

A STUDY OF PROFESSIONAL
AND COMMUNITY LEADERSHIP ROLES
AS THEY ARE ASSUMED BY PUBLIC SCHOOL TEACHERS
IN SELECTED SCHOOL DISTRICTS IN MICHIGAN

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ROBERT DEAN HELLENGA

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This is to certify that the

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ABSTRACT

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by Robert Dean Hellenga

Purpose of the Study

The purpose of this research was to study the extent of certain leadership activities engaged in by public school teachers in selected Michigan school districts, and to determine the degree to which teachers assumed certain leadership roles in professional educational organizations and in community organizations in these districts. It was believed that certain variable factors influence leadership patterns, and an analysis of the influence of these factors upon teacher leadership in these communities was made.

Theory and Hypotheses in the Study

The theoretical base upon which this research was initiated was stated:

The teaching profession remains today, as before, a relatively impotent direct leadership force in the community setting outside the classroom, and the tendency toward change is initiated by stimulus outside of the profession.

Seven basic hypotheses were tested through the research process, and they were stated as follows:

1. Opportunities for community service, as evidenced by the acceptance of definite leadership responsibilities, tend to increase as the teacher takes on additional duties and responsibilities in the community's school system.
2. Suburban communities, with extensive housing developments, tend to have more teachers as recognized community

leaders than do heavily industrialized communities, or small stable communities.

3. There is a significant relationship between outstanding teachers, as recognized by administrators, for professionalism and service, and the degree of influence these teachers exert in community affairs.
4. Community influence and active participation in community affairs as exerted by teachers, tends to be restricted to smaller social organizations, religious organizations, and services directly concerned with young people and children.
5. Athletic directors, coaches, and music directors tend to exert a stronger leadership influence in communities than do teachers in the academic disciplines.
6. Men teachers tend to exercise a stronger interest and greater participation in professional activities outside the classroom than women teachers.
7. Secondary teachers tend to exercise a stronger interest and greater participation in both professional and community activities outside the classroom than elementary teachers.

Review of the Literature

A review of the literature in the field of leadership was concentrated on studies and opinions made by authorities on the professional and community activities of teachers. Studies involved the extent of participation by teachers in these activities, together with professional and personal restrictions, occupational and social status, role expectations, and the relative influence of public school teachers throughout many areas of the United States.

Procedures in the Study

The research methods consisted of:

1. The selection of six Michigan school districts, representing the major sociological divisions of urban, suburban, and rural areas, to serve a specific area of study.

2. The development of a structured interview schedule for selected administrators and teachers in these districts, and questionnaires for 104 selected teachers in two of the six districts.
3. The personal interview with 6 superintendents, 2 assistant superintendents, 22 elementary teachers, and 33 secondary teachers, to obtain factual and subjective data to test the hypotheses, and to draw further conclusions from the analysis of this data and from previous research analysis in the literature.

Major Findings in the Study

An analysis of the data supported the acceptance of hypotheses 1, 3, 4, and 6, but did not support the acceptance of hypotheses 2 and 5, and these were rejected. Hypothesis 7 could not be sufficiently validated, and no conclusions were drawn.

Further significant findings in the study were:

1. Teachers tended to give more emphasis to professional leadership activities outside the classroom than they did to community leadership activities.
2. Teachers were generally not considered to be community leaders.
3. Teachers did not tend to be active as political leaders.
4. Teachers who were active in community leadership activities were almost invariably active in professional leadership roles, but professional leaders were not necessarily community leaders.
5. Teachers who lived in the community where they taught tended to exercise a greater role in community affairs.
6. Teacher-leaders in rural areas tended to remain for a longer period of time in that type of community than did teacher-leaders in suburban areas.

In addition to these findings, various implications for further research were outlined, and recommendations for consideration by school districts, institutions of higher learning, and communities were made.

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CHAPTER I

SETTING OF THE PROBLEM

I. Introduction

This topic concerned itself with a profession; one which has existed nearly as long as man himself on the earth. Its membership has been legion, and the composition of this membership has been so diversified that each race, nationality, or religious body which has existed may claim its share of professional educators. The influence of such a profession upon the course of the progress of man can never be measured, but it would not seem untruthful to state that the course of history would have been entirely different without the contributions of educational workers. These workers were, and probably will continue to be, known as "teachers."

The earliest conception of a teacher has taken different forms. He may be seen as a slave in Ancient Greece, who, because of ability and knowledge, was designated by Grecian nobles to instruct their children in the rudiments of language and the affiliate arts. As a contrast, one may conceptualize teachers in the same vein as Jesus Christ, Socrates, Horace Mann, and untold others, whose learned sayings and noble examples have become heeded and followed as time passes. Other examples, such as the colonial schoolmaster, the English headmaster, and the Prussian drillmaster, exemplified the strict discipline and the demanding leadership characteristics of the times in which they lived.

All of these examples, and they can be magnified, illustrated degrees of influence and leadership. They were all members of the same profession, but only a few in history out of millions have left their names in the books of the ages as outstanding leaders. However, there have been few people in the past, and certainly even fewer today, who have escaped the influence of the teacher and the profession to which teachers have ascribed membership.

II. Purpose of the Study

The basic purpose of this study was to analyze the role of the public school teacher in leadership activities. This role assumed two distinct forms:

1. The teacher as a leader in his profession.
2. The teacher as a leader in his community.

It was first assumed that the teacher exercised a definite leadership force in the classroom or instructional area. He or she has motivated, directed, guided, and instructed those students assigned to that classroom or instructional area. These responsibilities covered the basic reason for employment and had first call on the teacher's time and energy.

This research concerned itself specifically with the role of the teacher outside of the teaching assignment. In the area of professional leadership, this included three distinct facets:

1. Leadership roles in any recognized professional education organization. Examples included such roles as: an officer, a committee member, or a representative at the local, state, or national level.

2. Leadership roles within the internal organization of the school, exclusive of designated administrative assignments. An example was a departmental chairman.

3. Leadership roles which were not officially recognized by definite office or title. Examples included such teachers who exerted strong influence in a system, although they did not hold an office.

The second form of leadership role which was analyzed dealt with the community leadership function. Examples of this type included:

1. An officer or committee member of any civic, professional, or service organization in the community.

2. A special appointee to a community board or commission to study problems and needs of the community.

3. A political office holder, whether elective or appointive.

An important factor in this total analysis of the professional and community leadership roles of teachers involved direction. Abilities, interests, and energies of teachers must be directed, and this study was concerned with the extent of their direction. These questions were suggested:

1. Were they directed solely toward planning, organizing, and managing instruction within the classroom, to the general exclusion of other activities?

2. Were these energies and interests diversified sufficiently to include definite leadership activities outside the classroom setting?

3. If the latter question was answered in the affirmative, were these teachers primarily active in professional leadership pursuits, or did they involve themselves more extensively with community activities?

This research study was not content merely to obtain Yes or No responses, but attempted to determine why they were answered in a certain manner. The procedure employed for this purpose involved the interview of selected public school teachers and administrators in a sampling of school districts in Michigan. These responses, and their implications, will assist other researchers to conduct further depth studies in this field.

III. Need for the Study

It seems reasonable to assume that the training and experience of a fully certificated teacher should equip him or her to exercise some special influence upon a person or group. The process of selection of candidates for teaching, the specialized training, and the subsequent practice in the field, would tend to produce a person skilled in communicating ideas and skills to others.

It can be established, statistically speaking, that combinations of people with these qualifications would logically be able to exert a powerful force in our society. According to the latest population estimates (January, 1963), there are 188,045,000 American citizens living under the Stars and Stripes, both here and abroad.¹ Of this number, there are an estimated 1,504,000 public school teachers² or a ratio of 125 to 1. This ratio would decrease still more if private and parochial school teachers were included in the total.

¹Bureau of the Census, (United States a Population Estimate, January, 1963).

²National Education Association, "A Minimum Standard of Quality Education," N.E.A. Research Bulletin, 40: December, 1962, pp. 99-104.

One should be able to assume that these one and one-half million trained teachers would exert positive forces which tend to better society. But numbers alone do not tell the whole story. The question which should be answered is, "How many of these teachers exert leadership forces of a direct nature?"

There appeared to be a great concern among educators regarding the image of teachers in society. The public would not generally regard individuals as influential leaders if these individuals were members of a profession which had a neutral, or even negative image. Regardless of the dedication and the ability of the individual, the obstacles to effective recognition of leadership by the general public might have been very difficult to overcome.

Let us examine a stereotype of an American school teacher as viewed by the general public in a novel:

In our culture, education is prized, but educators tend to be condemned. Understanding of this dilemma can be gained by an analysis of the teacher in the American novel. The study shows that teachers appear in large numbers in the American novel, and that their characterizations are stereotyped. The incidence of women teachers is twice as great as that of men, indicating that teaching is primarily thought of as a woman's occupation.

The male teacher is the object of a social attitude that is markedly ambivalent. In school, he is usually regarded with affection and respect. Outside of school, he is treated as a familiar stranger. It is expected that he will be in the community, but not of it. His ascribed role insists that he be solitary, effeminate, and impractical. In order to assume this role successfully, the teacher must achieve failure as a man.

The female teacher is also the recipient of an ambivalent attitude. In school, she is predominantly regarded with affection. Out of school, however, she, too, is regarded as a familiar stranger. She must participate in certain institutionalized activities, but she cannot enjoy warm interpersonal relationships. Restrictions so limit her heterosexual

relationships that she is customarily characterized as either a young, unmarried woman or an old maid. In brief, to become a teacher is to surrender womanhood.³

If these statements were valid, what did this do to the "positive forces" concept of our profession? Certainly it precluded a thorough analysis of our selection process, our training methods, administrative organization, and above all, our professional responsibilities as teachers.

Another illustration which referred to teacher influence was pertinent at this point. Hunter stated: "Social workers, teachers, etc., are not in the stream where major policy voices can be heard. They are fourth class citizens in the power structure."⁴ One may conclude from this statement that teachers are not considered influential in major community policy decisions.

The research in the field of educational sociology as outlined in the literature, together with the verbal expressions of many people, indicated that Hunter's statement is very close to the truth. A further investigation might find one asking the question, "Was it important to the profession and to society that teachers assume or do not assume, leadership roles in community activities?"

From the point of view of the professional educator, this writer took the position that it was not only desirable, but necessary, that a teacher assume responsibility in both the profession, and in

³Arthur Foff, "The Stereotype of the American School Teacher as Viewed in the American Novel, (unpublished Doctoral Dissertation, Stanford University, 1958).

⁴Floyd Hunter, Community Power Structure, University of North Carolina Press, 1953.

the work of the community. There were, however, many obstructions and limitations which had to be considered. This study was designed to point them out, and to draw relationships between the professional and community obligations of teachers, and their primary responsibilities in the classroom.

IV. Dimension of the Problem

The basic concern in this study was to investigate six Michigan school districts, and to concentrate this investigation on the leadership activities of the teaching personnel within them. The problem then became one of analyzing and comparing whether the responses of teachers and administrators to specific interview questions were consistent with previous research on teacher leadership.

The study was restricted to an analysis of leadership activities of the classroom teacher, and did not consider the administrator or supervisor in this category.

There were four distinct facets to the problem:

1. The identification of teacher leaders by both administrators and fellow teachers.

2. The classification of identified teacher leaders into selected categories.

3. The classification of verbal perceptions which these respondents relate toward the leadership role of teachers, as it presently exists in their own school districts.

4. The emerging development of certain trends which will tend to promote a more dynamic teaching society, and a more positive "teacher image" in the community, state, and nation.

The analysis of the questionnaires and the interview findings concentrated on certain variables which were presented. These variables included:

1. Age ranges of teachers who were identified as professional and community leaders.
2. Their length of residence in the community.
3. Their teaching experience in the profession and in the community.
4. Their teaching assignments (elementary or secondary).
5. Their areas of specialization (Examples: English, Science, Coaching).
6. Their extra-curricular assignments.
7. Their sex and marital status.
8. The growth pattern of the community.
9. The composition and size of the community.

Each of these variables had an effect upon this study and must be examined carefully to properly evaluate the basic purpose of this research, which was to analyze the role of the public school teacher in professional and community leadership activities.

V. Assumptions and Hypotheses in This Study

One basic assumption became apparent as the role of the teacher was further explored:

In the viewpoint of the citizenry of any community, the teacher was expected to assume certain responsibilities for the academic training of the young citizens of that community. These responsibilities have been expressed or implied, but each community expected a teacher to be able to impart knowledge within the area of specialization in which he or she was trained.

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From this point on, however, the role of the teacher was relatively vague, and varied from community to community. There were degrees of community expectations, and there were further degrees of teacher response to these expectations. The question then became: "Were teachers employed only to teach and be a member of a professional group, or did their horizons of duty extend to other leadership roles?"

There was a great deal of conjecture regarding the role of the professional teacher, and indeed, the entire school complex as an influential factor in our society. One authority identified five organized special interest groups in each recognized community: the religious man, the patriot, the businessman, the common man, and the good citizen, Each group would like the school to adopt its own particular image as the preferred one.⁵

But all of these groups were not equal in influence and strength in each community; therefore, educators find it difficult to make choices in terms of time and good conscience as to which community role or roles they should accept.

Cason further stated that "school leadership cannot meet this challenge by choosing sides, by adding up the wishes of the various publics, or by assuming an autonomous role."⁶ He referred here to school leaders in an administrative or policy making capacity such as: superintendents, principals, board members, etc. This statement, however, does have implications for teacher leaders as well. All educators must

⁵Ernest W. Cason, "The School and Its Publics," Educational Leadership, 17:270. February, 1960.

⁶Ibid., p. 271.

realize that there were certain common elements which were basic to the needs of society, and there was a common ground where all people interested in the perpetuation of that society, or the improvement of it, must meet.

This study was designed to study the role of the teacher only, to the exclusion of the administrator's responsibilities. Administrators' ideas, questions, and comments were employed to help to clarify this major purpose and obtain the necessary information on their teachers. The nature of this study, with regard to its structure, therefore, required that certain basic assumptions be made:

1. That the method of selection of communities represented an adequate and impartial cross section of Michigan School districts which serve community interests.
2. That the method of selection of teachers for interview purposes was impartial and objective.
3. That the purpose of the study would be fulfilled after a thorough process of analyzing the data and drawing valid conclusions from it.

If these assumptions on the structure of the study were accepted, attention would be directed to the establishment of a theoretical framework and hypotheses which could be tested.

At this point a theory was proposed which will be deeply explored in this study:

The teaching profession remains today, as before, a relatively impotent direct leadership force in the community setting outside the classroom, and the tendency toward change is initiated by stimulus outside the profession.

Certain hypotheses were proposed which would test the various dimensions of the problem. The interview technique, as previously

described, was used to test these hypotheses, and comparisons were made with previous studies found in the literature. These hypotheses were:

1. Opportunities for community service, as evidenced by the acceptance of definite leadership responsibilities, tend to increase as the teacher takes on additional duties and responsibilities in the community's school system.

2. Suburban communities, with extensive housing developments, tend to have more teachers as recognized community leaders than do heavily industrialized communities, or small stable communities.

3. There is a significant relationship between outstanding teachers as recognized by administrators for professionalism and service and the degree of influence these teachers exert in community affairs.⁷

4. Community influence and active participation in community affairs as exerted by teachers tends to be restricted to smaller social organizations, religious organizations, and services directly concerned with young people and children.

5. Athletic directors, coaches, and music directors tend to exert a stronger leadership influence in communities than do teachers in the academic disciplines.

6. Men teachers tend to exercise a stronger interest and greater participation in professional activities outside the classroom than women teachers.

7. Secondary teachers tend to exercise a stronger interest and greater participation in both professional and community activities than elementary teachers outside the classroom.

⁷Everett V. Manchester, "A Study Concerning Identification of Potential Leaders Among Classroom Teachers," (unpublished Ed.D. dissertation, Colorado State College), 1961.

It was believed that the research which has been done in the field of teacher leadership activities, together with the findings in this study would judge these hypotheses to be valid. Although the theoretical base upon which some of these statements were made may give cause for concern regarding the "teacher image," this concern may cause both teachers and administrators to adopt a more positive approach toward professional activities beyond the scope of the classroom.

VI. Limitations of the Study

There were several procedural limitations which had to be made so that the study could be more manageable. These limitations were all recognized as important. They include:

1. Only third and fourth class school districts and only public schools were to be included in the sample. This eliminated: (a) Detroit, Grand Rapids, and Flint; (b) all primary school districts; (c) all private and parochial schools. This immediately eliminated 25 per cent of the public school teachers from the population, together with all non-public school teachers.

2. Six school districts out of 815 third and fourth class districts were sampled. One-thousand six-hundred and sixty-six public school teachers were represented in these districts, and 55 were interviewed in depth. The small number of both districts and teachers was a limiting factor.

3. The use of the interview technique may have been a limitation, since it became necessary to rely primarily upon subjective data for an analysis of pertinent information in this study.

4. Church and religious affiliation data was not sought as a part of this study. It was assumed that a majority of teachers had some role in church or religious activities, and this type of information would have suggested further study on a greater depth basis.

An additional limitation which was recognized dealt specifically with type of leadership. This study assumed that administrators were leaders, but did not assume the same for teachers. The first assumption could have been a limitation, since it may have been that the administrator was not a leader in some communities.

In this connection Brookover stated: "The superintendent and principal are expected to make decisions and to provide leadership for the teacher group."⁸ This was an expected role within the school framework, but it did not always extend into the community with the same degree of authority.

The final limitation which was recognized indicated that administrators in the school systems chosen for interviews could not fully identify the complete roster of professional staff leaders. In larger systems, the superintendents and even the assistants in charge of employment and supervision were unable to name specific leaders or may have identified people who were not true leaders.

VII. Methods and Procedures

There have been comparative studies made of the extent of teacher participation and membership in both professional and community organizations, but it was believed that no study in Michigan employed

⁸Wilbur B. Brookover, in collaboration with Ordan C. Smucker, and John F. Thaden, A Sociology of Education, American Book Co., 1955, p. 190.

the structured interview to explore the extent of teacher leadership in some detail. This was the principal method used in this study.

A secondary method employed to cross check the answers received in the interviews involved the use of a brief questionnaire, administered to a sampling of teachers in two of the districts studied.

An outline of procedural steps which were used to develop these methods are listed in the order in which they were taken:

1. A Structured interview questionnaire was developed to be administered personally to superintendents and teachers in selected Michigan school districts. This interview was designed to identify teacher-leaders within the systems to be sampled, and to obtain pertinent information on the nature of the schools and of the community.

2. A Pilot study was conducted in two school districts to determine whether the interview technique would be feasible, and what procedures should be followed in visiting a school and establishing a good rapport with its personnel.

3. A stratified random sampling of school districts to be studied was completed, and these were to be representative of all third and fourth class school districts in Michigan.

4. Letters of request and explanation were sent to the superintendent of the districts to be studied.⁹

5. Supportive letters of explanation were sent from the office of the major professor guiding this study, to superintendents in two of the six districts.¹⁰

⁹Appendix A. Letter to Chief School Administrator of _____ District.

¹⁰Appendix B. Letter from Major Advisor to Chief School Administrator.

6. Interviews were conducted with the superintendent and/or assistant superintendent in the districts to be studied.¹¹

7. Selection of teaching personnel to be interviewed was completed through the joint efforts of the administrators of the district's schools and the interviewer.

8. Interviews were conducted with these selected teachers.¹²

9. A questionnaire was developed for the express purpose of cross checking information received in interviews.¹³

10. The questionnaire was administered to a random sample of teachers in two of the six districts studied.

11. The data were analyzed according to classification of answers received. Tables and Graphs were developed to indicate the extent that certain variables influenced the results. Opinion information was stated as nearly verbatim as possible, and classified.

A complete resume of both methods used and the procedures followed in the development of this study will appear in Chapter III. An analysis of the data will be found in Chapter IV.

VIII. Definition of Terms

Certain definitions were considered to be applicable to specific terms used in this manuscript:

Leadership - A process of influencing the activities of an organized group in its efforts toward goal setting and goal achievement

¹¹Appendix C. Schedule A.

¹²Appendix D. Schedule B.

¹³Appendix E. Schedule C.

which related directly to the organized group and its goals.¹⁴

Professional Leadership - Professional leadership in this study referred specifically to appointive or voluntarily assumed obligations outside the classroom or instructional area. These responsibilities and duties were assumed within the teaching profession, and directly involved teachers in a recognized official position, or in some distinguished organization which directs its efforts toward the professional growth of its membership.

Community Leadership - Community leadership in this study referred specifically to a process whereby the teacher assumed certain official positions and organizational responsibilities within the community where he or she worked and/or lived. These organizations were responsive to the values of the community, and teacher-leaders may represent themselves as citizens, may represent an organized profession, may represent the school district, or any combination of the three.

Influence - The exercise of a moral or a social control over the actions of others; controlling or directing power not based on authority, but on social, moral, financial, or other form of ascendancy.

These first four terms are used most extensively throughout this manuscript. The following terms are used less frequently, but enough to merit special explanation:

Community - Consists of people who live in a more or less contiguous area, and are engaged in such social processes and relationships as may normally arise in the pursuit of the chief concerns of

¹⁴Ralph M. Stogdill, "Leadership, Membership, and Organization," Psychological Bulletin, 47:2, January, 1950.

life. Basic concerns, then include industry and trade, the education of citizens, provision for healthful living, and the promotion of spiritual growth. Around each of these concerns is woven an intricate web of social cooperations, conflicts, and accommodations which constitutes the essentials of community.¹⁵

Leader - A person whose behavior stimulates patterning of the behavior of some group. By omitting some stimuli, he facilitates group action toward a goal or goals whether the stimuli are verbal, written, or gestural.¹⁶ In our specific context, an individual who is self motivated to give constructive direction to others, and through this chain reaction process, to achieve an acceptable solution to each specific problem.

Power Structure - A group, organization, or combination of organizations which holds a controlling influence in community affairs, and directs the major program of the community.

Profession - An occupation usually involving relatively long and specialized preparation on the level of higher education, and governed by his own code of ethics.

Professional Organizations - In this context, an organization which restricts its membership to officially certificated professional educators at the local, state, and national levels.

Professional - The concern for the vocation of teaching, so that it may increasingly be known as a profession rather than a craft,

¹⁵Encyclopedia of the Social Sciences, Edwin R. A. Seligman, Editor, Vol. IV, 1937, p. 103.

