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## A profile of local education association presidents of Iowa

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## A profile of local education association presidents of Iowa

### Abstract

This paper will investigate two aspects of local teacher association presidents of Iowa. First, it will develop a statistical analysis of such factors as age, sex, marital status, education, and teaching experience. The purpose of this part of the research will be to look for patterns of characteristics that are repeated in the sample. The second part of the research will deal with the attitudes of the sample group toward their school administration and their reasons for seeking the office of association president. 1 A general statement of the intent of this paper would be: to develop a profile of characteristics. and attitudes of teacher association presidents of Iowa.

A PROFILE OF LOCAL EDUCATION ASSOCIATION  
PRESIDENTS OF IOWA

A Research Paper

Presented to

The Department of School Administration  
and Personnel Services  
University of Northern Iowa

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

by

Steven Ray Harding

July 1981

This Research Paper by: Steven Ray Harding

Entitled: A Profile of Local Education Association Presidents of Iowa

has been approved as meeting the research paper requirement for the Degree of Master of Arts in Education.

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## Chapter 1

### INTRODUCTION

Although teacher unions have been in existence in the United States for more than 180 years, there has been a comparatively small amount of research pertaining to teacher unions and their leaders. The studies that have been done have brought to light many interesting, but often conflicting findings about this group of people who make up the second largest influential interest group in the United States. This paper will summarize the information provided by previous research on teacher association leaders across the nation and compare those findings with the characteristics and attitudes of teacher association presidents in Iowa.

#### Statement of the Problem

This paper will investigate two aspects of local teacher association presidents of Iowa. First, it will develop a statistical analysis of such factors as age, sex, marital status, education, and teaching experience. The purpose of this part of the research will be to look for patterns of characteristics that are repeated in the sample.

The second part of the research will deal with the attitudes of the sample group toward their school administration and their reasons for seeking the office of association president.

A general statement of the intent of this paper would be: to develop a profile of characteristics and attitudes of teacher association presidents of Iowa.

### Significance of the Problem

Previous research has yielded conflicting data on the characteristics or lack of consistent characteristics of teacher leaders. This research will deal with a group of teacher leaders - local education association presidents of Iowa. The data collected in this research can then be compared with the data gathered in other projects and will strengthen one side or the other.

### Statement of Hypotheses

The review of literature has indicated several hypotheses that will be tested in this research. They are:

1. association presidents will most likely be secondary teachers.
2. association presidents will have a high degree of educational training.
3. association presidents will have several years of teaching experience.
4. association presidents will more likely be men than women.
5. association presidents will show a correlation of increasing age.

### Assumptions and Limitations

Two assumptions are made in this research. The first is the author's ability to construct a valid instrument to gather the data necessary for the project. The second is that the eighty-seven people who responded to this random sample survey are representative of the association presidents of Iowa.

### Definition of Terms

The following terms used in this paper are clarified below to avoid confusion where other terms may be used to describe the same people.

Local teacher association - the teachers in a single school district who have organized for the purposes of collective bargaining.

Teaching staff - all of the teachers employed by a school district.

Association president - a person elected from the ranks of a local education association to be its leader.

School administration - superintendents, principals, their assistants, and the school board.

Extra duty assignments - coaching, ticket-taking, sponsoring activities, etc. for which a teacher is responsible outside of the regular classroom and may or may not be paid.

## Chapter 2

### REVIEW OF LITERATURE

#### History of Teacher Unionism

The history of teachers' associations begins nearly 250 years ago. The origin of one of the earliest teacher groups, the Society of Teachers, is traced to Edinburgh, Scotland, in 1737.<sup>1</sup> A half century later, the first American teachers' association came into existence. The Society of Associated Teachers organized in New York City in 1794.<sup>2</sup> Other associations followed in 1799 and 1812. Between the years 1840 through 1861, thirty state teacher associations were formed.

During this period of early development, members of teaching associations were primarily superintendents and college professors. Women were not allowed to belong at that time and salaries were never a topic of discussion.<sup>3</sup> Classroom teachers rarely were granted membership in teaching associations. Many teachers were actually servants who indentured themselves for passage to the United States.

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<sup>1</sup>T.M. Stiment, The Teacher and Professional Organizations (Washington, D.C.: National Education Association of the United States, 1956) p. 81.

<sup>2</sup>Ibid.

<sup>3</sup>Marshall O. Donley, Jr., "The American School Teacher: From Obedient Servant to Militant Professional," Phi Delta Kappan 58:112-117 (Sept. 1976).

Special rules regarding smoking, drinking, curfews, courting, and churchgoing were strictly enforced and some teachers could not leave the city limits without permission from the town fathers.<sup>4</sup> It is not surprising that the first strike was initiated during this time.

In 1802, Thomas Peugh, a teacher in a Connecticut settlement, refused to unlock the schoolhouse door until the school committee granted him in writing, at least one afternoon per month off so that he could move to his new lodging.<sup>5</sup> Unfortunately; neither the duration nor the outcome of that strike were recorded.

