A Study of the Development of Leadership Abilities in Teachers Through in-Service Education

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A STUDY OF THE DEVELOPMENT OF LEADERSHIP ABILITIES IN TEACHERS THROUGH IN-SERVICE EDUCATION

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
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APPROVED FOR THE GRADUATE FACULTY

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

The rapidity of change, the accumulation of knowledge over the last ten years and the pressure that has been exerted on the schools to make this knowledge available to the youth of this nation has brought to the forefront the importance of teacher growth through in-service education.

I. THE PROBLEM

Statement of the problem. It was the purpose of the writer to determine from research literature: (1) the value of in-service education programs in developing talent leadership in teachers, (2) the nature and origin of leadership, and (3) the teacher's role in the in-service program.

Importance of the study. Paul Misner (26:32) points out that, "The ink is scarcely dry on the new teacher's diploma before the achievement that it symbolizes has become obsolete."

The new teacher and the veteran teacher must be continually active in in-service programs so they can keep abreast of new knowledge and so they can release creative abilities. Misner (26:33) adds that,

Teacher growth must be promoted through the kind of faculty organization that encourages teachers to exert their leadership by stating their problems, and seeking
ways to solve these problems through participation in
decision-making and accepting the responsibility for
the outcome.

It should be realized that the difference between
good and poor teaching may be caused by the teachers' need to
feel involved and potent in their organizations. Further,
there seems to be a need to make teachers feel that they
have some influence in developing changes by adopting new
administrative styles which decentralize decision-making.

Working in a situation where one feels liked and
respected by peers and supervisors is obviously more satisfy­
ing and fulfilling than working in a situation where one
feels ignored. It seems that an extremely effective method
to help establish this type of atmosphere would be an in­
service program that would go beyond the traditional college
extension courses to workshops or laboratories which help
teachers perfect problem-solving skills and explore their
interpersonal processes.

Many teachers' problems seem to be teacher caused;
therefore, it is imperative that there be time set aside for
teachers to get together and solve the problems that are
bothering them.

Administrators can help teachers exert their leader­
ship qualities by recognizing a spark of interest in a study
or area, and by fanning this spark through encouraging them
to work with other members of the staff who have similar
interests (19:61).
Many teachers are involved in in-service programs, but the purpose and benefits do not seem to be clearly understood.

Hunt (21:41) states:

There is little doubt that, in the years that lie immediately ahead, our educational system will face tremendous challenges. In order to meet these challenges successfully, we must make better use of the skill and devotion of our present teaching force. Programs of in-service education must be logically organized and intelligently expanded, if we hope to realize our professional strength.

II. PROCEDURE

This study was designed to determine the relationship between the function of in-service educational programs and the factors that are important in developing leadership abilities in individuals.

Chapter II, The Review of Literature, includes: information that will help determine the need for in-service education of teachers; the general concept of in-service education; the elements that must be considered when organizing such a program; and a basic understanding of leadership.

A questionnaire, based on the review of literature, regarding the value of in-service programs was administered to teachers attending Central Washington State College during the summer session of 1967. Chapter III, Discussion, shows the results of this questionnaire.
III. DEFINITIONS OF TERMS USED

**In-service education.** In-service education includes all activities engaged in by the teacher during his or her service that are designed to contribute to the improvement of the educational program.

**In-service program.** An in-service program is one set up in the local school district as the only promising means of keeping the employees abreast of the times, of welding together an effective staff, and of providing the group activity so essential for individual growth.

**Teacher.** The teacher is one who imparts knowledge, develops attitudes and skills, and through his leadership releases the creative abilities of those with whom he comes in contact.

**Status leader.** The status leader is one who holds a position by official appointment and assumes the responsibility for instructional leadership.

**Functional leader.** The functional leader is one who is seen by the group as helping or as being able to help with the means they need (or desire) to identify or attain their goals.
Leadership. Leadership is the quality that evokes from co-workers their voluntary, active participation in assuming responsibilities which contribute to the growth of the group in relationships, attitudes, and activities in the educational program.

Talent leadership. Talent leadership is that leadership in individuals which exists in possibility but not yet actualized or realized.
CHAPTER II

REVIEW OF THE LITERATURE

I. INTRODUCTION

To many people security exists only in familiarity. To make any change from the traditional or to make any progressive addition will result in a type of direct threat to the security of the member (27:16). The teacher must realize that he is a learner and that everything that he learns changes him so that he is constantly growing and becoming a different person (27:60).

The teacher learns as he is making decisions and choices. Learning from within a group brings new ideas and concepts that form teacher values. It is the experiencing and the growth that enlarges the fluency and the frequency of one's power to make proper decisions and new choices. Through in-service programs the teacher has the opportunity to select what he wants to add to himself (27:60).

II. THE NEED FOR IN-SERVICE EDUCATION

Many factors have contributed to the revolution in education. The explosion of knowledge, the pressures of population increase, and an accelerating rate of technological change have served to focus public attention and concern on education.
Because of this rapidity of change, the teacher can no longer be satisfied with his educational skills. The skills that were once sufficient are no longer adequate to keep up with the new innovations that are entering the educational program.

