned with the educational process.

It seems clear that such a concept of leadership is quite different from the concept of leadership which frequently prevails. It is dynamic, not static. It is creative, not routine. Most significant of all, it is democratic, not paternalistic or authoritarian.<sup>4</sup>

The building of strong, positive, creative teachers does not just happen. Autocratic practices in administration are not sensitive to human and community needs. In order that teachers can know what the

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<sup>4</sup>Department of Public Instruction, "A Guide to Curriculum Development in Michigan Secondary Schools." Superintendent of Public Instruction, Lansing, Michigan. Bulletin No. 337, 1945, p. 154.

expectancies of the community are, there must be a meeting of minds as to goals, philosophy and action. This requires that teachers play an active part in the development of school policies and programs. Such participation will define for them the community expectations and the nature of activities relative to these expectations.

Acceptance of such a group approach to bring about harmony in expectations between teacher and others presupposes a deep faith on the part of the administrator in the values and principles of group planning. Also, he must have faith and confidence in the members of his staff and reflect that confidence in his professional behaviors. He must be willing to modify his professional behaviors in accordance with the group's definition of his appropriate roles, or he must help the group to understand why their definitions are inaccurate. Failure to measure up to the group's expectations of his professional behaviors will give rise to skepticism which will be likely to abort sincere and effective staff planning.

The concern which teachers have for security has been pointed out in this study. In cooperative planning with the school staff it is important that the administrator create an atmosphere where frankness is encouraged and honest differences can be aired. Freedom from suspicion and fear will permit people to make honest contributions, knowing that they will not be placed in a compromising position, or that reprisals will be forthcoming.

No threat to the proper discharge of administrative functions is inherent in the group approach to definitions of functions and clarification of roles. Rather, such definition and clarification, growing out of group planning, would make the implementation of policies and

programs "socially desirable". People who have a part in developing such programs and policies have an obligation to themselves, as well as to others, to carry them out. Teachers who are encouraged to assume responsibility and who feel that they enjoy the trust and confidence of their administrators will, as Campbell says, "...make strenuous efforts to live up to the high standards expected of them".<sup>5</sup>

### Summary

In this chapter on implications for school administrators arising out of the present study, attention was drawn to the inadequate communication between teacher, school board members, and parents. It was suggested that this lack of communication could have a definite effect on teacher morale and satisfaction, tending to keep it at low ebb.

Suggestions for improving communication between teachers and others were advanced, with primary emphasis being placed upon the need for leadership in harmony with democratic principles.

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<sup>5</sup>Campbell, op cit., p. 53

## CHAPTER VI

### IMPLICATIONS FOR SCHOOL ADMINISTRATION: SCHOOL-COMMUNITY RELATIONS

This study has pointed out certain findings that have indicated that teachers are primarily oriented in their role expectations toward administrators and to a lesser degree toward school board members and to a limited degree toward parents. These findings have grave implications for school administrators who are justly concerned about the need for dynamic relationships between school and community. Only to the degree that teachers understand the responsibility for communicating the broader educational problems of the community as they see them to the community will parents, lay citizens, and others become a force in the improvement of educational practice and programs. Further, the role of the teacher in developing good relationships should be broad enough so that not only is the program of the school communicated to the public but, equally important, that the school profit by the thinking of the community as regards the development and growth of the program. That is, teachers should be ready to share their understandings with the community and to add to their growth by learning from the community. From failure of teachers and parents to understand each other springs criticism and loss of confidence. This study indicates that teachers need to be assisted in thinking through and carrying out their responsibilities in this area. The evidence suggests that they do not see themselves operating in this way--that they consider such

communication to be the responsibility of the school administrator. The values that accrue from community participation in educational planning include; (1) better understanding of the educative process, (2) provision of financial and moral support and, (3) provision for evaluation of the school's program.