The servant status of teachers began to change when classroom teachers came to realize that there was strength in unity. As one early Illinois society of teachers noted "Group petitions got a readier response from school boards than did individual requests from the teachers."<sup>6</sup> Perhaps it was at this time that the seeds for collective bargaining were sown.

From the 1850's to the 1900's several new organizations were formed although their membership was generally small. The first national teachers' group, the National Education Association, was formed in 1857.<sup>7</sup> Membership in this organization did not top the 300 mark, however, until the group merged with the National Association of School

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<sup>4</sup> Ibid.

<sup>5</sup> Ibid.

<sup>6</sup> Ibid.

<sup>7</sup> Campbell, Corbally, and Ransmeyer, Introduction to Educational Administration (Boston: Allyn and Bacon, Inc. 1966) p. 168

Superintendents and the American Normal School Association. Many local teacher associations were also organized during this period. One of the largest was the Chicago Teachers' Association chartered in 1897.

A new century marked the beginning of the growth of teacher associations and a significant change in their emphasis and membership. During this new century school administrators would be forced out of these associations and thousands of teachers would fill their places. The change began in 1902 when a teachers' association in San Antonio, Texas, joined the American Federation of Labor to become the first bona fide teachers' union.<sup>8</sup> In 1916 the second national teachers' group, the American Federation of Teachers, was formed. This set the stage for an era of competition for membership and differences of philosophy between the two national teachers' groups.

#### The National Education Association and the American Federation of Teachers

The National Education Association and the American Federation of Teachers (hereafter referred to as NEA and AFT) have each undergone many changes in their philosophies and methods of operation during the last fifty years. The period after each World War and the 1960's saw some of the most dramatic changes occur. The relations between the two organizations has ranged from directly opposite philosophies to a merger attempt in 1974. The changes in one organization have

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<sup>8</sup>Donley, op. cit.

often been dictated by a policy of the other. The history of these two organizations will be treated together because of the large amount of influence each exerted on the other.

Teachers began to join unions in increasing numbers during the 1930's (for membership numbers of the NEA and AFT see Table I).

A change in the nation's attitude toward unions and low wages were the primary reasons for the teachers' move toward unionism.<sup>9</sup> The AFT has always been more union-like than the NEA. One month after it was

organized in April, 1916, it became affiliated with the American

Federation of Labor.<sup>10</sup> The AFT listed only two major objectives at

that time: (1) to improve the educational facilities for the children of the nation, and (2) to improve the working conditions of teachers in the public schools.<sup>11</sup> The NEA did not begin a shift from its

general education concerns until after World War II. At that time

it began some specific efforts to raise wages and improve working conditions for teachers.<sup>12</sup> The NEA is also given a great deal of

credit for helping education through the crisis years World War II.

Albert Blum praised the efforts of the NEA during this time by saying:

It is difficult to say what would have happened to the schools of the nation during the emergencies of war and depression

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<sup>9</sup>Louise Stoll, "Teachers and the Balance of Power in School Politics," Education and Urban Society 9:135-146 (Feb. 1977).

<sup>10</sup>Albert A. Blum, Teachers' Unions and Associations: A Comparative Study (Urbana: University of Illinois Press, 1969) 426-7.

<sup>11</sup>Ibid.

<sup>12</sup>Stoll, op. cit.

had it not been for the collective action made possible by the NEA. . . . That conditions would have been infinitely worse had it not been for the NEA and its emergency committees no one in the least familiar with the situation can doubt.

The post-war baby boom and ensuing inflation ushered in an era of rapid growth for both organizations. Inflation was the main cause of more than 100 strikes involving 20,000 teachers between 1942 and 1959.<sup>13</sup>

A chain of events that established the AFT as a major union and ultimately forced the NEA to change its policy on collective bargaining began in 1958. The New York City local association, the United Federation of Teachers (UFT), was the largest local in the United States. It had existed as an independent association until 1958 when its membership voted to join the AFT because of its aggressive stand on collective bargaining.<sup>14</sup> In 1961 the teachers of New York City voted overwhelmingly in favor of collective bargaining and they elected the UFT as their bargaining agent. In 1962, the UFT prepared to negotiate a contract with the New York City School Board. Roald Campbell explains the events that followed:

A breakdown in bargaining led to a teacher strike on April 12, 1962 - an action which was contrary to New York State law as well as in violation of the bargaining agreement between the Union and

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<sup>13</sup>Marshall O. Donley, Jr., "The American School Teacher: From Obedient Servant to Militant Professional," Phi Delta Kappan 58:112-117 (Sept. 1976).

<sup>14</sup>Ibid.

the Board. These developments in New York City were, indeed, a landmark because not only did teachers discover that they could strike successfully without suffering dire consequences, but also found that militancy yielded dividends at the bargaining table. New York City's teachers in their 1962 contract gained an impressive package.....including a \$750 salary increase, guaranteed duty-free lunch periods, a reduction in teaching load, 45-minute preparation periods for elementary teachers, a reduction in class size, a liberalization of sick leave policies, reimbursement for service-incurred injuries, and the provision of teacher aids to relieve many teachers from non-teaching responsibilities.