¹⁶Alvin W. Gouldner, "Studies in Leadership," harper, 1950, pp. 17-18.

involving distinctive expertness and high competence resulting from theoretical study and knowledge as well as a practical mastery of teaching techniques.¹⁷

Role - Behavior patterns in functions expected of or carried out by an individual in a given societal context.¹⁸

Rural Society - Comprising all persons residing in open country, or all persons connected directly with agricultural occupations, or all persons residing in administrative units of less than 2,500 persons.¹⁹

Suburban - One of a cluster of communities immediately surrounding the central city. Characteristics include fewer people occupying more land than established cities, and having fewer major institutions than established towns; since the city performs part of their community functions. May be characterized as industrial suburbs and residential suburbs.²⁰

Teacher - An individual trained in the art of instruction of children in both specialized and general areas of knowledge. A person whose primary function is classroom, laboratory, or some other specialized area of instruction.

IX. Summary and Conclusions

The profession of teaching denotes special skills and competencies which are assumed by dedicated people, and transmitted by these

¹⁷Dictionary of Education, Carter V. Good, Editor, 2nd Edition, 1959, p. 415.

¹⁸Ibid., p. 471.

¹⁹Encyclopedia of the Social Sciences, Edwin R. A. Seligman, Editor, Vol. IV, p. 433.

²⁰Ibid., p. 469.

people to millions of children and adults. This study explored the role of the public school teacher as a leader outside the classroom setting. It was restricted to the State of Michigan, and dealt with leadership activities in which teachers engaged when they were not working directly with students in the environs of the public schools.

The theoretical base upon which this study was made dealt with the impact or force that teachers exert in our society. The theory advanced in this report stated that, "The teaching profession remains today, as before, a relatively impotent direct leadership force in the community setting, and the tendency toward change is initiated by stimulus outside the profession."

Several hypotheses were proposed in the study, each of which required a closer inspection of the impact, or presence of certain variables upon the leadership role of the Michigan public school teacher. Research studies were examined, and comparisons with findings in the study were made.

The primary method used in gathering data was through the structured interview with the administrators and teachers in the public schools. A follow-up questionnaire to teachers in two of the districts studied through the interview was employed for cross checking purposes, and was considered to be a secondary, although necessary procedure.

A sociological approach was employed. Relationships of members of a recognized profession to the community where this profession was practiced were of vital importance. Research studies indicated that more work has been done in the role of the teacher in the community than teacher's activities in his or her professional organizations. These studies will be examined in detail in the following chapter.

CHAPTER II

A REVIEW OF BACKGROUND STUDIES IN THE LITERATURE

Studies centering on the identification of leaders have been numerous in the field of sociological research, and have been particularly valuable in the fields of business, industry, and the government services. The identification of leaders in the field of education has come about more recently through the growing impact of the field of educational sociology. This science, which reviews the role of the educator in a modern and changing society, has gained stature and recognition through stimulating research findings.

The great emphasis in the field of leadership, prior to 1950, was on the "traits" of leaders. It centered on the "great man" approach. The individual possessed characteristics of personality and perseverance, often coupled with a "noble birth," which stamped him as one who can influence others to an unusual degree. One author stated: "Leadership is characteristic of an individual, and is largely independent of the situation."¹ After making 124 studies of leadership situations he further listed seven traits which were empirically related to leadership. These are listed as: (1) Physical and Constitutional Factors; (2) Intelligence; (3) Self Confidence and Self Assurance; (4) Sociability; (5) Will; (6) Dominance; and (7) Surgency.²

¹R. M. Stogdill, "Personal Factors Associated With Leadership; A Survey of the Literature," Journal of Psychology, 25: 36, 1948.

²Ibid., pp. 41-42.

While many of these characteristics may be consistently present among leaders, they may also be present among non-leaders. Research had not indicated any consistent correlation among them, and leadership was considered to be too complex to fit into a pattern of traits.

In recent years educational leaders and writers have tended to emphasize the situational approach to the study of leadership. The situational approach to leadership may be defined as follows:

Leadership among individuals in a group situation depends primarily upon the type or character of that situation. One situation will bring out the leadership demands for one or a few individuals whose abilities permit them to take charge in that particular situation. A different situation will demand other leaders.

The emphasis on the methodology employed in this paper was on the situational approach, particularly in the structured interviews with teachers and administrators.

Although the situational or group approach was highly favored, there were certain high correlations between leadership traits of self confidence and self assurance, and successful leaders in any group.³ The caution one must have taken was not to assume that the great man, possessing most or all of the success traits, would consistently be a leader in any situation.

Halpin⁴ warned against confusing leadership with "bigness" or "best." He stated "the fact that a person accepts an assignment as leader and assumes this role tells us nothing about the "effectiveness"

³C. A. Gibb, "Leadership," Handbook of Social Psychology, II, ed. Gardner Lindzey, (Cambridge: Addison-Wesley Publishing Co., Inc., 1954), p. 886.

⁴Andrew W. Halpin, "The Behavior of Leaders," Educational Leadership, 14: 172, December, 1956.

of performance in the role; how effectively the person concentrates on the solution of group problems . . . he may be effective in different ways such as establishing group morale, but ineffective in solving problems. . . .⁵

A classic example of the earlier importance given to the traits required by individuals to be leaders was illustrated by another writer who emphasized sincerity as a prerequisite for true leadership. He stated:

No device or technique of leadership can substitute adequately for sincerity on the part of the leader. (1) Sincerity of the leader begets the confidence of his followers, (2) Sincerity prolongs the influence of the leader, and (3) Sincerity in the leader enhances his own moral courage.⁶

Since true leadership, that which motivated others to achieve specified goals and purposes through group action, cannot always be identified by leaders having certain traits, or not all situations produce leaders, it was assumed that both were important in this study. The situation approach was emphasized, however, since the study concerned itself with situation analysis in six separate school districts and many individual schools within these districts.

For the purpose of organization, the review of various studies in books and articles was divided into three separate, although related topics. These were:

1. The teacher's role as a professional leader.
2. The teacher's role as a community leader.

⁵Ibid., p. 174.

⁶Dorman G. Stout, Teacher and Community (World Book Company, 1941), p. 223.

3. The position of influence of the teaching profession as a comparison with other fields of endeavor.

I. The Teacher's Role as a Professional Leader

The initial point of reference was to assume professional status for teachers. As a profession, therefore, certain organizational patterns have been established which give structure, solidarity, and purpose to it. One further assumed that professionalism incurred responsibility, and responsibility implied a sense of direction and purpose. Dr. Corey, speaking to a luncheon meeting of the Phi Delta Kappa educational fraternity, stated: "Teaching is the pre-eminent profession for leadership. Leadership is imperative. Human beings are eager to be led. There is a natural response to leadership."⁷

Through a study of some of the changing principles of educational administration, as recently outlined by Morphet, Johns, and Reller,⁸ it may be surmised that teachers have greatly increased their opportunities to become professional leaders. The accepted autocracy of the administrator's position has gradually given way to democracy. For example, the authors listed several new or emerging principles pertinent to this point:

1. Leadership was not confined to those holding status positions.
2. Responsibility, as well as power and authority, can be shared.

⁷Arthur F. Corey, "Leadership in a Corporate Society," Phi Delta Kappan, 35, April, 1954, p. 259.

⁸Edgar L. Morphet, R. L. Johns, and Theodore L. Reller, Educational Administration, (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1959), pp. 64-67.

3. Unity of purpose was secured through consensus and group loyalty.

4. The situation, and not the position, determined the right and privilege to exercise authority.

5. The individual in the organization was not expendable.

These emerging theories would tend to encourage teacher participation in the professional societies. Teachers have less occasion to fear repercussions, and may operate in a "threat reduced" atmosphere.

Since these principles were new, and their implementation has been slow in most of the smaller and more traditionally oriented schools, it was reasonable to suggest that a freer participation in professional organizations would be found in larger school districts.

Such organizations should encourage freedom of thought and expression, and their activities would represent a broader selection of teachers as active participants if they operated in a threat free setting.

Continuing on the premise that people desire leadership, another aspect of the teacher's role was observed--that of a promoter and a reinforcer of community enterprise. An earlier statement to this effect was made by Crutchfield: "He leads best by discovering and helping to develop local leaders among the people themselves."⁹ This saying emphasized the power of influence, or the "power behind the throne" which educators can wield, and which may be quickly implemented by their followers. For example, a teacher of social studies may strongly influence a student politician or a speech teacher an

⁹Ethel L. Crutchfield, "The Development of Leadership in Prospective Teachers," Peabody Journal of Education, 9: May, 1932, p. 362.

outstanding debater. In the community a teacher could be a lay minister or a recreation director--other examples of helping others to help themselves.

Consistent with this philosophy, Quiggle reiterates five basic concepts with implications for teacher leadership.¹⁰

1. Teaching is a process of helping people do things to and for themselves.
2. A teacher should function as a catalyst. . . .
3. Things don't just happen; they are caused.
4. Teaching improves as teachers improve.
5. Leadership in education . . . represents a constant process of releasing human potential. Individuals will not be truly involved unless what they think and what they say actually counts.

Steinbrook¹¹ made a study of 90 elementary classroom teachers in Indianapolis and found that, among teachers chosen as successful by their consultants and principals, participation in professional organizations was much more extensive than among those who were judged to be unsuccessful. These selections were subjective, but the study did tend to confirm that there was a definite relationship between a teacher labeled "successful" by others and the chance that he or she will participate in their professional organizations.

¹⁰Robert H. Quiggle, "My Changing Concept of Leadership in Education," Education Digest, 24: May, 1959, p. 20.

¹¹Roy S. Steinbrook, "A Study of Some Differences in Background, Attitudes, Experience, and Professional Preparation of Selected Elementary Teachers with Contrasting Success Records," (unpublished Ed.D. dissertation, Indiana University, 1954).

Another study by Manchester¹² recently indicated that administrators tended to select "good" teachers as potential administrators, based primarily on the similarity of values, attitudes, and behavior characteristics which the administrators themselves possess. They were not chosen on the basis of personality--a factor which again emphasizes the situational approach. The Manchester study also dealt with the subjective judgments of administrators and teachers.

A teacher found it difficult to generate enthusiasm in others for professional causes, unless he himself was strongly concerned about the product which he was promoting. In this case, the product was his profession; and the concern was with the attitude of the members toward it.

A study which should be reviewed at this point had no direct relationship with the study outlined in this thesis, but related to the factors of enthusiasm and satisfaction in teaching. Chase¹³ made a detailed and extensive study of 1,784 teachers in 200 systems in 43 states and found:

1. Teachers in elementary schools tended to be somewhat more enthusiastic about teaching than secondary school teachers.
2. Women teachers were slightly more enthusiastic than men.
3. Married teachers were slightly more enthusiastic than single teachers.
4. Teachers rated by administrators as superior tended to be more enthusiastic.

¹²Everett V. Manchester, "A Study Concerning Identification of Potential Leaders Among Classroom Teachers," (unpublished Ed.D. dissertation, Colorado State College, 1961).

¹³Francis S. Chase, "Factors for Satisfaction in Teaching," Phi Delta Kappan, November, 1951, 33: p. 127.

5. The extent of satisfaction tended to increase with the years of service in the system.

6. The extent of satisfaction tended to increase with salary and the amount of salary increases.

These were all situational factors which had implications for leadership. It was difficult to imagine an individual, no matter how capable, who could truly lead, unless there was a confidence born of enthusiasm and satisfaction exhibited by a leader toward his or her group.

The focus of attention on leadership had quite naturally centered on leadership activities of administrators. Many were in influential positions within the professional organizations of Michigan and the nation. As such, they were vitally involved in improving the quality of teachers who were entering the profession; and their influences may have been greater than the classroom teacher because of broader experience in decision making.

A recent study of the Research and Publications Department of the Michigan Education Association indicated that 41 of the 196 delegates to the M.E.A. Representative Assembly who answered the inquiry questionnaire were serving in administrative positions in the school districts. This was slightly over one-fifth of the total. Another indication of administrative leadership potential in professional organizations in Michigan as reported by the M.E.A. showed that 13 out of 63 members of standing committee members of the M.E.A. were administrators, and 8 of the 63 were college or university staff members or representatives of the Department of Public Instruction. Forty-two standing committee

members were classroom teachers--a figure which represents two-thirds of the total.¹⁴

These figures would indicate that the ratio of administrators to teachers in professional organizational work as represented by the Michigan Education Association was considerably higher than the actual ratio of administrators to teachers in our public schools.

Brookover states: "There have been attempts to gain professional status through organizations and the establishment of professional codes of ethics. Organizations have usually been dominated by administrators and higher status teachers. . . . Because the higher status persons dominating the organizations have failed to take the lead in obtaining help for the teacher, they have not greatly increased the feeling of unity or identification."¹⁵

Each of these studies and statements from recognized authorities in the field of educational sociology had strong implications in this study. The interviews which were conducted with teachers substantiated a great deal of this feeling of domination by administrators, and were outlined in Chapter V.

II. The Teacher's Role as a Community Leader

"Community" to many people meant many things, depending on their perspective. To the teacher, the community represented parents and citizens who formed an identity toward a common purpose--the education

¹⁴Study by Thomas J. Northey, Special Assistant in Research, Michigan Education Association, Lansing, Michigan, 1963.

¹⁵Willbur B. Brookover, A Sociology of Education, (New York: American Book Company, 1955), pp. 260-261.

of children. But to the sociologist who studied community from an objective point of view, it represented a conflict and a continual clash of interests. In 1929, a series of case studies revealed that "the modern community tends to become a web of interest groups . . . when something needs to be done for all members of the community, these interest groups come forward to represent their stake in the project . . . where men are alert and progressive, they will never be free from such interest clashes. . . .¹⁶

It was previously noted that many factors were directly related to enthusiasm and satisfaction in teaching. Such satisfaction with the role of teaching had a direct relationship to the degree of conflict which often existed between the role which teachers expected and desired to play, and the expectations of the community toward this role.

A study by Getzels and Guba¹⁷ in 1954 illustrated the frustrations of these conflicting roles. A questionnaire administered to 344 teachers in 18 schools in 2 states brought forth a 48 per cent returned response, and certain findings of importance. These include:

1. The teaching situation in many areas was characterized by role conflicts.
2. The nature of role conflict was systematically related to certain differences among schools and among communities.
3. The existence of role conflicts must be taken as evidence that the teacher role was imperfectly integrated with other roles.

¹⁶Community Conflict, "A Formulation of Case Studies in Community Conflict," The Inquiry, 1929, p. 13.

¹⁷J. W. Getzels and E. G. Guba, "The Structure of Roles and Role Conflict in the Teaching Situation," Journal of Educational Sociology, 29: September, 1955, pp. 30-40.

4. There were different reactions among teachers to the extent of their being troubled by role conflict in teaching. These were related to personal characteristics of teachers.

This study indicated that conflicts were inevitable in the schools, as well as in the community at large. These conflicting roles which the teacher was expected to play were often disintegrating rather than challenging. They should be reduced for the good of the teaching profession and for society.

The emphasis toward a high status position for teacher found in most of the literature was a direct antithesis of the expected role of the teacher, both by educational leaders and by influential business and professional leaders. For example, Flury described the "teacher's professional education these days as on the mental level with the local clergyman, the physician, and the attorney. This suggested that the teacher should assume a more active role and exercise his opportunities for community leadership and participation."¹⁸ On the other hand, studies by Lewin, Gouldner, and Lipset indicated that "high status school leaders were expected to be relatively unresponsive to change, being more concerned with maintaining the status quo."¹⁹

The earlier literature almost invariably referred to the teacher as a member of the feminine sex and further indicated the importance of teachers as members of social organizations. There was little indication that members of teaching staffs should become identified in any power struggles or champion causes which "rocked the boat." In 1936,

¹⁸Henry Flury, "The Teacher as Community Member," Journal of Education, 129: 249-250, October, 1946.

¹⁹Melvin Seaman, Social Status and Leadership, 1960, p. 15.

Boutelle stated: "For the sake of the profession, a teacher should identify herself with some social organization in the community."²⁰

Later in the same year Elliott wrote: "Some teachers are so busy worrying about the politics of job holding and pursuing what they consider to be the influential people, that they have no time left to do what the community pays them for."²¹ In the same context Elliott stated, "the teacher should carefully avoid making any inference that there is any great need for leadership."²²

However, following World War II, the emphasis changed and writers exhorted teachers to assume active community participation in leadership roles. An example of this change was made by Denmark in an editorial in 1952. He stated: "To those who hold that teachers only partially can exercise their rights as citizens because of their obligation to be objective--to be neutral--we should point out the impossibility and the undesirability of such a requirement . . . perhaps what we want instead is an active, vigorous involvement of the educator in the civic affairs of the community, but along with this, a fuller recognition of his own preferences and biases."²³

Two studies completed within the past ten years were somewhat indicative of teachers' participation in community activities.

²⁰Margaret W. Boutelle, "Teachers and Social Organizations," Ohio Schools, 14: 153, April, 1936.

²¹Godfrey M. Elliott, "Teacher-Community Relationships," The School Executive, 55: 441, August, 1936.

²²Ibid.

²³George W. Denmark, "Teachers are Citizens," Educational Leadership, 10: 2-3, October, 1952.

Jefferson²⁴ studied a community of 4,500 and found that among 40 teachers answering a questionnaire a total of 223 community organization memberships were found; this is $5\frac{1}{2}$ memberships per person. More teachers participated in professional activities referring to in-service roles than any other activities. Religious organizations received slightly less allegiance. One significant conclusion was that some teachers over joined organizations, while others belonged to virtually none.

A more recent and significant study was completed in 1958 among 90 industrial arts teachers in Houston, Texas.²⁵ The authors listed 100 organizations, such as professional education, adult education, religious, etc. In only two of these types did these teachers play extensive leadership roles--these being religious and recreational. The significance established by the authors was that the professional organizations had extensive nominal membership but limited participation and leadership. Additional significance was noted when luncheon and benevolent organizations, containing highest community leadership personnel, had only nominal membership by teachers. A limitation in this study was that men only, and industrial education personnel only, were studied.

An interesting study analyzed by Barnes²⁶ in an Illinois town of 3,500, revealed that teachers were not leaders in small community affairs

²⁴Joyce Lund Jefferson, "Teacher Participation in Community Activities and Organizations," Nations Schools, 50: 77-79, Nov., 1952.

²⁵H. B. Steele and H. R. Bottrell, "How Much Community Participation," Phi Delta Kappan, February, 1958, pp. 229-233.

²⁶John B. Barnes, "Barriers to Community Leadership for Teachers," Phi Delta Kappan, 38: 59-61, November, 1956.

because they could not surmount five basic hurdles to true leadership. These hurdles, which have been met successfully by the town leaders, were:

1. Belonging to an organization in the community.
2. Considering the community as a permanent home.
3. Owning a home.
4. Stability of marriage.
5. Steady and continual employment.

The author contended that the teacher must surmount these five barriers to be a community leader. He stated: "Teachers are fat with leadership theory and ability, but lean with practical experience."

In each of these studies cited, it should be noted that teachers really did not exercise leadership which denoted much influence over a community. A National Education Association publication recently issued a statement on an ethics problem which was significant to this study. In answer to a superintendent's request for an opinion on a question of a teacher's declining to serve as a member of a Community Chest Planning Committee, the findings were:

1. Teacher had 40 students in class plus attendant duties.
2. Additional 8 to 10 hours weekly involved with no added compensation.
3. Teacher had declined to serve.

The Ethics opinion was that community participation was encouraged, but the teacher's first duty was to his family, secondly to himself, and then to the profession. The first professional duty was to the students. The teacher's refusal was justified.²⁷

²⁷"Participation in Community Activities," Ethics Opinion No. 33, N.E.A. Journal 513, November, 1955.

A nationwide sampling of 2,870 teachers revealed that only 4 per cent were officers or sponsors of any civic group, less than 1 per cent were in economic interest groups, about 4 per cent were in fraternal orders, 7 per cent in groups involved in leisure pursuits, and less than 1 per cent in patriotic societies and political groups. This extensive study was conducted in 1941 by Greenhoe,²⁸ and no evidence had presented itself that any perceptible changes in these percentages would be present in 1963. This study will have particular reference to these factors.

On the other hand, studies by Lichliter,²⁹ Greenhoe,³⁰ and Beale,³¹ illustrated the pressures on the community school teacher to conform to community codes of behavior, participate in religious activities, and refrain from such social activities as smoking in public, attending a public dance, or making political speeches. These studies were completed from 18 to 34 years ago, and there have been some changes in community attitudes in recent years.

Haer³² made an interesting study of teacher roles as viewed by the public in Washington State. This survey, completed in 1953, interviewed 480 citizens; and the findings which were most pertinent to this study dealt with the question, "If you were a member of the school board,

²⁸Florence Greenhoe, "Community Contacts and Participation of Teachers," American Council on Public Affairs, 1941, pp. 64-65.

²⁹Mary Lichliter, "Social Obligations and Restrictions on Teachers," Social Review, January, 1946, p. 17ff.

³⁰Greenhoe, op. cit., p. 51.

³¹Howard Beale, "Are American Teachers Free?" (Charles Scribner's Sons, 1936).

³²John L. Haer, "The Public Views the Teacher," Journal of Teacher Education, 4: September, 1953, pp. 202-204.

would you employ a man or woman who smoked moderately, drank moderately, went to dances, or was politically active." The significant data revealed that people were much more tolerant of male teachers than female teachers, and metropolitan area respondents were more tolerant than rural residents. Similar responses were obtained in a study by Phillips,³³ studying responses to teacher behavior by 3,109 students from 75 high schools in Indiana.

Although these studies had no direct relationship to the topic of leadership, the indication was clear that any negative factors affecting the public image of the profession would adversely offset the opportunities afforded teachers to provide community leadership.

The general conclusions regarding the teacher's role in community activities, as found in the literature were:

1. Teachers were restricted by time and professional responsibilities to consistently interest themselves in community work.
2. The community expected the teacher to assume leadership of a social or recreational nature, but did not expect him or her to become strongly involved in civic, political, or economic organizations.
3. Teachers exercised little real leadership in the community, concentrating their activities in church, social, and school improvement roles.
4. Educational leaders themselves were in disagreement over the extent to which teachers should exercise leadership. The emphasis appeared to be toward the establishment of community coordinating

³³Beamon N. Phillips, "Community Control of Teacher Behavior," Journal of Teacher Education, 6: December, 1955, pp. 292-300.

councils; organizations which were to be formed from divergent groups to unite on the solution of common problems, including those of education. Henzlik³⁴ and Van Dalen and Brittel³⁵ felt that teachers' community activities should be concentrated on this type of enterprise.

III. The Position of Influence of The Teaching Profession

The period prior to and during World War II, a time of depression and then a strong economic recovery through war preparedness and full production, witnessed a change of thinking by top educators regarding the teacher's public image. The progressive spirit had caught the country, but it had not spread to include relaxing of the social taboos on teachers. Many educators condemned this submission to public pressure, and the lack of professionalism among its membership. Moehlman stated: "Teachers as a group are usually conservative, . . . compared with the scientific and progressive spirit shown in business, public education appears to be standing still" ³⁶ Hill, in a somewhat more blunt style stated: "We are doing a miserable job of public relations; we air our dirty linen in public, our tenure record is bad and we pay allegiance to too many organizations." ³⁷

³⁴F. E. Henzlik, "Our Role in Improving Communities," School Executive, 35: 21-23, May, 1937.