The involvement of the community in the planning of the school program enriches the quality of the school's offerings and gives to those who share in the development of such programs an opportunity to deepen their understandings of the objectives of the school. Following establishment of common goals by administrators, teachers, lay citizens, and others, the role of the school in the community will become clearer.

It may well be that from such a concerted attack on the goals of the school that teachers, parents, and others may realize the need for involving the other community institutions in the educative process; that the family, the church, and other educative resources need to become actively involved in realizing the total education programs as spelled out in the cooperatively developed goals.

The American people, as a group, have a reputation for getting what they desire, whether it be a new home, automobile, or membership in the country club. Billions of dollars are spent annually by them for goods and services which they consider desirable. Good educational programs cost money. Citizens who have helped to formulate an educational program have, in effect, bought that program. The professional educators have the responsibility of helping citizens translate the educational programs which they have decided upon into dollars.

It is common practice on the part of school officials, when a building program is being studied, to involve lay citizens in planning

for the building and the financing of it. Usually, the experience which such school districts have with regard to having citizens vote bonds to erect such a school building, is quite a happy one. Buildings which are planned by the community are likely to be financed by them. People will pay for those goods and services which they desire. All too often, however, the planning with the citizens of the community does not go far enough. Citizens sometimes believe that when they buy a new school building they are, at the same time, getting a good educational program. Unfortunately, building an educational program is not quite as simple as erecting an educational plant. Here, more than ever, co-operative planning for the educational program is needed.

In addition to, and beyond the provision for financial support, lies the need for marshalling the moral support of the community for the school program. This elusive asset lies in the hearts and minds of the people. Its presence gives inspiration and confidence to school personnel, its absence leads them toward frustration. Community moral support results in positive action leading toward improved programs. Lack of it leads to blaming others for the shortcomings of the school, the children and the community itself.

Appropriate participation by the community in the development of educational programs will lead to more effective and valid appraisal of these programs. The evaluation of school programs is difficult at best, for the outcomes of such programs do not lend themselves to easy objective measurement. The extent to which pupils have improved in citizenship is a question that will call for judgments not only from the teachers, but from parents, citizens, and community agencies as well. The evaluation of the school program ought to be based upon the



purposes which have been established. The very process of establishing goals is an inherent part of the evaluative process.

It seems clear that if the school program is to be one which meets the needs of students and the community, it must be built upon a base of wide community-school relationships. Such a program demands that teachers take an outward look--beyond the four walls of the classroom--and interact with the community in its widest sense. The values which will arise from such involvement will be expressed in the willingness of the community to support the educational programs it develops and will further aid the school and community in the evaluation process by which programs will continue to improve.

Participation as a member of the social community is basic to an understanding of the community. Teachers need to be encouraged to participate actively in community life--not in formal organizations alone, but in the informal as well. Teachers need to get rid of the notion that they are "strangers" in the community; that they are not welcome because they are newcomers and do not have strong roots established. Most teachers are personable individuals and would be welcomed into most social groups. Some teachers seem to lack confidence in themselves and need to be encouraged to interact with others. Perhaps this could be illustrated by citing a remark made to the writer in the course of this study when a friendly hostess complained that the teachers she had entertained had never returned the invitation! It has been suggested that the teachers may view invitations to social events as an obligation which the community feels toward them, not as an honest attempt on the part of the community to extend the friendly hand of welcome. If teachers persist in maintaining social distance

between themselves and the community, they will continue to experience difficulty in communicating with parents and others.

The study further indicated that teachers tend to behave in the traditionally oriented stereotypic image. This behavior emphasizes security—not adventure. It negates creative imagination and forces the school into patterns of frozen formalism. Data gleaned from the study suggests a wider range of freedom available to the teachers than they were willing to utilize. The community codes were seen to be more liberal than teachers expected them to be.

While the desire for security is a basic motivation in human behavior, overconcern with its negative aspects limits the individual. The greatest security is to be found within the individual himself, and has its core in the self-realization which comes from the confidence born of achievement. Here the task of the school administrator is clearly marked. Teachers need to be encouraged, stimulated, trusted, and appreciated.