There were three important consequences of this settlement. First, the success of the UFT's negotiations prompted other AFT locals to begin a push for bargaining rights. Second, was that for the first time the non-teaching labor movement gave active support, in the form of personnel and financial resources, to a local of the AFT. Shortly after the victory the AFT joined the AFL-CIO.<sup>15</sup> The third, and most profound, was felt by the NEA, who had been reluctant to become involved in collective bargaining, but now was pressed to do likewise or stand to lose a considerable portion of their membership.<sup>16</sup>

The NEA responded quickly to the challenge of the AFT. It drastically revised its previous stand on collective bargaining

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<sup>15</sup>Albert A. Blum, *op. cit.*, p. 301.

<sup>16</sup>*Ibid.*, p. 309.

and began to develop its new militant image. In 1968, the NEA lead and supported a statewide teachers' strike in Florida.<sup>17</sup> It began to impose sanctions, boycott, and lead strikes across the nation. This change in the NEA's ideology did not occur without repercussions. Groups of principals and superintendents around the United States opted to leave the NEA and began to form their own state and national organizations. As the NEA sought to keep pace with the AFT's militant actions their philosophies became so similar that in the early 1970's talks of a merger began. In 1974, the merger talks ended when the NEA's president announced that its members did not wish to unite with an organization with such close ties to the AFL-CIO.<sup>18</sup>

At the present time, both national organizations have developed competent political staffs at state and national levels which attempt to influence legislation concerning education. Recently a declining student enrollment nationwide has subtly shifted the emphasis of teacher organization's efforts from increased wages and benefits to job security.<sup>19</sup> Several authors: Guthrie and Craig, Stoll, and Donley have expressed in different ways that although teacher militancy has improved teachers' financial and working conditions, the teaching profession's public image may have received some irreparable damage.

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<sup>17</sup>Campbell, op. cit., p. 259.

<sup>18</sup>Ibid., p. 263.

<sup>19</sup>Stoll, op. cit.

To summarize the growth of teacher organizations in the United States, Marshall O. Donley has outlined five basic causes:

1) economic injustice to teachers for a long period of time; 2) growing professionalism of teachers as their role assumed a larger meaning in a more complex society; 3) corresponding growth in the size of schools and bureaucratization within the schools; 4) changes within the teachers' groups and especially democratization that led to a stronger role within them for the classroom teachers; and 5) the availability of mechanisms such as negotiation agreements, sanctions, and legal counsel increasingly enabling teachers to fight for their goals.<sup>20</sup>

These five causes have been discussed in this section of the paper. As will be briefly described in the next section they do not only apply to teachers in the United States.

#### Teachers' Organizations in Other Countries

The development of teacher associations in other major countries seems to closely parallel the development of organizations in the United States. Albert A. Blum has done a comparative study of teachers' organizations around the World.<sup>21</sup> Blum has found that

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<sup>20</sup> Marshall O. Donley, Jr., Power to the Teacher: How America's Educators Became Militant (Bloomington: Indiana University Press, 1976) p. 200.

<sup>21</sup> Albert A. Blum, Teachers' Unions and Associations: A Comparative Study (Urbana: University of Illinois Press, 1969) 1-33.

the development of teacher associations falls into two main periods.<sup>22</sup> The first is a period of organization and development of the teachers' associations that usually begins around 1900 and is completed by 1930. Canada experienced significant gains in social status for teachers and educational advancement along with the formation of provincial teachers' associations. India saw a marked expansion in education during the 1920's. Japan's teacher unions experienced significant growth until one of every fifteen unionists was a teacher. In England several teachers' associations developed.

The second period that follows the organizational growth is characterized by an increase in the demands of teachers for improved salaries and working conditions. Canadian teachers have concentrated on improving their economic position since the 1930's. Some of the present demands of teachers in India include better pay scales, cost of living increases, medical and sick leave benefits, retirement benefits, and better rules concerning leaves of absences. It is not the object of this paper to go into great detail on the similarities of United States and foreign teachers' associations, only to point out that many similarities do exist and the teacher unionism is not a phenomenon of the United States alone.

#### The Leadership of the Local Association

The NEA is composed of a network of state and local associations. This paper was an investigation of the characteristics

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Ibid., p. 1

and attitudes of the leaders of the local associations. These leaders in Iowa are chosen through a democratic election process and come from the ranks of the teachers. These leaders are not difficult to identify because they hold an elected office. The difficulty appears to be in identifying what characteristics these leaders possess.