Babcock (5:16) states:

The success of innovations in the educational program would seem to depend upon three factors: (1) the pre-service education of teachers to assure that those entering our schools are adequately prepared to carry on the new programs and utilize the new methods and the new instructional resource materials and media, (2) in-service education of the present staff and corps to update those whose training preceded this period of change, and (3) provisions for the continuous in-service education of the whole staff and corps to keep abreast of the continuing changes with which we will be confronted in the future.

Margaret Mead (24:33) argues for in-service education "which will permit the teacher to keep abreast of a changing world." Programs must be made available to help the teacher keep up with these changing concepts and aims of education, the nature of learning and the learner, the function of the school, and the changing role of the teacher.

Misner (26:32) made the following comment concerning the need for in-service education of teachers.

There is considerable truth about the saying that twenty years of teaching experience may mean that the mistakes of the first year have been repeated twenty times.

Pre-service education cannot hope to give the beginning teacher all the experiences that will be encountered in
the role of teacher (26:32). Our higher institutions of learning strive to make use of all procedures to prepare the teacher for his profession but many of his problems remain unsolved.

The beginning teacher, Moffit (27:55) describes, enters into a strange and completely new situation. For many, it is the first job the teacher has had, with the responsibilities attached thereto. He is unacquainted with other teachers, the principal or the administrators or supervisory personnel. The students are strange and often the community is one about which he has little knowledge. Peter Hountras (20:79) had this to say about the beginning teacher:

The beginning teacher will be looking for advice and guidance that will help put into application the theory that was learned in pre-service education. In-service training programs can provide help to the beginning teacher in understanding which educational principles to apply in solving real problems. Administrators and experienced teachers can share valuable insights with the novice on the interrelationship between educational theory and practice.

Because in-service programs facilitate and encourage interchange among teachers, intelligent group planning can be a realistic outcome. As a result, a philosophy can be developed that will help each teacher realize his role in implementing both general and specific educational objectives (20:79).

Kimbal Wiles (50:262) suggests that in-service training should not be confined to experiences that only provoke academic growth but must also include experiences that enhance the ability to work with others, improve democratic processes
and develop social skills. C. A. Weber (46:72) says that the chief source of professional growth does not lie in the practice of attending summer school, taking extension courses or engaging in study outside of the school itself. Real learning comes from a program where suggested solutions to problems that confront the teacher may be obtained and given an opportunity to be tested by application.

The main difference between the average and the outstanding teacher is that the outstanding teacher never ceases to learn. The outstanding teacher experiments and evaluates new instructional materials and techniques, has an interest in learning more about the nature of pupils and their problems, and helps to interpret the role of the school in serving the needs of the community. Not the least of his concern is his own wholesome development (20:78).

In summary, our educational future seems to depend upon the continuous growth of all those involved in the educational process. Those involved must have the ability to arrange knowledge into wisdom, to change old habits into new modes of conduct, to direct policy toward meaningful ends, and to see themselves in new roles of educational leadership.

III. CONCEPT OF IN-SERVICE EDUCATION

Humpty Dumpty said to Alice, "When I use a word, it means just what I choose it to mean--neither more nor less" (31:9).
William Pharis (31:9) associates the above quote with the term in-service education. To some, it may mean in-service courses offered by the school system for its personnel. To others, it may mean taking courses at the college while on the job. To still others, it includes these and other activities such as attendance at conferences and workshops, travel, membership on curriculum committees for which in-service credit is given.

The broad area of in-service education actually covers all of the professional experiences of teachers including conversation over the coffee cup in the faculty lounge or participation in a pilot teaching area. In Misner's (26:36) opinion, "In-service education will come of age when it is fully realized that it is not an extracurricular activity, but an integral part of the total education of the teacher." How can we logically have a program for pupil growth without a program for teacher growth? It seems imperative that the teacher, who is responsible for the guiding of the education of the young, continue to learn and to grow through all the years of his service so that he can transmit not only the heritage of the past but also prepare the young for the present and the future.

From the literature researched thus far it appears safe to conclude that a program for teacher growth should encompass the following purposes:
1. It should promote continuous on-the-job learning for improvement of the total professional staff.

2. It should translate the knowledge, the understandings, and the generalizations of the pre-service program into successful and constantly improving professional practice.

3. It should help keep the total staff abreast of new knowledge to release creative abilities within the staff that will incorporate the new innovations into the instructional process.

4. It should help to eliminate deficiencies in the background preparation of veteran teachers and help to increase the efficiency of handling day-to-day functions within the educational program.

The foundation of all in-service programs should rest on democratic principles. The recognition of the integrity and the worth of the individual concerned is very important to the success of the program. Each person must feel free to express himself. Ellsworth Thompkins (42:14) substantiates this by stating that: "A good in-service program involves freeing the imagination and the creativity of the individual as far as possible to obtain a consensus on what should be done with the problem at hand." This enables a sharing of responsibilities and information that is desirable for both self and school improvement. The success of an in-service program largely depends upon the degree to which teachers themselves identify their problems. Dr. Robert Eaves (14:13) relates that:
An essential of a good in-service program is that it be continuous. It can be started at any time that the need for it is felt. The most difficult problem is getting attention focused on the problem that teachers have in common without having any individual teachers feel that they are on the spot because they need help. An effective program bubbles up from the teachers themselves; it is not imposed on them.