The leadership of the administrator is vital in helping teachers to achieve confidence in themselves and to express that confidence in their professional and social outlook. Willard Goslin points this out in a challenge to educational leaders when he says:

We mean the commitment, the capacity, the courage to go live with our ideas. This means standing sometimes where the ice is thin. It may mean standing alone, but no leader worthy of being the leader or teacher, of the children, of a free people, will cringe from that responsibility. We have too many teachers playing it safe by teaching less well than they know, and by hesitating to apply the method of intelligence. Too many educational leaders are wetting a finger and holding it out the window to see which way the wind is blowing on matters that count

in education. Such action is unworthy. It is a kind of treason when the chips are down, as they are in our times.<sup>1</sup>

Lack of confidence in themselves, by teachers, has its negative effect on school-community relationships in that it strikes at the very roots of community support. Teachers must be led to take one eye off the "boss" and direct both of them outward to the society from which springs the vital bases upon which educational programs for a democratic society must be erected.

Cooperative planning with administrators and the community will supply the teacher with the understanding of how community needs can be embraced by the curriculum. The autocratic, managerial approach to school administration does not supply the climate for such development.

#### Summary

The role of the school in our culture, its need to draw support from the community, both from the point of view of finance and program content, were outlined. Also, the need for active participation in and interaction with the community on the part of school personnel was pointed out. Some suggestions were made which could lead toward improvement of school-community relationships.

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<sup>1</sup>Goslin, Willard E., "The People and Their Schools," Forces Affecting American Education. Yearbook of the Association for Supervision and Curriculum Development, Washington, D. C. National Education Association, 1953, p. 173.

## CHAPTER VII

### IMPLICATIONS FOR SCHOOL ADMINISTRATION: TEACHER IN-SERVICE EDUCATION

The present study indicates that teachers are oriented primarily toward the school administrators, that the school administrators are an important reference group to them. The kinds of professional behaviors which teachers will exhibit will tend to be based upon their perceptions of the expectations held for them by school administrators. The school is a social system in which teachers and others behave in accordance with the expectations which they believe to be acceptable and prescribed by others who are significant reference groups to them. The web of interrelationships which define the limits of appropriate behavior is pointed out in the following:

Examination of the social structure of any school will reveal individuals and groups of persons, associated together in educational tasks, behaving toward one another and the tasks at hand in accepted and prescribed ways. Their behavior, to be sure, will vary somewhat from person to person because individuals occupy different positions in the school structure and hence perceive the tasks somewhat differently. Individuals in the higher brackets of the school structure will often perceive the problems of the school in ways that make little sense to those in the lower echelons.<sup>1</sup>

While the writer limited his study to an analysis of the role expectations held by teachers for administrators, school board members, and parents, and the expectations held by these groups for teachers, there is every reason to believe that there are others to whom teachers

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<sup>1</sup>Smith, B. Othanel, Stanley, William O., and Shores, Harlan J., Fundamentals of Curriculum Development. New York: World Book Co., 1950, p. 635

orient themselves in the definition of their roles. Teachers are concerned about the expectations which students and other teachers hold for them, as well.

All of this adds up to the basic idea that in this fluid, dynamic set of relationships, that the teacher is constantly seeking to establish equilibrium in his professional and social milieu. Changes which threaten his security, once he has defined his situation, are apt to meet resistance. We noted in this study that the security aspect of the teachers' behavior appeared to be dominant. The implication which grows out of this belief is that any program of in-service education for teachers must not, if it is to be effective, threaten that security. Rather, it must grow out of the existing social situation, it must begin with people where they are and try to take them to where they believe they ought to be.

