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Date 10 August 1972

AN INVESTIGATION OF TEACHERS AND ADMINISTRATORS PERCEPTIONS
OF TEACHERS' ROLES AND RESPONSIBILITIES

by

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ABSTRACT

The teacher's role and responsibilities are going through a period of change. Many groups of people, in and out of the education profession, have their own perceptions of what the teacher's role and responsibilities should be. The problem of the study was to determine what two of these groups in the profession; namely, classroom teachers and their principals, perceived the classroom teacher's role and responsibilities to be in School District Number 7, Bozeman, Montana.

A survey of literature was completed. It revealed that role strain was a common difficulty encountered by classroom teachers and that it was increasing. Writers in this area concluded that the teacher's role and responsibilities needed to be more clearly defined if problems created by role strain were to be ameliorated.

A questionnaire was developed and mailed to all classroom teachers and principals in School District Number 7. Major findings from the study indicate that teachers and principals hold varying perceptions in the areas of classroom discipline, selection of administrative candidates, evaluation of daily lesson plans, selection and evaluation of new curriculum materials, conducting parent-teacher conferences and diagnosing and remediating learning disabilities.

As a result of these findings, the writer made the following major recommendations:

1. School District Number 7 should develop a district-wide philosophy for education students.
2. The district should make a specific effort to inform teachers new to the district what it expects of teachers in terms of roles and responsibilities.
3. Teachers' responsibility for classroom discipline should be redefined.
4. Principals and teachers should restate a policy for scheduling and conducting parent-teacher conferences.

CHAPTER I

INTRODUCTION

The American society seems to place a great deal of emphasis on the word "responsibility." A goal of the social studies curriculum is to develop a "responsible" citizen. For example, in the text Around The Earth (Carls, Templin and Sorenson, 1) the authors suggest that each child should acquire some understanding of the "responsibilities" of citizenship. The courts remind us that we are "responsible" for our actions. And employers are often quick to remind their employees that they are "responsible" for doing a job and doing it well.

In the case of the employer-employee relationship, one has to wonder about the situation where the employee would like to do a job well but isn't sure what his responsibilities are. Lack of a clear understanding of one's responsibilities can only lead to frustration for the employee and dissatisfaction for the employer. Reitman stated: "The average American teacher today is neither personally content as a human being, satisfied with his performance occupationally nor clear as to what that occupation entails." (2:543-59)

This writer feels it is indeed unfortunate that such a situation should ever have to arise but it is more unfortunate that it should ever be allowed to persist. There seems to be a need for an examination of the relationship that exists between an employer and his employees relative to "who is responsible for what."

This then, is the purpose for this study. The writer, an administrative employee for School District Number 7, Bozeman, Montana, has noted that, on occasion, a teacher will state that she would have done a certain task but wasn't sure whether she was supposed to or not. In effect, it seemed that the teacher was saying that she wasn't sure what her responsibility was in this particular instance. This paper is an attempt to deal with problems of role and responsibility perceptions in School District Number 7.

Statement of the Problem

The problem of this study will be to survey classroom teachers and administrators to see if they agree on what the classroom teacher's responsibilities are as an employee of the school district.

Need for the Study

This study is of particular concern to teachers and administrators, alike. Superintendent of Schools Milton K. Negus has spoken on the issue of teacher-administrator roles and responsibilities on several occasions. In a recent interview he stated that, "A prime requisite for a positive and viable relationship between teachers and administrators is that there be an understanding of, and an appreciation for, the roles and responsibilities of each." (3)

Educators in the profession cannot afford to be content with merely dealing with issues as they arise. Instead, we must try to

anticipate issues as accurately as is possible and deal with them from within the profession rather than have them defined and solved by other "experts" who are not necessarily educators. Again, quoting Superintendent Negus, "If we are to continue providing a quality education program then we must try, as professionals, to anticipate areas to which we should be giving our attention." (3) Teacher-administrator relations are an example of just such an issue and one that is fundamental to improving the image of the profession.

General Questions to be Answered

The writer will attempt to answer the following questions:

1. What do teachers believe their responsibilities are as employees of the school district?
2. What do administrators believe the teacher's responsibilities are as employees of the district?
3. Is the teacher's sex, age, years of teaching experience, or level of teaching experience a factor in determining what she believes her responsibilities are as a classroom teacher?
4. To what extent do teachers and administrators agree or disagree concerning their perceptions of the classroom teacher's responsibilities?
5. If disagreement of perceived responsibilities exists, how can the differences be resolved?

General Procedure

As background for the study, the writer will review literature and related research on teacher roles and responsibilities. Teacher-administrator relationships and historical development of the teaching role will be reviewed.

A questionnaire will be administered to classroom teachers and administrators in School District Number 7. This instrument will contain items describing tasks normally performed by educators. The respondents will be asked to check responsibilities which they feel support their role. Each of the respondents will also be asked to provide information concerning their age, sex, years of teaching experience, and level of teaching experience.

Limitations of the Study

The study will be limited to classroom teachers and administrators of School District Number 7, Bozeman, Montana.

Findings and conclusions will deal only with perceptions of responsibilities in School District Number 7.

The review of related literature and research was conducted at Montana State University and at the University of Montana.

Definitions of Terms

The terms used throughout this study are defined below:

1. Teacher: refers to classroom teachers who have a homeroom assignment as part of their regular teaching responsibility. It does not include traveling teachers, counselors, specialists, coaches, or music teachers.

2. Administrator: refers to those administrators who have immediate responsibility for supervision of instruction. It includes principals, assistant principals, and the director of instruction.

3. Elementary: refers to grade levels (or teachers) from kindergarten through sixth grade.

4. Junior High: refers to grade levels (or teachers) from seventh through ninth grade.

5. Senior High: refers to grade levels (or teachers) from tenth through twelfth grade.

Summary

Regardless of the task one is asked to perform, he needs to know quite explicitly what his responsibilities are for completing the task; that is to say, how much latitude does he have in coming up with solutions to assigned tasks? This study will deal with that issue and specifically with the issue as it relates to teachers and administrators. Do teachers and administrators agree on what the classroom teachers' responsibilities are as an employee of the district? A questionnaire will be used to obtain data which, hopefully, will answer that question.

The first procedure in this study was to review related literature and research concerning teacher role perception. This is discussed in Chapter II.

CHAPTER II

REVIEW OF RELATED LITERATURE AND RESEARCH

This chapter will present a review of historical literature dealing with the evolvement of the teacher's role and responsibilities. Literature and related research concerning the role and responsibilities of elementary and secondary teachers will be reviewed. The last topic to be discussed in this chapter will be a description of teacher responsibilities as taken from the Teachers Handbook for the Bozeman Public Schools and the Policy Book for the school district.