³⁵Decbold E. VanDalen, and Robert W. Brittell, Looking Ahead to Teaching, (Allyn and Bacon, Inc., 1959), p. 363.

³⁶Arthur B. Moehlman, "The Teacher; the School's Envoy to the Public," Nations Schools, 5: p. 47, January, 1930.

³⁷George E. Hill, "The Teaching Profession and the Public," School and Society, 56: p. 496, November 21, 1942.

No study or article had been found in the literature which clearly indicated that the teacher was an influential person in a total society.

Milbrath³⁸ made an interesting study of the leadership pattern of a recently organized fringe district near Detroit, Michigan. This research, completed in 1957, indicated that 3 of 17 persons who were considered to be top leaders, were educators, and 2 of these 3 were administrative personnel. The other educator was a visiting teacher, who also was a member of 14 community organizations. It should be noted that the school served as a coordinating agency for many community activities, as this community experienced early growing pains.

Other studies which were considered significant at this point included a Centerville study by Koopman³⁹ and a community power structure by Carstenson.⁴⁰ The Centerville study was conducted in a Midwest community of 10,000 and concerned itself with community attitudes and desires toward their teachers. Although the actual purpose was to determine whether the community wished their teachers to employ democratic methods of instruction, some interesting results were obtained on the teachers' role and responsibility to this community. A summarization of results are:

³⁸Cyril Merton Milbrath, "A Study of Leaders and Leadership in a Developing Fringe Community with Implications for Educational Leaders in Fringe Community Schools," (unpublished Ph.D. dissertation, M.S.U., 1957.

³⁹Margaret O. Koopman, "The Teacher's Role in One Midwest Community," Educational Research Bulletin, 25: 91-7, April, 1946.

⁴⁰Blue Allen Carstenson, "A Method for Studying How People Perceive the Power Structure in their Communities as Tested in Five Michigan Communities," (unpublished Ed.D. dissertation, Univ. of Mich., 1956.

1. Teachers tended to confine their leadership to the school.
2. Only half of the teachers sponsored boys and girls clubs, voted in local elections, or did voluntary community work.
3. The community work which teachers accept was restricted to war work, church work, or work with children.

Koopman,⁴¹ took no stand on the rights of a community to demand more from its teachers, but did point out that the type of work which they did in the community would not be considered as influential. It was important to note that professional people, white collar workers, and homemakers were considered most democratic, while business people, unskilled workers, and retirees were least democratic. The term democratic in this study referred to acceptance of the social and curricular program of the community's schools, which involved outlay of additional money to provide these increased services.

Carstenson studied five communities in Michigan to determine how citizens viewed the power structure in their communities. Population in these communities ranged from 7,000 to 22,000.

The findings of Carstenson had particular value to this study, since indications were that the power structure varies greatly from community to community, that groups were more often seen as high power than individuals, and that service clubs were consistently ranked among the very highest power sources. Teachers, as a group, were not mentioned as having high power in any community, although superintendents of schools were consistently ranked in the influential group. His basic assumption was that "those in high power know the others of high power better than do those lower in the power structure."⁴²

⁴¹Koopman, op. cit., p. 95.

⁴²Carstenson, op. cit., p. 21.

Conclusions drawn from these studies indicated that teachers, either as individuals or in groups, were not recognized as high power influences, since they were not known as such by those who had this status.

The question of the prestige of teachers had not been linked with the discussion regarding influence. There was, however, a definite connection between prestige and influence; with particular regard to our definition of leadership. The North-Hatt study of occupational prestige was completed in 1947,⁴³ and these findings were considered to be important:

1. Out of 90 occupational groups listed, the public school teacher ranked 36 from the top. (College Professor ranked 7).
2. With regard to class structure, school teachers were ranked by the representative sample of adults as follows:
 - a. Believed teachers to be in upper class - 13 per cent.
 - b. Believed teachers to be in middle class - 53 per cent.
 - c. Believed teachers to be in working class - 31 per cent.
 - d. Believed teachers to be in lower class - 1 per cent.

A later study conducted in Ohio by Rettig and Pasamanick,⁴⁴ was related to a comparison of status and job satisfaction. This study in 1959 surveyed 400 professional people, (40 were public school teachers) and 110 lay people in the upper middle and lower middle social classes.

⁴³Joseph A. Kahl, "The American Class Structure," (Rinehart and Company, 1957), pp. 72-76.

⁴⁴Salomon Rettig and Benjamin Pasamanick, "Status and Job Satisfaction of Public School Teachers," School and Society, 87: March 14, 1959, pp. 113-116.

The professional people surveyed, in addition to the teachers, were psychiatrists, psychologists, social workers, and nurses.

The data revealed that the public school teacher had a significantly lower professional status, although his aspiration level was higher than that of other professions. The high status aspirations of the teacher appeared to be unrealistic and stifling.

In the eyes of the lay public, the teacher had higher status than many of the other professionals in the study, but his low status among other professionals gave him a great deal of frustration in job satisfaction.

Another study of professional status of teachers by Terrien⁴⁵ revealed that, although teachers were almost universally accorded professional status, only 44.3 per cent regarded them as high professionally as others on the professional scale, and only 32.1 per cent recognized their salary as comparable with other professions.

After viewing a public and professional appraisal of teacher status, one should examine the teaching profession as an occupation which would either attract or deter qualified people from entering it. Richey and Fox ⁴⁶ made a study of 1,615 college students, mostly freshmen, who were asked to consider responsible persons in their community whom they knew best, and compare them with public school teachers.

The information gathered revealed that teachers rated high in background, ability to work with others, and industriousness, but were

⁴⁵Frederic W. Terrien, "Who Thinks What About Educators," American Journal of Sociology, 59: September, 1953, pp. 150-158.

⁴⁶Robert W. Richey and William H. Fox, "How do Teachers Compare With Other Community Members," Educational Research Bulletin, 27: December 10, 1948, pp. 238-241 and 247-248.

low in personal qualities of personal radiance, personality, and friendliness, and in other qualities of practicality, originality, and open-mindedness. This study has definite implications for teacher training institutions.

The self perception of teachers toward their profession was analyzed in a study by Terrien⁴⁷ in 1955. He surveyed "Fort City" through an interview technique, and responses from 100 teachers revealed that 32 per cent thought themselves well rated by the community, and 70 per cent thought that the public expected better conduct of them than other occupational groups. Terrien concluded: "In truth, teachers constitute a kind of conscience on society, and their status is that of the conscience; recognized as fundamentally important, but neglected as much as possible." In self analysis, this study indicated that the dominant influence on their conduct was security, and they tended to avoid such actions which threaten this security. In effect, they supported the very policies which held them in check.

It appeared that teachers occupied a niche in the social strata which was still somewhat above the average. Consistent with this position, teachers had accepted positions of socio-community responsibility which was also well above the average for the community populace in general. In this respect, leadership functions were utilized by the teachers who exerted them, as a possible means to gain greater strength of position. A Texas study and a Pennsylvania study outlined to what extent teachers were involved in social affairs.

⁴⁷Frederic W. Terrien, "The Occupational Roles of Teachers," Journal of Educational Sociology, 29: September, 1955, pp. 14-20.

The Texas report⁴⁸ covered two large cities, and briefly stated, related the following information:

1. In Austin, 59 per cent of the teachers were active in the fine arts life of the city. This presumed an interest in those cultural activities which were almost exclusively within the province of the upper strata of society.

2. In San Antonio, from reports completed by 676 teachers, it was determined that:

a. There were a total of 679 club offices held by these 676 teachers; many in dual jobs:

b. There were 125 current Club Presidents, outside the profession, among San Antonio teachers:

c. There were 14 trustees on Boards of Education among them:

d. There were 160 Sunday School teachers among the group.

A recent study in Pennsylvania,⁴⁹ involving 66 communities in 22 counties, used the Chapin social participation scale⁵⁰ to determine the total mean participation of teachers in social roles in the community.

To give more validity to the results of the study, three types of communities were selected from each county. One was large, one

⁴⁸M. K. Hage, Jr., "Teacher - Community Stalwart," The Texas Outlook, 40: 19-20, October, 1956.

⁴⁹Roy C. Buck, "The Extent of Social Participation Among Public School Teachers," Journal of Educational Sociology, 33: 311-319, April, 1960.

⁵⁰F. C. Chapin, Experimental Designs in Sociological Research, (Harper and Brothers, revised, 1955), pp. 275-278.

medium, and one small. A total of 17 teachers were interviewed in each population center, with a total of 1,107 interviewed.

The basic findings pertinent to this study were:

1. The total mean participation score for all teachers reporting was 49.7, which was above the mean score of 46 for a group of "natural leaders" in a representative urban sample.

2. Primary and junior high teachers scored lower than did the high school teachers in academic backgrounds. Guidance teachers scored highest.

3. Only in age group 20-24 was there any lowering of social participation.

4. Males were slightly above females in social participation--51.2 per cent to 48.2 per cent.

5. In communities of 100,000 or over, there was less social participation. The percentage total in these communities was 40.9.

While none of the immediately preceding studies discussed the quality of the participation of teachers or the extent to which the teacher was an influential person in affairs beyond the school, it was concluded that the assumption of such socially acceptable roles was an indication of confidence in the teaching professional by the community. Buck⁵¹ concluded from his study that the teacher remained a status position of significance in the value orientation of the community.

The literature published within the past ten years and the studies made to support the findings indicated a trend toward social participation by teachers; and, although they did not occupy a wide

⁵¹Buck, loc. cit., p. 319.

influential status when compared to business leaders, there was a significant respect for the ability of teachers to handle positions of social leadership and responsibility.

IV. Summary of the Literature

This chapter has summarized the content of research, and the opinions of certain authorities in the field of leadership training, on the concept of teacher's leadership role in both the profession and the community. The first area of investigation dealt with the teacher's role as a professional leader. Research in this area emphasized the relationship between administrative leadership to that of their teachers and close correlation was indicated. Some indication persisted that professional organizations which serve the profession had a tendency to be dominated by administrators, although the extent of this supposed domination had not been substantiated in fact.

The second research area dealt with the teacher's role in the community. Despite differences among the conceptions of authorities regarding the extent of the teacher's expected role, the great bulk of evidence points to the fact that teachers' community work was very much restricted to social, religious, and student group advisories and sponsorships. They were consistently and conspicuously absent in civic and economic clubs which usually determined the direction the community would take.

The last area of inquiry in the readings dealt with the position of influence of the teacher in the community. In conjunction with the teacher's community role, evidence was quite clear that teachers

were not in the hierarchy of power, but were rather initiators of the policies established by those who were influentials. The influence of the teacher was usually confined to the school, and this pattern was rarely changed.

CHAPTER III

METHODS AND PROCEDURES

I. Introduction

This study attempted to determine the extent of leadership activities of classroom teachers' professional educational organizations, and in community organizations concerned with progress and development. Attention was centered on "leadership," as the process of guiding a group toward the achievement of a definite goal.

It was noted in the previous chapter that a substantial number of community studies had been made which directly or indirectly related to the role of the teaching staff in the community. Considerably less attention had been given in the literature of the relationship of a teacher's professional leadership activities to his other responsibilities, both in the classroom and in the society where he lives.

Both the interview method as the primary source, and the questionnaire method as the supportive source, were employed to obtain factual and subjective data in this thesis. Interviews were conducted with selected administrators and teachers in six school districts in the sample, and questionnaires were submitted to selected teachers in two of the six sampled districts. The interviews were structured, in order to obtain a continuity of responses for a more objective analysis.

This chapter will be concerned with a detailed explanation and summarization of the methods and procedures which were employed. These

involve a historical background of the study, an explanation of the research methods used, an outline of the instruments employed, how and why they were constructed, and the process by which they were administered. The selection procedures involving both types of districts and classification of teachers will be outlined together with the process of collecting information to be analyzed.

The final section in this chapter will deal with the problems and limitations involved in the collection of all data, and the implications in the objective evaluation of this study.

II. Historical Background of Study

Educators, sociologists, political scientists, and many other professional people have been interested in, and somewhat concerned with, the total dimensions of leadership in our society. Great educational leadership has been exemplified by such stalwarts as William T. Harris, William R. Harper, G. Stanley Hall, Charles T. Eliot, and Booker T. Washington. More recently, such names as Ernest O. Melby, James W. Conant, and Robert M. Hutchins have stimulated the thoughts and actions of educators and laymen alike. These people were and are great leaders, and they have strongly influenced the profession and our total society for several generations.

These leaders have largely represented the area of higher education, since they have served in these capacities for most of their academic life. It has been rare that school administrators achieve national or even state wide recognition by society, although many were recognized as leaders by their academic society. These administrators were usually recognized as leaders in their community, primarily

because of their position, and also the personal and professional attributes which enabled them to achieve that position.

It was assumed that classroom teachers, as individuals have had virtually no national or state wide status as leaders. This study was designed to explore the extent of this leadership within the community, as well as within professional education ranks.

A great deal of the literature in the field of education has been centered on administrative leadership. This was natural, but if it was assumed that our profession was concerned with stimulating others to grow and to develop, there ought to have been a certain number of our classroom instructors who have taken active roles in this development. Interest, therefore, centered on these classroom teachers, and the part which they played in professional and community leadership.

The theoretical base of this thesis stated that classroom teachers had little or no direct influence in our society outside the classroom. Past research tends to substantiate this. There was little or no indication in the literature reviews that classroom teachers were recognized leaders. Corey¹ had stated that "teaching is the pre-eminent profession for leadership." Quiggle² had indicated that "a teacher should function as a catalyst." It was assumed that classroom teachers functioned as leaders in their classrooms, but it was questionable whether this leadership could usually be transferred to the other areas under consideration; the profession and the community. It was also questionable whether this catalytic action actually took place outside the school.

¹Corey, op. cit., p. 259.

² Quiggle, op. cit., p. 20.

It was believed that certain variable factors had an influence on the extent of the leadership and the influence of teachers. These variables were considered to be extremely important in determining the content and the depth of involvement of these teachers in certain activities. These were:

1. Age ranges of teacher leaders.
2. Their length of residence in the community.
3. Their teaching experience.
4. Their teaching assignment (elementary or secondary).
5. Their area of specialization.
6. Their extra curricular assignments.
7. Their sex and marital status.
8. The growth pattern of the community.
9. The composition and size of the community.

III. Research Methods

This type of study was particularly adaptable to a descriptive analysis of opinions gathered from a depth interview technique, structured to provide a uniformity and a continuity to the questions, and yet flexible enough to permit a free exchange of ideas which could be quickly recorded.

The methodology in the structured interview was not as inflexible as would generally be employed. One of the advantages of this method, according to Van Dalen and Meyer,³ is stated:

³Deobold B. Van Dalen and William J. Meyer, Understanding Educational Research. An Introduction, (McGraw Hill Book Company, 1962), p. 259.

"These interviews are more scientific in nature than unstructured ones, for they introduce the controls that are required to permit the formulation of scientific generalizations."

This type of interview also has its limitations, according to Van Dalen and Meyer:⁴

"The necessity of collecting quantified, comparable data from all subjects in a uniform manner introduces a rigidity into the investigative process that may make it impossible to probe in sufficient depth."

In addition to the interview method, a simple, one page questionnaire was designed to test the responses of the interviewees for validity and reliability. The format was similar to the structured interview with much less detail. This was a supportive method, and was administered to a random sampling of teachers in two of the six districts studied.

The specific purpose of the questionnaire was to substantiate the information obtained in the interview, relating to the accuracy by which teachers identified their peers as leaders. Were the interviewees really teachers who were leaders, or were they well enough acquainted with the school and the community to identify those who were? Could these leaders readily be identifiable as such, or was their influence that of a strong man behind the scenes, or an older statesman? Had the people who were interviewed accurately stated the teacher's role in the school and community? Did factual data given under both interview and questionnaire methodology coincide in accuracy?

The questionnaire had an informational cover sheet which explained its purpose. The type of questionnaire was a combination open

⁴Ibid.

and closed form, with both fact and opinion requested of the respondent. Each of these respondents was contacted individually by the building principal after they were selected. They were given two or three days to complete it, and it was then returned to the principal's office, or handed directly to the researcher at a prearranged time. The purpose of the questionnaire was explained carefully to the building principal, but not to the respondent. It was the feeling that the cover letter would be sufficient for explanation.

IV. Construction of the Research Instruments

Although the primary emphasis of both the interview and the questionnaire was to obtain free opinions from respondents, it was necessary that other data be secured to serve as variables. The interview was structured into four categories, and these categories were employed in both administrator and teacher discussions.⁵ They include:

I. Personal Data on Respondents.

A. Questions 1 - 4 inclusive. Schedule A. (Administrators)

1. How long have you been associated in any capacity with this school system?
2. How long have you been the superintendent (or assistant superintendent) of this district's schools?
3. Are you directly engaged in the employment of teaching personnel? Yes_____ No_____.
4. How many teachers are presently employed in this system? (Exclude principals, supervisors, administrative assistants, etc.)

B. Questions 1 - 8 inclusive. Schedule B. (Teachers)

⁵Complete Interview Schedules (Schedules A and B) may be found in Appendix.

1. What is your teaching responsibility in this school system?
2. What additional assignments or responsibilities have been given to you by your administrator, or have you volunteered to assume in connection with your teaching position?
3. Do any of these duties and responsibilities carry any significant administrative responsibilities?
Yes _____ No _____.
4. How long have you been teaching?
5. How long have you taught in this school system?
6. How long in this particular building or any previous building on this site?
7. Do you make your residence in this school district?
Yes _____ No _____.
8. Are you a member of a professional organization, such as the M.E.A., N.E.A., A.C.E.A., or some particular discipline state and/or national organization? If so, please list each one.

II. Identification of Teachers who are Professional Leaders.

A. Questions 5, 7, and 10. Schedule A.

5. Can you identify any teacher(s) on your staff whom you regard as a master teacher, and whom you feel would be so regarded by other staff members and administrative personnel? What position(s) do they hold in the school? (Please identify also by sex.)
7. Are there teachers on your staff who are particular leaders in professional activities? (Examples: M.E.A. representative or officer, Teacher's Club officer, T.E.P.S. representative, A.C.E.A. representative, or any other professional activities or organizations with which you are acquainted.)
10. Can you identify which identified community leaders are also professional leaders?

B. Questions 9 through 21 inclusive. Schedule B.

9. Who are the local leaders, if any, of these (professional) organizations? Please identify by name and position in district.

10. Do you exert any leadership role in any of these organizations beyond membership status? If so, what position(s)?
11. Are you a member of a local faculty club, or some equivalent organization, as distinguished from an affiliation with a national or state organization? If so, please state name of organization.
12. Who are the local leaders of any of these organizations? Please identify by name and position.
13. Is this school system organized into departments? (Examples: Social Studies, English, Primary Grades, etc.) Yes_____ No_____ Partially_____
(record to what extent)
14. Can you identify the heads or chairman of your department, and the chairmen of at least two other departments in the school? Please state names of each person and name of department.
15. Can you identify by what means these individuals are chosen for these positions?
 - a) Administrative appointments?_____
 - b) Selection by faculty committee with approval of administration?_____
 - c) Any other method or combination used?_____
16. On what bases, to the best of your knowledge, are these people chosen for the positions of responsibility and leadership? (List as many as possible of the reasons for selection.) Examples: strong initiative, dynamic personality, strong organizational ability, length of term in service, enthusiasm, deliberative judgment, ability to get along well with others, etc.
17. Do any student groups or organizations have a direct role in the selection of heads or chairmen of departments? Yes_____ No_____
18. Do all of the leaders identified by yourself, live in this school district? Please list exceptions, if any.
19. What are the age ranges of any of these leaders identified by yourself? Below 25_____ 25 to 35_____
35 to 45_____ 45 to 55_____ 55 to 65_____
Above 65_____. (In answering this question, I am looking for numbers in each age group, not names.)

20. What length of time have they served in the schools of this community? Less than 5 years_____,
5 to 10 years_____, More than 10 years_____.
21. To the best of your knowledge, are there other faculty members in this system who exert specific leadership influence of any type which has not previously been mentioned? As an example, we might be thinking of a teacher who holds no office, or specified additional position at this time, but because of length of service, or special skills, is recognized as influential. He may be called upon for advice, influence school operations or faculty functions, or serve as a type of fatherly figure. If so, would you indicate this person, and give his or her area of influence or leadership?

III. Identification of Teachers who are Community Leaders.

A. Questions 6, 8, and 9. Schedule A.

6. Would you consider any of these people (master teachers) as definite community leaders? If so, in what capacity do they show leadership, hold office, and direct activities which tend to benefit the community?
8. Are any of these people (professional teacher - leaders) if not named before, community leaders in the sense we spoke of previously?
9. Are there any other teachers on your staff who are active and leaders in community affairs, or hold offices in community organizations?

B. Questions 22 through 27 inclusive. Schedule B.

22. To what extent do you feel that you know the true leaders of this community? a) Very well_____
b) Quite well_____ c) Not very well_____
d) Not at all_____.
23. If you answered either (a) or (b) to the preceding question, to what extent are members of this faculty involved in these community activities? a) Strongly involved_____
b) Moderately involved_____
c) Not too much involved_____ d) Not at all involved_____.
24. To what extent do you feel that the advice and counsel of teacher members of community organizations is being followed in resolving matters of community wide importance? a) Extensive consideration given to this

- advice. b) More than average consideration given,
- c) Equal consideration with other members, or
- d) Little or no consideration in these affairs.

- 25. You have previously identified professional leadership. Are there any of this number, including yourself, who are especially active in organizations which most influence community progress? Please identify.
- 26. Which organizations in this community do you consider to be the most influential in determining community policy and the execution of it?
- 27. Are there certain teachers who are not professionally active, and do not play a leadership role in the school or its professional societies, but do play a significant part in community activities which require leadership. Please indicate who they are, and their teaching responsibility.

IV. Opinions of respondents dealing specifically with area of teacher leadership emphasis - profession or community.

A. Questions 16 and 17. Schedule A.

- 16. Is it your considered opinion that teachers in general here have a significant leadership voice in this community, with particular regard to major decisions of a community wide nature? Yes _____ No _____.
- 17. Would you please give one or more reasons for your answer?