In-service education programs must, if improvement of teaching personnel is to be achieved, be centered around the recognized needs of the teaching staff. The identification of areas of need becomes possible only when democratic group action is accepted by the staff and administration as the accepted pattern of problem solving. Further, there is need to develop confidence on the part of the staff that the in-service programs lead eventually to over-all improvement in the school's programs. Teachers will not find satisfaction in being occupied with plans which languish and expire for want of implementation by school administrators. Embarking on a program for the in-service development of the staff makes mandatory that provision be made for realizing the plans which grow out of that program.



The form in which the in-service education program is presented appears to be relatively unimportant if the philosophy of leadership, based on allegiance to democratic principles, is negated. Traditionally we have come to accept such forms as courses, either credit or non-credit, workshops, teachers' meetings, curriculum study committees, as well as other types of committees involving teachers, administrators, and lay citizens. Some of these types of structures have been found disappointing, some have held promise, none will be totally effective if lacking the leadership which inspires people to want to improve themselves and which assures them that they are moving in the direction of goals which are important, not only to them, but to the total school community as well. The relationships between administrator and staff provide the climate in which the in-service programs either flourish or stagnate. The type of leadership which the administrator ought to provide for his staff is described by Campbell:

Helping teachers to be creative calls for a different kind of administrative leadership from helping routine workers learn accepted ways of performing assigned tasks. The administrator of creative workers should think with staff members, not for staff members. When a creative worker speaks, he should give expression to his own decisions, not voice decisions that are made for him. Staff members in public schools should be self-sustained climbing vines, not dependent clinging vines. Directors of learning should have relaxed minds, not constricted minds; if teachers are to be inventive, they should be free from needless fear, worry, and anxiety. In other words, meeting the fixed standards of an importunate boss is not conducive to straight thinking.<sup>2</sup>

Somewhat apart from the problems of teacher education as we have discussed them above, lies an area which is closely related and

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<sup>2</sup>Campbell, Clyde M., "A Democratic Structure to Further Democratic Values," Progressive Education, Vol. 30, No. 2, November, 1952, p. 27.

which has real significance. It concerns the need of the profession to be attentive to the problems of teacher recruitment. The improvement of education is tied closely to the improvement of the teacher selection process.

The source of supply of potential teachers lies in the young people currently attending, and those yet to attend, our elementary and secondary schools. Choices for vocations are being made in these classrooms. Certainly one of the most basic influences which play upon the imagination of youth is found in the kind of models which they experience daily. Of all possible models which youth experience, that of the teacher is one which, next to the parents, is before them constantly.

It appears that the greatest opportunity for success or failure in selecting future teachers rests with the teachers themselves. That the profession has, in the past, failed to fire the imagination of youth is obvious. Current shortages in the teacher supply rests, in part, on such failure. In this study the writer has encountered some evidence that too much has been written and said that characterizes the teacher as a member of a depressed occupational group. Emphasis upon low salaries, often with comparisons being drawn between teaching and other public services such as refuse collecting, has certainly done nothing to raise the status of the profession--not to mention raising the salary levels. If teachers maintain a depressed occupational outlook, they cannot help but infect others.

It may well be that in our teacher education programs we need to emphasize the responsibility that teachers have for recruitment and selection of future teachers. The building of strong sentiments and in-group solidarity relating to the professional responsibilities of



teachers for the improvement of the profession by the process of recruitment may well provide the means by which the future teachers will come from the top ranks of the student population.

This would involve the building of a strong positive image of self to overcome the older stereotype associated with the position of teacher. The need for dynamic aggressive action on the part of teachers is indicated as a possible means of raising the status of the profession in the public mind to a point where it will accord to the profession the recognition which it rightfully deserves.

#### Summary

The need for in-service education programs and the problems associated with the conduct of such programs formed the basis for this chapter. Reference was made to the necessity of honoring democratic principles in the conduct of such programs. Finally, the area of teacher recruitment as it applies to the improvement of education was considered. The role of the teacher as it relates to teacher recruitment was pointed out and some suggestions for improving selection of teachers were made.