A Historical Perspective

In 1872 an elementary principal in New York City posted the following rules and regulations for his teachers:

1. Teachers each day will fill lamps, clean chimneys and trim wicks.
2. Each teacher will bring a bucket of water and scuttle of coal for the day's session.
3. After ten hours of school, the teacher should spend the remaining time reading the Bible or other good books.
4. Women teachers who marry or engage in unseemly conduct will be dismissed.
5. Any teacher who smokes, uses liquor in any form, frequents pool or public halls or gets shaved in a barber shop will give good reason to suspect his worth, intentions, integrity and honesty.
6. The teacher who performs his labors faithfully and without fault for five years will be given an increase of 25 cents per week in his pay, providing the Board of Education approves.

7. Men teachers may take one evening each week for courting purposes, or two evenings if they go to church regularly.

8. Every teacher should lay aside from each pay a goodly sum of his earnings for his benefit during his declining years so that he will not become a burden on society. (Adams and Garrett, 4:87)

Such was the teacher's lot in 1872. But then when one considers the status of the profession at that time, it is easier to appreciate why such rules and regulations might be necessary. Adams and Garrett commented that "...there must have been some type of selectivity in early American education because so many misfits could not have drifted into this kind of work accidentally." (4:87)

It is understandable that, during a period when teacher and teaching standards were, at best, marginal, that the administrator was compelled to prescribe what he expected his teachers to do and how they were to do it. Brown described some typical ways that a principal, in 1912, should help the classroom teacher. "The principal should point out personal mannerisms that might interfere with teaching success such as a loud voice, too reserved, poor posture, and lack of enthusiasm." (5:87)

...request lesson plans, call attention to poor plans, poor questions, help the teacher organize his room as well as his time.... and call attention to what he may ...reasonably expect of a certain pupil in a given situation by helping him study (pupil's) impulses and motives.... (5:88)

The teacher's role and responsibilities were determined largely by the principal. While this couldn't have permitted the teacher to

exercise much judgement in the classroom, it had to forestall many potential conflicts between the teacher and administration regarding the teacher's responsibility in the classroom simply because the administrator told her what her responsibility would be.

By 1911 standards, such as they were, had been established for teachers, and teaching was beginning to take on the polish of a profession. Carpenter and Ruff (6) suggested that, should a principal's workload be such that he could not do justice to all facets of his job, then he could relegate some of his responsibilities to an assistant principal and, in a few cases, to a teacher. This was a tacit acknowledgement that teachers were coming into the profession better trained than had heretofore been the case. And yet, by today's standards, teachers of the early 1930's were ill prepared in terms of their educational background. Armstrong (7) cites a study conducted by Samuel Evenden in 1930 which showed that only twelve percent of the elementary teachers in service held Bachelor's degrees and seventy-five percent of the high school teachers in service held Bachelor's degrees.

There was a basic difficulty during this period of evolving teacher roles and responsibilities, which severely hampered development of standards for the profession. The difficulty involved a lack of communication between the teacher and administrator. Counts commented on this: "Like a medieval craftsman, the teacher is cut off from feedback information about the immediate effects of his work and

there-develops and maintains his own standards of performance." (8:384)

There was a growing awareness that the teacher and administrator would have to come to a consensus about the teacher's role and responsibility in the classroom if education were ever to grow out of this infant stage. Again, quoting Counts, "When a well established communication system does not exist for the reconciliation of differences in conflicting strategies, teachers may seek adjustment through some form of collective actions." (8:212)

Linderman's research revealed that,

...the greater the degree of predictability (in terms of communication) the greater the willingness of the teacher to adopt trusting attitudes...., where the author defines the word 'trust' as ...the mutual expectation and predictability persons have toward one another as they are developed through the social exchange process. (9:207)

Educators were not unaware of the problems resulting from lack of communication. Efforts continued to improve teacher preparation and teacher training institutions. . Armstrong (7) cited the surge in improved teacher training, especially following World War II.

Where communication existed and where teacher roles and responsibilities were well defined, role stress was at a minimum. Upton cites evidence of this in his research on role conflict and faculty confidence in administrative leadership. His research showed that, "faculty in the low conflict institutions consistently reported greater confidence in the leadership of the organization." (10:28-31) Evidence to support

Upton's findings comes from other writers such as Crowell and Meadoff (11), Braga (12), and Reitman (2).

The communication problem had not been solved but certainly more attention was being paid to this area.

Teacher Roles and Responsibilities in Elementary Schools

In this section, teacher roles and responsibilities will be discussed as they relate to job satisfaction, professional problems, and teacher-administrator relations.

Numerous studies have been made of the role of the teacher. It is a fruitful area of investigation, since the structure of the educational system implies a number of interpersonal interactions: teacher-pupil, teacher-administration, teacher-parent, each of which assumes a different variation on the role-expectation of the teacher. (Braga, 12:54)

Teacher roles and responsibilities are, indeed, subject to much discussion and research. The first of these areas to be discussed will be the teacher's role as it relates to job satisfaction.

Job Satisfaction

A study carried out in 1955 (Getzels and Guba, 13) showed that younger elementary teachers held substantially different views of their role than did older teachers of more experience. The not too surprising results were particularly evident in terms of the amount of authority the teachers were permitted to exercise in carrying out their classroom responsibilities. Results of the research showed that while the older

teachers might have started out as the younger teachers had, believing that they had more latitude to act than they actually did, they gradually revised this impression as they gained more experience. Some writers do not regard this adaptive behavior on the part of the more experienced teachers as necessarily good. Trusty and Sergiovanni believe that,

...teachers who lower their aspiration levels serve as major deterrents to the creativity and to growth of students and to educational innovations. On the other hand, ...teachers who militantly seek to change the environment do, in fact, aid administrators in their constant efforts to increase resources and find creative talent. (14:168-79)

March and Simon have offered an explanation for the phenomenon unhappy employees' experience as they adapt to an unsatisfying job situation. They hypothesize that,

...satisfaction is a function of expected value of reward and level of aspiration. Essentially, the lower the satisfaction of a given individual, the more the search for alternative courses of action. This search leads to higher expected value of reward. The incongruity between level of aspiration and the present state of affairs leads to increased job dissatisfaction. (15:83-111)

A number of writers have identified poorly or inadequately defined roles and responsibilities as a major source of job dissatisfaction, particularly for elementary teachers. Of particular interest is a conclusion drawn by Getzels and Guba (13). In their research on roles and role conflicts, they conclude that men are more liable to conflicts in the teaching situation (at the elementary level) because, for women, teaching is a respected occupation often representing a top

vocational goal. They suggest that women can be more tolerant of any inconsistencies in role expectations since it is not likely they could do better professionally elsewhere.

Job roles and responsibilities are constantly being revised and refined. But what about the more specific problems encountered by elementary teachers? What are areas of special concern for teachers in elementary school?

Professional Problems

The NEA Research Bulletin (16) for 1971 was a compilation of problems that teachers at the elementary and secondary levels perceived as particularly significant.

Elementary teachers listed large class size, insufficient time for preparation, lack of public support for schools, inadequate salary, and insufficient clerical help (aides) as the first five problems of greatest importance to them. These findings are consistent with those of Orlander and Ferrell (17). Research by these two authors showed that elementary teachers listed class load, discipline and control, relationships with their principal, community relations, and techniques of instruction as areas of major concern.