B. Questions 28 and 29. Schedule B.

- 28. Which statement would best indicate your feelings regarding the teacher's role in this community?
 - a) Teachers in this community enjoy high social prestige, and their counsel and leadership qualities are welcomed by active community organizations.
 - b) Teachers in this community are welcomed, and are respected in their profession, but are usually not considered as community leaders.
 - c) Teachers are discouraged from membership in influential community organizations because of status, expense, time, or other related factors, and as such cannot exert any significant leadership function in the community.

29. Please indicate which statement best describes the role that classroom teachers play, as a means of comparison between professional leadership and community leadership.
- a) Teachers generally exert more influence within the profession itself, and display more leadership in this area.
 - b) Teachers generally exert more influence in the community and display more leadership here.
 - c) There is no significant degree of difference between the two.

In addition, administrators were queried regarding the type of community in which the school district was located, with strong regard to the power structure and the stability - growth patterns. It should be noted that questions to the administrator placed emphasis on the structure of the community, while those questions posed to teachers dealt with peer relationships to a greater extent. The basic purpose in this method was to recognize that administrators tended to be more sensitive to community pressures, while teachers were more cognizant of the problems relating to inter group relations.

The questionnaire (Schedule C)⁶ followed closely the format of the interview. The questions were of a nature which could substantiate or refute the interview responses, without the prompting clarifications of the interviewer to serve as a possible limitation. The last question, Question 12, was designed to permit the respondent to express himself very openly, and was purposely rather unstructured to permit this freedom.

Question 12. Schedule C. In your opinion, what is the relationship between your conception of an outstanding

⁶See Appendix E.

teacher, and the leadership which he or she exerts in the profession and in the community?

Examples of the range of opinions and ideas obtained from this question may be found in Chapter IV.

V. Selection Procedures

Types of Districts.--The method used to select the six districts was a modified random sampling procedure with three basic considerations involved:

1. Where is the location of the district in Michigan?
2. How many teachers are employed in the system?
3. What type of district does it typify--an established urban community, a newer suburban area, or a smaller rural community?

It was noted in the limitations of this study that the sampling did not include a full representation of all the urban districts in the state. Time and economic considerations were instrumental in limiting the number of large city districts to a single representative district, and a means of comparison with another urban area could not be outlined. However, both research instruments were used in this particular community, and this factor should give greater reliability to the data received.

Two modifications were made in the selection of types of districts. The first was made because the researcher's work outside of this field of study was concentrated in one particular community this past year. The other modification in procedure was determined because a team of Michigan State University specialists had recently completed a school facilities study in the community representing a smaller rural

district. The first type of district was a city school district of 100,000 total population, and fit the category of "large urban." The length of time in which the interviewer had close contact to this large district was nine months, and each of the schools where interviews were conducted were visited from twelve to twenty times during this period. While a great deal of conjecture could be raised on the objectivity of a body of data gathered from people with whom the interviewer had worked rather closely, it was felt that this would give a more valid evaluation, and we would not be reading something into a series of responses to opinion questions that did not rightly belong there.

The other four districts were chosen by stratified random sampling from different sections of Michigan. Two suburban districts from different sections of the state were selected from a population of school districts recently developed around large cities. Two rural districts were chosen from established districts which covered a wider geographic area, although the school or schools themselves were in a town or a small city. No attempt was made to equalize the number of teachers in each group, since this could involve as many as 15 to 20 rural districts to balance one urban district. A representative sample was believed possible through this selection process and it was further believed that this sample was representative of the different types.

Classification of Teachers.--A selective method was employed to choose individual teachers to be interviewed, as contrasted to a random selection of the school system. Once the district where interviews would take place had been selected, basic criteria were established

before the chief school administrator was contacted. These criteria, as they apply directly to the selection of teachers, were:

1. The teacher must have taught in the district a minimum of three years.
2. Each school building in the district, excluding special maintenance, non classroom, or non instructional areas, would supply a teacher for interview if feasible.
3. The interviewer would rely heavily on the knowledge of the administrator to select teachers who can give a truly objective picture of the district's faculty leadership patterns, or the further extension of these patterns into the community. However, the superintendent or the assistant superintendent was asked if some consideration could be given to certain variables in this selection process. These were:
 - a. Marital status.
 - b. Sex.
 - c. Age.
 - d. Grade or subject level specialization.

If the three year minimum experience, and the every building contacts criteria were met, the administrator who took the responsibility for making the selections discussed with the interviewer the secondary criteria, and together additional selections were made. Individuals who made final selections of teachers were:

1. One large urban district. Building Principal.
2. Two suburban districts. Assistant Superintendents in charge of Instruction.
3. Three rural districts. Superintendent.

The number of teachers represented by the school districts sampled was 804 in the large city group, 648 in the suburban area group, and 214 in the group representing the smaller rural areas.

Certain minimum and maximum numbers were established prior to the initial contacts with the superintendents regarding the total number of teachers from that district which the interviewer desired as respondents. A minimum of four for the smallest district in terms of the number of teachers to a maximum of twenty for the largest district, were prearranged figures for the range of sampling of teachers. In this way, each superintendent or his representative knew how many faculty members to contact. The names of districts, and the total number of interviews in each district, are listed in the following table:

TABLE 1
FACTORS RELATING TO TOTAL NUMBER OF TEACHERS
AND TOTAL NUMBER OF TEACHER-INTERVIEWEES
IN EACH SAMPLED SCHOOL DISTRICT

Name of District	Number of Teachers	Number of Interviewees
Kensington ^a	52	4
Converse	68	4
Westchester	94	6
Towncliff	272	7
Xavier	376	14
Megapolis	804	20

^aNames of all listed districts are fictitious.

It was felt that if the preceding criteria were followed closely, any addition to the established minimum number would not give significant additional validity to the data desired.

The administrator who selected the staff members for the interview did so on the basis of certain requested information. This was related by the researcher in the process of the administrator interview. It included:

1. Administrators should be willing to permit the teacher to take the time for the interview. They were previously notified that each interview would last from 25 to 35 minutes.
2. The teachers should be willing to take the time required for the interview. They were also notified prior to the start of questioning of the length of time needed for formal discussion.
3. The teachers selected should have the following basic qualifications:
 - a) Knowledge of the pattern of teacher leadership in the system.
 - b) Knowledge of the leadership patterns in the community served by the district schools.
 - c) High regard from the administrator as an individual who exerts influence and/or leadership in the schools and/or community. (It should be stated here that this influence or leadership was not always, but usually, regarded as a positive factor in the opinion of the administrator.)

VI. The Interview Process

The Cooperation of the Administrators.--Two methods were employed to contact administrators in the selected school districts. The method used most extensively was to write a letter to the superintendent, explaining the project in brief form, and requesting an opportunity to explain in greater detail in a personal interview.⁷

⁷See p. 15 of Chapter I. (Appendix A).

The second method employed with those districts with which less personal contact had been previously established, was to request the major advisor on this project to write an introductory letter to the superintendent of the district, indicating the dimensions of this research study, and stating that the researcher would appreciate an opportunity to explain it further in a personal interview.⁸

In all instances the response from each of the chief school administrators was most gracious, and arrangements were made to conduct an interview with him at a mutually acceptable time and place.

Prior to this interview, a detailed letter was drafted by the interviewer explaining the procedure to be followed during the scheduled time in the community. Through this prearrangement it was possible to proceed immediately to the structured interview with the superintendent and/or the assistant superintendent.

A three fold purpose was established in the interview procedure with the person or persons most directly concerned with employment and supervision of teachers:

1. To obtain factual information regarding:
 - a) The professional experience of the administrator.
 - b) The number of faculty members engaged in classroom teaching on the staff.
 - c) The extent of the administrative role in the employment of teachers.
2. To secure opinions from the administrator(s) regarding:
 - a) The growth pattern in Community.
 - b) The role of the teacher with special regard to special professional activities.

⁸See p. 15 of Chapter I. (Appendix B).

- c) The extent of teacher influence in the community.
- d) The power structure areas of influence in the community.
- e) The relationship of the teaching staff and its professional leadership personnel, to community leadership activities of this staff.

3. To select staff members for interview who:

- a) Were able to identify and classify their fellow teachers as leaders and/or influentials in the profession and in the community, or who were themselves recognized as leaders by administration and staff.
- b) Were willing to exchange these opinions freely and frankly with the interviewer.

It was emphasized that selections made under (3) above should be done solely on the basis of objectivity, or as nearly so as possible without pure random sampling. To do this with greater accuracy, the superintendents enlisted the aid of their principals. This was the procedure used exclusively in the single urban district studied. Telephone conversations between the assistant superintendent and the building principals in the suburban area schools set the stage for the discussions with teachers in these schools. In the three smaller districts, the superintendent made all the initial contacts, and arranged personally for all the interviews.

The Cooperation of the Teacher(s).--A single word could best describe the procedure between interviewer and respondent, and that was informality. Freedom of expression was maintained, and the informal atmosphere helped to create this. Although the structured interview was used and certain relevant facts were obtained, a certain amount of flexibility was allowed to permit subjective information to become a most important part of the data. In this manner, the interviewee felt that he or she had a personal stake in the study, and indeed they did.

The interviewer's initial purpose was to insure that respondents should be cognizant of the intent and the scope of the study. This was not only to be regarded as a personal accommodation to the interviewer to complete a research study, but as an important stimulant to members of a profession to evaluate their public image more closely, and stimulate their thinking on the role of the teacher outside of the classroom.

The oral introduction to the interview served to introduce the research goals. This was accomplished only after the principal of the building had made preliminary arrangements with the teacher to meet the interviewer at a mutually acceptable time and place. This was either during a free hour during the day, or after school hours. The teacher was informed that the interview would last about a half hour, although many lasted much longer than originally planned because of the interesting discussion which accompanied the questioning.

The formal introductory statements also served to insure to the respondent that complete anonymity would be accorded the individual school district. Persons who were to be identified and those who made the identifications were also given assurances of anonymity. There was no hesitancy to express frank opinions.

All responses were recorded in the presence of the teacher respondent. At times, the respondent would ask to look at the recorded answer sheet to review how he had answered the question which immediately preceded. On other occasions, the respondent wanted to refer back to answers given five to ten minutes before. There was certainly no objections to these requests, since such referrals merely seemed to add to the reliability of the statement. In multiple response

questions, the statements were invariably repeated once, and often twice. No attempt was made to hide recorded answers from the respondent.

One question was verbally inserted into the teacher interview schedule (Schedule B), which did not appear on the recorded page. This question was, "To what degree do you feel that athletic directors, coaches, and music directors--those in the public eye to a greater extent--are influential and exert leadership in the profession and in the community?"

It was inserted to test the hypothesis that such teachers exert a stronger leadership role and have more influence in both the school and the community. This question required some extensive explanation, and evoked some interesting responses. (See Table XVII).

At the conclusion of the interview, the question was usually asked by the respondent, "Will we get an opportunity to see the results of the study?" For those who inquired specifically, verbal assurance was given that certain data findings would be made available to them.

VII. Questionnaire Procedures

The questionnaire was administered to a random sampling of teachers in two school districts as a supportive method to validate information. The smallest and the largest districts with regard to both student and teacher population was selected for this purpose, and the method of sampling within each district was different. In the largest district, three questionnaires were distributed to each school building with three exceptions, while in the smallest district, a

sampling of one-third of the number of teachers was taken, and distribution made randomly over the entire faculty.

A total of 104 questionnaires were distributed, and 83 were returned. Of the total number, twelve were returned with incomplete information, and nine were not returned at all. The following table gives this data.

TABLE 2
NUMBER OF QUESTIONNAIRES DISTRIBUTED
AND COMPLETED BY DISTRICTS

Name of District	Questionnaire Distributed	Questionnaire Completed
Kensington Small rural	22	19
Megapolis Large urban	82	64

The procedure for distribution was not complicated. Since each building principal was aware of the nature and the purpose of the study, the distribution and collection of completed questionnaires was handled through that office. These were distributed after the interview with the selected teacher in that building had been completed.

Steps in the procedure:

1. In Kensington, with 52 teachers, the interviewer contacted the high school principal and requested that he distribute them randomly throughout the entire staff, elementary included. Interview respondents were omitted from this sampling. Within three days these

completed questionnaires were returned to the researcher's desk. Three of the 22 questionnaires were not completed.

2. In Megapolis, with 804 teachers, the interviewer met briefly with all the principals of the elementary schools before their regular bimonthly meeting, and explained the purpose of the questionnaire. This meeting was arranged and presided over by the assistant superintendent in charge of elementary instruction, and her permission was given to permit the questionnaires to be distributed through the schools. Following the meeting and as soon as possible thereafter, each building principal was contacted in his office. Three questionnaires were left with that principal, and he or she randomly distributed them to three staff members. A total of 60 were distributed in this manner, and 53 were returned. The same procedure was followed in the secondary schools, with the exception that a preliminary meeting with the principals was not held. There were 22 questionnaires distributed in the 8 secondary schools, and 11 were returned.

VIII. Implications of Procedural Problems in this Study

Certain limitations had been previously recognized in the interview procedure. Waples and Tyler⁹ indicated that the data which might be obtained through the process of interview were subject to four limitations relating to the respondent. These were:

1. His experience.
2. His judgment.
3. His accessibility and willingness to divulge the information.

⁹Douglas Waples and Ralph W. Tyler, Research Methods and Teachers Problems, (New York: The MacMillan Co., 1930), p. 653.

4. His ability to express himself clearly.

One additional limitation which might have a bearing on the validity of the study was recognized. Despite the intended informality of the interview situation, in only one instance was a teacher respondent previously acquainted with the interviewer. This lack of acquaintance could have created a barrier, but it also could have permitted greater objectivity.

The primary source of concern was that personal preferences or opinions would not show themselves in any way throughout the introductions, the interview process, or the general discussion which followed the formal interview. This could easily have been done by voice inflections, facial expressions, or comments on responses. The researcher was fully cognizant of these possible dangers, and attempted to keep the conversation on an objective basis while the interview was in progress. When a respondent asked what the feelings were in some other community, the response was that no conclusions could be reached until all the data was collected and analyzed.

It was felt that the interview method was by far the most informative method. A need for responses involving opinions of teachers could have been best fulfilled through this procedure. The responsiveness of every respondent, with two exceptions who were obviously in a hurry and had little or no interests in this study, was gratifying. Such responsiveness also gave far greater opportunities for explanation, and far less chance for blank spaces to appear in the document. A persistent effort was made to obtain a definite response to every question.



CHAPTER IV

ANALYSIS OF DATA

I. Introduction

To select a method or methods for analyzing data gives any researcher some cause for concern. Structured interviews rarely provide specific empirical evidence, which may be analyzed and treated in a statistical manner. The purpose and plan of this research method was not determined only by the type of analysis, but also by the type of information which could be gathered. It thus became a descriptive research thesis with both verified facts and spontaneous opinions employed in testing the hypotheses advanced in Chapter I.

Certainly the basic requirements of any study involves testing what is believed to be true, and comparing that with the facts which previous research and personal experience tells us is true. This was the overriding purpose of this research report analysis.

The procedures selected were listed as follows:

1. A presentation of descriptive, factual information by means of tables, graphs, and objective statements. This included:
 - a. Types of School Districts studied.
 - b. Characteristics of School Administrators interviewed.
 - c. Characteristics of Teachers interviewed.
2. A presentation of such subjective factors which related to the opinions of both administrators and teachers. These opinions referred specifically to these individual's concepts of teacher leadership patterns in their school and community.

3. An establishment of the relationship of factual data to opinion data through the medium of charts, graphs, and statements.
4. An examination of both types of information, and relating the findings toward an acceptance or a rejection of the hypotheses advanced in Chapter I.

II. A Descriptive Analysis of Factual Data

A. Types of School Districts Studied

Six school districts were sampled for study and all were studied in detailed fashion through the interview technique. Two of these districts were of the legal classification of "third class," and four were classified as "fourth class" districts. Each district had distinguishing characteristics, and the sample was closely representative of all third and fourth class school districts in Michigan.

In addition to the six districts studied through interview, two of these school districts were cross checked for reliability in information through the questionnaire technique. One of these districts was of the third class and one of the fourth class.

Fictitious names were given to all districts and no names were used in the manuscript. This was done to keep faith with both interviewees and questionnaire respondents, that complete anonymity would be afforded all respondents who helped in this study. Characteristics of the school districts themselves, as well as of the communities they serve, were listed as factual data which could easily be verified.

B. Characteristics of School Administrators Interviewed

All six superintendents and two assistant superintendents directly responsible for the employment of teachers, were interviewed.

TABLE 3

CHARACTERISTICS OF SCHOOL DISTRICTS

Name of District	Geographic Area	Classification	No. of Teachers	No. of Students	No. Buildings
Kensington	Western	Fourth Class	52	1,250	2
Converse	West Central	Fourth Class	68	1,720	3
Westchester	South Western	Fourth Class	94	2,240	4
Xavier	South Eastern	Third Class	376	7,800	9
Megapolis	East Central	Third Class	804	21,300	29
Towncliff	Central	Fourth Class	272	6,700	14

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Name of District	Type of Community	Continued Characteristics Growth Pattern of Area	Length of Time Established
Kensington	Rural (Small City)	Steadily Growing	Over 75 years
Converse	Rural (Small City)	Stable - Fringe Growth	Over 75 years
Westchester	Rural (Small City)	Stable - Little Growth	1856
Xavier	Suburban	Rapid Growth until 1860 Now Steadily growing	Over 100 years
Towncliff	Suburban	Rapid Growth	1959 - Incorporated as a city

It was found that the total number of years of teaching and administrative experience which these individuals represented in their communities was 127 years. The average was 18 years of service to education for each administrator. With respect to the tenure of service in their present position, the total experience was 81 years, with an average of 10.1 years per administrator.

With regard to educational training, all eight had completed master's degree requirements and beyond, and three had earned the doctorate. Both of the assistant superintendents held the doctorate degree. All of the persons interviewed in this capacity were men and all had been consistently active in both professional and community work.

Although specific questions relating to the participation in community activities of administrators and the extent of their leadership activities were not posed, it was apparent from the interviews, both with administrators and teachers, that all administrators interviewed were strong community leaders and influential as such. The degree of professional leadership of administrators could not be determined and was not considered in this study.

The superintendents, and even the assistant superintendents in the two largest districts (in number of teachers and students), found it difficult, if not sometimes impossible, to deal in more than generalities regarding the professional and community contributions made by their staff members. The three smaller district superintendents, however, were much more specific and knowledgeable in their identifications.

C. Characteristics of Teachers Interviewed

The basic criterion for the selection of interviewees was that the faculty members should be classroom teachers in some capacity. The selection methods, as previously outlined, permitted a wide cross section of leadership types and personalities to emerge.

The interviewee was not questioned regarding his or her age, a personal matter which may have nullified the good rapport which was established between the teacher and the writer. It was believed that information received on length of time served in the profession and in the system would be sufficient for this study.

A diversity of interests was found among the interviewees. Among those which helped to disprove the old adage that "teachers are all alike," were such divergent personalities as a former school superintendent, a president of the district teachers' union, and a former children's theatre devotee who had held national and state offices in this organization.

Teachers who were interviewed tended to be rather mobile with regard to the length of time spent in one particular community. Only two of the total number of interviewees had served in the district's schools for more than 20 years, while 16 of the 55 teachers contacted had been in the profession for at least 20 years. Implications involved in community leadership with regard to this factor were presented later in the chapter.

Two men with coaching responsibilities were interviewed and each one had less than five years experience in teaching. Two music directors were interviewed and both of these people had over ten years of

TABLE 4

FACTORS RELATING TO CHARACTERISTICS OF TEACHERS

Characteristics	Elementary K - 6 (N - 22)	Secondary 7 - 12 (N - 33)
<u>Sex</u>		
Male	5	20
Female	17	13
<u>Length of Time in Profession</u>		
0 - 5 years	1	4
6 - 10 years	6	5
11 - 15 years	8	10
16 - 20 years	2	8
More than 20 years	5	6
<u>Length of Time in System</u>		
0 - 5 years	3	9
6 - 10 years	15	6
11 - 15 years	1	8
16 - 20 years	2	9
More than 20 years	1	1
<u>Teaching Responsibilities</u>		
K - 3	8	
4 - 6	14	
Various Subject Areas in Secondary Schools. (English, Social Studies, Science, Math., Business, Art, Phys. Education, Music, Voc. Agriculture, Guidance, and Special Education.)		6 Junior High 7 - 9 2 Junior High 7 & 8 7 High School 9 - 12 15 Senior High 10 - 12 3 Special Sec- 7 - 12 ondary

experience; both in the profession and in their present position. The "public eye" requirements of these types of teaching positions were brought forth in interesting fashion by these educators.

III. Factors Related to Interviewees' Concepts of Influence and Leadership

A. Professional Leadership

1. Administrators.--In response to Question 16 of Schedule A, referring to the administrator's concepts of significant teacher community leadership, six of the eight indicated that teachers in their system had no "significant leadership voice" in major decisions of a community-wide nature. Two answered that they did, but qualified it to state that this leadership was most apparent only when school matters of interest were prevalent. Examples cited were school bond elections, extra millage proposals for school operations, and school board elections.

An inverse relationship was apparent between a change in the community power structure and the degree of teacher leadership in a community. In four of the six communities studied, a definite power structure change had occurred in the past ten years. In each of these communities the involvement of teachers in this change was notable by its absence.

In Table 5, presented on Page 76, we note that, in the opinion of the administrator, a recent power structure change indicated no significant change in the influence of teachers on his staff in community affairs and policies.

TABLE 5
COMPARISON OF TEACHERS INFLUENCE AND POWER STRUCTURE CHANGES

Name of District	Change in Power Structure	Teachers Influential in Community Change
Kensington	Yes	No
Xavier ^a	Yes	No
Megapolis ^a	No	Yes--only in school promotional work
Towncliff	Yes	No
Converse	Yes	No
Westchester	No	No

^aAnswers reflected opinions of both the superintendent and the assistant superintendent in charge of personnel.

In this context, the role of change was the key to an explanation why educators were not considered when major community policy changes were contemplated. A dynamic community tended to look outside the teaching profession for its leaders. As one administrator put it so flatly, "To fill a leadership void, our community hasn't looked for a saviour among our teachers."

Administrators interviewed were all in agreement on certain responses. These included:

- a. The teacher's role in active political work was virtually nil. Out of a total of 1,666 teachers represented in the canvassed districts, only one teacher held any political office on a state, county, township, or city level.

- b. There was a distinct difference between community leaders and community contributors. These factors were noted in this regard:
- 1) Smaller communities had a higher ratio of community contributors among teachers than larger communities.
 - 2) Administrators could much more easily identify their faculty community workers in the small communities than in the larger areas.
 - 3) A teacher who was not a professional leader was very rarely considered a community leader, but participated in community activities of a social or fraternal nature just as any citizen.