## CHAPTER VIII

### SUMMARY AND CONCLUSIONS

#### Summary

Teacher effectiveness and security are based upon the images held by teachers of those groups which are significant "others" to them. The expectations which the teachers hold for these groups may vary widely as each is considered in turn. Such differences in expectations as may exist among the various groups may be conflicting and may indicate role conflicts for the teacher. If the teachers have defined expectations for these groups which are faulty, then the teachers may be facing role conflicts which are self-created. The present study indicates that the teachers have defined for others many role expectations which are in error, they have identified potential role conflicts where none existed.

The teachers involved in this study appear to be oriented toward the traditional aspects of their calling, to conform to the patterns which the culture has defined for them. While they may realize that the world of today is a dynamic, fast moving place, and that the educational programs of contemporary society ought to be keyed to a changing world, they seem to be tied to an occupational outlook which emphasizes security--not adventure. If they set out on a path leading toward change, they do so with slacking, forward steps, and eyes turned backward.

In the analysis of the findings of this study, it was noted that as the beliefs of the teachers and the expectations which they defined for the others were compared, that teachers were inclined to see themselves as being in harmony with the administrators primarily, to a lesser degree with school board members, and to a limited degree toward parents. As the beliefs held by the teachers were compared with the expectations they defined for the administrators, a value for  $r$  rank of .937 was secured. For school board members and parents the values of  $r$  rank were .899 and .763 respectively.

These findings indicate that teachers hold beliefs and define expectations for the others which are most likely to be harmonious as they view, in order, (1) school administrators, (2) school board members, and (3) parents.

The validity of the expectations which the teachers held for the others were tested (see Table 9) by computing rank correlation coefficients between the expectations defined for the others and the expressed expectations of the others. The findings here indicated that the expectations held for administrators, school board members, and parents were liable to considerable error. The value for  $r$  between teachers and administrators was found to be .732; between teachers and school board members .476; and between teachers and parents .486.

A comparison between the beliefs held by the teachers and the expressed expectations of the others indicated that the teachers held many beliefs which were not shared by the others. The application of the rank correlation technique to the data disclosed that there was, between teachers' beliefs and administrators' expressed expectations, a value for  $r$  of .697; between the beliefs of the teachers and the

expressed expectations of school board members a value for  $r$  of .447; between the beliefs the teachers expressed and the expectations of the parents  $r$  had a value of .478. This evidence indicated that the beliefs of the teachers and the expressed expectations of administrators were more nearly alike than were the beliefs of the teachers and the expressed expectations of the school board members and parents.

It was found by use of Chi-Square, a test of significance, that there appears to be little relationship between age of teachers, experience, number of school systems in which taught, length of service in present school system, anticipated number of years of future teaching service, and the beliefs of teachers or their definition of the expectations of others.

Certain conclusions are suggested by an examination of the role beliefs held by the elementary teachers involved in this study, the expectations which they defined for administrators, school board members, and parents, and the expressed expectations of these others.

1. Teachers are oriented in their role expectations primarily toward the school administrators, to a lesser degree toward school board members, and to a limited degree toward parents.

(a) Of the forty-eight items on which the study was based, no significant differences appeared between teachers and administrators on thirty-seven of the items; teachers' beliefs, their definition of the expectations of administrators, and the expressed expectations of the administrators, did not differ significantly on these items. Of the remaining eleven items, three were Type I, six were Type II, and two were Type IV role expectations. While the teachers had expected the administrators to differ with them on these eleven items, only four of the

items indicated that differences in expectations did exist. Of these four items, two of them represented role expectations which were more liberal than the teachers defined for themselves.

(b) Between the teachers and school board members no significant differences were noted on twenty-six of the forty-eight items. Of the remaining twenty-two items where differences in beliefs were indicated, the beliefs of the teachers and the expressed expectations of the board members were essentially the same on fourteen items. The remaining eight items did represent differences in expectations held by teachers and board members. However, all of these items indicated that the board members were more liberal in their definitions of professional role behaviors than were the teachers themselves.