Other researchers have approached the issue of professional problems by dealing with need deficiencies in terms of age, sex, and experience. Trusty and Sergiovanni (14) found that age was a determinant

in teachers' responses to prestige needs. Younger teachers in the twenty to twenty-four year age group were more concerned about the prestige of their teaching position than were teachers in the forty-five years and older group. The sex of the respondent was also significant in the way they responded. Women appeared to be more satisfied with their professional role than men. This is consistent with findings by Getzels and Guba (13) which were reviewed earlier.

Another area of professional concern to elementary teachers was the lack of assistance from administrators. New teachers felt that they did not receive enough help in identifying their responsibilities. Bond and Smith (18) conducted a study of one hundred ninety-five beginning teachers in New York. The purpose of the study was to determine how selected school districts assisted beginning teachers. Their research revealed that eighteen percent of the teachers received no assistance in defining their responsibilities. Forty-two percent received no help in dealing with classroom or other professional problems as they arose. When the new teachers were asked to describe their most pressing problem, they said it was not knowing what was expected of them.

Teacher-Administrator Relations

This writer believes that the working relation between teacher and administrator exists as one of the more sensitive and crucial issues in education today. Henderson noted,

One of the most crucial roles of the principal is that of working with teachers. The supreme importance of the teacher in directly facilitating the chief work of the school cannot be emphasized too much. (19:411-413)

The optimum situation, of course, would be one in which the teacher and administrator understand and reinforce each other's role implicitly. There is, however, evidence that this is not the rule. For instance, Null's research showed that,

...certain attitudinal and personality variables of teachers are related to their perception of the role of their principal ...and this relationship indicates error in the process of perception and evaluation. (20:351-354)

Teachers and administrators also hold widely divergent views on the administrative organization of the school. According to Robinson (21) teachers feel there should be more emphasis on specialization, rules for teachers, procedural specification, and an impersonal atmosphere in order to have a good school. Principals, on the other hand, felt the emphasis should be on technical competence for teachers, and favored a de-emphasis of hierarchical authority, rules for teachers, and procedural specifications.

In the research by Bond and Smith (18), administrators were asked whether their pre-school orientation included careful explanation of the school routine. Ninety-seven percent of those who responded said that it did. When teachers were asked this same question only sixty percent said that they had received a careful explanation of the school's routine. In response to the question of teacher involvement in

establishing school policy, seventy-eight percent of the administrators indicated that teachers were involved but only forty percent of the teachers agreed. Bond and Smith concluded

...the introduction of beginning elementary school teachers to their new profession is a haphazard affair at best, and that, inadequate supervisory and administrative support compounded these problems. (18:58)

Teacher Roles and Responsibilities in Secondary School

It would appear that the problems felt by elementary teachers are not unique to that level. High school teachers seemed to face the same issues of job satisfaction, professional problems, and teacher-administrator relationships as do their elementary counterparts.

Wallen and Travers asked teachers and administrators to rank the six items from "most important" to "least important" and thus reflect what each group believed the teacher's role to be. The following list represents the ranking which resulted:

1. Mediator of the culture
2. Member of the community
3. Director of learning
4. Guidance and counseling person
5. Liason between school and community
6. Member of the profession (22:448-501)

When administration ranked the six categories, however, they placed item number five as number one on their list and ranked the teacher's first

choice as last. Obviously, the two groups were perceiving the teacher's role differently.

Fishburn (23) cited results of a study he conducted with high school teachers. When he asked teachers to rate their highest priority role they listed their relationship with children, particularly in the classroom. Administrators, however, gave highest priority to those roles of the teacher having to do with community and faculty relationships. In this same study, men viewed the role having to do with counseling and guidance as being significantly more important than women did. In roles having to do with classroom activities, there were no significant differences between men and women teachers.

While many of the role conflicts faced by secondary teachers were the same as those faced by elementary teachers, there were some unique differences. Gordon (24) conducted extensive research on the role of the secondary teacher in the social structure of the high school. He suggested that one role conflict that secondary teachers faced was that of continually adjusting to the changing expectations and relationships of the student body. He noted that there was a significant range of adaptation among teachers in their capacity to harmonize the conflicting tendencies among the student body.

A second role conflict identified by Gordon is the tendency of older teachers to seek performances from the students according to standards somewhat higher than those which the adolescent group will

set for itself. As a result, an incompatibility in learning output norms exists which the teacher seeks to resolve.

The third role conflict identified by Gordon, as being unique to the secondary school teacher, is that of the teacher to maintain order both as a condition for learning and because it symbolizes her competence. Gordon stated that this existed because,

Teaching competence is difficult to assess, but disorder is taken as a visible sign of incompetence by colleagues, principal, parents, and students. In a situation of conflict the teacher has constant anxiety for his ability to control. (24:29)

Clearly, secondary teachers do have role conflicts of a nature different from those the elementary teacher faces. And the complexities of the situation adds up to a situation of continuous stress for the teacher.

Teacher's Handbook and Policy Notebook for the Bozeman Public Schools

The Teacher's Handbook for the Bozeman Public Schools (25) seems to be a fairly complete and explicit document. It describes the classroom teacher's responsibilities in such areas as record keeping, enrolling students, administering achievement and diagnostic tests, writing lesson plans, extracurricular duties, procedure for handling accidents, and disposition of monies collected from students. While the list is hardly exhaustive, it does provide the teacher with an idea of the duties for which she is responsible.

The second section of the handbook describes general

responsibilities which include registering the teaching certificate, obtaining substitutes, registering for membership in professional organizations, conducting field trips, and responsibilities for in-service education. While directions in the handbook are prescriptive in nature, such prescription does not handicap the teacher by excessively itemizing duties she is to perform. An example of teacher role prescription in this handbook is, an explanation to the teacher which describes how to handle monies collected from students. "All monies collected from elementary students are to be turned over to the clerk.... no monies are to be kept in teachers' desks." (25:18)

The next step in this study was to describe procedures and construct a questionnaire. This is discussed in Chapter III.

CHAPTER III

PROCEDURES

The problem of this study is to determine what teachers, in the Bozeman Public Schools, believe their responsibilities to be as employees of the district and then to determine if administrators have the same perceptions of the teachers' responsibilities. This chapter will describe the procedures used in carrying out the study. The discussion will include information about the selection of the population, the instrument used to collect the data, and the method of organizing and interpreting the data.

Population Description

The study is restricted to classroom teachers and their administrators in School District Number 7. It does not include demonstration teachers, counselors, or other specialists such as librarians, music teachers, physical education instructors, or others who, by virtue of their assignment in the district, do not have a homeroom class as part of their regular responsibility.

The administrators involved in the study are those having immediate responsibility for supervision of the teaching staff in School District Number 7. These will include the principals of each of the buildings, the assistant principals, and the Director of Instruction for the district.

Because all teachers having a homeroom class will be involved in the study, sampling of the population will not be necessary. The population will include approximately sixty-five elementary teachers from the five elementary schools plus the middle school, approximately thirty teachers from the junior high school, and approximately thirty teachers from the senior high school. There are eleven administrators which includes seven principals, three assistant principals, and the director of instruction for the district.