Administrators generally felt that teachers should reside in the district where they were employed in order to truly be a part of the community. A relationship existed between Factor b.2) above and the Graph 1, on the following page. Small rural communities, which were stable with small, natural growth tendencies, had a higher percentage of their faculty in residence than their faster growing suburban counterparts.

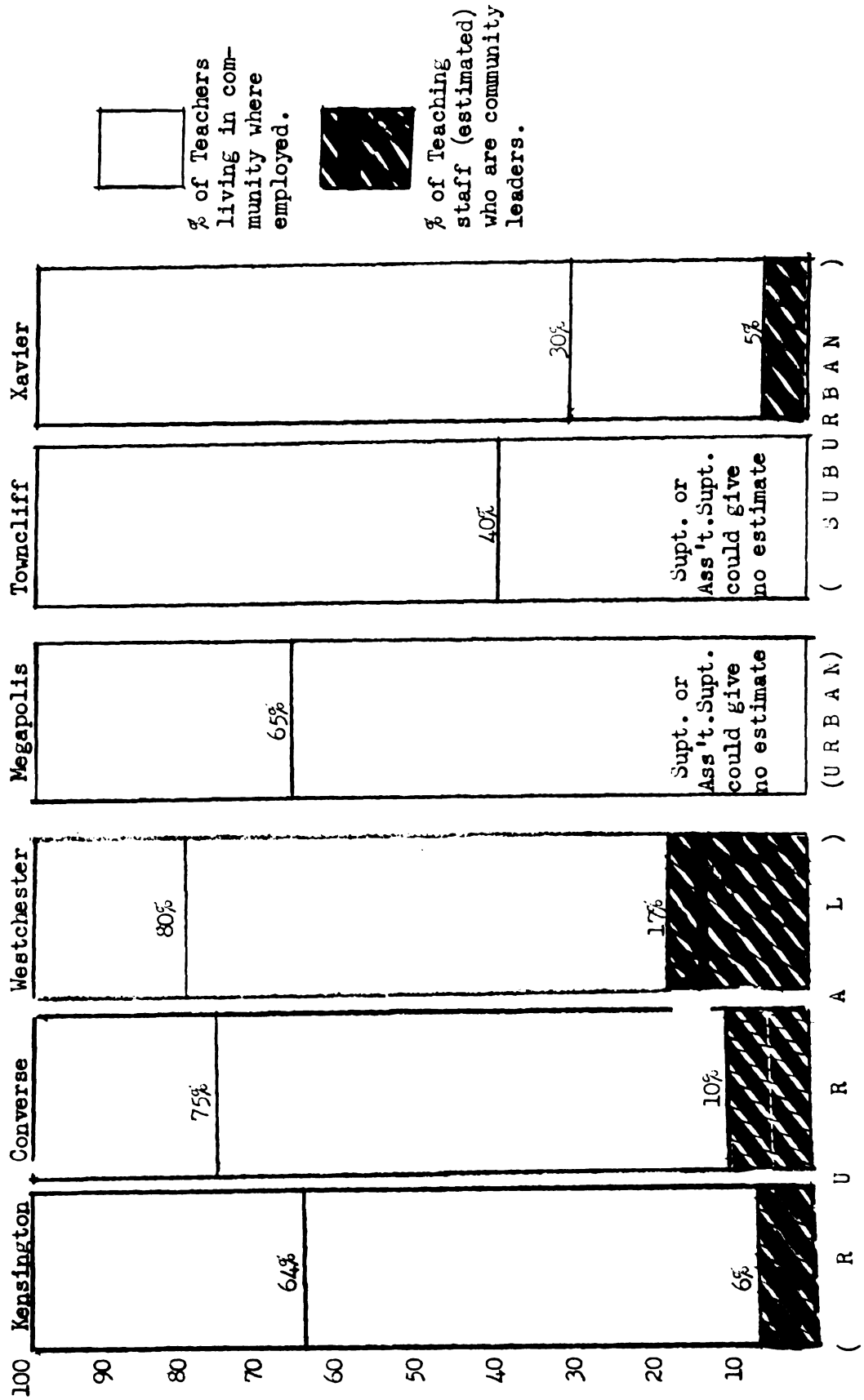
Administrators generally believed that residents of a community tended to participate more readily in activities of that community than those who lived in one area and taught in another. This tendency also was illustrated in Graph 1. Administrators in two of the districts could not estimate faculty participation in community work.

Administrators were asked to identify professional leaders and community leaders among their teaching staffs. Of the eight interviewed, six made specific responses to questions dealing with this identification. Pertinent responses were:

- a. All stated that the number of teachers who were professionally active (i.e., held responsible positions in professional organizations) exceeded the number who were similarly active in influential community organizations.

GRAPH 1

RELATIONSHIP OF TYPE OF COMMUNITY TO (1) PERCENTAGE OF TEACHERS LIVING IN COMMUNITY WHERE EMPLOYED
(2) ESTIMATED PERCENTAGE OF STAFF WHO ARE COMMUNITY LEADERS



- b. One administrator reported that 26 per cent of his staff participated in professional organizational committee assignments on a state or national level. In contrast, community organizational leadership among this staff was estimated to be about 5 per cent and not all of these were considered as top leaders.
- c. Strong community leaders were invariably active in professional ranks. Only 2 individual teacher exceptions to this were listed.
- d. A notable exception to the preceding concepts of teacher leadership, as indicated by four of the administrators, was as follows: "Teachers were generally as active, or more so, as leaders in church and religious or fraternal organizations than their counterpart in business and the professions. This was strongly noted in four of the smaller communities.
- e. Administrators tended to emphasize this latter point in the interviews, while teachers said little about religious activities of their peers. This could have been attributed to lack of knowledge or interest by teachers on the religious tendencies of their cohorts, while administrators sensed that this was important, and made a point of investigating this factor more closely.

2. Teachers.--All teacher respondents were members of at least one professional organization. In five of the six districts covered, all interviewees indicated that they were members of the Michigan Education Association. Table 6 gave the professional membership totals, and compared them with the number of active participants in these organizations.

An important factor developed in the study of professional leadership roles of teachers. There appeared to be no real consistency in the influence of professional organizations on its membership. As an example, in one district studied, all the interviewees stated that teachers were not an active professional group and that a very loose, intangible relationship existed between the local and the regional and state organizations. There appeared to be little interest

on the part of the entire staff toward the total program of the M.E.A.

On the other hand, in another district of comparable size and also in a rural area, the professional contributions of all of the interviewees to both the state and the regional M.E.A. were extensive. The entire staff was closely apprised of the activities of the parent professional organization at all levels. This was accomplished through close personal communication between leaders and membership.

There appeared to be some definite lack of interest in the National Education Association program. None of the interviewees served on any national committees, nor held any offices at this level at this time, although two had served as an N.E.A. delegate in the past. Of the 55 interviewed, only 32 were N.E.A. members. This represented a 58 per cent membership total among the respondents.

Teacher respondents tended to hold and retain membership in state or regional professional organizations in their particular teaching interest area. Since the sampling represented most of the subject areas, it was difficult to determine the extent of leadership and responsibility which each teacher took in these categories. However, it was noted that of the 22 elementary interviewees, 16 held membership in some organization outside the local system which have professional objectives in specific areas. Of the 33 secondary interviews, 30 held such memberships. Examples of such affiliations included:

1. Elementary - Michigan Reading Teachers Association

Department of Classroom Teachers

American Childhood Education Association

2. Secondary - Michigan and National Science Teachers Association
Department of Audio Visual Instruction
Michigan Vocational Agriculture Association
Michigan Coaches Association
Michigan Business Education Association
Michigan Counselors Association
Michigan and National Council of Teachers of English
Michigan Music Educators Association
Michigan and National Council for Social Studies
American Educational Theatre Association

Although 46 of the 55 respondents held one or more of these memberships, there were only two instances where these people held any offices in these organizations, or stated any other leadership responsibility on a national or state level. One of these was in the field of the theatre arts and the other in the social studies area.

The data in Table 6 became important because:

1. Interviewees were judged by their administrators to be influential and possess definite leadership qualities.
2. Teaching experience in many teaching subject areas was represented.

A comparison of the data in Table 6 with that in Table 7 indicated that there was little correlation between responsibility held within the school setting in the form of assigned leadership roles, and elected or appointed professional leadership activities outside the academic setting. The total number of additional assigned responsibilities assumed by all 55 respondents was 80, or an average of 1.64

assignments per teacher. The total number of leadership roles assumed by these respondents in professional organizations was 31, or an average of .56 roles per teacher.

The first category or area of responsibility was usually taken for granted, since there were more of these duties and assignments to fill, and they were assigned by the administrator(s). The second type of role had less immediate demand; assignments were made by the membership of the organization, and nominees had much more flexibility in accepting or rejecting these assignments without risking rank or position.

It was ascertained that of the 10 elementary teachers who assumed leadership in professional organizations, each one of these teachers had a single role; that is, one teacher for one position. In the secondary area, however, of the 21 leadership positions held, 13 teachers held all these positions. Therefore, only 23 teachers out of 55 indicated that they held a professional position outside the school, although these teachers were considered to be among the leadership group by their administrators. This was in comparison with 44 out of 55, who had definite assigned duties. Examples of these assigned duties were:

1. Class advisorships, student council responsibility, adult evening class supervision, department head or chairman, coaching, service squad or monitor sponsor, entertainment chairman, textbook committee chairman, various club sponsorships, transportation manager.

Of all the assigned duties, the only additional compensation was given to the transportation manager and the coaches. In the schools sampled, department heads were not given additional compensation.

In each interview, respondents were asked to identify, by name and position, the local leaders of professional organizations. Questions 9 and 11 of the interview schedule for teachers referred to the identification of local leaders in state, national, and local organizations with which the respondent was affiliated.

Consistent with the feeling that teacher-leaders could recognize and identify their associates in positions of responsibility, another question (Question 14) was posed. Teachers were asked to identify their department heads and other department heads in their school. The principal purpose of this line of questioning was to obtain some conception of the amount of knowledge which respondents had regarding their colleagues professional obligations.

Questions 15 through 20 inclusive referred to factors other than the name identification of leaders. Opinions were solicited from respondents on factors which involved methods of selection of teacher-leaders. The district of residence, age range, and length of service of these persons were also requested.

Responses to these questions were outlined in Tables 8 and 9 as subjective factors. Answers were recorded as given to the interviewer, and information given was estimated by the respondent. The questionnaire (Appendix E, Schedule C) served as a collaborative instrument to check responses to these questions.

Responses toward peer identification indicated that teachers had difficulty in remembering their leaders. It was assumed here that many teachers were not strongly interested in their representatives and had taken little role in their original selection. However, on an

TABLE 6

FACTORS OF TEACHER MEMBERSHIP AND TEACHER LEADERSHIP ROLES
IN PROFESSIONAL ORGANIZATIONS
N - 55 INTERVIEWEES

<u>District</u>	<u>No. of Teachers Interviewed</u>		<u>Membership in Prof. Organizations on a State or National level</u>				<u>Have Leadership Role in These Organizations</u>		<u>% of Teachers Interviewed with Leadership Roles in these Organizations on State level</u>
	<u>Elem.</u>	<u>Sec.</u>	<u>N.E.A.</u>	<u>I.E.A.</u>	<u>A.F.T.</u>	<u>Others</u>	<u>Elem.</u>	<u>Sec.</u>	
Kensington	1	3	4	1	0	5	1	0	25.0
Xavier	8	6	8	5	1 ^a	12	1	0	7.1
Megapolis	5	15	20	16	0	28	3	3	30.0
Towncliff	5	2	7	3	0	8	0	1	14.2
Converse	1	3	4	4	0	6	1	2	75.0
Westchester	2	4	6	3	0	2	0	1	16.6
	—	—	—	—	—	—	—	—	—
Totals	22	33	49	32	1	61	6	7	23.6

TABLE 6--Continued

District	Membership in Local		Hold Office		% of Teachers Interviewed who had Office Leadership Roles in Club
	Elem.	Sec.	Elem.	Sec.	
Kensington	1	3	0	1 (President)	25.0
Xavier ^b	8	7	1	3 (2 Presidents)	28.6
Megapolis	5	15	2	7	45.0
Towncliff	5	2	1	1	28.6
Converse	1	3	0	1	25.0
Westchester	2	4	0	1	16.0
	—	—	—	—	—
Totals	22	34	4	14	32.7

^aAlso includes Michigan Federation of Teachers.

^bThree local organizations represented on faculty (one teacher belongs to two of them).

TABLE 7
FACTORS COMPARING PROFESSIONAL LEADERSHIP ACTIVITIES WITH
ASSIGNED EXTRA CURRICULAR RESPONSIBILITIES
N - 55 INTERVIEWEES

<u>District</u>	<u>Number of Teachers Interviewed</u>		<u>Number of Additional Assignments Mentioned</u>		<u>No. of Leadership Roles Assumed by Interviewees in Prof. Organizations</u>	
	<u>Elem.</u>	<u>Sec.</u>	<u>Elem.</u>	<u>Sec.</u>	<u>Elem.</u>	<u>Average</u>
Kensington	1	3	1	8	1	1 .5
Xavier	8	6	12	10	2	3 1.36
Megapolis	5	15	6	18	5	10 .75
Towncliff	5	2	5	5	1	2 .43
Converse	1	3	0	5	1	3 1.00
Westchester	2	4	4	6	0	2 .33
Totals	22	33	28	52	10	21 .56

Notes:

A total of 44 of the 55 interviewees stated they had one or more assigned duties. All secondary teachers had at least one assignment. Exactly one-half of the elementary teachers had additional assignments, but these 11 teachers have 2.4 assignments each, while 33 secondary teachers had 1.6 assignments each.

TABLE 8
RESPONSES OF INTERVIEWEES TOWARD SUBJECTIVE PEER
IDENTIFICATION FACTORS

	Can Identify All or Most	Cannot Identify to Any Extent	Does Not Apply ^a
Peer Identification of Local Leaders in State and National Offices (N-53)	19	29	5 (a)
Peer Identification of Local Leaders in Local Faculty Organizations (N-53)	34	19	0
Peer Identification of Heads of Departments (N-53)	27	1	25 (b)

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^a Does not Apply - Indicates that such an organization or department does not exist in the school system.

(a) One community had no representation in any professional organization beyond the local level.

(b) Elementary schools were not departmentalized.

TABLE 9
RESPONSES OF INTERVIEWEES TOWARD SUBJECTIVE METHOD OF
SELECTING DEPARTMENT HEADS

The total number of respondents to this question was 50. Five of the total number interviewed indicated that they could not identify with any degree of accuracy. Of the 50 replies, all but one indicated that department heads were selected by administrative appointment. In one school, the interviewee stated that a faculty committee made the appointment with the approval of the administration.

FACTORS CONSIDERED MOST IMPORTANT IN THE
SELECTION OF DEPARTMENT HEADS

<u>Responses</u>	<u>Number of Mentions</u>
Length of Service	9
Special Knowledge of Subject Area	8
Performance and Competence	8
Ability to Work with Others	6
Other Responses (Initiative, Intelligence, Etc.)	18
Two Respondents Indicated that all Factors <u>Except</u> Length of Service were Considered.	

appointment with which they had little to do, such as choosing a departmental chairman, their knowledge of his or her role and the basic reasons for selection were much more definite and accurate.

Responses further indicated that the responsibilities of department heads were not highly valued by the interviewer and in all but one district sampled no additional compensation was given for this additional duty. Two department heads were interviewed and both indicated that such a designation was an honor.

TABLE 10
FACTORS RELATED TO AGE RANGES OF IDENTIFIED LEADERS
BY DISTRICTS

Question: What are the age ranges of leaders whom you have identified?					
District	25-35	35-45	45-55	55-65	Totals
Kensington	3	5	1	0	9
Converse (Rural)	4	6	4	5	19
Westchester	2	14	1	4	21
Sub totals (Rural)	9	25	6	9	49
Towncliff (Suburban)	5	5	2	0	12
Xavier	36	24	4	0	64
Sub totals (Suburban)	41	29	6	0	76
Megapolis (Urban)	8	72	38	12	130
Sub totals (Urban)	8	72	38	12	130
Totals	58	126	50	21	255
$\chi^2 = 77.06$ $df = 6$ $P = <.001$					

The age ranges and length of service of teachers in the district were considered to be important factors in determining the scope of a teacher's influence and leadership qualities. The information in Tables 10 and 11 indicated respondents' opinions on these factors as they related to different teaching situations.

The data in Table 10 provided rather conclusive evidence that there was a relationship between the type of district and the age levels of teacher-leaders in professional organizations. Leaders in these organizations were generally found to be below the age of 45 in the sampled districts. Department heads tended to be 45 years and above. Both types of leaders were included in Table 10.

The data in Table 11 indicated that there was a definite relationship between type of district and the length of time teacher-leaders have served in the community. A further analysis of Table 11 also tended to indicate that recognized leaders should be a part of a school community before he or she can take a leadership role. The longer the term of service, the more the tendency toward assuming responsible positions. No deviations from this tendency were found, regardless of the size or composition of the district.

It should be noted that Xavier was a suburban district which, until 11 years ago was served by a two-room elementary school, but which now houses 7,800 students in its 9 school buildings. It explains why no teachers now in the system have been there more than 10 years. The responses to questions 21 (see Appendix D, Schedule B) were very inconclusive. In the larger school districts, which included the urban and the two suburban areas, there were many

TABLE 11
FACTORS RELATED TO LENGTH OF SERVICE OF IDENTIFIED
LEADERS BY DISTRICTS

Question: What length of time have they served in the schools of this community?				
District	0-5 years	5-10 years	More than 10 years	Totals
Kensington	1	2	6	9
Converse (Rural)	4	5	10	19
Westchester	1	2	18	21
Sub totals (Rural)	6	9	34	49
Towncliff (Suburban)	0	3	9	12
Xavier	9	55	0	64
Sub totals (Suburban)	9	58	9	76
Megapolis (Urban)	6	46	78	130
Sub totals (Urban)	6	46	78	130
Totals	21	113	121	255
$\chi^2 = 63.4$ $df = 4$ $P = < .001$				

teachers named who had served as leaders in the past, but now had retired or stepped aside. These people still had many followers and were called upon for advice and assistance by both administrators and teachers. One respondent, the executive secretary of a local district branch of the M.E.A., stated, "We rely very heavily on the former presidents and officers of our association when we draw up our proposals for salaries in the coming year."

An important factor gleaned from responses to this question was that no respondents could cite any particular teacher position as having special influential status.

All but 10 of the 55 respondents could identify from 2 to 5 influential teachers who held no definite position beyond their teaching assignment. There were a total of 83 mentioned--26 elementary teachers and 57 secondary teachers. A further breakdown showed that 20 of the elementary teachers were women and 6 were men. Most of the elementary leaders influence centered in the internal structure of the school, such as providing assistance in teaching to younger teachers.

Of the 57 secondary teachers who were felt to be especially influential, all but 9 were men. These represented nearly every subject area in the school. In the two largest districts studied, with 38 secondary teacher-leaders mentioned, 7 were teachers union leaders. The emphasis which the secondary influentials placed upon their role centered upon salary negotiations and professional problems.

Unusual influence did not appear to follow from a special competency in athletics or music, or any other area in which the

teacher is more exposed to public observation. Respondents indicated that it depended largely on the personality of the teacher and the character of the staff. One significant response to this question was, "If teachers want to cry on somebody's shoulder, Mr. X is always handy." This remark is not typical of the responses of the majority, however. Interviewees tended to be gratified by the assistance which these veterans could give. Neophyte teachers were never mentioned as influential in this sense.

B. Community Leadership

1. Introductory Statements.--The definition of community stated that it "consisted of people who lived in a more or less contiguous area, and were engaged in such social processes and relationships as may normally arise in the pursuit of the chief concerns in life. . . ." A professional, referred to one whose skills were achieved through a long formal process of advanced training. It was relatively simple to classify most professions and fit them into a high status group, such as doctors, dentists, lawyers, architects, etc. But this was much more difficult with teachers.

A major emphasis in this thesis was concerned with the teacher's role in the community. Many of the hypotheses which were tested dealt directly with this position. The assumption had been made that teaching was a profession, but the literature indicated that not all of our citizens regarded it as such. Groff¹ stated:

Teachers might best be classified as middle class professionals. This term, while retaining for them the distinction

¹Patrick J. Groff, "The Social Class of Teachers," Journal of Educational Sociology, 25 (September, 1952), pp. 20-24.

of having had professional type education and of subscribing to professional type purposes and ethics, takes a realistic view of the comparable social status with the other professionals, and the propertied class which appear truly to constitute the upper social class.

The feeling of "professionalism vs. status" did not appear to be a factor in determining leadership, according to the responses of the interviewees. If teachers were status conscious, they did not mention it a single time during or after the interviews. Most teachers were from middle class backgrounds and seemed to reflect middle class values. But what was important, as far as the respondents were concerned, concerned itself with the often expressed feeling that the general public had little in common with our profession. There was a tendency toward mutual understanding. Rubin² stated specifically:

It seems to me that one of the real barriers separating the educator from the public is the powerful self consciousness of the teacher. In effect, the teacher too often has accepted the role thrust upon him by the most critical elements of the public--the role of an ineffective person who has taken refuge in the schools from the competitive conditions of the world at large--teachers do tend to feel marked and painfully self conscious.

No indication of this self consciousness among respondents was apparent, nor was there any overt evidence of ineffectiveness. The misunderstanding, or the expressed desire not to understand, on the part of both teacher and public might be partially responsible for the decline in public support for schools at the present time.

Administrators did not consider their teachers to be community leaders to the extent that they had a significant voice in the community program. With this factor in mind, together with the written opinions

²Norman J. Rubin, "Teachers and People," Educational Leadership, 11 (October, 1953), pp. 22-28.

of both Groff and Rubin, attention was directed toward the teacher's role in the community as seen by 55 teacher respondents.

Questions 22 through 29 of the interview schedule (Schedule E) called for the respondent to express his or her opinions regarding the teachers' leadership role in the community. Graph 2 illustrated the extent to which teachers were involved in community activities and corresponded to Question 23 of the schedule. Table 12 outlined the extent to which teacher's advice and counsel was regarded in the community, and corresponded to Question 24 of the schedule.

All respondents except five felt they knew the true leaders of the community either "very well" or "quite well." Only those who answered in this manner to Question 22 were asked to respond to Questions 23 and 24.