(c) Between teachers and parents there were nine of the forty-eight items on which no significant differences in role expectations were noted. Of the thirty-nine items remaining, twenty-seven represented role expectations expressed by the parents which were not significantly different from those of the teachers. Twelve items did point out significant differences in expectations between teachers and parents, but of these only two items represented role behaviors in which the elements of conflict reposed, the remaining ten items were representative of views which were more liberal in terms of teacher professional behaviors than the teachers claimed for themselves.

2. The teachers in the sample tended to define their professional roles in a much narrower way than did administrators, school board members, and parents. While the teachers held expectations which suggested that they defined their professional roles in a broad perspective, they defined expectations for the others which indicated that

they did not attribute to the others the same expectations as they held. It would appear that the teachers were operating with the old traditional stereotype thoroughly in mind, and that they held expectations for the others which were mirrored by such a stereotype.

3. While the teachers defined their professional roles within a very limited, traditional context, it appears from the data that administrators, board members, and parents were willing for them to assume more dynamic roles.

### Unexpected Findings

It was surprising to note the feeling expressed by the parents in the sample regarding the use of out-of-school time by teachers. Parents seemed to feel that the job of the teacher could be limited to a definite number of hours per day, and that the practice of staying after school hours was unnecessary. Also, parents were somewhat opposed to the notion of the teachers using their week-ends for the purpose of attending educational meetings and conferences. It may be implied by these findings that parents may have been over-sold on the plight of the teacher, with the emphasis on heavy class loads, low salaries, and associated problems. Further, a suggestion which is inherent in the data points to a perception on the part of the parents that the teacher's job is somewhat comparable to a production job in industry, with its specified hours of employment and with the freedom accorded workers in their non-working hours.

A second general observation, somewhat allied to the above, is that parents were not too favorable to the idea of having teachers encourage students to enter the teaching profession. With the publicity

which has been given to the low pay of teachers, and the comparisons which have been made of the pay scale of teachers versus factory workers, it may be suggested that teaching as a profession does not claim the interests of parents as a possible vocational choice for their children.

Third, there was considerable support evident on the part of school board members and parents for the assumption, by the teacher, of active roles in the area of school and community relations. Both groups indicated agreement with the principle that teachers should work publicly to interpret the school program, its needs, strengths, and weaknesses.

Fourth, concerning the teacher as a member of the school staff, there was general agreement that the teachers should play an active role in the development of school policies, should participate in developing a salary schedule, plan teachers' meetings, change the program of studies and have a part in the selection of instructional materials. These activities would indicate that administrators, board members, and parents were willing that teachers should be given appropriate professional recognition and represents somewhat of a departure from the managerial concept which has long characterized relationships between teachers and administrators.

Finally, the board members indicated that they did not consider membership on the part of the teacher in a professional teachers' organization as being important. It seemed to be the feeling that such organizations removed some of the controls over personnel by the administrators and board members, and placed them in an outside agency. Parents did not seem to care one way or the other. For the most part, they were unacquainted with the nature and purposes of such organizations.

### Recommendations

Certain recommendations which arise out of the study and which are based largely on the problem of helping teachers to build a positive self-image, as well as to change the public image of the teacher, are:

(1). Channels of communication between teachers, administrators, school board members, and parents need to become improved. The evidence presented by this study suggests that teachers lack orientation to the others, particularly the parents. A definite structure should be established to bring teachers and the others into closer association, so that they may interact with each other, thus developing mutual understandings regarding the program of education to be offered.

(2). This study has shown that teachers are not getting an accurate perception of the expectations held by parents. Because the teachers appear to be primarily oriented to the school administrator, it appears that the administrators have an obligation to not only know what the parent expectations are, but to translate and inform teachers regarding them. In a similar manner, teacher training programs should acquaint prospective teachers with parent expectations and the means of harmonizing them with the objectives of the school.