Ethel Thompson (43:13) suggests ascertaining what teachers want to learn and what areas interest them. The program will start with a handicap if a principal or supervisor makes decisions based on what he thinks teachers should be interested in.

IV. FRAMEWORK AND ORGANIZATION OF AN IN-SERVICE PROGRAM

The basic purpose of an in-service program should be to bring to the school district, at strategic points, the additional measures of leadership needed to keep the school program moving forward to a higher level of accomplishment and performance. It must be a type of program that helps people help themselves. The program must be tailored to fit the needs of the district and those situations peculiar to that district. It must be deeply rooted in the convictions of administrators, teachers, school board members, lay citizens and everyone concerned with the schools (2:63-64).

The program should be conceived and designed so that it deals with the why, what, and how of current policy and practices. It must begin with the types of problems that worry, disturb, and annoy teachers; with problems that limit
their effectiveness; with questions to which they are seeking answers; and with issues which they themselves believe are important (2:65). Teachers must realize that learning comes from in-service education because it suggests solutions to real problems that confront them within their school systems and because it gives them an opportunity to test by application.

It should be logical to assume that there should be an understanding of the nature of the activities to be undertaken. In other words, the framework should provide teachers with a simplified way to look at the requirements of the job, give them a measure as to how well they are doing, and suggest ways and means to help them to do better than they are doing.

To move all that has been said previously from the discussion stage to the implementation level, it is necessary to organize the needs and purposes of in-service programs into meaningful frames of reference. To be most useful, the framework should satisfy two diametric demands—simplicity and comprehensiveness. Pharis (31:11) suggests that an in-service program is more effective in the early stages if it is simply organized so that it grasps the significance and the priority of each concern as it is measured against the main purpose and it should be comprehensive enough to incorporate and relate all that is significant. It should not
become involved in problems or issues that are too complex. It should be made so that flexibility and spirit can be available at all times. The following principles are suggested by Hountras (20:79-81) as guideposts for implementation of in-service programs. From these guideposts, each school can work out its own individually tailored program to meet its needs.

1. The administration, superintendent and principal, should not only approve of such a program but should also actively participate to render it feasible and worthwhile. Important practical considerations by the administration are the provisions for: (a) attractive facilities, (b) specific appropriations in the school budget, and (c) released time for participation.

2. It is vital that teachers participate not only in the initial planning stages, but also in the evaluation of the program. Leadership which emerges from the group process should be recognized and encouraged. Provisions should be made for the maximum identification and active participation of all interested members, utilizing the specific competencies of each member. The extent of ego-involvement of participating members thus serves as an important index of the growth of the program.

A democratic atmosphere promotes a free exchange of ideas. Individual members are also likely to accept and
implement ideas and policies effected through group activity. Not the least important outcome of such democratic decision-making is the improved *esprit de corps* which permeates the faculty.

3. During the initial phases of organization there should be felt the need for a formulation of a tentative philosophy of education which is acceptable to the group. This is important in surmounting the problem of teachers working at cross purposes. It is to be expected that the expressed philosophy of education will undergo periodic re-examination and change which reflect the growth of the staff.

Whenever possible, objectives should be stated in specific terms so that progress can be evaluated. The realization of these objectives necessarily depends on the care which has been exercised in formulating specific methods of attack.

4. From the outset, planning should include the opportunity for teachers to discuss problems that arise in the classroom. In this way, in-service training can be viewed by the teacher as providing real help when and where it is needed. This is essential in overcoming much of the initial resistance to change and the complacent satisfaction with what has worked in the past. If necessary, consultants should be brought in to speak on specific problems of general interest.
5. A functional in-service program should make available a wide variety of activities. Any activity which has as its primary purpose the continued professional growth of the teacher may be viewed as a legitimate part of the total program. Therefore, in-service programs should not be limited to only group activities but should include any individual activity that enhances growth.

6. It is necessary that ultimate goals be developed that provide a basis for continuity of the programs. Failure to formulate long-term plans may result in loss of interest and group disruption as soon as immediate problems have been solved.

It may be pointed out that the insights gained from active faculty participation in well organized in-service programs can result in more functional curricula, more effective teaching methods and techniques, better ways of evaluating the instructional process, and a deeper understanding of the characteristics of pupils. Likewise, teachers can derive a great satisfaction from continued growth in their profession. Glen Hass (29:31) adds that:

The climate of professional stimulation provided by a good in-service program can give teachers pride in their achievements and stimulation to surpass their previous best efforts. When a school system fails to provide this stimulation, teachers who have begun their careers with anticipation and readiness for hard work tend to lose their zest when they find that nothing challenges them to use their abilities to the utmost.
V. EXISTING FORMS OF IN-SERVICE PROGRAMS

If the definition of in-service education is kept in mind, no school system need be deterred from the development of its own appropriate program because of the size of the staff, inadequate facilities, or the pressure of other professional problems.

According to Edward Hunt (21:40), professional meetings can furnish the opportunity for growth to more individuals than any other feature of a good in-service program. Such meetings should be cooperatively planned by teachers and administrators; they should be largely concerned with instructional matters, not just administrative routine; they should be based upon democratic procedures. Any school system, regardless of its limitations, can profit from such meetings.