There are two main theories of leadership. Roald Campbell calls them the "man theory" and the "times theory." The "man theory" states that there are identifiable traits that leaders possess. Early research (Gibb, 1947) supported the "man theory." In a review of the literature prior to 1948, Ralph Stogdill stated "Most theories fall into Campbell's 'man' category." His review of 124 studies identified the following leadership traits as appearing most frequently: better appearance, more intelligent, high scholarship, extroverted, socially active and mobile, and dependable in exercising responsibility.<sup>23</sup> Stogdill remained unconvinced, however, that traits were the means by which to identify leaders, "The findings suggest that leadership is not a matter of passive status, or the possession of some combination of traits. It appears rather to be a working relationship among members of a group." Other early researchers doubted the validity of the man theory. In 1940 Charles Bird found 79 traits listed in 20 different leadership investigations. There was surprisingly little overlap, with 65% of the traits listed

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<sup>23</sup>Ralph Stogdill, "Personal Factors Associated with Leadership: A Survey of the Literature, A Cooperative Study of Ohio State University Research Foundation and the U.S. Navy Office of Naval Research," Journal of Psychology 25:35-71 (1948).

only once.<sup>24</sup> Irving Knickerbocker sarcastically stated his feeling about the trait theory of leadership by saying:

it is an emotionally held conviction that some men are leaders and as such are set apart from the common horde. These leaders do not owe their position to their functional relationship to followers, but to an almost magical aura which surrounds them. They have god-like attributes which they have not earned but rather with which they have been endowed.<sup>25</sup>

Research of the 1940's does not appear to have overwhelmingly supported either side of the issue.

Recent research has updated the terms, but the controversy still exists. The "man theory" has become the "trait theory" and the "times theory" has been renamed the "group function theory." Geraldine Brownlee is a proponent of the trait theory. She states that teacher leaders are distinguishable from other teachers by the following characteristics:

1. teacher leaders have a higher influence rating
2. teacher leaders have more formal education
3. teacher leaders have more years teaching experience
4. teacher leaders are older than the mean age

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<sup>24</sup>Charles Bird, Social Psychology (New York: Appleton-Century-Crofts, 1940) p. 377-80.

<sup>25</sup>C.G. Brown, The Study of Leadership (Danville: The Interstate Printers and Publishers, Inc., 1958).

5. teacher leaders have taught in their present system longer.<sup>26</sup>

For a complete list of traits compiled by Brownlee see Appendice C and D.

The movement of men into the education field has produced some interesting statistics in relation to teachers. Today 50% of all public school teachers are men. Studies (Guthrie and Craig, 1973 and Stoll, 1977) show that men dominate the political activity of teachers' organizations.<sup>27</sup> Campbell, Cunningham, and McPhee, in a cooperative study, found that men are more knowledgeable about teachers' organizations, feel that associations should be more aggressive, and should use their influence more than their female colleagues. They recorded similar findings for secondary teachers versus elementary teachers, and teachers with more education versus those with less (see Appendix E).<sup>28</sup> According to other research (Brinkmeier, Ubben, and Williams, 1967 and Karlitz, 1977) teacher leaders desire a greater degree of input into decision making such as faculty assignments, teacher evaluations, hiring new faculty, budgets, and textbook selection. Most of this research appears to

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<sup>26</sup>Geraldine D. Brownlee, "Characteristics of Teacher Leaders," Education Horizons 57:119-22 (Spring 1979).

<sup>27</sup>James Guthrie and Patricia Craig, "Teachers and Politics," Phi Delta Kappan Fastbacks p. 15-16 (1973).

<sup>28</sup>Campbell, Cunningham, and McPhee, The Organization and Control of American Schools (Columbus: Charles E. Merrill Books, Inc., 1965) p. 245.

say that there are some general characteristics that apply to teacher leaders, but not many specific traits.

Some researchers will deny that any identifiable traits exist. Robert E. Myers after analyzing 200 studies of leadership in the 1950's concluded that there are no physical characteristics identifiable.<sup>29</sup> Ralph Stogdill, mentioned previously, Alvin Gouldner, and Cecil Gibb all discount the trait theory as a single means of identifying leaders. They subscribe to Kimball Young's theory that leadership ability has both factors existing at the same time: "the personality traits of leaders....must be counterbalanced with a consideration of the situational and group factors."

After completing this review of literature the author tends to agree that there are some general leadership traits that all leaders possess. However, these traits alone do not make a leader. There must be a group desiring to be led and the leader of the group will be the person whose goals and objectives most nearly fit those of the group.

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<sup>29</sup>Robert E. Myers, "The Development and Implications of a Conception of Leadership in Education" Doctoral Dissertation. University of Florida, 1954. p. 105-6.

## Chapter 3

### DESIGN OF THE STUDY

#### Description of the Research Design

The intent of this study was to determine if there were particular characteristics or attitudes that could be attributed to Iowa's local education association presidents. The Review of Literature contained the historical development of teachers' associations and a review of studies that attempted to determine if any particular characteristics or attitudes existed. The results of this study were compared with the findings of other studies in the Summary and Conclusions chapter.

#### Sampling Procedures and Instrument

A complete mailing list of Iowa's teacher association presidents was obtained from the Iowa State Education Association in Des Moines. Every fifth name on that list was chosen for the sample population. A survey was mailed to each of the one hundred names selected. The survey consisted of a cover letter (Appendix A) with information about the author and a twenty-one item questionnaire (Appendix B). All questions on the survey were either multiple choice or open-ended varieties. Of the 100 surveys sent out, 87 were returned. The comments on the open-ended questions provided valuable information for the research.