(3). A structure should be utilized which would permit teachers to participate with administrators and others in the development of school policies. The recognition of teachers as capable, professional workers by the administrators, board members, and parents would do much to rid teachers of their fears and insecurities and would be a positive factor in the development of effective teacher personalities.

(4). Teachers should be encouraged to interact with a wide variety of community organizations and individuals. Teachers need to



become known to lay citizens as individuals. Administrators should seek opportunities for teachers to appear before various community organizations as spokesmen for the school system or on topics within the interest and competencies of the teachers. The assumption of such responsibilities by teachers will not only give them the psychological support necessary for the building of a positive image of self, but would likewise build public images in a direction away from the old teacher stereotype. The status of teachers would be enhanced by such activities.

(5). Teachers ought to be active in community affairs. They owe, as citizens with special competencies, an obligation to assume leadership roles in their communities. Their professional competencies represent valued resources, and should be made available to the community.

(6). Use should be made of teachers in the conduct of community surveys, taking of the school census, opinion surveys, and such other appropriate activities as will bring the teachers into interaction with lay citizens on a wide scale.

(7). Community groups should be encouraged to sponsor various types of programs designed to emphasize the human side of teachers and to stress their individual achievements. Welcoming and orientation programs for new staff members at the beginning of the school year with appropriate community leaders participating would be one recommended type of program.

(8). Teachers should be invited or otherwise encouraged to appear at meetings of the board of education to discuss their programs, problems and needs. In addition, they should be called upon to act as consultants to the school board when problems which lie in their area

of competency are being studied.

(9). In-service training programs, with teachers participating in the planning for such programs, should be developed to help teachers solve the problems which they recognize. In order to be effective, such programs need to be based on a democratic approach between teachers and administrators.

(10). Teacher training programs should be modified so as to prepare prospective teachers for the problems involved in maintaining a positive self-image in the face of the commonly held stereotypes, to adapt to conflicting expectations, and still maintain acceptable personality traits.

#### Suggestions for Further Research

(1). A study be carried out using the techniques used in this present study, applied to a larger and a representative sample, as a means of validating the findings of the present study.

(2). A study of teacher training practices and programs as they relate to the preparation of candidates for teacher certification, designed to prepare them to adapt to the many conflicting role expectations.

(3). A study of the community participation of teachers designed to indicate the effects of such participation on their own personality development and the public's view of them as individuals. Such a study might point out techniques, devices, and procedures which could be applied to school personnel generally in modifying inconsistent and unreasonable expectations regarding the professional activities of teachers.

(4). A study of selected school systems involving both: (a) those who have a structure which permits staff members to participate in

the development of school policies, and (b) those who have no such structure to discover differences which may exist between them as regards the teachers' definitions of their roles and the role expectations defined by them for administrators, board members, and parents. Such findings as might be obtained from this study could be used to develop measures and programs designed to help school personnel develop a positive image of themselves and others with whom they interact in the performance of both their professional and non-professional activities.

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A P P E N D I X

1



I believe I should.	Appendix A Copy of Check List	Sup't. Prin. believes I should.	Sch. board believes I should	Parents believe I should.
	1. Use movies in teaching.			
	2. Know the symptoms of poor mental adjustment and refer parents of children in need of help to appropriate agencies.			
	3. Permit groups of children to plan with teacher on what to study.			
	4. Give talks to community groups explaining the methods I use in teaching various subjects.			
	5. Encourage young people to enter the teaching profession.			
	6. Teach the three R's as a primary responsibility.			
	7. Collect money from students for milk, school lunches, etc.			
	8. Visit children's homes to get acquainted with parents.			
	9. Decide who should be promoted.			
	10. Take entire class on field trips during school hours to visit industries, stores, nature study, etc.			
	11. Help children solve personal problems.			