Method of Collecting Data

The instrument used to collect data for the study will be a questionnaire. (See Appendix B) It will have thirty-seven items describing tasks normally considered to be related to teaching responsibility. The instrument will be mailed to the respondents' homes and will be returned in a self-addressed, stamped envelope.

When answering the items in the instrument, the respondents will be asked to show how they feel by circling the number which corresponds to the following categories: (1) teacher responsibility only, (2) teacher responsibility with principal's help, (3) teacher and principal responsibility is equal, (4) principal responsibility with teacher help, (5) principal responsibility only, and (6) none of these.

The sixth category, "none of these" was chosen rather than using "Superintendent" or "School Board" or some other descriptive term.

In addition to answering the items on the questionnaire, the respondents will be asked to provide the following data: (1) sex, (2) age, (3) years of teaching experience, (4) level of teaching experience. This information will be used to determine if any of these four factors is a variable affecting the responses to the items on the questionnaire.

Hypotheses to be Tested

1. Null - sex does not influence the way teachers and administrators respond to the items in the questionnaire.
2. Null - age of the respondents does not influence the way they will respond to the items in the questionnaire.
3. Null - years of teaching experience does not influence the way respondents answer items in the questionnaire.
4. Null - level of teaching experience does not influence the way respondents answer items in the questionnaire.

The data will be analyzed by use of the chi square test of independence. All hypotheses will be tested at the .05 level of significance.

Method of Organizing Data

Once the instruments have been returned they will be separated into each of the four variables already mentioned, that is, sex, age, years of experience, and level of experience. Then responses for each

of the variables will be tallied along with the responses from the administrators. For example, in the sex category, the responses will be tallied for the men and then for the women, thus showing how the males answered item one, and also showing how the females answered that same item. In this manner the reader will be able to compare responses between the two sexes and note whether there were any notable differences in the way the two sexes responded to that particular item. This procedure will be followed for each of the other three variables, thus making it possible for the reader to not only identify what teachers believe their responsibilities are, but to also determine whether administrators agree, and finally, to see if the variables of sex, age, teaching experience and teaching level affect the way the teachers respond to the items in the questionnaire.

The next procedure in the study was to summarize and tabulate data received from the questionnaire. This is found in Chapter IV.

CHAPTER IV

RESULTS OF THE TEACHER-ADMINISTRATOR SURVEY

In this chapter the writer will present the results of data collected from the questionnaire as to teacher role perceptions. The data will be presented in the following manner: Table 1, Chi Square Test of Independence for Male and Female; Table 2, Chi Square Test of Independence for Age; Table 3, Chi Square Test of Independence for Teaching Level; and Table 4, Chi Square Test of Independence for Years of Experience. Each of the tables will be preceded with an example of how data from the questionnaire was tabulated for that particular table. This will be followed with an explanation of the example and then a discussion of significant findings.

Chi Square Test of Independence for Male and Female

The data shown in the example below are from the first item of the questionnaire. This item dealt with selection of curriculum materials. The figures show the number of men, women, and administrators responding to each of the six categories. For example, three men and three women selected the "teacher only" choice, while no administrators selected "teacher only" as their choice. Twenty-four men, thirty-six women, and one administrator chose the next category, "teacher responsibility with principal help." Nine men, thirty-five women and six administrators chose the third category, "teacher and

administrator have equal responsibility." The data for the remaining thirty-six items was tabulated in this manner, providing a comparison of responses among men, women, and administrators.

Table 1
Example of Data Tabulated for Item Number
One from the Questionnaire

Item 1	Categories of Responses					
	<u>TO</u> ^a	<u>T+P</u> ^b	<u>T=P</u> ^c	<u>P+T</u> ^d	<u>PO</u> ^e	<u>O</u> ^f
Male	3	24	9	2	0	0
Female	3	36	35	6	0	6
Administrator	0	1	6	3	0	0

^aTeacher responsibility only

^bTeacher responsibility with principal's help

^cTeacher and principal share responsibility

^dPrincipal responsibility with teacher help

^ePrincipal responsibility only

^fNone of these

From this data the chi square (X^2) test of independence was used to determine whether or not a relationship existed in the way the men, women, and administrators responded to the items in the questionnaire. A five percent level of significance was required for rejection

of the null hypothesis. The following data are chi square results for Table 2.

Table 2

Chi Square Test of Independence
for Male and Female

Item	Chi Square	Item	Chi Square
1	40.38	20	4.91
2	24.14	21	18.05
3	9.36	22	4.11
4	11.61	23	21.89
5	11.71	24	6.55
6	16.05	25	21.67
7	3.36	26	6.90
8	7.99	27	5.71
9	16.14	28	16.78
10	16.55	29	9.53
11	6.51	30	16.72
12	142.08	31	22.60
13	106.72	32	13.54
14	7.35	33	7.21
15	6.30	34	4.25
16	25.34	35	27.12
17	22.24	36	17.25
18	10.99	37	7.28
19	8.57		

In Table 2, the critical value of chi square, with ten degrees of freedom, is 18.31 significant at the .05 level. Therefore, items one, two, twelve, thirteen, sixteen, seventeen, twenty-one, twenty-three, twenty-five, thirty-one, and thirty-five, are significant and the null hypothesis is rejected in each case.

Items one and two have to do with selection and evaluation of curriculum materials. These results are particularly interesting in that School District Number 7 has left selection and evaluation of curriculum materials up to the teaching staff for the past four years.

Item twelve was the final selection of administrative candidates. Of the thirty-eight men responding to this item, fourteen felt it was the principal's duty to select administrative candidates, and twenty felt that it was none of these. Eighty-five women responded to this item with twenty-three indicating that it should be a teacher responsibility for selecting administrative candidates and fifty-nine indicating that it should be a teacher responsibility with the principal's help. Of the ten administrators responding to the item, eight felt that it was neither the teachers' nor the principals' responsibility.

Item thirteen dealt with classroom discipline. It too, was a highly significant figure. The data show that the men believed that discipline was a teacher responsibility while the women were fairly evenly divided among the first five categories but a remarkable difference showed up in the sixth category with fifty-two of the eighty-five women indicating that it was neither a teach nor principal responsibility.

Item sixteen dealt with developing a building budget. The data show that the teachers believed this was primarily an administrative

responsibility with the principals indicating that it should be worked out by both teachers and principals.

Item seventeen dealt with dismissing incompetent teachers. While it is significant, it is not as pronounced as other items. The women indicated that it should be a principal responsibility shared with the teachers. The men indicated that it was a principal responsibility almost entirely with only three of the thirty-eight men indicating that it should be shared. The administrators strongly agreed that it was a principal responsibility.

Item twenty-one dealt with counseling students having academic problems. Men and women both agreed that this was a teacher responsibility with the administrators indicating that it should be both the teacher's and principal's responsibility.

Item twenty-three dealt with meetings with parents of children having academic problems. The teachers indicated that this should be a principal's responsibility with the administrators indicating that it should be a teacher's or teacher's-principal's equal responsibility.