In addition to professional meetings, Hunt (21:40) rates teachers' committees and panel discussions as having made real contributions in in-service programs. Teachers' committees have contributed their services in the instructional programs of their schools in the areas of curriculum revision and study guides. Panel discussions have stimulated teacher growth by developing leadership qualities in staff members through participation and sharing ideas with other personnel.

Burton and Brueckner (9:147) describe educational
workshops as:

... the most important devices for in-service education. No school system can hope to be really vigorous, nor can it claim to have a superior program, if it does not include in-service training, usually on a workshop basis.

Workshops are agencies in which ideas can be found, skills developed, knowledge acquired, and professional interest motivated. In theory there is no pre-planned or arbitrary schedule of activities; the participants work on the problems they wish to work on; and leadership is a function of the workshop members (15:417).

Other existing forms of in-service education activities in common use are those which lend themselves especially to group participation and those that are primarily individual in nature.

Examples of in-service activities that are group centered are: (1) faculty meetings, (2) departmental meetings, (3) demonstrations of effective instructional techniques, (4) reading circles on selected topics, (5) studies of the local community, (6) presentation of outside speakers, (7) field trips to places of common interest, (8) development of curriculum materials laboratory, (9) case studies of problem children, (10) research on current problems, (11) faculty social clubs, (12) teacher committees from various schools proposing curricular needs and changes, (13) teacher institutes, and (14) district workshops (20:79-80).

Examples of in-service activities that are individual in nature are: (1) membership in professional, fraternal, civic and religious societies, (2) conferences with the principal and supervising teacher, (3) observation of other teachers through intervisitations, (4) reading of professional journals, (5) enrollment in evening sessions and summer school, (6) participation in college and community workshops or projects, and (7) travel (20:81).
VI. METHODS THAT FOSTER LEADERSHIP IN TEACHERS

Why aren't teachers willing to exert their full leadership potential? Every individual wants to be recognized and have the feeling that he is making some contribution toward the goals of the group. The development of leadership in teachers should involve getting them to assume responsibility for the planning and development of a program; it should also involve creating the type of atmosphere that encourages and stimulates them to exert their optimum ability. Through helping teachers achieve leadership, the program releases the full power of the faculty. Each member of the faculty makes his maximum contribution as he has the opportunity to lead, and he grows in strength and ability through experiences (50:76-77).

Wiles (50:76) states:

In the school faculty, leadership is fostered by: (1) creating a permissive atmosphere in which the individual feels secure enough to make his unique contribution, (2) offering an opportunity to assume responsibility in program development, and (3) encouraging the full use of creative ability in the teaching process.

He also adds that getting teachers to assume responsibility does not mean convincing them to do something that someone else wants done but suggests that a more fruitful approach would be to give them a part in determining the goals and methods of operation. Those involved in the program should be given a share in deciding how the authority allocated to
the group will be used. As the members of the group make the decisions on how authority is to be used, they will assume the responsibility for the accomplishment of the purposes involved. They inescapably acquire a sense of responsibility for the success of their decision. Shared authority and shared responsibility are indivisible.

Weber (47:239) says that:

The most promising techniques for educating teachers in-service are those that give teachers a large part in the shaping of the school policy; which give teachers a large part in planning and conducting faculty meetings; which encourage co-operative attacks on the problems facing the school; which provide for situations in which teachers, pupils, parents, and board members work together in attacking problems arising in the school.

The least promising techniques for educating teachers in-service are those which may be classified as supervisory, inspectional, authoritarian, and principal-dominated.

Weber (47:240) suggests that teachers should make every effort to participate in situations of group thinking, should take an active part in discussion, and should energetically contribute leadership to the program. They should be concerned with the common problems of the school as well as with the problems of their own departments. Unless teachers are willing to assume the responsibilities necessary to co-operative planning, outworn authoritarian procedures will continue to dominate the efforts of schools to promote teachers' growth in service.
VII. LEADERSHIP: ORIGIN AND NATURE

Leadership is not a new experience for any of us; people have been influenced by leadership from the beginning of man's existence on this planet. The best leadership that has emerged has always led man to a higher plane of humanitarian existence. The influence of an evil, inept, untimely or insensitive leader creates an atmosphere that ranges from modern discomfort to possible annihilation of the group (33: 151).

Depending upon the situation, different types of leadership as well as leaders are called upon. Vivienne Anderson and Daniel Davis (3:22) say that an autocratic type of leadership is important to groups such as the military, fire department, police department, and others that rely on quick decisions, prompt action, and unquestionable obedience necessary to get the mission completed and save lives. This type of leadership is formulated from a status-type leader, one who is put into the position either by rank or seniority. The assets of knowledge and experience are of vital importance in obtaining the goals of these groups. John Bartky (7:133) describes autocratic leadership in education as favoring the needs of the school organization and insists that the structure is designed to best meet these needs. This type of leadership can often lead to conflict and frustrations; however, in time teachers may adapt, and conflict
and frustrations will disappear. Autocratic leadership makes the teacher more dependent upon the principal (leader) and it is possible that after they become accustomed to this dependence, they will learn to contribute effectively.