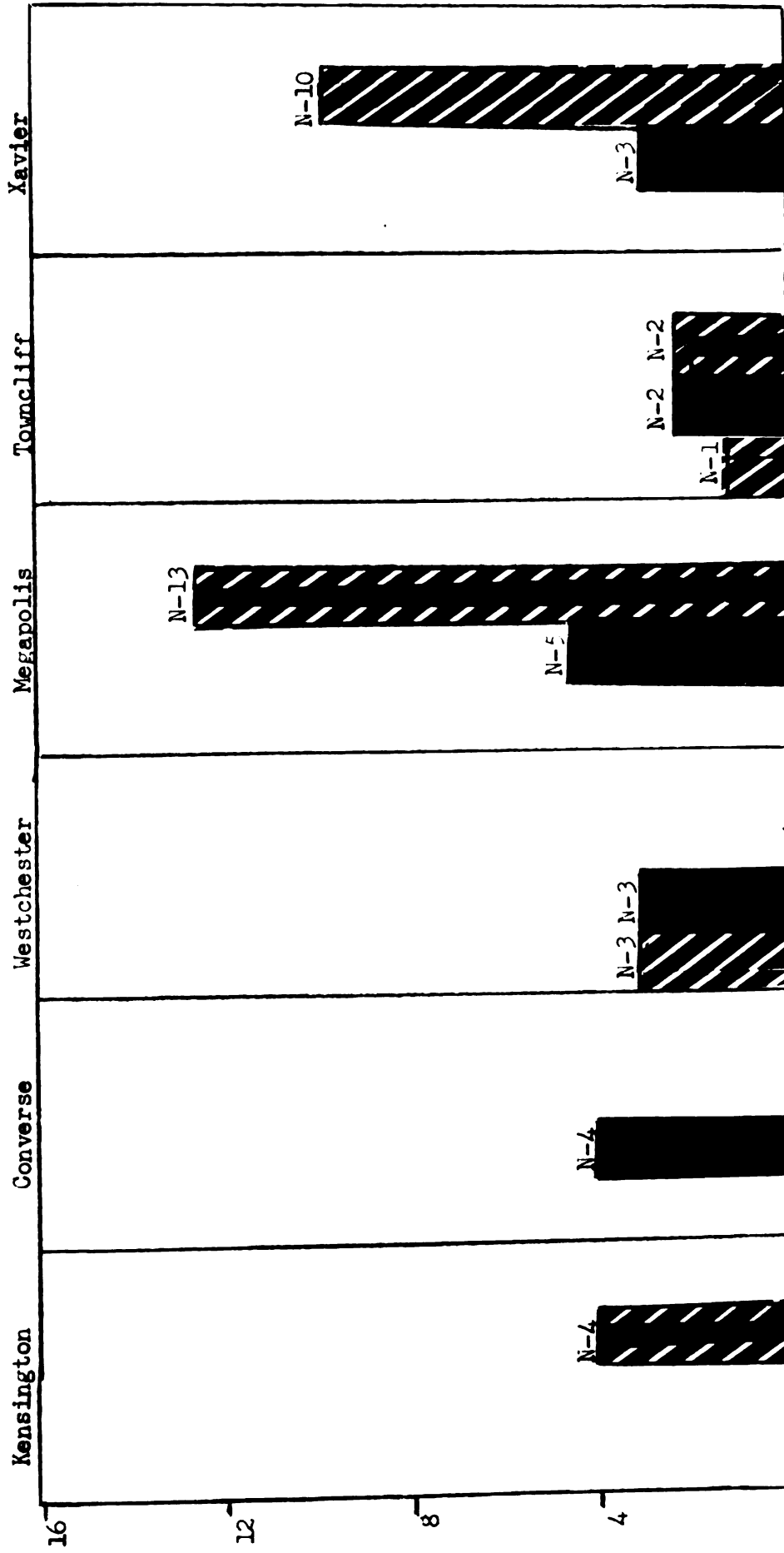
2. Influential Community Organizations.--The responses to the opinion question, which asked the teacher to name the organized groups which exerted the most influence, brought the following responses:

a. In all districts sampled, the majority of the responses stated that the Chamber of Commerce and the Jaycees were strong and influential. In the large urban community, a "Committee of 50," who were primarily business and industrial leaders was considered the most influential of all organizations in promoting the progress and destiny of the city. In the same city the Labor Council received 11 mentions as an influential agency. This was the only community in which labor was mentioned as being strong.

b. It was surprising to note that in two areas the American Association of University Women was very influential, receiving a total

GRAPH 2

CHARACTER OF REPLIES FROM TEACHERS REGARDING THE EXTENT OF TEACHER INVOLVEMENT IN COMMUNITY ACTIVITIES
(N - 50)



SI MI NTMI NAAI SI MI NTMI NAAI SI MI NTMI NAAI SI MI NTMI NAAI

Key to Symbols: SI - Strongly Involved
MI - Moderately Involved

NTMI - Not too much Involved
NAAI - Not at all Involved

TABLE 12

EXTENT TO WHICH TEACHER'S ADVICE AND COUNSEL WAS REGARDED IN THE COMMUNITY
N - 50 RESPONSES

Name of District	Extensive Consideration Given to This Advice	More Than Average Consideration	Equal Consideration With Other Members	Little or No Consideration	Totals
Kensington (N - 4)	0	1	3	0	4
Converse (N - 4)	1	2	1	0	4
Westchester (N - 6)	0	4	2	0	6
Megapolis (N - 18)	0	4	8	6	18
Towncliff (N - 5)	0	3	2	0	5
Xavier (N - 13)	0	5	6	2	13
Totals (N - 50)	1	19	22	8	50

of eight mentions. Others mentioned more than once included the D.A.R., the League of Women Voters, the College Club, and the Zonta Club.

c. In one suburban district a Tax Study group (anti-school) was particularly effective. This was counterbalanced by a Citizens Advisory Committee for Better Schools, an organization supported by school administrators and school board members. The Board of Education received five mentions in the community as an influential group. This was somewhat significant, since no other response in any district indicated that the Board of Education was a strong organization.

Each community had several service and fraternal organizations, but these served primarily as expeditors of predetermined policy. It was evident in this study, and rather surprising, that more teachers did not find these clubs and societies to be very influential. Most respondents felt that such organizations had a primary purpose for existence, with the aims and goals of the membership oriented toward altruistic accomplishments. If schools were promoting a recreational program or a sight saving program, these organizations tended to be more receptive to this type of service than the promotion of a favorable bond issue.

This study indicated that teachers who were not professionally active were rarely active in community affairs. There were only four separate mentions of such individuals who were recognized community leaders, but who were not professionally active in educational circles. In only one case was the individual active enough to run for a political office. On the other hand, there were two illustrations involving teachers who ran for a political office who were also professional

leaders. One was successful and held a township office, while the other was unsuccessful, largely because the party loyalty in that area was traditionally for the other major party.

It was previously noted that politics was not a strong issue or concern of the teacher. While a recent magazine article stated that over 90 per cent of the nation's teachers voted in the 1960 national elections, no evidence was found in this study that teachers participated actively in a political role as candidates for office.

3. Profession vs. Community.--What role does the teacher actually play in the community? This question formed the basis for a single statement selection from among three (Question 28, Schedule B) and tended to show the perception the respondent felt in this matter. Responses to this question were received from all 55 interviewees and recorded by districts. The statements were:

- A. Teachers in this community enjoy high social prestige and their counsel and leadership qualities are welcomed by active community organizations.
- B. Teachers in this community are welcomed and are respected in their profession, but are usually not considered as community leaders.
- C. Teachers are discouraged from membership in influential community organizations because of status, expense, or other related factors; and as such cannot exert any significant leadership function in the community.

Although 20 per cent of the respondents indicated that Statement A was the best answer to this question, there was considerable doubt that teachers enjoyed "high social prestige." These respondents felt strongly that the teacher's counsel was a highly desirable quantity in the community and that the profession lent a desired

TABLE 13

FACTORS INVOLVING ROLE OF TEACHERS IN COMMUNITY

Responses By Districts	Statement A	% of Responses	Statement B	% of Responses	Statement C	% of Responses	Total
Kensington	1	25.0	3	75.0	0	0.0	4
Xavier	1	7.1	12	85.8	1	7.1	14
Megapolis	0	0.0	15	75.0	5	25.0	20
Towncliff	2	28.6	4	57.1	1	14.3	7
Converse	4	100.0	0	0.0	0	0.0	4
Westchester	4	66.7	2	33.3	0	0.0	6
Totals	11	20.0	37	67.3	7	12.7	55

prestige which was valued by the citizenry. Teachers who indicated that Statement A was closest to their situation were largely representative of two well established rural communities where teachers performed the leadership and advisory functions in many church and recreational activities.

In other areas, the great majority of the respondents judged teachers to be respected and welcomed, but did not consider them to be community leaders. Thirty-seven of the interviewees felt this statement to be more correct than the others. These respondents further felt that there were two reasons why this was so:

1. Teachers exhibited little interest in community work outside their church and social roles and, therefore, "begged off" from this additional responsibility.

2. The community, having established organizations with certain goals and purposes to attain, had not invited teachers to attend and join in their work. An impasse was then created, with only the well established residents of the teaching profession able and willing to work into these pre-established roles.

Only 7 respondents felt that teachers were actually discouraged from community participation. Those who felt that Statement C was the best answer came from the urban and suburban areas, where there were many leadership groups.

A brief summarization of the responses to this question indicated:

1. Four-fifths of the respondents acknowledged that teachers were not considered community leaders.

2. The two most mentioned reasons given why teachers were not so considered included: (a) a lack of time; and (b) lack of interest.

3. Established smaller communities asked more of a teacher's time for the development of community purposes, and received it.

The last question posed to the interviewee again asked for a choice among three statements. The purpose of this question (see Question 29, Schedule B) was to determine where the individual members of the teaching profession placed their major emphasis. This question was explained carefully to each respondent, and it was stressed that influence within the profession meant outside the classroom or area of instruction, but included all professional organization activities within and without the school setting.

The question and statement choices were:

Please indicate which statement best describes the role that classroom teachers play as a means of comparison between professional leadership and community leadership:

Statement A. Teachers generally exert more influence within the profession itself and display more leadership in this area.

Statement B. Teachers generally exert more influence in the community and display more leadership here.

Statement C. There is no significant degree of difference between the two.

All 55 interviewees responded to this question. The responses indicated that professional activities tended to come first in the teacher's life. The breakdown of responses was:

Statement A. 52 responses.

Statement B. No responses.

Statement C. 3 responses.

These results were somewhat surprising, since responses to the previous question indicated that 20 per cent of the respondents felt that teachers were highly regarded as leaders in the community. An informative illustration comparing the responses from two rural communities was reported as follows: The faculty at Westchester had a very tenuous relationship with any state and national professional organization, and four out of six respondents in that community's schools stated that teachers were quite influential in the community. On the other hand, the faculty at Converse had a very close relationship with local and state professional organizations, and still all respondents felt that teachers were community leaders. In spite of the apparent dichotomy, all ten respondents in the two districts felt that the teacher's interests were directed toward the work of the profession. The implication drawn from this comparison, and from responses to these questions was: Teachers felt a sense of loyalty toward their profession, which was probably surpassed only by their sense of loyalty and duty to family, church, and students.

Responses to Question 12 of the questionnaire (see Appendix E, Schedule C) were examined. This permitted respondents to draw some comparisons between the teacher's professional and community activities. The answers were rather involved, but the central thought which each respondent tried to convey has been extracted. A total of 73 responses to this question (10 left it blank) indicated:

1. There was no perceptual difference in the variety of responses with regard to philosophy and content between teachers in a smaller rural community and those who served schools in a large urban community.

2. The most frequently mentioned factor considered by respondents to be an impediment upon a teacher's obligations was time. Thirty-five of the respondents gave this as the primary limiting factor in both their professional and community roles.

3. The positive approach was taken by 12 respondents, who regarded both types of obligations as a responsibility and a challenge; both to the profession and to society. They indicated that a person who could perform both types of duties acceptably was an outstanding person, and added that there were few people of such caliber in the profession.

A selected sampling of respondents' reactions toward Question 12 in the questionnaire were recorded as follows:

(It is important that teachers be active in less publicity seeking activities. Good teaching demands more time than is given to it now.)

(We should all belong to a professional organization because it is important to make us more proficient. Community work should be of service, using talents, etc.)

(Many outstanding teachers have club memberships and church memberships which involve leadership.)

(There is little correlation between professional and community leadership. We should try to get the community to recognize the teacher as a professional.)

(A teacher who gives time to the community is an honor and an asset to the profession.)

(There is not much relationship between the two. Many excellent teachers are not born to be leaders.)

(Teaching ability should not be judged on the basis of outside leadership.)

(We should make a distinction between a wage earner and a bread winner.)

(It is almost impossible to exert much influence in both unless a teacher is unmarried or has no children.)

(There is too much importance attached to community participation. There isn't enough time to teach and spend nights and weekends on things which others have more time to do.)

These responses were a representation of pertinent responses.

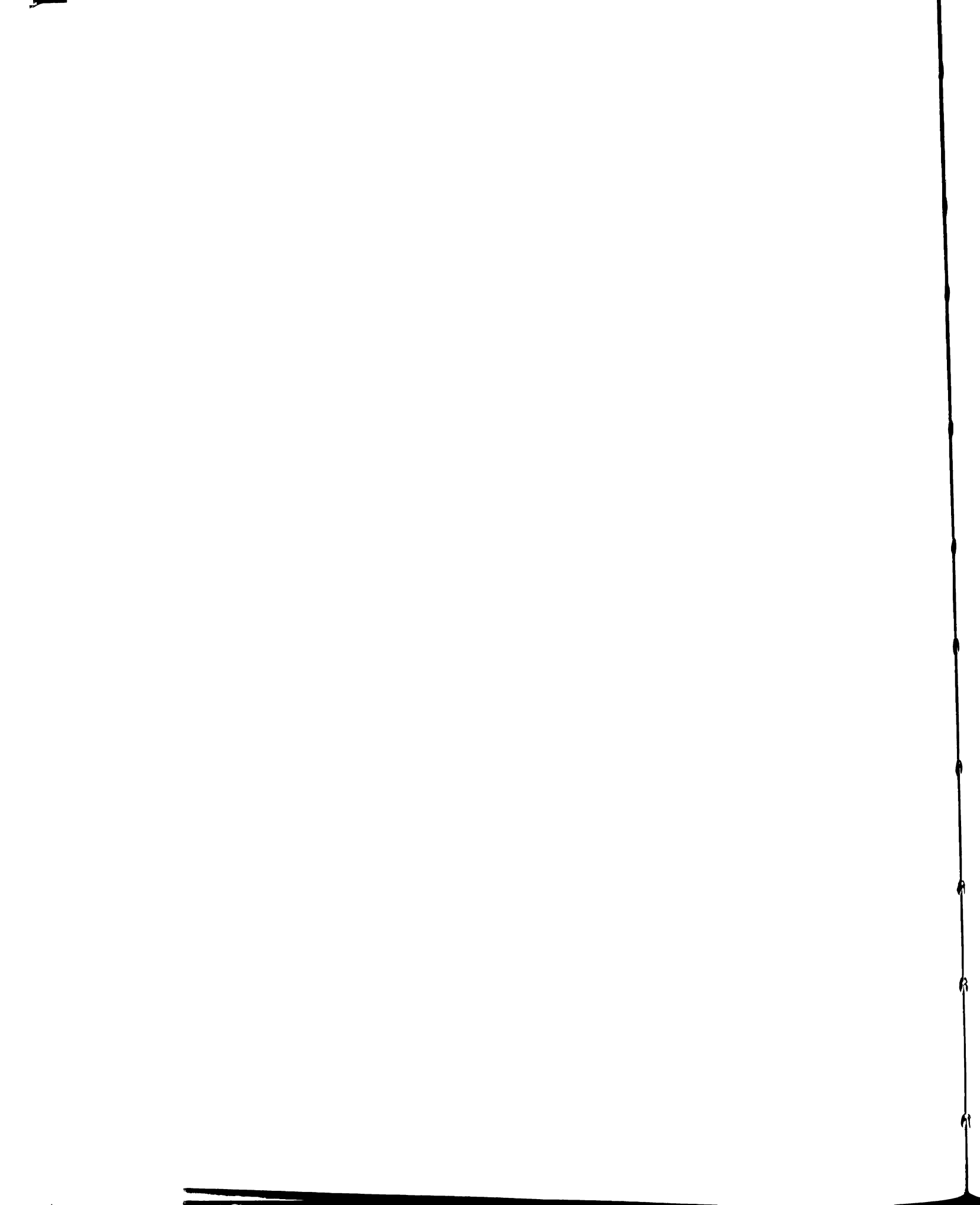
It was noted that the sentiment was not strongly oriented toward assumption of additional duties. Many respondents implied that the community rarely showed much appreciation for such service.

A difference in the responses of teachers from large and small school districts appeared in the questionnaire analysis. In Question 8, the response called for an opinion whether the teachers identified in previous questions as professional and community leaders, reflected the strongest leadership influence in the school system.

In Kensington, 10 out of 19 responded negatively to the question, and stated that they felt that the present leadership was not the strongest in the system. Two of the respondents felt that some of the leaders were strong; and 7 felt that the present leaders represented the strongest leadership.

In Megapolis, however, in a sampling which included the identification of teachers union leaders, 48 out of the 64 respondents (75 per cent) indicated that these people were the top professional leaders. Two possible reasons for these contrasting types of responses were posed:

1. A large city with a rather stable staff of teachers may choose its leaders more carefully. These leaders would have to stand out more to be recognized and may be stronger and better informed because of the numerical competition.



2. A teachers union group, while numerically smaller in membership, tends to be more vocal and make its program known more readily than the conventional professional group.

It was recognized that no real control factors were built into the distribution of the questionnaire, since it was done on a random basis. It did seem apparent, however, that leadership activities in smaller areas were more diversified, and included more school activity requirements and more community leadership roles. In large cities, leadership appeared to be more inner directed, with greater emphasis by the leadership group upon professional advancement, and less upon diversified professional and community work.

To correlate this observation with administrative responses to the interview question, the data indicated that smaller communities tended to recruit a higher ratio of community workers among teachers than larger ones. (Refer to Graph 1, Page 73). It was also noted that administrators could much more easily identify these workers. From these factors it was assumed that, if time allotted to classroom duties was approximately equal between the two types of communities, the amount of time which remained to concentrate on professional leadership activities would tend to be greater in a large district.

4. Summarization of Respondents Concepts of Teachers Leadership Roles.--The findings in this study, as they related to collective concepts of both administrators and teachers toward the degree and scope of the leadership roles of classroom teachers, might be briefly summarized:

1. Six of the eight administrators interviewed stated that teachers did not exert a strong leadership force in the community. The

remaining two indicated that this force was exerted at certain times when school situations demanded it, and when these situations affected them personally.

2. These responses correlated closely with teacher responses. Four-fifths of these respondents stated that teachers were not community leaders.

3. All administrators interviewed agreed that teachers gave first allegiance to their profession. Very few community leaders among teachers were not also professionally active.

4. The same near unanimity of response came from the teacher respondents. Fifty-two of the 55 stated that teachers gave first loyalty to professional duties. These interviewees also collectively noted that only four of their teacher acquaintances, out of hundreds, were community leaders, but not professionally active.

5. Teacher respondents tended to agree that a relatively small percentage of teachers exercised leadership roles in the profession. There were many factors, but those most often mentioned were:

- a. Lack of time.
- b. Lack of interest.
- c. Administrators took over many of the authority roles of the professional organizations.
- c. Too many women were not aggressive as leaders.

These were limited studies, but they did indicate a strong degree of consistency. Furthermore, the results held some important implications for the future role of teachers in our changing society. A similar study conducted ten to fifteen years in the future may reveal

startling changes in these same communities with regard to the role of the teacher as a definite leader. An implication was suggested that this role would be more positive and more confidently assumed by more teachers who realized that their areas of influence were beyond the classroom.

IV. Relationships Between Findings in This Study and the Hypotheses Tested

A. Introduction

The basic theory proposal was stated:

The teaching profession remains today, as before, a relatively impotent direct leadership force in the community setting outside the classroom, and the tendency toward change is initiated by stimulus outside of the profession.

The term "leadership" denoted a positive role, while the term "impotent" illustrated a very negative implication. It was indeed incongruous that both of these terms could have been in close conjunction with each other in the teaching profession.

The use of the term "relatively" meant, "in terms of what factors." Seven established hypotheses were tested and it became our responsibility to determine which factors were present to create both positive and negative conceptions of the teacher's leadership roles. References to research studies previously completed and outlined in Chapter II, were to be made as they become applicable.

B. Testing of the Hypothesis

The first hypothesis advanced was, "Opportunities for community service, as evidenced by the acceptance of definite leadership responsibilities, tend to increase as the teacher takes on additional duties

and responsibilities in the community's school system."

It had been stated that individuals who were active as leaders in community organizations were almost invariably active as leaders in professional organizations. A great deal of evidence in this study, as outlined in the following paragraphs and tables, tended to prove that this hypothesis was true and should have been accepted.

One significant statement was made by the executive secretary of the local educational association of Megapolis. He stated, "Many elder statesmen, retired from association leadership, take responsibility in community organizations." When he was asked what type of community organizations, he replied, "Those with whom they like to be associated, like their church or club."

It was noted in Table 11 that over 90 per cent of the teachers who were identified as leaders have lived in the community more than five years, and 47.5 per cent have lived there more than ten years. All of the interviewees had served in their district's schools four years or more and these respondents indicated that community service was closely related to length of service.

Table 14 indicated that the opportunities for, and the acceptance of, community leadership responsibilities by teachers depended a great deal on the size of the school district and/or community and on the type of community.

The data from Table 14 indicated:

1. Nine out of 14 respondents from rural districts were active in one or more community organizations for a 64 per cent participation. All of these respondents had served in their community's schools for 10 years or more.

TABLE 14

FACTORS AFFECTING THE ACTIVITIES OF TEACHER RESPONDENTS
IN PROFESSIONAL AND COMMUNITY ORGANIZATIONS

Name of District	Type of District	# of Respondents	# of Respondents Active in Professional Organizations	# of Respondents Active in One or More Community Organizations	Added Assignments in School by Respondents
Kensington	Rural - Steady growth	4	3	1 ^a	9
Converse	Rural - Stable, fringe growth	4	4	4 ^b	5
Westchester	Rural - Stable	6	2	4 ^c	10
Sub totals 1 - 3, inc.		14	9	9	24
Megapolis	Urban - Stable, fringe growth	20	5	1 ^d	24
Xavier	Suburban - Fast growing	14	5	3 ^e	24

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TABLE 14--Continued

Name of District	Type of District	# of Respondents	# of Respondents Active in Professional Organizations	# of Respondents Active in One or More Community Organizations	Added Assignments in School by Respondents
Towncliff	Suburban - Fast growing	7	3	2 ^f	10
Sub totals 4 - 6, inc.		41	13	6	56
Grand Totals 1 - 6		55	22	15	80

^aThis teacher also exerted professional leadership

^bAll respondents in this district were active in the community.