Item twenty-five dealt with negotiating with the school board for salaries and benefits. The teachers indicated that this was primarily a teacher responsibility. However, of the eighty-six women responding, thirty-two indicated that this should be shared equally between teachers and principals. The principals indicated that it was a teacher responsibility but, they too, felt that it should be shared

equally between teacher and principal.

Item thirty-one dealt with evaluation of daily lesson plans. The teachers strongly indicated that this should be their responsibility. The principals, on the other hand, showed little agreement on whose responsibility it was, with the largest number of principals, four of the ten responding, indicating that it was the principals' responsibility with teachers' help.

Item thirty-five dealt with diagnosing learning difficulties in students. Again, the teachers indicated strongly that this should be their responsibility while the administrators indicated that it should be shared equally or that they should be consulted.

Chi Square Test of Independence for Age

The figures shown in the example below are results from the first item of the questionnaire. This item dealt with responsibility for selection of new curriculum materials. The data show how teachers responded by age groupings and, for comparison, how administrators responded to the item. For example, two teachers in the twenty to twenty-nine age groups chose the "teacher responsibility only" category, seventeen teachers in this age group chose the "teacher responsibility with principal help" category, twelve teachers chose the "teacher and principal have equal responsibility," The data for the remaining thirty-six items was tabulated in this manner, showing teacher responses

by age compared with responses by administrators.

Table 3

Example of Data Tabulated for Item Number
One from the Questionnaire

Item 1		Categories of Responses				
Age	<u>TO</u> ^a	<u>T+P</u> ^b	<u>T=P</u> ^c	<u>P+T</u> ^d	<u>PO</u> ^e	<u>O</u> ^f
20-29	2	17	12	4	0	0
30-39	2	23	11	1	0	0
40-49	1	8	10	1	0	2
50-59	0	8	11	0	0	1
60+	1	3	2	0	0	0
Administrator	0	1	6	3	0	0

^aTeacher responsibility only

^bTeacher responsibility with principal's help

^cTeacher and principal share responsibility

^dPrincipal responsibility with teacher help

^ePrincipal responsibility only

^fNone of these

From this data the chi square (X^2) test of independence was used to determine whether or not there was a relationship in the way the teachers responded, in terms of age, compared to the way the

administrators responded. A five percent level of significance was required for rejection of the null hypothesis. The following data are chi square results for Table 4.

Table 4

Chi Square Test of Independence for Age

Item	Chi Square	Item	Chi Square
1	64.64	20	11.66
2	38.01	21	31.39
3	14.23	22	22.66
4	22.70	23	56.58
5	22.52	24	20.00
6	24.94	25	29.27
7	17.20	26	16.70
8	38.68	27	49.21
9	21.55	28	24.56
10	19.62	29	27.85
11	14.42	30	53.09
12	23.31	31	27.49
13	20.84	32	27.32
14	26.39	33	13.23
15	18.58	34	18.59
16	27.86	35	44.01
17	26.30	36	48.50
18	16.79	37	20.59
19	13.66		

In Table 4, the critical value of chi square, with twenty-five degrees of freedom, is 37.65 significant at the .05 level. Therefore, items one, two, eight, twenty-three, twenty-seven, thirty, thirty-five, and thirty-six are significant and the null hypothesis is rejected in

each case.

Items one and two deal with selection and evaluation of curriculum materials. Persons in the age groups from twenty to thirty-nine years strongly indicate that those are teacher responsibilities. Those teachers in the forty to fifty-nine year age group indicate the two items should be shared and those in the over sixty age group indicate those are teacher responsibilities. The administrators indicated that items one and two should be shared or were principal's responsibilities with teachers' help.

Item eight dealt with developing plans for new building facilities. The range of responses to this item was fairly evenly spread across the age groups among the teachers with the exception of the twenty to twenty-nine year olds indicating that this was more a principal responsibility than teacher responsibility. The principals indicated strongly that this responsibility should be shared equally between the teaching staff and themselves.

Item twenty-three dealt with meetings with parents of children having academic problems. Teachers generally felt this was their responsibility with some help from the principal. This response was evenly spread across all of the age groups of the teachers. The principals were almost evenly split with four indicating it was a teacher responsibility with principal help and five indicating it should be shared equally between teachers and principals.

Item twenty-seven dealt with selecting classified personnel such as secretaries and custodians. All age groups of teachers indicated that this should definitely be a shared responsibility between teachers and administrators. The administrators were split with seven of the ten responding indicating that this should be a shared responsibility and the remaining three indicating that it should be the principals' responsibility with the teachers' assistance.

Item thirty dealt with securing outside help such as counseling, tutoring, and so on, for those students who may need it. Teachers responses to this item were on a continuum. The twenty to twenty-nine year age group indicated that this should be their responsibility while the thirty to thirty-nine year age group indicated it should be a teacher responsibility with principal assistance. The next group of teachers, the forty to forty-nine year age group, tended to indicate it should be a shared responsibility while those fifty and over indicated that it should be the principal's job with some teacher assistance. The administrators were somewhat split. However, six of the ten responding indicated that it should be their responsibility with some teacher assistance.

Item thirty-five dealt with diagnosing learning difficulties in students. There was little variation among teacher age groups on this item. They all indicated it was either their responsibility entirely or that it was their's with principal help. Four of the ten

principals indicated that they should assist the teachers and the other six all indicated that this should be a shared responsibility.

Item thirty-six dealt with remediating learning disabilities. Responses to this item were very similar to those of item thirty-five with more of the teachers in each of the age groups indicating they should receive assistance from the principal. The principals' responses were identical to those for item thirty-five.

Chi Square Test of Independence for Teaching Level

The figures shown in the example below are results from the first item of the questionnaire. This item dealt with responsibility for selection of new curriculum materials. The data in this example show how teachers responded by teaching level and, for comparison, how administrators responded. For example, at the elementary level, two teachers chose the "teacher only responsibility," twenty-three teachers chose the "teacher responsibility with principal help," and thirty-one teachers chose the "teachers and principals have equal responsibility" category. The data for the remaining thirty-six items was tabulated in this manner.

Table 5

Example of Data Tabulated for Item Number
One from the Questionnaire

Item 1	Categories of Responses					
<u>Level</u>	<u>T⁰^a</u>	<u>T+P^b</u>	<u>T=P^c</u>	<u>P+T^d</u>	<u>P⁰^e</u>	<u>0^f</u>
E	2	23	31	6	0	5
J	3	23	10	2	0	1
S	1	14	3	0	0	0
Administrator	0	1	6	3	0	0

^aTeacher responsibility only

^bTeacher responsibility with principal's help

^cTeacher and principal share responsibility

^dPrincipal responsibility with teacher help

^ePrincipal responsibility only

^fNone of these

From this data the chi square (X^2) test of independence was used to determine whether or not there was a relationship in the way the teachers responded, in terms of their teaching level, compared to the way the administrators responded. A five percent level of significance was required for rejection of the null hypothesis.

The following data are chi square results for Table 6.