Bartky (7:132) also adds that satisfying teacher needs is not always compatible with the demands of the school organizational structure, therefore, conflict and frustration are still likely to continue. These are hypothesized to grow more unbearable as the teacher matures, as he becomes more subordinate in the chain of command, or as his task becomes specialized to the point of monotony. The teacher may seek relief from this situation by: (1) resigning, (2) escaping to the administrative level, (3) becoming apathetic, disinterested, and uninvolved, or (4) just accepting professional dissatisfactions and chase money or some other intrinsic rewards. In all events, his behavior will become more and more non-functional to the group that he serves.

The leadership approach that is specifically designed to combat this teacher conflict and frustration with the organizational structure is the permissive approach. It is more democratic, more involving, and more teacher centered.

Lippitt and White's (51:585) operational definition of the democratic leader best describes the permissive approach. If we relate their definition to the school situation, we find that the democratic school leader: (1) permits all teachers to discuss school policy formation; (2)
encourages teacher discussion about present and future educational activities; (3) permits teachers to define their own job situations as much as possible; (4) focuses on obtaining objective facts relative to teacher problems.

The claim that permissive leadership invariably leads to higher productivity can be challenged and disproved. Morse and Reimer (28:120) present evidence that productivity can be increased to a greater degree through autocratic leadership than through a permissive one. It is obvious that in times of urgency and emergency an autocratic type of leadership is the only effective leadership. Sometimes a little teacher discomfort, in the form of conflict and frustration, is necessary to encourage him to modify his behavior when immediate organizational action is demanded.

For a number of years the hereditarian view of leadership was used to describe the leader as one who was: (1) resourceful, (2) forthright, (3) energetic, (4) dependable, (5) clear-eyed, (6) and physically attractive. So far as can be determined by research there is little relationship between such traits and leadership ability. They are assets, but these characteristics alone are not enough to insure functional leadership nor the ability to develop leadership among co-workers (3:19) There is no such thing as a portrait of a leader. Leadership is not stereotyped. There are within people various and numerous potentialities and
qualities that are stimulated to emerge and to operate because of the interplay of certain situations.

Cattell's "Situation Theory" (8:168) states that the leader can emerge only if the times are such that it permits him to use whatever skills he might possess. The leader, from this point of view, is independent of external social forces over which he has little or no effective control. In other words, every member of a group is potentially a leader, more or less.

The "Sociometric Approach" (8:169) accounts for leadership by the frequency with which an individual in a group is identified as the one who influences others in it. Gibb found a correlation of 0.80 between leadership as indicated by sociometric choice and by rating of competent individual external observers. Sociometry does not take into account that being chosen a leader means there will be leadership behavior exerted by the person chosen.

Moreno and Jennings (8:171) depict the leader as the person who is the most frequently chosen by others, and that he is chosen by others because he possesses the characteristics which make him attractive to them.

A relatively new concept of leadership is explained by Moffit (27:77) who indicates that it emerges from democratic group processes. This type of leadership is not a function of position; it evolves from the group, thus giving
the responsibility for the selection of leadership to the group members. Anderson and Davis (3:22) believe that participatory or group-centered leadership is more conducive to educational leadership because it brings out inventiveness and creativity. It is the type of leadership that leads the group in breaking down the barriers of tradition and guides them in developing new ideas. Fundamental to this type of leadership is the attitude that leadership is seen as existing primarily to serve the purpose of the group or organization. Mathew B. Miles (25:21):

... refers to leadership as that which is part of learning to work in groups and asserts that through functional leadership, leadership is learnable and can be shared by many of the group members instead of being only a matter of one person's behavior.

The capacities of being a functional leader are: (1) knowing how to work co-operatively with others; (2) keeping the group's effort pointed toward the mutually accepted goal; (3) symbolizing the group's aspirations as to conduct, dress, bearing and general behavior; (4) to be able to listen and interpret the wishes and needs of the group they serve; (5) to have a highly developed sense of integrity; and (6) being able to communicate without giving the impression of being a conservative "stuffed shirt" (3:21).

There is a great difference between the definition of leadership and leadership itself. In this respect, it appears that it is not so much what a leader knows but what he does. Farley and Santosuosso (16:363) found that the actual effect
of a leadership act is more important than either the knowledge leading to the act, or the nature of the act itself. Successful leadership, therefore, appears to be more of an art of application, and less an exercise in scientific techniques.

Quiggle (32:6-7) lists these hypotheses that he used to develop his leadership capabilities and indirectly helped to develop the leadership abilities of those under him. He hypothesized that:

(1) In education, an authoritarian approach limits the accomplishments to the capabilities of the one in command, (2) teachers are likely to use the same approach with their students as their administrator uses with them, (3) when people behave because someone in authority is watching them, they are learning to beware of authority and, therefore, are not necessarily improving their values, (4) when people's actions are predominantly the result of instructions, the product is also somewhat predetermined and stereotyped. In other words, an authoritarian environment places a high premium on conformity--consequently there is danger that an individual and the situation in which he functions may not arise above mediocrity, (5) people do not fully identify themselves with a situation until they are truly involved in decision making, (6) people judge us more by our actions than by what we say, (7) in school administration there are two areas of decision making--one which is pure routine and procedural, and important from the organizational point of view; the other, developmental, or how can we do better than we are doing?, (8) educational leadership should be a process of releasing potential in accordance with predetermined basic concepts, (9) educational leadership in the principal's office has much in common with educational leadership in the classroom, (10) one of the best ways for anyone to exert leadership is by honest participation with others in solving problems, (11) the more our leadership depends upon status the less productive it will be toward creativity.
In summary, teachers must be given the opportunity to function within group-centered activities if they are to develop talent leadership. Pascoe (30:92) points out that leadership is a group process and that as such, it can be a learned skill, whether it is thought of as an art or science.
CHAPTER III

DISCUSSION

This chapter presents discussion of the questionnaire (see appendix) that was administered to teachers attending summer school at Central Washington State College.