### Statistical Treatment

Upon return of the survey instruments the results were tabulated and recorded. Each item and the results obtained are detailed in the Analysis of Data.

## Chapter Four

### ANALYSIS OF DATA

One hundred questionnaires were sent to current, local education association presidents in Iowa. 87% of the surveys were returned and the information that follows is an item by item breakdown of the individual questions and the results obtained. A brief explanation follows each item.

The first information presented here was not a question on the survey but was coded on the survey by using the names on the mailing labels.

#### Male-Female Ratio of Association Presidents.

Male 52      Female 35

Men hold a slight advantage over women in the number of president's offices held. 59.7% of the presidents were men, 40.3% were women.

#### Item #1. Age of Survey Respondents.

Age Group	20-30	31-40	41-50	51-60	61+
Number of Persons in Each Group	27	36	14	7	3

The data in Item #1 indicates that younger people tend to hold the majority of president's positions. After the age of 40 the number of association presidents is significantly smaller than the number of people younger than 40. Previous research had shown that leaders are generally older than the mean of the group. This cannot be true in this case.

Item #2. Marital Status

Married 69                  Single 18

79.3% of the presidents surveyed were married. There was no distinction in Item #2 for divorces.

Item #3. Number of Children in Family of Presidents

Number of Children in Family	0	1	2	3	4	5	6	7
Number of Families	27	11	27	13	6	2	1	0

The number of children in the families of association presidents is an average of 1.6 children per family. It should be noted that 18 of the presidents were not married or divorced which would adjust the average upward. No one had a family with more than 6 children.

Item #4. Present Teaching Positions

Elementary 28                  Secondary 59

Secondary teachers make up 67.8% of the association presidents. The following charts show a further breakdown of the positions held

by association presidents.

Item #4a. Positions Held by Association Presidents  
in the Elementary School

Teacher's Position	Number Holding That Position
Classroom Teacher	22
Music Teacher	2
Librarians	2
Physical Education	2

Item 4a indicates that 78.5% of the elementary teachers who were association presidents were classroom teachers. No other elementary group accounted for more than 7% of the presidents.

Item 4b shows that the majority of secondary teachers who were association presidents came from 4 areas. 18.6% of the presidents were language arts teachers, 15.2% were music teachers, 15.2% were social studies teachers, and 13.5% were science teachers. No other group accounted for more than 6.7% of the presidents.

Item #5 shows that a significant majority (70.1%) of the association presidents have less than 15 years total teaching experience. 19.5% have less than 5 years total teaching experience.

In Item #6 it is important to note that 83.9% of the presidents have less than 15 years experience in their present system, 62% have less than 10 years, and 36.8% have less than 5 years experience in their

Item #4b. Positions Held By Association Presidents  
at the Secondary Level

Teacher's Position	Number Holding That Position
Language Arts	11
Music	9
Social Sciences	9
Science	8
Math	4
Vocational Agriculture	4
Guidance Counselor	3
Industrial Arts	3
Librarian	2
Business Education	2
Physical Education	2
Art	1
Home Economics	1

## Item #5. Total Teaching Experience

Years of Teaching Experience	1-5	6-10	11-15	16-20	21-30	31+
Number of Persons With That Amount	17	28	16	13	8	5

## Item #6. Total Years Experience in the Present School System

Total Years Experience in the Present School System	1-5	6-10	11-15	16-20	20-30	31+
Number of Teachers With That Amount of Experience	32	22	19	7	6	1

present school. Previous research had indicated that presidents would have more experience than the people they lead.

Item #7. Educational Background

Educational Step	B.A.	B.A.+15 hrs.	B.A.+20 hrs.	M.A.	M.A.+
Number of Persons at That Step	28	9	11	21	18

The figures in Item #7 indicate that the presidents mainly fall into two categories. 32% have a B.A. to a B.A.+14 hours and 44.8% have an M.A. or some hours credit beyond their M.A. This concentration at either end of the continuum partly supports previous research. At the upper level of educational background the MA group accounts for 24% of the presidents and the MA+ group contains 20.6% of the presidents. However a large number (32.1%) have less than a BA+15. Previous research indicated that educational leaders have a high amount of educational training.

The statistics in Item #8 indicate that many presidents held several offices. By dividing the number of individuals who have held offices into the number of positions indicated on the chart, it can be determined that each individual held an average of 2.03 offices before this term as president. A number that should be noted in these statistics is that 11 presidents (9.5%) had no office previous to becoming president.