Table 6

Chi Square Test of Independence for
Teaching Level and Administrators

Item	Chi Square	Item	Chi Square
1	28.97	20	6.49
2	54.00	21	25.30
3	19.60	22	27.78
4	32.95	23	35.74
5	29.23	24	14.41
6	19.25	25	12.16
7	9.82	26	10.70
8	19.40	27	11.72
9	7.27	28	21.31
10	23.59	29	17.70
11	13.06	30	31.15
12	10.42	31	21.75
13	8.96	32	13.11
14	18.61	33	32.43
15	17.25	34	13.28
16	14.27	35	32.20
17	19.10	36	20.98
18	7.88	37	14.16
19	11.00		

In Table 6, the critical value of chi square, with fifteen degrees of freedom is 25.00, significant at the .05 level. Therefore, items one, two, four, five, twenty-one, twenty-two, twenty-three, thirty, thirty-three, thirty-five are significant and the null hypothesis is rejected in each case.

Items one and two dealt with selection and evaluation of

curriculum materials. Teachers from all three levels indicated that this was a teacher responsibility with principal help or that it should be shared equally between teachers and principals. However, the principals indicated that it should either be shared or that it was a principal responsibility with teacher help.

Item four dealt with grouping of students for instruction. The elementary teachers strongly indicated that this was a teacher responsibility while the junior high and senior high teachers were about evenly split across the first four responses. The principals were about evenly divided with five indicating that it was a teacher responsibility with principal help and four indicating that it was a teacher responsibility with no assistance from the principal.

Item five dealt with promoting the students to the next grade. Teachers at all three levels indicated that this was a teacher's responsibility with the assistance of the principal. The principals strongly indicated that this was a teacher's responsibility with their help.

Item twenty-one dealt with counseling students having academic problems. Teachers at all three levels agreed that this was their responsibility with help from the principal. The principals indicated that this should be a shared responsibility between teachers and themselves.

Item twenty-two dealt with counseling students having emotional

difficulties. Elementary teachers indicated that this was their responsibility with help from the principal. Junior high school teachers indicated that this should be shared between teacher and principal but eighteen of the thirty-nine responding indicated that this was neither the teacher's nor the principal's responsibility. Principals indicated that this responsibility should be shared between teachers and themselves.

Item twenty-three dealt with meeting parents of children having academic difficulties. Teachers at each of the three levels indicated that this was their responsibility with help from the principal. The principals were about evenly split with four of the ten indicating that this was a teacher responsibility with the principal's help and five indicating that this responsibility should be shared equally.

Item thirty dealt with obtaining outside assistance for the student such as a counselor or tutor. Responses from teachers at each of the three levels were spread evenly across all choices except the first with very few teachers selecting that choice. The principals were spread about as widely as the teachers, though not as evenly. Six of the principals indicated that this was their responsibility with help from the teachers.

Item thirty-three dealt with offering suggestions to improve teacher-administrator relations. Teachers were agreed at each of the

three levels that this was a responsibility that should be shared equally between teachers and administrators. A few teachers from each level indicated other choices. There was one hundred percent agreement among the principals that this responsibility should be shared equally between teachers and administrators.

Item thirty-five dealt with diagnosing learning difficulties in students. Approximately one-half of the five elementary and junior high teachers agreed that this was a teacher responsibility with help from the principal. The other one-half indicated that this was neither the teacher's nor the principal's responsibility.

Chi Square Test of Independence for Years of Experience

The figures shown in the example below are results from the first item of the questionnaire. This item dealt with responsibility for selection of new curriculum materials. The data show how teachers responded by years of teaching experience compared to how the administrators responded. For example, in the zero to four years of experience category, five teachers said selection of new curriculum materials was a "teacher only responsibility," thirty-three teachers in this category said it was a "teacher responsibility with principal help," and twenty-two teachers in this category said it was a responsibility that should be shared equally between teachers and principals. The data for the remaining thirty-six items in the

questionnaire was tabulated in this manner.

Table 7

Example of Data Tabulated for Item Number
One from the Questionnaire

Item 1	Categories of Responses					
<u>Years</u>	<u>TO^a</u>	<u>T+P^b</u>	<u>T=P^c</u>	<u>P+T^d</u>	<u>PO^e</u>	<u>O^f</u>
0-4	5	33	22	5	0	2
5-9	0	11	11	3	0	1
10-14	0	9	4	0	0	2
15-19	0	2	5	0	0	1
20+	1	5	2	0	0	0
Administrator	0	1	6	3	0	0

^aTeacher responsibility only

^bTeacher responsibility with principal's help

^cTeacher and principal share responsibility

^dPrincipal responsibility with teacher help

^ePrincipal responsibility only

^fNone of these

From this data the chi square (χ^2) test of independence was used to determine whether or not there was a relationship in the way

the teachers responded in terms of years of teaching experience, compared to the way the administrators responded. A five percent level of significance was required for rejection of the null hypothesis.

The following data are chi square results for Table 8.

Table 8

Chi Square Test of Independence for Years
of Teaching Experience

Item	Chi Square	Item	Chi Square
1	27.81	20	21.88
2	41.77	21	25.03
3	13.99	22	26.12
4	13.81	23	39.93
5	37.86	24	26.38
6	31.72	25	26.42
7	15.29	26	24.95
8	17.39	27	13.20
9	18.86	28	25.36
10	23.20	29	26.45
11	14.23	30	35.29
12	37.96	31	34.21
13	32.90	32	21.55
14	45.56	33	24.09
15	15.58	34	26.14
16	17.12	35	49.27
17	14.96	36	27.96
18	23.10	37	20.35
19	11.65		

In Table 8, the critical value of chi square, with twenty-five degrees of freedom, is 37.65, significant at the .05 level. Therefore, items two, five, twelve, fourteen, twenty-three, thirty, and thirty-five

are significant and the null hypothesis is rejected in each case.

Item two dealt with evaluation of curriculum materials. Teachers responses were spread evenly across the age groups, for this item. They all agreed that this was either a teacher responsibility with principal help or that it was one that should be shared equally between the teacher and principal. The principals indicated that this should be a shared responsibility or that it should be their responsibility with help from the teacher.

Item five dealt with promotion of students to the next grade. All age groups definitely agreed that this was a teacher responsibility and in some cases that the teacher should have help from the principal. The principals indicated that this should be a teacher responsibility but that they should assist the teacher.

Item twelve dealt with final selection of candidates for administrative positions. Teachers with zero to four years of experience responded to each of the six choices. However, teachers with five or more years of experience indicated that this was the principal's responsibility, or that it was none of these. The principals strongly indicated that it was neither the principals' nor the teachers' responsibility for final selection of administrative candidates.

Item fourteen dealt with selection of in-service training classes. The teachers did not respond in a very regular fashion to this item. Those with zero to nine years of experience indicated that

this was largely their responsibility. Those teachers with ten to nineteen years of experience indicated that it should be a shared responsibility between teachers and principals. Those teachers with twenty years or over of experience indicated that it should be either the teacher's responsibility or shared with the principal. The principals indicated that the responsibility for in-service training was both the teachers and their own.