I. DESIGN

The design for the questionnaire was developed to obtain current thinking of teachers as to the value of in-service education programs in developing leadership.

The following are the objectives of the questionnaire based on a study of the literature as indicated.

1. Of those receiving the questionnaire, how many have been involved in an in-service program or activity?

2. What type of activities were offered and which were successful in accomplishing the purpose?

3. Where does leadership come from to make a successful in-service program of activities?

4. Can a healthy in-service program help teachers solve their job problems?

5. What is the teacher's thinking as to the primary purpose of an in-service program of activities?

6. From the teacher's point of view, what is the administrator's conception of in-service education?
II. GENERAL INFORMATION

The questionnaire was administered to sixty classroom teachers. Many of these teachers were involved in other areas besides the classroom. Some were department heads, while others were co-ordinators or supervisors of specific activities in the local school or school district.

Of the sixty teachers taking this questionnaire, thirty were teaching in secondary education and thirty were teaching in elementary education with experience ranging from one year to twenty years.

The average teaching experience of 5.78 years was distributed among twenty-eight female and thirty-two male teachers.

III. ANALYSIS OF THE DATA

Item II on the questionnaire asked for a brief definition of in-service education. The answers indicated a good knowledge of the subject.

Items III and IV focused on teacher problems encountered on the job and on what gives teachers job satisfaction.

1. Problems frequently encountered on the job were:
   a. Discipline of students
   b. Keeping students interested and involved
   c. Communication with other teachers and administrators
2. Job satisfaction resulted from:
   a. Seeing growth in the student (children)
   b. Personal contact with students (children)
   c. The enjoyment of teaching

   The data from item V of the questionnaire is presented in Table I. The teachers were asked to check those activities they had been involved in and to rate the activity according to its benefit to them.

   The activities have been grouped according to the number of teachers indicating involvement.

   1. Group I indicates an involvement of fifty or more teachers in those activities.

   2. Group II indicates an involvement of forty through forty-nine teachers in those activities.

   3. Group III indicates an involvement of thirty-nine or less teachers in those activities.

   It could be generalized from the apparent grouping of the activities in Group I that the greatest involvement was in those activities that might have been administratively imposed on teachers. The ratings given most of the activities listed in this group were good. Teacher-Principal Conferences and Reading Professional Journals received the highest ratings in the group; whereas, Faculty and Teachers' Meetings were rated lowest.

   The activities in Group II, because of their type and high ratings, seemed to indicate that these are the types of activities that teachers like to participate in.
### TABLE I

**Evidence of Teacher Involvement in In-Service Activities and Teacher Ratings of These Activities**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Number of Teachers Involved in the Activity</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GROUP I</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Meetings</td>
<td>60</td>
<td>8</td>
<td>19</td>
<td>21</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>Professional Meetings</td>
<td>58</td>
<td>4</td>
<td>21</td>
<td>27</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Teachers' Meetings</td>
<td>57</td>
<td>7</td>
<td>23</td>
<td>19</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Reading Professional Journals</td>
<td>55</td>
<td>1</td>
<td>7</td>
<td>27</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Teacher-Principal Conferences</td>
<td>54</td>
<td>4</td>
<td>8</td>
<td>13</td>
<td>21</td>
<td>8</td>
</tr>
<tr>
<td>Teacher Committees</td>
<td>53</td>
<td>3</td>
<td>14</td>
<td>29</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td><strong>GROUP II</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consultant Help</td>
<td>45</td>
<td>4</td>
<td>6</td>
<td>15</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Curriculum Studies or Meetings</td>
<td>44</td>
<td>2</td>
<td>14</td>
<td>16</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Extension Courses</td>
<td>43</td>
<td>3</td>
<td>5</td>
<td>17</td>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td>Observing Other Teachers Teach.</td>
<td>43</td>
<td>2</td>
<td>2</td>
<td>7</td>
<td>20</td>
<td>12</td>
</tr>
<tr>
<td>Workshops</td>
<td>41</td>
<td>2</td>
<td>6</td>
<td>17</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td><strong>GROUP III</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td>38</td>
<td>2</td>
<td>1</td>
<td>7</td>
<td>18</td>
<td>10</td>
</tr>
<tr>
<td>Supervisor's Visits</td>
<td>38</td>
<td>4</td>
<td>14</td>
<td>11</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Intervisitations</td>
<td>35</td>
<td>1</td>
<td>2</td>
<td>15</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Demonstration Teaching</td>
<td>33</td>
<td>0</td>
<td>2</td>
<td>13</td>
<td>13</td>
<td>5</td>
</tr>
<tr>
<td>Educational Philosophies and Goals</td>
<td>31</td>
<td>1</td>
<td>5</td>
<td>17</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>

**NOTE:** This table should be read as follows: Sixty teachers have been involved in faculty meetings; eight rated faculty meetings poor; nineteen rated them fair; twenty-one rated them good; ten rated them excellent; and two rated them superior.
Group III indicates a lower involvement, but the activities, on the average, were rated by the teachers as good. Travel was given a very high rating. Over-all, participation in the in-service activities listed in Table I was high and the ratings given to most of the activities were good.