^cEmphasis here placed on community activities.

^dLittle teacher emphasis on community activities.

^eAll active in Citizens Advisory Committee.

^fTwo men interviewed in this district. Both active in community work.

2. Six out of 41 respondents from urban and suburban districts were active in one or more community organizations for a 15 per cent participation. Only 16 of the 41 respondents had served in the community's schools for ten years or more.

3. Size and type of community appeared to have a great influence on the opportunities which teachers have to become affiliated with community organizations. Small communities requested teacher participation much more than did larger communities.

4. The rural area respondents had a total of 24 additional school assignments for a 1.7 assignment per teacher, while urban and suburban area respondents had a total of 56 additional assignments for a 1.4 assignment per teacher.

It should be noted that although teachers often participated in community activities, no respondent took any leadership role in power structure organizations such as business and civic clubs. Their community roles were restricted to service clubs and agencies, and local branches of university groups, together with church and religious group work.

A strong reservation might have been made that, although additional duties within the school system did play a part in determining whether teachers became "community active", this factor alone was probably secondary to the influence of the size and type of community where the teacher was employed.

The second hypothesis stated was, "Suburban communities, with extensive housing developments, tend to have more teachers as recognized community leaders, than do heavily industrialized communities or small stable communities."

An analysis of the data, together with interview impressions, strongly indicated that this hypothesis should have been rejected. The opposite tended to be true; the smaller, stable communities recognized their teacher-leaders and utilized their abilities to a far greater extent than did the fast growing suburban areas.

In Graph 1, it was noted that from 64 to 80 per cent of the teachers employed in the three smaller schools in the sample were also residents of their respective districts. In suburban areas, this percentage was reduced to 30 to 40 per cent. This factor reflected the continual growth pattern of these communities. Most of these teachers lived in the larger city, which eventually feeds the suburbs. The patterns of influence within the suburban community change more rapidly.

In the urban community, approximately 65 per cent of the teaching staff resided in the district. Of the 20 respondents from the sampled urban district, only 4 lived outside the city limits.

The implication of the population data for the rejection of the second hypothesis was that to live in a community would encourage a greater participation in community affairs. In only two of the rural districts were teachers considered to be strongly or moderately involved in such affairs. It was also true that the third district in that group had a lower percentage of its teachers as community residents than did the others.

Additional implications in this study regarding the second hypothesis were:

1. Suburban communities tended toward a greater percentage of leadership types among its residents. Teachers were but one

representative group out of many who were potential leaders. Many suburbanites had higher educational backgrounds.

2. Since a majority of teachers working in suburban areas were not residents of their working community, the mantle of community responsibility fell more heavily upon other persons.

3. Teachers in suburban areas appeared to have much less identification with the community than those in rural areas. Their interests were more closely allied with their professional objectives.

The third stated hypothesis was, "There is a significant relationship between outstanding teachers as recognized by administrators for professionalism and service, and the degree of influence these teachers exert in community affairs."

To develop this hypothesis, the responses of administrators to questions dealing with identification of master teachers and the identification of community leaders were recorded and examined. It was previously noted that the teachers, in general, were not believed to be leaders, but administrators unanimously recognized that a percentage of their teachers had a recognizable influence.

The information in Graph 1, Page 78, indicated two administrators could not determine the number or per cent of outstanding teachers under their jurisdiction.

The significance of the administrators' responses to these questions centered in the fact that no teacher was named as a community leader who was not also named as a master teacher. In three of the larger districts, it was impossible for the administrator to identify either with any objective accuracy. However, all administrators stated

TABLE 15

ADMINISTRATORS' RESPONSES TO QUESTIONS REGARDING IDENTIFICATION
OF OUTSTANDING TEACHERS AND THEIR COMMUNITY INFLUENCE

Name of District	Number or Percentage of Identified Master Teachers	Number or Percentage of Identified Community Leaders
Kensington	7 out of 52 (13.5%) 4 Male and 3 Female	2 out of 52 (4%) Both Male
Converse	20 out of 68 (30%) Equally divided as to sex	Most were community leaders
Westchester	16 out of 94 (16.8%) 7 Male and 9 Female	3 out of 94 (3%) All Male
Megapolis	There were a number of these, but could give no estimate	No estimate
Xavier	Approximately 10% Equally divided as to sex	No definite community leaders. About 5% community contributors
Towncliff	Many in this category, but could give no estimate	Few were leaders

Sampling of Administrative Responses:

Teachers are not represented on major councils in the community.

Teachers do not want to be involved.

Profession has status, but does not take an active part in community.

Teacher's interests seem to be broader than the community.

Many executives live in community with comparable education and higher salary than teachers. These tend to have more influence.

Now that the community is more established, there is less school participation.

Teachers have considerable influence with friends, but not in total community.

People in municipal affairs have just not tapped teachers, and teachers have not been volunteering either.

that the two types of leadership were rather closely associated with each other. They stated that, although few outstanding teachers were identified leaders, they tended to be very good influences in the community setting. In view of these observations and comments, this hypothesis was accepted.

The fourth hypothesis was stated, "Community influence and active participation in community affairs, as exerted by teachers, tends to be restricted to smaller social organizations, religious organizations, and services directly concerned with young people and children."

Four administrators, representing an equal number of school districts, had indicated that "teachers were as active, or more so, in church and social organizations, as any other professional member in the community." Teacher respondents could give no direct number of their peers who were active in church or other community work and they were not requested to do so. However, some pertinent comments were made by teacher respondents which related to this point: These are stated in Table 16.

It was apparent, through these comments, that teachers generally participated in those activities outside the classroom which gave them enjoyment and satisfaction. There were some indications that teachers in smaller communities worked in those organizations which closely mirrored the values of that community. The reasons were twofold:

- (1) They tended to live in that community; and
- (2) their activities were somewhat more restricted by the visibility they had in that community.

TABLE 16

TEACHER RESPONDENT COMMENTS ON COMMUNITY ACTIVITIES OF PEERS

Name of District	Type of District	Comments Pertinent to Hypothesis
Kensington	Rural	No comments.
Converse	Rural	1. Most teachers are very active in church affairs. 2. Church roles are strongly intermingled with school activities for most leaders. 3. Churches are most influential.
Westchester	Rural	1. A good proportion of our teachers are members of one or more community organizations.
Megapolis	Urban	1. Teachers do not have much influence, but many are active in church and social groups. 2. Teachers are a little better known, but are not influential. 3. Church organizations will have many teacher participants. 4. Teachers also have leading roles in Boy and Girl Scouts.
Xavier	Suburban	1. Those who live in the community are involved in community work, but not many live here. 2. There is such a wide variety of interest that teachers choose what interests them most. Not many are interested in community work.
Towncliff	Suburban	1. The community expects much from its teachers. 2. F.T.A.'s are very active and seek teachers' advice. They do not ask them to do the work. 3. Teachers must limit their activities to school and church.

The teachers in larger communities were less confined by such close visibility.

It was interesting to note that no teacher respondent felt that such community involvement, whether in a rural, urban, or suburban community was mandatory upon them. Furthermore, no teacher respondent expressed dissatisfaction with his or her community affiliations and each implied that such affiliation was entirely a matter of personal choice.

The data indicated that the fourth hypothesis should have been accepted.

The fifth hypothesis to be tested was, "Athletic directors, coaches, and music directors tend to exert a stronger leadership influence in communities than do teachers in the academic disciplines."

A review of the literature had not revealed any new study on the extent of the influence or leadership activities of teachers in different academic or skill subject areas in the public schools. An objective appraisal of this study, as outlined by compilations of 50 responses from 6 communities, indicated that there was no concrete evidence that athletic directors, coaches, and music directors were more influential, and the hypothesis should be rejected.

The teachers questioned represented nearly every subject area in the schools except the vocational arts. Fifty teachers responded to this special question (See Table 17) which was added to the original interview schedule after it was printed. It appears in verbatim form, together with responses, in Table 17.

The basic conclusions drawn from this table and from the comments were:

1. Teachers recognized these people were more in the public eye, but did not feel that this single factor automatically constituted special leadership or influential status. Of the 9 persons who stated that these teachers tended to be more influential, all but two emphasized the role of the music directors, but not the coaches, as having possible special status.

2. No teacher respondent would say flatly that these people were more highly regarded than the others.

3. The two coaches and the two music directors among the respondents agreed with the majority. They did feel, however, that they probably had more influence with their players or performers than other teachers.

The sixth hypothesis stated, "Men teachers tend to exercise a stronger interest and greater participation in professional activities outside the classroom than do women teachers."

Within the profession, female teachers far outnumbered the men at the elementary level, while on a secondary level there appeared to be a near equality in numbers between the two. In Xavier, a suburban community in the study, 83.1 per cent of its K - 6 staff were women, but this ratio dropped to 46.7 per cent in the junior high school and 34.8 per cent in the senior high school. No percentage breakdowns were made in the other districts, but the indication was that this correlation would carry over in the others. In smaller schools, a higher percentage of female teachers in secondary grades was indicated, if this percentage is compared with that in fast growing suburban areas.

Graph 3 illustrated the respondent's self identification of their leadership activities, and classified these activities by the

TABLE 17

RESPONSES TO QUESTIONS RELATIVE TO LEADERSHIP AND INFLUENCE OF SPECIAL TEACHERS

Question: To what degree do you feel that athletic directors, coaches, and music directors, those in the public eye to a greater extent, are influential and exert leadership in the profession and in the community?

District	Number of Respondents Elem.	Sec.	Responses to question (These people tend to be more influential)	Responses to question (These people do not tend to be more influential)
Kensington	0	3	1 - Only in field of Music	2
Converse	1	2	2 - Both in area of Music	1
Westchester	2	3	0	5
Megapolis	5	14	4 - Two of these specified Music only	15
Xavier	7	6	1	12
Towncliff	5	2	1	6
	—	—	—	—
Totals	20	30	9	41

Significant Responses:

The agriculture department had a great deal of influence. This may be true of music, not of athletics.

There was more emphasis here on art, drama, and especially scholarship. Sports had their place, but it was not over emphasized. (5 mentions of this point in one community.)

Music directors were generally more influential, but not coaches.

Teachers in special skills generally had stronger influence here. Included music but not athletic people.

Athletics and music had a lot of influence in this school. (a junior high school with a majority of upper middle and upper class families represented)

sex and teaching level of each respondent.

The respondents were also asked to identify their fellow teachers--those who had no present duties outside their teaching assignment, but who were considered to be leaders in their profession. A total of 83 separate mentions were made. Twenty-six of these were elementary teachers while 57 were secondary teachers. The breakdown of this information by sex and teaching level was: 20 of the 26 elementary mentions were women--this represented a percentage of 76 per cent; 9 of the 57 secondary mentions were women--this represented a 15.8 percentage; 29 of the total 83 mentions were women or 35 per cent of the total; 54 of the 83 mentions were men or 65 per cent of the total.

Conclusions drawn from this data were:

1. Men teachers tended to be more active as professional leaders at all levels of instruction.
2. Teachers who were leaders on an elementary level tended to assume a more limited number of leadership roles per person than did those on a secondary level.
3. Leadership roles assumed by teachers on an elementary level tended to be far different in type than those on a secondary level. Elementary teacher-leaders were more concerned with professional responsibility toward improving instruction, while secondary teacher-leaders were more interested in improving salary scales and working conditions for teachers.
4. Men tended to be far more interested in the latter conclusion than women, since they were usually the wage earner and bread winner combination in the family.

GRAPH 3

NUMBER OF LEADERSHIP PERSONNEL AMONG RESPONDENTS, AS INDICATED BY SELF IDENTIFICATION
(Graph indicates number and percentage of identified leaders by sex and teaching level)



Average Male Leadership Role in Professional Activities - 52%.

Average Female Leadership Role in Professional Activities - 33.4%.

(Key to Graph) Plain plus Shaded areas - Total Number of Interviewees per Category
Shaded area only - Number of Self Identified Leaders in the Profession per Category.

An example illustrated this point. In Megapolis, a teachers union had been formed as an affiliate of the Michigan Federation of Teachers. Within the total membership of approximately 100 at the present time, all of these were men. This factor holds importance for the teaching profession.

This hypothesis was accepted.

The seventh hypothesis stated, "Secondary teachers tend to exercise a stronger interest and greater participation in both professional and community activities than elementary teachers outside the classroom."

It had previously been indicated that: (1) All respondents were members of their state professional association; (2) 16 out of 22 elementary respondents were members of some professional organization in their interest zone and 30 out of 33 secondary teachers were members of their professional discipline organization on a state or national level. In these two respects no particular difference between the responses from the two teaching levels was observed.

There were indications that secondary people were more active in their professional organizations, although the emphasis which they placed upon them depended greatly upon their marital status, their professional objectives, and the fact that teachers did or did not provide the major source of family income.

This study did not go into sufficient depth to determine interest in both professional and community work, and this hypothesis could not be tested objectively until an interest inventory was administered to respondents. This should be an area for further study and research.

Summarization of Hypotheses Testing

First Hypothesis - "Opportunities for community service, as evidenced by the acceptance of definite leadership responsibilities, tends to increase as the teacher takes on additional duties and responsibilities in the community's school system."

This hypothesis was accepted.

Second Hypothesis - "Suburban communities, with extensive housing developments, tend to have more teachers as recognized community leaders than do heavily industrialized communities or small stable communities."

This hypothesis was rejected.

Third Hypothesis - "There is a significant relationship between outstanding teachers as recognized by administrators for professionalism and service, and the degree of influence these teachers exert in community affairs."

This hypothesis was accepted.

Fourth Hypothesis - "Community influence and active participation in community affairs as exerted by teachers tends to be restricted to smaller social organizations, religious organizations, and services directly concerned with young people and children."

This hypothesis was accepted.

Fifth Hypothesis - "Athletic directors, coaches, and music directors tend to exert a stronger leadership influence in communities

than do teachers in the academic disciplines."

This hypothesis was rejected.

Seventh Hypothesis - "Secondary teachers tend to exercise a stronger interest and greater participation in both professional and community activities than elementary teachers outside the classroom."

This hypothesis was neither accepted nor rejected.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AREAS FOR FURTHER RESEARCH, AND RECOMMENDATIONS

I. Introduction

This study was an analysis of professional and community leadership roles as they were assumed by teachers in selected school districts of Michigan. The purpose of the study was accomplished through a survey of the professional leadership and community leadership activities in which teachers in these districts were engaged.

It was limited in scope to selected third and fourth class school districts in Michigan. The actual survey of districts included two, third class districts and four districts of the fourth class. Only public schools were surveyed.

Three research methods were employed in the study.

1. An interview with the superintendent of each of the six districts and with the assistant superintendent in charge of secondary instruction of each third class district.

2. An interview with 55 teachers throughout all districts sampled who were identified as leaders and/or influentials by their superintendent or assistant superintendent.

3. A brief questionnaire administered to a random sampling of 104 teachers in two of the six districts studied.

The study was concerned primarily with the leadership activities of classroom teachers; not administrators, supervisory personnel, or any other individuals who were not directly concerned and regularly involved in classroom or student group discussions and activities.

A review of the definitions for leadership and influence stated:

Leadership is the process of influencing the activities of an organized group in its efforts toward goal setting and goal achievement.

Influence is the exercise of a moral or a social control over the actions of others, not based on authority, but on social, moral, financial, or other forms of ascendancy.

Two basic assumptions were made in this study:

1. Teachers were professional people and members of an occupation which required long and specialized preparation on the level of higher education. They were governed by their own code of ethics.

2. Teachers were classroom or instructional area leaders. This must be a basic requirement of the position which they held.

Beyond these assumptions, it appeared that the role of the teacher had not been clearly defined. There were many variable factors which had to be considered when a definition of the teacher role was considered. Some of these factors were considered in this study, while others lent themselves to further depth study in selected areas of leadership.

It had been emphasized that the teacher's role outside the classroom was considered. This covered both professional and community leadership.

At this point, some basic questions were posed. Those questions were closely concerned with the topic:

1. What were the relationships between teachers' professional leadership in the community's school system and community leadership and service as evidenced by the acceptance of such community leadership roles?

2. What were the obstacles or restrictions to more effective leadership, both in the profession and in the community?

3. What degree of importance did teachers attach to their leadership responsibilities?

4. What effect did certain variables have upon the leadership activities of teachers? Examples were:

a. The sex ratio and the age level ratio of the teachers within the community, and between selected communities.

b. The total teaching experience of each teacher.

c. The area of teaching proficiency and/or assigned classroom teaching duty.

d. The level of teaching responsibility.

e. The community of residence of the teacher.

f. The size and the type of community.

g. The length of residence of teachers in a community.

5. What type of organizations within the community were considered to be influential by teacher respondents, and to what extent were teachers active in these organizations?

These questions and the responses had been considered in this thesis, and their implications were highly important to a basic question.

This question was: "How did the professional educator conceive of the leadership role of the teacher in his society?"

Both administrators and teachers had expressed their opinions on the extent of the teacher's leadership role in the profession and in the local community, and a definite positive correlation between the two types of responses was evident in this study.

All conclusions were based upon careful evaluation of responses from the interviews and the questionnaires in the six districts in the sample. Implications and recommendations were outlined later in this thesis.

II. Conclusions

These conclusions were developed in response to the questions advanced and the replies given in the Introduction of this chapter:

Factors related to teachers' professional leadership activities and acceptance of community leadership roles in sampled districts.

1. Teachers who were leaders in community organizations were almost invariably active as leaders in professional organizations.
2. Because a teacher was active professionally did not necessarily mean he or she would be active in community affairs.
3. Administrators consistently felt that their most outstanding teachers, their master teachers, might not necessarily have been active in community affairs, but tended to have a very good influence upon both students and their adult acquaintances, regardless of their community work.

Factors seen as obstacles or restrictions to teachers' leadership activities, both in the profession and in the community.

1. From the administrator's viewpoint:

- a. The teachers' interests tended to extend beyond the confines of the community. They were more cosmopolitan in outlook.
- b. Teachers did not wish to be involved in too many activities. They felt that their job came first and such other activities should have been a natural outgrowth of their skills and interests.
- c. Persons who led in community affairs often hesitated in asking teachers to serve. There tended to be a lack of effective communication between teachers and community leaders.
- d. In larger communities, professional people outside of teaching, who had comparable educational status with teachers, tended to assume more of the leadership roles in community activities.
- e. Teachers tended to restrict their activities to those they could perform with professional associates.

2. From the teachers' viewpoint:

- a. Teachers lacked sufficient time to fulfill teaching obligations and assume other responsibilities. This factor was considered highly important in half of the responses of teachers.
- b. Teachers generally were not interested. There was a feeling that the need for teachers to take on additional responsibilities was over emphasized.
- c. Major professional educational organizations were heavily staffed with administrative personnel. This was a discouragement to some teachers.
- d. Many teachers, particularly those who were not the breadwinner of the family, were quite satisfied with their professional

roles. (This may not be an obstacle, since many of these teachers concentrated more on professional growth, rather than on salary or wage negotiations on a professional level.)

e. Community individuals and groups often failed to show appreciation for special services rendered by teachers. Teachers did not like to be taken for granted.

Factors which indicated the degree of importance which teachers attached to their leadership responsibilities.

1. Toward the profession:

a. Administrators unanimously felt that their teachers gave first professional allegiance toward their classroom duties.

b. Teachers also felt that this was true, but, in addition, indicated that a relatively small number of teachers exercised real professional leadership outside the classroom.

c. Both administrators and teachers attached great importance to their professional status, but a majority of teachers at this time were pessimistic as to the degree of influence which the profession had in the total society.

2. Toward the community:

a. A large majority of teachers expressing subjective opinions felt that community duties and responsibilities should be the last and least consideration.

b. Teachers unanimously stated that involvement in community activities should be entirely a matter of choice, not an obligation of the position or a requirement of professionalism.

Variable factors which affected the leadership activities of teachers.

1. In the communities studied, men assumed a higher percentage of the leadership roles in professional activities on both the elementary and secondary level. This factor was much more pronounced in the urban and suburban communities than in the rural communities.

2. Slightly over 70 per cent of recognized professional leaders in the six communities were between the ages of 35 and 55. Many veteran teachers, however, were considered to be influential in the profession, particularly if they had formerly served as a leader in a specific category.

3. The degree of professional leadership activities varied directly with the length of service of the teacher-leader in the school system. This continued as long as:

- a. The teacher remained in the school system, or
- b. The teacher assumed an administrative role or stepped aside to serve as a consultant or advisor.

4. The type of teaching position appeared to have little relationship to the degree of teaching leadership in professional activities. All levels of teaching skills and subject areas except vocational arts, were included among teacher respondents. None of these respondents felt that a certain type of position was important in determining how much leadership that teacher might exert in the profession.

In the community, more visibility was accorded coaches and music directors, but teacher respondents generally felt that these

people were not necessarily more influential in the sampled communities. (See Table 17).

5. Elementary teachers, who were predominately of the female sex by number and ratio, tended to exert less leadership in professional organizations which represented the total profession, but tended to be more active as leaders in special professional organizations, which emphasized methods of learning more about children.

Secondary teachers tended to exert more leadership in local, regional, and state professional organizations. They tended to place greater emphasis on professional standards and higher benefits for teachers.

7. A teacher who lived and taught in the same community tended to assume more direct leadership roles in that community. There appeared to be no relationship between the place of teacher residence and the teacher's professional leadership role.

8. Teachers in rural school districts tended to be more active as leaders in both professional and community activities than did teachers in both urban and suburban districts with either a stable or fast changing population.

9. Larger communities needed the help of teachers less than did smaller communities, because they enlisted the services of other professional people to a greater extent.

10. Teachers in rural school districts who had served as community organization leaders tended to make their residence in the district for a longer period of time than did teachers in suburban areas.

11. The percentage of teachers who served their communities as leaders of community organizations was much higher in rural areas than in urban and suburban areas.

12. Organizations which were considered as influential by teachers, regardless of the size, type, or location of the community, were those which served business and industrial interests of the community. These included the Chamber of Commerce, the Junior Chamber of Commerce, Businessmen's Association, Committee of 50, or any such distinctive designation. Civic officials were usually included as members of one or more clubs of this category.

13. Service clubs, fraternal organizations, and college and university alumni associations and women's divisions were not considered by teachers to be influential to the extent that business and civic organizations are so considered. Each of these served a special function of service or brotherhood.

14. No teachers were identified as members, and certainly not as leaders of civic organizations. Some teachers were members of service clubs, etc., but the usual meeting time at the noon hour prevented all educators, except administrators, from serving as leaders in these organizations.

15. Teachers tended to be active in inverse relation to the size of the community, in churches, P.T.A., Scouting, and recreational organizations.