Item twenty-three dealt with meeting with parents whose children are having academic problems. The teachers' responses were evenly distributed among the first three choices. The principals were split with five indicating that this should be a shared responsibility. Their remaining responses were distributed through the other choices.

Item thirty dealt with obtaining outside assistance such as a counselor or tutor for those students who need them. All responses by the teachers were spread evenly through the middle four choices. The principals indicated that this should be their responsibility with help from the teacher.

Item thirty-five dealt with diagnosing learning difficulties in students. The teachers with zero to four years of experience were evenly divided between indicating that it was their responsibility only and that they should have help from the principal. Teachers with five or more years of experience indicated that this should be their responsibility. Four administrators indicated that this should be a

teacher responsibility with their help, but the other six administrators indicated that this should be shared equally between both teachers and themselves.

The next procedure was to summarize the study, arrive at conclusions based on data received and make recommendations. This will be found in Chapter V.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The problem of this study was to determine whether classroom teachers and administrators of School District Number 7, Bozeman, Montana, both had the same perceptions of what the classroom teacher's role and responsibilities were as an employee of the district. For example, did the teachers and principals agree that evaluation of curriculum materials was a responsibility that teachers and principals should share or did the teachers feel this was a teacher responsibility and administrators feel that it was an administrative responsibility?

A questionnaire containing thirty-seven items was developed and mailed to all classroom teachers in the district, who had a homeroom as part of their regular assignment, and to the district administrators who were responsible for supervising teachers. Responses to the questionnaire were classified according to sex, age, teaching level, and years of teaching experience. The chi square test of independence was run for each of the thirty-seven items. A .05 level of significance was necessary for rejection of the null hypothesis.

The writer felt the study was necessary because it would serve as one method of determining how effectively administrators were communicating to teachers what they believed the teacher's role and responsibilities to be as teachers for School District Number 7.

The writer reviewed literature and related research on teacher roles and responsibilities. The literature and research indicated that the American classroom teacher was experiencing some definite problems resulting from changes taking place inside education as well as in society, in general. Problems arise for the teacher when the school administration, students, and parents make demands of the teacher which are not consistent with the teacher's perceptions of what her role and responsibilities are. Problems are also created for the teacher when the administration, students, and parents make demands of the teacher and each groups' demands are, in fact, contradictory. The literature stressed that the teacher's role and responsibilities are going through a period of marked change and that teachers should be afforded the opportunity to help redefine their role and responsibilities.

After the data was collected it was tabulated for each of the variables of age, sex, level of teaching experience and years of teaching experience. Then the chi square test of independence was run for each of the thirty-seven items in the questionnaire. The results were shown in the tables in Chapter IV with an explanation of how the data was tabulated.

Conclusions

Conclusions based on the analysis of data gathered from the questionnaire are summarized in the following statements:

1. Of the thirty-seven items in the questionnaire, nineteen, or 51.08 percent were found to be statistically significant. Four of the nineteen variables were significant for each of the four variables of sex, age, years of experience, and level of teaching. It seems that, for these nineteen items, teachers and administrators need to communicate more openly about what is expected of the teacher.

2. Selection and evaluation of curriculum materials appears to be a major source of difficulty between teachers and administrators.

3. Female teachers appear to be more aggressive than their male counterparts, particularly with reference to selecting candidates for administrative positions. In contrast, eight of the ten principals felt it was neither the teachers' nor the principals' responsibility to select candidates to fill administrative vacancies.

4. In terms of dealing with classroom discipline of students, over ninety-two percent of the men indicated that this was the teacher's responsibility. Only three and one-half percent of the women indicated that it was neither the teacher's nor the principal's responsibility. The writer would conclude that either the women didn't understand the item or that they believe that discipline should be handled by a specialist such as a counselor. It appears that the principals definitely feel this is the teacher's responsibility with eight of the ten responding indicating this.

5. The data would indicate that teachers, especially the

women, are not particularly interested in working with building budgets, whereas the principals would like to have the assistance of the teachers in developing building budgets.

6. More women teachers than men teachers expressed a desire to dismiss incompetent teachers. The men very definitely agreed with the principals that this was a principal's responsibility with little help needed from the teachers.

7. An item of special significance involved meetings with parents of children having academic difficulties. Teachers felt rather strongly that this should be handled by teachers with a few instances of principal help. The principals felt that this should definitely be a shared responsibility or that they should at least, assist the teacher. The principals see this as a necessary public relations measure.

8. Apparently teachers and administrators are not as far apart on school board negotiations as they might think. Both groups felt that this should be a shared responsibility with the teachers indicating that it should be more of a teacher responsibility with principal assistance.

9. It would appear that there is more agreement among teachers on who should evaluate daily lesson plans than there is among principals. The teachers indicate that this should definitely be a teacher's responsibility with principal assistance. The principals didn't seem to agree that it was, in fact, an administrative responsibility at all.

10. Younger teachers indicated that diagnosing learner difficulties should be shared between both the teacher and principal. Older teachers indicated that this was more their responsibility than it was the principals while the principals indicated that they should share this with the teacher or at least be in on the planning.

11. Principals apparently believe they should have more to say about selection and evaluation of curriculum materials. Younger teachers indicate that this should be a teacher responsibility, but as age of the teacher increases they seem to be more willing to share this responsibility with the principals.

12. Developing plans for new buildings in the district is the responsibility of the principals according to teachers in the twenty to twenty-nine year age bracket. Teachers in the thirty and over age brackets agreed with the principals that this should be a shared responsibility.

13. Selecting classified personnel such as secretaries and custodians was a responsibility that principals should share with teachers according to the teachers.

14. Securing outside help such as counseling and tutoring is the job of the teacher according to teachers in the twenty to twenty-nine year age group. The middle age groups from thirty to thirty-nine indicate that the principal should be responsible for this and those in the forty and over age group again feel as the twenty to twenty-nine

year olds do, that this is the teacher's responsibility.

15. Teachers and principals do not agree on who's responsible for diagnosing and remediating learning disabilities. The teachers indicate that this should be their responsibility with principal assistance and the principals believe that it should be a shared responsibility.

16. Elementary teachers indicated that grouping students for instruction is their responsibility while junior high and senior high teachers felt the principal should help. Undoubtedly, this is a result of grouping of students among elementary teachers where the practice is not so general among junior and senior high teachers. The principals followed the same line as did the elementary teachers indicating that this was solely a teacher's responsibility or that it was the teacher's responsibility with the principal's help.

17. Elementary teachers indicated that counseling students having emotional difficulties should be the teacher's responsibility. Junior and senior high teachers indicated that it was neither the teacher's nor the principal's responsibility. The writer would assume that, because the junior and senior high schools have counselors for this purpose, the junior and senior high teachers believed it was the counselor's responsibility and not the teacher's or the principal's.

18. More younger teachers felt that it was the teacher's responsibility to select candidates for administrative positions than did

older teachers. Older teachers did, however, indicate that they should have some say in the matter. Principals said that this was neither teacher nor principal responsibility.