Table II presents data obtained from item VI concerning the thinking of teachers as to what an in-service program of activities should strive to develop or accomplish. Because the items in this table are all very important, the first five choices indicated by each teacher were recorded for analysis. Analysis of the recorded data shows that teachers think in-service programs should strive to develop or accomplish: (1) practical ideas about teaching, (2) creativity in teachers, and (3) curriculum improvement. It might be noted that the developing of creativity in teachers ranked as one of the first three choices, but the developing of leadership talent in teachers was ranked very low. The meaning of this item, however, might have been misinterpreted.

According to teacher response to item VII, summer school and in-service education are nearly equal in importance to real learning. Twenty-seven teachers indicated real learning from summer school participation, thirty teachers indicated that participation in in-service education of problems within the school district created a real learning
TABLE II

EVIDENCE OF TEACHER PREFERENCE AS TO WHAT AN IN-SERVICE PROGRAM OF ACTIVITIES SHOULD STRIVE TO DEVELOP

<table>
<thead>
<tr>
<th>Areas Developed Through In-service Programs</th>
<th>Indicated Choices</th>
<th>Total Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st</td>
<td>2nd</td>
</tr>
<tr>
<td>Behavior Attitudes in Teachers</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Developing Creativity in Teachers</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>Academic Growth in Teachers</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Curriculum Improvement.</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>Talent Leadership in Teachers</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Philosophy and Goals in Education</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Practical Ideas About Teaching</td>
<td>18</td>
<td>13</td>
</tr>
</tbody>
</table>

NOTE: This table should be read as follows: Five teachers ranked Behavior Attitudes in Teachers as their first choice of what an in-service program of activities should strive to develop. Nine teachers ranked it as a second choice; eleven ranked it as a third choice; and so forth. Forty-four of the sixty teachers listed by preference Behavior Attitudes in Teachers as one of their first five choices.
situation, and three teachers felt that real learning came from involvement in extension courses.

The responses to questions in item VIII of the questionnaire are presented in Table III. The questions in this section deal mainly with the theory of in-service education, leadership, and group dynamics. Most teachers were in a common agreement of "yes" with questions 1, 2, and 8, but the responses to the remainder of questions indicated a general difference of opinion.

Ten questionnaires were returned with remarks on them. Most of the remarks pointed to the difficulty of interpretation. Some felt that the questionnaire was loaded towards one area of thought; while others stated that it was interesting and stimulated awareness and reinforcement in the area of in-service education.
<table>
<thead>
<tr>
<th>Questions</th>
<th>Yes</th>
<th>No</th>
<th>No Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The vitality of a staff lies in the differences in viewpoints and diversity of leadership talent.</td>
<td>41</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>2. The nature and quality of interpersonal relations on a faculty are a determining factor in the success or failure to achieve change.</td>
<td>53</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>3. Faculties tend to ignore those who resist change when group action is problem-centered.</td>
<td>24</td>
<td>21</td>
<td>15</td>
</tr>
<tr>
<td>4. The quality of an in-service program may be appraised by observing the participation of individuals in formal group activities.</td>
<td>20</td>
<td>29</td>
<td>11</td>
</tr>
<tr>
<td>5. Administrators can get more cooperation from teachers to participate in in-service programs when they (administrators) carefully plan and present the activities.</td>
<td>34</td>
<td>22</td>
<td>4</td>
</tr>
<tr>
<td>6. School administrators tend to believe that in-service education is for teachers who are deficient in some respective areas of academic growth.</td>
<td>18</td>
<td>26</td>
<td>16</td>
</tr>
<tr>
<td>7. Teachers are often confused as to what their roles are in the educational program.</td>
<td>33</td>
<td>21</td>
<td>6</td>
</tr>
<tr>
<td>8. Strong participation in policy procedures and problem identification tends to dissolve unprofessional attitudes of teachers.</td>
<td>43</td>
<td>8</td>
<td>9</td>
</tr>
</tbody>
</table>
CHAPTER IV

SUMMARY AND CONCLUSIONS OF THE STUDY

I. SUMMARY

A search of the literature in this study has indicated that there is a great need for in-service education of teachers because of the new innovations and continuous changes in the educational system. This apparent need goes further than just the education of the teacher in the areas of academics and instruction but also in improving philosophies, attitudes, social skills, and values that are necessary in carrying out democratic processes and democratic teaching. Programs must be made available to allow more interchange among teachers so that they can pool their resources and knowledge to foster worthwhile educational experiences for their students. These programs must be made part of the teacher's workday and integrated into the ongoing education of teachers. In-service education must not be termed an extracurricular activity.

Administrators can develop leadership in teachers by broadening the teachers' vision and imagination in helping to shape and direct the course of public education. An atmosphere that breathes opportunity and that encourages teachers to assume responsibility should always be present in the school faculty. Recognition, security, and social
approval are learned needs of an individual. These needs are satisfied by the individual's contribution towards the goals of the group. Teachers can satisfy these needs by sharing in the determining of the goals and methods of operation in their local schools and school districts.