III. Implications in this Study

Each community in the study had undergone varying degrees of change. It had been established that teachers were not direct

initiators of such change, but questions might have been raised whether this factor was important in determining true leadership. Might one otherwise influence change through attitudes and habits which have been developed in children and youth under the teacher's tutelage? Might one also assume that such attitudes and habits which have been developed in the minds of children were too meager to have been considered as having lasting influence in decisions affecting major community change? These questions would be difficult to measure empirically, but would be also worthy of thoughtful consideration.

This study had certain implications for educators who were also concerned about the teacher image and the oft degrading stereotype held of teachers by the general public. These included:

1. Teachers felt a sense of loyalty to their profession which was probably equalled or surpassed only by their sense of loyalty and duty to family, church, and self.

2. Teachers were usually respected as individuals. Many were genuinely loved. There tended to be an implication that denoted satisfaction and contentment on the part of those who felt that they had this respect and love. It might have further denoted that such a teacher might have used this as a camouflage to stay away from controversial and demanding professional and community responsibilities.

3. There was a strong implication in this study that the degree of teacher influence and leadership was directly related to the degree of harmony, cooperation, and mutual respect which existed among teachers at the different levels of teaching and the various subject areas of our schools.

4. The implication remained, although to a far reduced extent, that the community had the right to determine what type of behavior was acceptable for teaching professionals. As long as this feeling existed to any degree, it was questionable if sensitive people felt free to participate wholeheartedly in these community activities.

5. One implication had become increasingly apparent. The demands and needs for community leadership in larger communities were being met by other semi-professional and professional groups whose individual members had equivalent education and training with teachers.

6. The factor of outstanding teaching and its relationship to community influence and leadership was very intangible, but there was a definite implication that such teaching proficiencies were recognized by citizens, and the professional teaching image was enhanced where there were larger numbers of outstanding teachers.

7. There was an implication that such recognized outstanding teachers were very limited in number when compared with the total number of teachers.

8. A final implication was made that although classroom teachers were not considered to be a direct force in their community, they might be indirectly a very potent force. When a time would come when the full numerical total of teachers in a community, or a larger geographic area, became united behind a single objective, the full implication of this statement would be rationalized.

IV. Areas for Further Research

There are many areas for further study which would give additional depth and breadth to this vitally important area of teacher

leadership. These are indicated as follows:

1. The chief school administrator executes the policies of the Board of Education and thus indirectly influences the activities of the teachers in the community. As a professional, he is also vitally concerned with the extent and nature of teacher participation in professional organizations. An extensive study is suggested of administrators' attitudes and conceptions concerning:

- a. The expectations of the school community for teachers in leadership or influential roles. These roles would be in social, civic, recreational, religious, and political activities.

- b. The degree to which teachers should become involved in professional activities dealing with controversial issues, such as strikes, sanctions, sit-ins, and other current headline issues.

2. Many educators and lay citizens feel that the top public school administrative personnel are chosen from the ranks of former coaching personnel in the public schools and colleges. An intensive study of the validity of such a conception, not only in this state, but on a national basis, would be an interesting and informative research project.

3. A case study depth analysis of the attitudes of recognized professional and/or community teacher-leaders toward their leadership roles. A comparison between two vastly different types of communities may reveal many of the rewards and the frustrations of these roles and lead to improved instructional techniques for handling them.

4. A time study analysis of all additional professional and community activities in which teachers engage outside the assigned duties and responsibilities of the position. This type of study might

also be a comparative study among selected districts, or an intensive depth study in one or two districts having many school buildings and widely varying community patterns. A very specific definition of terms would be required.

5. A comparative analysis study is suggested to determine the effect of substandard certification of teaching personnel in selected school districts, upon the leadership activities of these specially certificated teachers. The comparison between fully certified and fully qualified personnel and those who are temporarily or partially certified and qualified would be made.

6. It is questionable whether proper use is made of the teacher's past experiences. A study of the relationship between active leadership experiences or special talents employed by teachers in pre-teaching life and the actual experiences in the teaching years might be explored in considerable depth.

7. A careful study of the reasons why teachers choose certain communities in which to teach should be made. To what extent is the fact that increased opportunities for leadership, advancement, and promotion are provided?

8. A study should be made which would include teachers, administrators, school board members, and certain community citizens, regarding the extent to which direct community leadership should be assumed by classroom teachers. Relationships to the needs of the specific community should be included in this study and varying types and sizes of communities might also be included as variable factors, if comparisons between communities are made.

9. A study of personality characteristics of teachers in different communities should be made to determine to what extent the personality of a teacher adjusts to certain types of communities. What makes a teacher a leader in one community, while in another he might not be so considered because of personality characteristics?

V. Recommendations

Regarding the Role of the Colleges and Universities.

1. Colleges and universities, in cooperation with selected area school districts, should provide annual leadership training workshops for teachers in all population area centers in Michigan.

2. Colleges and universities which grant degrees in teacher preparation should require each teaching candidate to personally observe the differing leadership patterns in the three types of communities outlined in this thesis. These are urban, suburban, and rural or some similar representation of population and area patterns.

3. Colleges and universities should require graduates in teacher preparation to assume and complete one recognized community participation activity during the course of the practice or student teaching assignment.

4. At least one basic course in the area of communication arts, which prepares students for interaction with the varied social and economic groups in the community, should be required of all teacher candidates from our training institutions.

Regarding the Role of the School District and the Community

1. The school administrators and the board of education of

each community should carefully examine their new teacher indoctrination policies to include a more complete initial introduction of the new teacher to the community. Community leader speakers at pre-school conferences, and special visits to civic and social service agencies, are examples of special activities which would increase the mutual visibility of the teacher and the community to each other.

2. The board of education and the school administrators should give added consideration to the factors of recognized leadership and/or activity roles in determining future promotions and special salary or released time commitments.

3. A basic obstacle to the presentation of a more effective teacher image to the public has been the marked distinction between elementary and secondary teachers on professional status, qualifications, and demands upon time. School districts, colleges and universities, professional organizations, and state accredited agencies should work together to eliminate such needless sources of friction between the two levels. This may be accomplished through the establishment of policies which clarify and redefine the required qualifications of teachers to give complete professional quality.

4. School administrators and boards of education should encourage the closer cooperation of the school with the leaders and officers of the power structure organizations within the community. These individuals should be encouraged to visit the schools and to be able to recognize the leadership potential among the teaching and administrative staff.

5. School officials should encourage an arrangement by which a teacher, mutually acceptable to the school administration and the

local professional or civic organization, might serve as an ex-officio representative to each civic, business, or industrial organization in the community.

6. School officials should consider and encourage a similar arrangement by which a teacher, mutually acceptable to the board of education and the local professional organization, serves as an ex-officio representative of the profession to each meeting of the board of education of that community.

Summary

Teachers tended to place their professional responsibilities before their community considerations. This was certainly commendable, but should not be over done.

The problem presently remains one of communication between the classroom teacher and the public. The final concern is that teachers should better be able to understand the dimensions of their expected leadership roles within their own communities and, in this context, the facilities of many agencies are required to encourage this. These recommendations outline some of these agencies and the role which each may take in this project.

The type of leadership which helps others realize their own best potentials through a democratic procedure has been emphasized. A Chinese philosopher best summarized this philosophy 26 centuries ago when he wrote:

A leader is best
When people barely know that he exists. . . .
Of a good leader, who talks little,
When his work is done his aim fulfilled,
They will say, "We did this ourselves."¹

¹Witter Bynner, trans., The Way of Life According to Laotzu; An American Version, (New York: John Day Co., 1944), pp. 34-35.

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APPENDIX

APPENDIX A

(Copy of letter sent to Chief School Administrator)

March 10, 1963

(Heading)

Dear :

Dr. William Roe, Chairman of the Administration Interest Area at Michigan State University, has written you on behalf of me and my study on leadership. This letter is a brief explanation of my project, and a request for a personal interview with you, and with selected teachers on your staff.

This study concerns itself with the leadership roles which public school teachers exert in the profession and in the community. I am trying to find to what extent teachers in selected districts exert these roles, and assume additional leadership responsibilities outside the classroom. These apply only to classroom teachers, and not administrative personnel or supervisors.

Your school district represents a type of district which lends itself very well to this study. I would greatly appreciate it if a personal interview could be arranged with you on Monday, March 18, 1963. At that time, I will explain the aims and objectives carefully.

My time on that date is flexible, and I would leave it to you to set the time for an interview. If the date is not convenient, we can set another date and time. I enclose a self addressed postal card for your reply, and will greatly appreciate your cooperation.

Very truly yours,

Robert D. Kellenga
Assistant Instructor

RDH/br

APPENDIX E

(Copy of letter sent by Major Professor)

March 4, 1963

(Heading)

Dear :

Robert Hellenga, Assistant Instructor at Michigan State University is conducting a very interesting study on "leadership." While I was talking with him about his project I immediately thought of you and the _____ school system.

Would you be kind enough to visit with him about this study and make arrangements for him to interview a few of your teachers? I believe you will be interested in his study. He is getting at some information which will be very useful to administrators.

I've suggested he contact you personally to make any arrangements convenient to you.

Sincerely,

William H. Roe, Professor and
Chairman of Educational Admn.

WHR/kk

APPENDIX C - SCHEDULE A

A STRUCTURED INTERVIEW QUESTIONNAIRE FOR THE
SUPERINTENDENT OF SCHOOLS IN THIRD AND
FOURTH CLASS SCHOOL DISTRICTS IN MICHIGAN

Oral Introduction

I am in the process of writing a thesis dealing with the extent of leadership of teachers in Michigan in both a professional way, (such as being a master teacher, or a natural leader who has made significant contributions to the profession, or one who is particularly gifted with qualities which cause others to regard him or her as a person who exerts leadership) and also in a community setting where he or she teaches and/or lives.

I am further trying to find out whether there is a certain amount of relationship between the two types of leadership; that is to say, are the same people leaders in both capacities, or are different people engaged in these activities.

Since you are the chief school administrator in this district, you have had some opportunity to recognize leadership patterns among your teachers. While you would be naming names, no names will appear in any manuscript in written form, but individuals will be referred to as Teacher A, Teacher B, Teacher C, etc. Names of school districts will also be given fictitious names to virtually eliminate any chance of recognition of school district.

The questions which I shall ask you will specifically deal with your opinions regarding your staff and with the community. Some questions will be a stating of facts as they come to your mind; some will deal with opinions and observations. Since we recognize that all teachers, by the very nature of their profession, exert some leadership qualities, we are really looking for the unusual, the outstanding, and perhaps the more influential whose contributions are far beyond the usual and expected.

1. How long have you been associated in any capacity with this school system?
2. How long have you been the Superintendent of this district's schools?
3. Are you directly engaged in the employment of teaching personnel?
Yes _____ No _____
4. How many teachers are employed in this system? (Exclude principals, supervisors, administrative assistants, etc.)

APPENDIX C - SCHEDULE A--Continued

5. Can you identify any teacher(s) on your staff whom you regard as a master teacher, and whom you feel would be so regarded by other staff members and administrative personnel? What position(s) do they hold in the school? (Identify also by degree held and whether male or female).
6. Would you consider any of these people as definite community leaders? If so, in what capacity(ies) do they show leadership, hold office, and direct activities which tend to benefit the community?
7. Are there teachers on your staff who are particular leaders in professional activities? (Examples: M.E.A. representative or officer, teachers' club officer, T.E.P.S., A.E.C.A., or any other professional activities or organizations with which you are acquainted).
8. Are any of these people, if not named before, community leaders in the sense we spoke of previously?
9. Are there any other teachers on your staff who are active and leaders in community affairs, or hold offices in community organizations?
10. As a reverse procedural question, can you identify any of these people as professional leaders? If so, in what capacity?
11. Which of the following descriptions would most nearly identify the type of community in which this school district is located?
 - _____ Stable, conservative community with little population growth or potential.
 - _____ Stable community with eventual growth potential in immediate community.
 - _____ Steadily growing community with large population of younger families, and a more flexible, liberal leadership pattern.
 - _____ Community characterized as fast growing and in a continual state of flux.
 - _____ Two or more separate communities represented in this school district? (If this is true, what are names of communities?)

APPENDIX C - SCHEDULE A--Continued

12. Could you estimate quite closely when this community was established or incorporated as a unit; i.e., village, city, etc.?
13. What estimated percentage of your staff reside in this school district?
14. Among the recognized professional leaders among your teaching staff, how many of them have been in this system for less than five years?_____ 5 to 10 years?_____ More than 10 years?_____.
15. Among the community leaders whom you identified among your staff, how many of them have been in this system for less than five years?_____ 5 to 10 years?_____ More than 10 years?_____.
16. Is it your considered opinion that teachers in general have a significant leadership voice in this community, with particular regard to major decisions of a community wide nature? Yes _____
No _____.
17. Would you please give one or more reasons for your answer?
18. In your opinion, has there been any significant change in the power structure of this community in the past 10 years or less? Yes _____ No _____.
19. If the answer to the previous question is Yes, what is the nature of this change?
20. Have there been any significant community improvements completed or being completed in the past 10 years? Examples of this might be new water or sewage system, increased or improved police or fire protection, street improvements, added recreational facilities and program, library, etc.?
Yes _____ (Nature of improvement(s)).
No _____
21. Are any members of your staff (teachers only) holding any governmental posts, either elective or appointive, on a local, county, or township level? If so, what teacher holds these positions?

APPENDIX C - SCHEDULE A--Continued

22. May I have your permission to interview the teachers whom you have identified in this interview, or any other staff member who might be better informed on their leadership activities? If so, under what conditions and what restrictions may these interviews take place?

APPENDIX B - SCHEDULE B

A STRUCTURED INTERVIEW QUESTIONNAIRE FOR SELECTED
TEACHERS IN THIRD AND FOURTH CLASS
SCHOOL DISTRICTS IN MICHIGAN

Oral Introduction

Your name has been suggested to me by your superintendent as a person who can assist in providing information on teacher leadership in this school system. I am writing a thesis on the topic of leadership, with the emphasis on the teacher, and his or her role in the profession itself and in the community. You can help in identifying those persons within the school system (teachers only) including yourself if applicable, whom you feel exert specific leadership roles in the profession and in the community.

I am thinking here of a person or persons who takes an active role in your professional organizations at all levels. I am also interested in those who are especially active in community projects, or who have assumed one or more leadership roles in the community which may have a direct or indirect bearing on the role of education. I am particularly interested in those teachers whose activities indicate that there is a relationship between the two.

The answers which you give to these questions will be kept in strictest confidence, and names of teachers identified by categories will not be identified in any written form, nor will they be discussed verbally. They will be identified as Teacher A, B, C, etc. Communities identified in this study will be designated by distinctive names other than the real names, to virtually eliminate identification of either personnel or community in the manuscript.

I will be happy to give more explanation to these questions as we go along.

1. What is your teaching responsibility in this school system?
2. What additional assignments or responsibilities have been given to you by your administrator, or have you volunteered to assume in connection with your teaching position?
3. Do any of these duties and responsibilities carry any significant administrative responsibilities? Yes _____ No _____.
4. How long have you been teaching?
5. How long have you taught in this school system?
6. How long in this particular building or any previous building on this site?

APPENDIX D - SCHEDULE B--Continued

7. Do you make your residence in this school district? Yes _____
No _____.
8. Are you a member of a professional organization, such as M.E.A., N.E.A., A.C.E.A., or some particular discipline state or national organization? If so, please list each one.
9. Who are the local leaders, if any, of these organizations? Please identify by name and position in district.
10. Do you exert any leadership role in any of these organizations beyond membership status? If so, what position(s)?
11. Are you a member of a local faculty club, or some equivalent organization, as distinguished from an affiliation with a national or state organization? If so, please state name of organization.
12. a. Who are the local leaders of any of these organizations? Please identify by name and position.

b. Do you hold any position, such as club officer, in any of these organizations? If so, please state the position.
13. Is this school system organized into departments? Examples: social studies, English, Primary Grades, etc.
Yes _____ No _____ Partially _____ (Record to what extent.)
14. Can you identify the heads or chairman of your department, and the chairman of at least two other departments in the school. Please state names of each person and name of department.
15. Can you identify by what means these individuals are chosen for these positions?
 - a. Administrative appointments _____.
 - b. Selection by faculty committee with approval of administration.
 - c. Any other method or combination used.
16. On what bases, to the best of your knowledge, are these chosen for these positions of responsibility and leadership? (List as many as possible of reasons for selection as you can.) Examples: Strong initiative, dynamic personality, strong organizational ability, length of term in service, enthusiasm, deliberative judgment, ability to get along very well with others, etc.

APPENDIX D - SCHEDULE B--Continued

17. Do any student groups or organizations have a direct role in the selection of heads or chairmen of departments? Yes _____
No _____.
18. Do all of the leaders identified by yourself, live in this school district? Please list exceptions, if any.
19. What are the age ranges of any of these leaders identified by yourself? Below 25 _____ 25 to 35 _____ 35 to 45 _____
45 to 55 _____ 55 to 65 _____ Above 65 _____.
(In this question, I am merely looking for numbers in each group, not names.)
20. What length of time have they served in the schools of this community? Less than 5 years _____ 5 to 10 years _____
More than 10 years _____.
21. To the best of your knowledge, are there other faculty members in this system who exert specific leadership influence of any type which has not previously been mentioned? As an example, we might be thinking of a teacher who holds no office, or specified additional position at this time, but because of length of service, or special skills, is recognized as influential. He may be called upon for advice, influence school operations or faculty functions, or serve as a type of fatherly figure. If so, would you indicate this person or persons, and give his or her area of influence or leadership?
22. (Pause in questioning for oral comments). We have now identified, as nearly as possible, faculty members who are professional leaders in this school system, and we have further identified some criteria by which these people have been chosen for their roles. I would now like to draw some relationships, where they exist, between professional leadership activities, and the degree to which teachers are involved in community activities which require leadership.
- You may be able to assist in this activity, and these questions are designed to determine the teacher's role in the community's activities. They will indicate (1) the community's willingness to accept teacher's skills in constructive enterprises, (2) the teacher's willingness to engage in these enterprises, and (3) the extent of this two way and mutual cooperation in this community.
- To what extent do you feel that you know the true leaders of this community? a. Very well _____ b. Quite Well _____ c. Not very well _____ d. Not at all _____.

APPENDIX D - SCHEDULE B--Continued

23. If you answered either a. or b. to the preceding question, to what extent are members of this faculty involved in these community activities? a.Strongly involved_____ b.Moderately Involved _____ c.Not too much involved_____ d.Not at all involved.
24. To what extent to you feel that the advice and counsel of teacher members of community organizations is being followed in resolving matters of community wide importance? a.Extensive consideration given to this advice_____ b.More than average consideration given_____ c.Equal consideration with other members _____ d.Little or no consideration in these affairs_____.
25. You have previously identified professional leadership. Are there any of this number, including yourself, who are especially active in organizations which most influence community progress? Please identify.
26. Which organizations in this community do you consider to be the most influential in determining community policy and the execution of it?
27. Are there certain teachers who are not professionally active, and do not play a leadership role in the school or its professional societies, but do play a significant part in community activities which require leadership. Please indicate who they are and their teaching responsibility.
28. Which statement would best state your feelings regarding the teachers' role in the community?
- a. Teachers in this community enjoy high social prestige, and their counsel and leadership qualities are welcomed by active community organizations.
 - b. Teachers in this community are welcomed and are respected in their profession, but are usually not considered as community leaders.
 - c. Teachers are discouraged from membership in influential community organizations because of status, expense, or other related factors; and as such cannot exert any significant leadership function in the community.
29. Please indicate which statement best describes the role that classroom teachers play as a means of comparison between professional leadership and community leadership:
- a. Teachers generally exert more influence within the profession itself, and display more leadership in this area.

APPENDIX D - SCHEDULE B--Continued

- b. Teachers generally exert more influence in the community, and display more leadership here.
- c. There is no significant degree of difference between the two.

APPENDIX E - SCHEDULE C

Leadership is one of the basic qualities of a teacher. It develops over a period of time, is an integral part of the teacher training process, and shows itself in many ways as the practitioner assumes certain assigned roles.

The study in which this writer is presently engaged concerns itself with teacher leadership. But it is not restricted to the normal or expected, but deals further with the additional duties and responsibilities which are voluntarily assumed, or which have been assigned by others because the individual has the ability to carry them out. It is further concerned with tangible evidence of such leadership, such as assuming an officer role in a professional organization, or even fulfilling a political responsibility or a community duty, either as an office holder or a liason worker.

The following set of questions will be given to a sampling of teachers in this school system to attempt to determine whom they view as exercising these types of leadership roles. Some of the questions are structured to give flexibility in answering, since we realize that it is extremely difficult to determine precise attributes of a leader in all types of roles.

We will not use names in the manuscript, and consequently you will not need to give your name. We would, however, like to have you list names of teacher-leaders whom you feel fill the role outlined in each question. These names will be kept strictly confidential, and will be used only for cross checking information. They will not appear in the manuscript by name, but only as individual totals in the data we hope to collect and analyze.

I appreciate the cooperation which your administrators have given me in permitting me to distribute this questionnaire, and certainly thank each of you in advance for your courteous assistance.

APPENDIX E - SCHEDULE C--Continued

A QUESTIONNAIRE ON LOCAL TEACHER LEADERSHIP

1. How long have you taught in this school system? _____ yrs.
2. How long have you taught in the school where you are now employed?
_____ yrs.
3. Are you a resident of the _____ School District?
Yes _____ No _____.
4. What grade level or subject area do you teach?
5. a. Do you know the names of the officers of your local teachers' club? (Specifically, President, Vice President, Secretary, Treasurer, Representative(s) to Regional Assembly, etc.) Please check one. Yes _____ No _____ Some of them _____.
b. If you answered Yes or Some of Them, please list their names.
6. Do you have a teachers' union affiliated with the American Federation of Teachers? Yes _____ No _____.
7. a. If the answer to question 6 is Yes, do you know the names of the officers of the local teachers' union? Please check one. Yes _____ No _____ Some of them _____.
b. If you answered Yes or Some of Them, please list their names.
8. Do you feel that the teachers whom you have identified in Questions 5 and 7 reflect the strongest professional leadership in this school system among teachers. (Exclude administrators in considering this question.) Yes _____ No _____.
9. If you answered No to Question 8, would you please indicate one or two reasons for your answer.
10. Are you acquainted with any of your teaching colleagues (not administrators) who are holding offices of responsibility in community organizations which are considered influential in shaping the policies of the community? (Examples, Service Clubs, Chamber of Commerce, Jaycees, etc.) Yes _____ No _____.

APPENDIX E - SCHEDULE C--Continued

11. If the answer to Question 10 is Yes, would you please give their name and the organization in which they are active?
12. In your opinion, what is the relationship between your conception of an outstanding teacher, and the leadership which he or she exerts in the profession and in the community?

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