	12. Teach the meaning of democracy largely by living with children in school in a democratic manner.				
	13. Give talks to community groups such as service clubs, lodges, Chamber of Commerce, etc., explaining the strengths, weaknesses, needs and problems of the local school system.				
	14. Change the program of studies so as to meet the needs, interests, and abilities of the pupils.				
	15. Explain about communism.				
	16. Allow children to have a part in choosing activities to be carried on during the school day.				
	17. Be an active member of civic groups such as service clubs, extension clubs, etc.				
	18. Help plan teachers' meetings for your school.				
	19. Be able to explain the work of other teachers in the school system in an understanding way.				
	20. Collect money from students for class plays and/or athletic events.				
	21. Attend meetings and workshops dealing with education, some of which might meet on week-ends.				
	22. Stay after school to help individual children.				

I believe I should.	Appendix A Copy of Check List	Supt. Prin. believes I should.	Sch. Board believes I should.	Parents believe I should.
	23. Follow the course of study if the school has one.			
	24. Keep children quiet while in school, especially in halls and in the lunchroom.			
	25. Keep a folder of information on each child.			
	26. Take entire class on a camping trip for the purpose of learning about natural resources, conservation, etc.			
	27. Provide information about occupations.			
	28. Allow individual children and groups of children to be engaged in different activities in the schoolroom at the same time.			
	29. Punish in a moderate manner, perhaps by spanking, those who need it.			
	30. See to it that children eat a balanced diet in the school lunchroom.			
	31. Ask parents to help teach children special skills which they may have.			
	32. Help plan and produce school activities, such as plays and entertainments.			
	33. Give more time during the school day to students in need of help and less time to those who can work independently.			

34.	Comply with requests from parents to keep children from being too active on the playground.				
35.	Decide on methods to use, such as use of drill in the teaching of multiplication tables.				
36.	Give major emphasis to preparing children so that they can successfully do the work in the next grade.				
37.	Select the instructional materials to be used in a particular grade or subject.				
38.	Encourage children to organize a student council, make rules for their classroom behavior.				
39.	Take students on extended trips outside the community during the school year.				
40.	Require the singing of patriotic songs as a daily exercise as a major method of teaching the meaning of democracy.				
41.	Know about school problems outside the field of one's subject-matter or grade so that you can discuss intelligently such matters as school finance.				
42.	Be an active member of professional teachers' associations.				
43.	Teach according to a curriculum which is developed cooperatively by parents, teachers, administrators, students, and lay citizens.				
44.	Pass on to the next grade those pupils who are working up to the extent of their ability even though they have not achieved the norms for their grades.				

I believe I should.	Appendix A Copy of Check List	Bup't. Prld believes I should.	Sch. Board believes I should.	Parents believe I should.
	45. Take class on visits to the various churches in the community so as to develop an appreciation of the contributions which religion has made to our society.			
	46. Have a part in establishing a salary schedule.			
	47. Maintain an orderly daily plan of class activities.			
	48. Encourage children to do things differently than their parents did.			



## SECTION II

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Please answer by checking the proper item in each group:

1. Marital status: ☐ Married; ☐ Single, widowed, divorced, separated.
2. Number of dependents: ☐ None; ☐ One; ☐ Two; ☐ Three or more.
3. Your age: ☐ Less than 21; ☐ 21-30; ☐ 31-40; ☐ 41-50; ☐ 51-60; ☐ 61-70.
4. Academic degrees held: ☐ Less than Bachelor's; ☐ Bachelor's degree; ☐ Master's degree or higher.
5. Experience in teaching: ☐ 2 years or less; ☐ 3-6 years; ☐ 7-10 years; ☐ More than 10 years.
6. Years in present school system: ☐ 1 year or less; ☐ 2-3 years; ☐ 4-5 years; ☐ More than 5 years.
7. Number of different school systems in which you have taught: ☐.
8. How long do you expect to teach? ☐ 5 years or less; ☐ 6-10 years; ☐ 11-15 years; ☐ 16-20 years; ☐ More than 20 years.

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