The success of in-service programs depends on the degree of democratic participation of the members. It must be a type of program that helps people help themselves. It must be tailored to fit those situations that annoy, disturb, and worry teachers with problems that limit their effectiveness. It must answer questions which they believe to be important.

There are two types of in-service activities in common use: (1) those that lend themselves to group participation, and (2) those that are primarily individual in nature. Group-centered activities founded on democratic group processes are more conducive to developing educational leadership in teachers because everyone within the group is given the opportunity to exert his leadership abilities. Leadership is learnable and through group processes it can be developed.

The ultimate goal of in-service education is to stimulate teachers to surpass their previous best efforts. This enhances the educational program for the betterment of the student.
II. CONCLUSIONS

Democratic group processes that are a basic function of a successful in-service program can develop leadership abilities in teachers.

If a better educational program is desired, the teacher must be the focal point of all changes. An environment must be established in which the teacher can be imaginative and creative, can improve his teaching techniques and methods, can govern his own insights and systematically draw from resources that will help improve his interpersonal processes, and can influence him to exert leadership potential. Educational leadership can be provided by a creative teacher, one who is continually growing on the job through a healthy in-service program. In-service programs that are initiated by teachers tend to be more effective than those that are initiated by the administration. If a democratic atmosphere prevails, the teachers, because of their general desire to do more effective teaching, will often ask for help.

The cooperation between the administrator and teacher is the deciding factor that will determine the success or failure of in-service education. The administrator must realize his role in the program of activities. He should aid in the fermentation of ideas that he feels are not only important to school structure and policy but are also
important to the teachers. The teacher must realize that he is a learner and that everything he learns changes him so that he is continually becoming a different person. His philosophy, attitudes, and values must change so that he can comprehend and deal logically with the ideas and purposes of the present. In-service programs help the participants to become more adequate as persons, teachers, and administrators which in turn contributes to a more adequate educational program for the pupil.

To develop leadership in teachers through in-service education, sound leadership principles must be understood and expressed by those who are in status positions. It must be remembered that it takes leaders to make leaders.


47. ____, "Reactions of Teachers to In-service Education in Their Schools," *School Review*, 51:234-240, 1943.


I. GENERAL INFORMATION

A. Position:
   Check one or more that clearly define your teaching position:
   
   ___ Teacher (classroom)
   ___ Supervisor of some activity besides teaching
   ___ Department Head (math, science, English, etc.)
   ___ Coordinator (special services; A.V., School Patrol, etc.)
   ___ Other ____________________

B. Teaching Level:
   ___ High School
   ___ Junior High
   ___ Elementary

C. Number of teaching years: ______

D. Sex: male or female (circle your indication)

II. What is your definition of in-service education?
    (explain briefly)

III. In your teaching position, what are the most difficult problems that you encounter?
    1.
    2.
    3.

IV. What factor gives you your greatest job satisfaction?
V. Check and rate

A. Check the below listed in-service activities that you have been involved in and rate them according to their benefit to you: 1 (poor), 2 (fair), 3 (good), 4 (excellent), and 5 (superior).

1. Professional Meetings.

2. Extension Courses.

3. Curriculum Studies or Meeting.

4. Workshops.

5. Faculty Meetings (principal).

6. Teachers Meetings.

7. Intervisitations.

8. Observing Other Teachers Teach.


10. Reading Professional Journals.

11. Educational Philosophy and Goals.

12. Teacher Committees.

13. Teacher-Principal Conferences.


15. Supervisor's Visits.

16. Travel.

17. Other Activities.

________________________

________________________

________________________
VI. In your opinion, what should an in-service program of activities strive to develop:

Rearrange in order of preference

_1. Behavior Attitudes in Teachers
_2. Developing Creativity in Teachers
_3. Academic Growth in Teachers
_4. Curriculum Improvement
_5. Talent Leadership in Teachers
_6. Teaching Philosophy and Goals in Education
_7. Practical Ideas About Teaching
_8. Others: ____________________________

VII. In your opinion, real learning comes from participation in: (check one)

_1. Summer school
_2. Extension courses
_3. In-service education of problems within the district

VIII. Answer the following questions using this rating:

1 means yes, if in agreement; 2 means no, if not in agreement; 3 means no-comment, if you neither agree nor disagree.

1. The vitality of a staff lies in the differences in viewpoint and diversity of leadership talent. 1 2 3

2. The nature and quality of interpersonal relations on a faculty are a determining factor in the success or failure to achieve change. 1 2 3
VIII. (con't.)

3. Faculties tend to ignore those who resist change when group action is problem centered. 1 2 3

4. The quality of an in-service program may be appraised by observing the participation of individuals in formal group activities. 1 2 3

5. Administrators can get more cooperation from teachers to participate in in-service programs when they (administrators) carefully plan and present the activities. 1 2 3

6. School administrators tend to believe that in-service education is for teachers who are deficient in some respective areas of academic growth. 1 2 3

7. Teachers are often confused as to what their roles are in the educational program. 1 2 3

8. Strong participation in policy procedures and problem identification tends to dissolve unprofessional attitudes of teachers. 1 2 3

IX. REMARKS ABOUT THIS QUESTIONNAIRE IN THE SPACE BELOW.