Recommendations

The following recommendations are made:

1. School District Number 7, Bozeman, Montana, should appoint a team of teachers and administrators who would be responsible for developing a district wide philosophy for educating students. The writer believes that this would give specific direction to the educational effort of both teachers and administrators and would provide a basis for a more accurate definition of the teacher's roles and responsibilities.

2. There should be systematic means for communicating to teachers, particularly teachers new to the district, what their role and responsibilities are as employees of the district.

3. Administrators need to communicate more between and among themselves so that their perceptions of teacher roles and responsibilities will be more consistent.

4. The principals should redefine the teacher's responsibility for classroom discipline. With the largest proportion of women respondents being at the elementary level, it would appear that this is especially important for principals at that level.

5. A definite policy relating to conferences with parents of children having academic difficulties should be developed. Principals and teachers should decide whether this is a teacher's responsibility, the principal's responsibility, or a task that should be shared by both teacher and principal.

6. The trend for teachers and administrators to negotiate separately for salaries and benefits should be reversed. The data suggest that both teachers and administrators believe they should work together on this issue.

7. Principals should provide opportunities for teachers to participate in some administrative tasks such as selection of classified personnel, developing building budgets, interviewing teacher and administrative candidates and so on.

8. Teachers and principals should decide on a policy for diagnosing learning difficulties. This is particularly important considering the degree of sophistication required to perform such a task.

9. Principals should come to a consensus on who is responsible for evaluation of daily lesson plans. They show less agreement on this issue than do the teachers.

K. G. Saiyidain, an outstanding educator from India, said,

You know, as I do, that we are fellow pilgrims on this small planet, on this speck of dust whirling in the infinity of the cosmos, and, if dialogue breaks down between us. as it is tending to do, we will be poor fellow travelers indeed! (26:2)

Certainly, we in education cannot let dialogue break down. Hopefully, results of this study will prevent such a thing from ever occurring.

APPENDIXES

APPENDIX A: Letter of Transmittal

February 29, 1972

Dear

As part of my graduate requirements at Montana State University, I am presently conducting a district wide study in the Bozeman Public Schools in an attempt to determine what teachers conceive as some of their responsibilities in the district and what administrators conceive as the teachers' responsibilities in the district. It is my hope that the results of this study will better able school administrators to effectively delegate responsibilities to the appropriate staff level.

I would greatly appreciate your taking a few moments to complete and return the enclosed instrument to me. I hope that it would require approximately 15 minutes or less to complete it. Of course, your replies will be kept in complete confidence. No attempt will be made to identify individual teachers or grade levels. The only distinction to be made will be between Elementary (K-6), Junior High, and Senior High. The initials E, J, and S on the top of the first page of the instrument indicates the level.

A stamped, self-addressed, return envelope is enclosed for your convenience. Your cooperation is vital to my study and I shall be grateful for your response.

Sincerely,

Larry L. Bradley
Graduate Student
Montana State University

APPENDIX B: Questionnaire

Directions

Would you please indicate your response by circling the number which most closely shows how you believe each item should be answered - not how conditions may presently exist. Use the following rating system to indicate your response:

- 1 = teacher responsibility only
- 2 = teacher responsibility with principal help
- 3 = teacher and principal share responsibility equally
- 4 = principal responsibility with teacher help
- 5 = principal responsibility only
- 6 = none of these

1. Selection of curriculum materials is a 1 2 3 4 5 6 responsibility.
2. Evaluation of present curriculum materials is a 1 2 3 4 5 6 responsibility.
3. Final determination of the grades a student receives is a 1 2 3 4 5 6 responsibility.
4. Grouping students for instruction purposes is a 1 2 3 4 5 6 responsibility.
5. Promoting students to the next grade level is a 1 2 3 4 5 6 responsibility.
6. Retaining students in the present grade level is a 1 2 3 4 5 6 responsibility.
7. Formulating district policy that affects teachers is a 1 2 3 4 5 6 responsibility.
8. Developing plans for new building facilities is a 1 2 3 4 5 6 responsibility.
9. Initial screening of teachers candidates is a 1 2 3 4 5 6 responsibility.

10. Final selection of teacher candidates is a 1 2 3 4 5 6 responsibility.
11. Initial screening of candidates for administrative positions is a 1 2 3 4 5 6 responsibility.
12. Final selection of candidates for administrative positions is a 1 2 3 4 5 6 responsibility.
13. Classroom discipline of students is a 1 2 3 4 5 6 responsibility.
14. Selection of in-service training classes is a 1 2 3 4 5 6 responsibility.
15. Supervision and evaluation of the classroom teacher is a 1 2 3 4 5 6 responsibility.
16. Developing a building budget is a 1 2 3 4 5 6 responsibility.
17. Dismissing incompetent teachers is a 1 2 3 4 5 6 responsibility.
18. Organizing and conducting staff meetings is a 1 2 3 4 5 6 responsibility.
19. Choosing items for discussion at a staff meeting is a 1 2 3 4 5 6 responsibility.
20. Attempts to pass school district levies is a 1 2 3 4 5 6 responsibility.
21. Counseling students who are having academic problems is a 1 2 3 4 5 6 responsibility.
22. Counseling students who are having emotional difficulties is a 1 2 3 4 5 6 responsibility.
23. Meeting with parents of children having academic difficulties is a 1 2 3 4 5 6 responsibility.
24. Establishing policy and guidelines for students is a 1 2 3 4 5 6 responsibility.
25. Negotiating with the school board for teacher salary and benefits is a 1 2 3 4 5 6 responsibility.

26. Improving public relations for the school and school district is a 1 2 3 4 5 6 responsibility.
27. Selection of classified personnel such as secretaries and custodians is a 1 2 3 4 5 6 responsibility.
28. Handling complaints by teachers about district administration is a 1 2 3 4 5 6 responsibility.
29. Establishing policy and guidelines for teachers in their own building is a 1 2 3 4 5 6 responsibility.
30. Securing outside assistance for the student such as counseling, tutoring assistance and so on is a 1 2 3 4 5 6 responsibility.
31. Evaluating daily lesson plans is a 1 2 3 4 5 6 responsibility.
32. Offering suggestions for improving curriculum is a 1 2 3 4 5 6 responsibility.
33. Offering suggestions to improve teacher-administrator relations is a 1 2 3 4 5 6 responsibility.
34. Offering suggestions to change or improve building policy is a 1 2 3 4 5 6 responsibility.
35. Diagnosing learning difficulties is a 1 2 3 4 5 6 responsibility.
36. Offering remediation for a learning disability is a 1 2 3 4 5 6 responsibility.
37. Locating professional literature that contributes to teacher growth is a 1 2 3 4 5 6 responsibility.

Information obtained from the following questions will be vital to conducting a statistical analysis of the information provided in the preceding section. Please respond as accurately as you can.

1. I have taught in the Bozeman Public School for _____ years.
2. Female _____; Male _____

3. Age: 20 to 24 years____; 35 to 39 years____; 50 to 54 years____
25 to 29 years____; 40 to 44 years____; 55 to 59 years____
30 to 34 years____; 45 to 49 years____; 60 or over____

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