The purpose of the Chart in Item #9 is to determine the number of presidents who spend evenings in school related activities. A large portion have extra duties that require one evening or more per

## Item #8. Offices Previously Held in Education Associations

Office	Number of People Who Held That Office Previous to Becoming President
President	33
Vice President	43
Secretary	17
Treasurer	10
Committee Chairman	52
Held no Previous Office	11

week during the fall and winter months. Spring brings a major change in evenings spent in school activities compared to the winter season. The value of this chart is in demonstrating that presidents are involved in the school with extra duty assignments as well as with their association responsibilities. 65.5% work at least one evening in the fall, 74.7% work at least one evening in the winter, and 56.3% work at least one evening in the spring.

Item #9. Evenings Spent At Extra Duty Assignments Per Week

	Number of Evenings Per Week For Extra Duties						season
	1	2	3	4	5	no extra duties	
Number of Individuals Having 0, 1, 2, 3, 4 or 5 Extra Duties Per Week	24	16	3	3	11	30	Fall
	25	17	9	3	11	22	Winter
	17	14	5	2	11	38	Spring

Item #10. Evenings Per Month Spent in Non-School Activities

Evenings Per Month for Non-School Activities	1-4	5-8	9-12	13-16	17+	none
Number of Individuals With the Given Number of Evenings Taken	45	31	6	3	0	2

The chart for Item #10 as the one in Item #9 gives an idea of how presidents are involved in their communities. In the survey this area was defined as "clubs, service organizations, and other non-school activities. Only 2 individuals spent no time at all in outside activities. By using the numbers in the columns labeled 1-4 and 5-8 it can be determined that most presidents spend 1 or 2 evenings per week in non-school activities.

Item #11. Size of Present School System

Size of School System	Number of Individuals Teaching in That Size System
0-500	36
500-1000	28
1000-2000	16
2000-3000	2
3000-4000	2
4000-5000	0
5000+	3

The chart for Item #11 shows the sizes of the schools used in the survey. It appears to be fairly representative as a cross-section of schools in the state. 73.5% of the schools surveyed had less than one thousand students.

## Item #12. Size of Local Teaching Associations

Size of Association	0-50	50-100	100-200	200-300	300-400	400+
Number of Associations	56	21	8	0	0	2

Item #12 indicates that 64.3% of the local associations surveyed have less than 50 members. Another 24.1% have between 50 and 100 members. A significant majority are small enough so that the members could know each other personally.

## Item #13. Percent of Teaching Staff That Belongs to Associations

Percent of Membership	1-20%	21-40%	41-60%	61-80%	81-90%	91-100%
Number of Associations	6	5	11	14	17	34

The figures in Item #13 show that 39% of the associations have from 91 to 100% of their total teaching staff belonging to the association. The other figures, however, would indicate that a large number of Iowa teachers have chosen not to belong to the local association.

## Item #14. Election of Officers

Describe the last association election of offices:

tightly contested by two or more members	<u>10</u>
present officers elected by large majority	<u>16</u>
only one person nominated for each position	<u>63</u>

In Item #14 63 of 87 association elections (72.4%) had only one candidate running for each office. In 11.5% of the elections there was a tight race between two or more candidates.

Item #15. President's Reasons for Running for Office

Reasons candidates decided to run for office:

commitment to the organization	<u>31</u>
good experience for other leadership roles	<u>9</u>
requested to run by association members	<u>49</u>
problems existed that candidate wanted to correct	<u>13</u>
no one else would take the responsibility	<u>35</u>
other reasons	<u>0</u>

In Item #15 many presidents chose two or more reasons. None listed a reason that was not already given. 35.6% of the association leaders gave "a commitment to the organization" as their reason for running. 10.3% ran because they felt it would be good experience for other leadership positions and 14.9% ran because problems existed they hoped to correct. Over half (56.3) received encouragement from their peers to run for office and 40.2% ran because no one else would take the responsibility. These statistics have some important implications that are discussed further in the Summary.

Item #16. Relationship of Associations With School Administrations

Type of Relationship	Excellent	Cooperative	Guarded	Poor
Number of Associations Indicating that Relationship	23	35	24	5

By combining the numbers under "excellent" and "cooperative" 66.6% of the association presidents indicated a good working relationship with their school administration. 27.5% indicated that their relationship was guarded and 5.7% described their relationship as poor.

A comparison of items #16, the item dealing with the sex of presidents, and Item #11 School Populations indicated these figures:

1. 22 of the 241 (91.6%) presidents who chose the guarded response were from schools with a population of less than 2000. They make up 91.9% of the population of presidents in the survey.
2. 12 of the 24 (50%) presidents who chose the guarded response were women. Women make up 40.3% of the population of presidents in the survey.
3. 5 of 5 (100%) presidents who chose the poor response were from schools with a population of less than 2000
4. All 5 presidents who chose the "poor" response were men.

The chart for Items #17 and #18 would indicate that many grievances are solved at the informal level. Two schools indicated that they had more than 21 grievances per year but no schools had more than 12 formal grievances. This would indicate that at least 30 grievances were satisfactorily resolved at the informal level.

95.4% of the association presidents chose negotiations as a means of settling their disputes with administration. 18.4% would inform the public in order to gain support. 7% felt that teachers should accept administrative decisions, and 3 presidents (3.4%) felt teachers would be justified to strike in a serious disagreement. Two of the three who would use strikes were women.

Item #17 and #18. Average Number of Formal and Informal Grievances Per Year

These two items are treated together so that comparisons are easier to make.

Number of Grievances Per Year	Number of Schools With Informal Grievances	Number of Schools With Formal Grievances
0-3	71	79
4-6	11	5
7-9	3	1
10-12	0	1
13-15	0	0
16-20	0	0
21+	2	0

Item #19. Methods of Solving Administration-Association Conflicts

In the event of a serious disagreement between the teachers' association and school administration, the teachers would be justified in going to which of these extremes to solve the problem:

- |   |           |
|---|-----------|
| 1. teachers, as employees, should accept administrative decisions | <u>6</u>  |
| 2. negotiate a settlement   | <u>83</u> |
| 3. strike   | <u>3</u>  |
| 4. take the issue to the media to gain public involvement         | <u>16</u> |

## Item #20. Presidents Seeking Reelection

I intend to seek reelection for the office of president.

yes   9                        no   78  

The presidents were asked to give their reasons for their decision to either run or not run.

## Item #20a. Reasons for Running Again

Reasons for Running Again	Number of Persons Indicating that Reason
No one else will	2
Goals Cannot be Accomplished in One Year	3

The small number of responses in Item #20a makes it difficult to make any determinations. Two people said they would run again because no one else would and said they would run again because their goals could not be accomplished in one year.

It is important to note here that of the 78 who are not seeking reelection 23 of those are limited by the constitution and therefore, cannot run again. The same number, 23 (26.4%) will not run again because of other priorities. 14.9% feel that others should be involved in the leadership. Five presidents stated that they would be leaving teaching. The majority (89.6%) will not seek reelection.

## Item #20b. Reasons for Not Running Again

Reasons Given for Not Running Again	Number of Persons Indicating That Reason
Constitutional Limitation of Term	23
Other Priorities	23
Involve Others	13
Leaving Teaching	5
Lack of Member Support	4
Changing Schools	3
Running for UNISERV Office	1
Threat to Superintendent	1
Pettiness and Lack of Respect by the School Board	1

## Item #21. Input in Major Decisions

In our school system the teachers' association has adequate input in major decisions of the school.

yes 37      no 49      unsure 1

The majority of the presidents (56.3%) indicated that they should have more input into decisions of the school.

## Item #22. Other Leadership Positions Held

Since Item #22 was an open-ended question, the results have been put into two categories. The first is the number of school related leadership positions and the second is the number of leadership positions held by association presidents in non-school related activities.

Number of Previous Leadership Positions Held	1	2	3	4	5	6	7	8	9
Number of Persons Holding School Related Positions	16	10	4	0	1	1	2	0	1
Number of Persons Holding Non-School Related Positions	7	19	14	2	4	1	2	0	0

This chart shows that association presidents have held many leadership positions in and out of the school setting. A total of 82 School Related Leadership positions have been held by presidents and 135 Non-School Related Leadership positions were held. A

statistic not indicated on the chart, but equally important is that 24 association presidents had held no previous leadership experience.

## Chapter Five

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### The Problem

The purpose of this survey was to construct a profile of the characteristics and attitudes of local education association presidents of Iowa. Several conclusions can be drawn from the data that has been collected. Some of these findings are inconsistent with the research that was discussed in the review of literature. These inconsistencies will be noted in the discussion of the findings.

#### Summary

Previous research has indicated that males are more likely to be involved in associations than females. The data collected here is consistent with other research as 59.7% of the association presidents were male.

The age of association presidents is one of the inconsistencies with other research found in this project. 72.4% of the respondents in this survey were under the age of forty. The review of literature had indicated that education leaders would be older.

The data collected showed that most association presidents were married, the number of children per family is similar to national averages, and these people are involved in their schools and communities.

The data collected in this survey was consistent with previous research that indicates secondary people are more involved in school leadership than are elementary. No one area of scholarship seemed to produce a majority of the leaders.

Three major inconsistencies with previous research were:

1. teaching experience of presidents in Iowa is lower than has been indicated by other research,

2. there are 28 of 87 presidents with less than a B.A. plus 15 hours educational training, which contradicts other research that says leaders tend to have a high degree of educational training, and

3. many presidents have held no previous offices in the education associations (11 of 87) and many (24 of 87) have held no other leadership positions previous to being elected president.

### Conclusions

These findings indicate that although a majority of presidents are experienced leaders, significant number of young leaders being their leadership experiences in education associations.

Some attitudes of association presidents reflected in the research are:

1. overwhelming faith in the negotiation process as a means of solving conflict,

2. most do not desire to seek reelection to a consecutive term, and

3. a significant number (56.3%) want more input in major decisions concerning the school.

### Recommendations

It is quite possible that another leader exists in the local association, but does not hold the office of president. Because of the importance of collective bargaining, the head negotiator holds an extremely important position in the association and must also possess leadership abilities. It would make an interesting study to compare the results of this study with the results of a similar study researching the attitudes and characteristics of chief negotiators.

This survey also indicated that in the 87 school districts represented there are a large number of formal and informal grievances. This might indicate several areas of study such as types of grievances, which are solved informally, how administrators deal with grievances, and types of grievance procedures.

The results in Item #13 of the survey indicated that a significant number of people have chosen not to belong to local associations. These people and their reasons for not joining might make a good topic.

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APPENDIX A

May 1, 1981

Dear Association President,

I am a graduate student at the University of Northern Iowa working on a research paper to complete my Master's Degree. The purpose of this paper is to develop a profile of the people who become the leaders of local teaching associations and their reasons for wanting to be in this leadership position.

As the president of your local association, your name was included in a random sampling of all association presidents in Iowa. I have tried to keep this questionnaire as brief as possible realizing how valuable each minute of a teacher's day can be. If you would take 10 minutes to complete the survey and mail it in the enclosed return envelope, the information you will have provided will be invaluable in completing this project. I deeply appreciate the time you have taken to respond to this survey.

Thank you very much.

Sincerely,

Steven Harding  
La Porte City, Iowa

APPENDIX B

RESEARCH QUESTIONNAIRE

Please indicate the answer that best applies to you by checking the appropriate box.

1. Your age:  
 20-30     31-40     41-50     51-60     61+
2. Marital status:  
 married     single
3. Fill in one box for the age of each of your children:  
 0     1     2     3     4     5     6     7     8     9     10     11     12  
 13     14     15     16     17     18     19     20    Number of children over  
20: \_\_\_\_\_
4. Describe your present teaching position: \_\_\_\_\_  
\_\_\_\_\_
5. Total years teaching experience:  
 1-5     6-10     11-15     16-20     21-30     31+
6. Total years experience in your present school system:  
 1-5     6-10     11-15     16-20     21-30     31+
7. Educational background:  
 BA     BA+15     BA+20     MA     MA+
8. Teacher's association offices held prior to becoming president:  
 president    \_\_\_\_\_  
 vice-president    \_\_\_\_\_  
 secretary    \_\_\_\_\_  
 treasurer    \_\_\_\_\_  
 committee chairman    \_\_\_\_\_  
In the blank after those offices you have held please indicate the number of years you held that position.

9. The average number of school related extra-duty assignments (coaching, sponsoring activities, ticket-taking, etc.) per week that you are responsible for during each season:
- fall       1    2    3    4
- winter     1    2    3    4
- spring     1    2    3    4
10. The average number of evenings per month you spend in service organizations, clubs, and other non-school activities:  
 1-4    5-8    9-12    13-16    17+
11. Size of present school system:  
 0-500    500-1000    1000-2000    2000-3000    3000-4000  
 4000-5000    5000+
12. Size of your local teaching association:  
 0-50    50-100    100-200    200-300    300-400    400+
13. The percentage of the teaching staff that belongs to your local teacher's association:  
 1-20%    21-40%    41-60%    61-80%    80-90%    90-100%
14. Describe the last association election of officers:  
 tightly contested by two or more candidates  
 present officers elected by large majority  
 only one person nominated for each position
15. Your reasons for running for the office of president of the teacher's association:  
 commitment to the organization  
 good experience for other leadership roles  
 requested to run by association members  
 problems existed you hoped to correct  
 no one else would take the responsibility  
 other \_\_\_\_\_
16. Relationship of association with school administration:  
 excellent    cooperative    guarded    poor



APPENDIX C

PRINCIPALS VIEWS OF TEACHER LEADERS AS DETERMINED  
BY GERALDINE BROWNLEE (1979)

A group of principals were asked to describe teacher leaders in five areas. The categories are teaching performance, role, sociability, personal traits, and energy level. The terms they used most often are in the right column.

Categories	Terms Used By Principals
Teaching Performance	Competent Runs a Tight Ship Innovative
Role	Spokesman Group Leader Union Delegate Demonstrated Leader
Sociability	Interacts Sociable After School Friendly With Certain Groups
Personal Traits	Unusual Quiet Helpful Secure Flexible
Energy Level	Hard Worker Energetic Gung Ho Involved With Children After School

## APPENDIX D

### CHARACTERISTICS OF TEACHER LEADERS AS DETERMINED IN THE RESEARCH OF GERALDINE BROWNLEE (1979)

- 1) A capacity to bring about a moderate level of change
- 2) A high degree of knowledge of curriculum, instructional skills and classroom management
- 3) Positive relationships with students and school related adults
- 4) A high level of formal education
- 5) Several years assignment in their present school
- 6) More years teaching experience
- 7) A higher frequency of communication with other teachers
- 8) Older than the mean of other teachers

APPENDIX E

MEMBERSHIP GROWTH OF THE NEA AND AFT  
DURING THE 1900's

Year	NEA Membership	AFT Membership
1917	8,466	2,433
1920		10,000
1927	141,212	
1941	200,000	
1960		50,000
1964	800,000	100,000
1973	1,000,000	400,000