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Facing The Music: Student Power Relations in Student Leadership Within High School Band Programs

Curtis James Melton
University of Nevada, Las Vegas, electricjazz01@gmail.com

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FACING THE MUSIC: STUDENT POWER RELATIONS IN STUDENT LEADERSHIP WITHIN HIGH SCHOOL BAND PROGRAMS

by

Curtis J. Melton

Bachelor of Music, Music Education
University of Nevada, Las Vegas
2004

Master of Education, Educational Leadership
University of Nevada, Las Vegas
2008

A dissertation submitted in partial fulfillment of the requirements for the

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College of Education
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We recommend the dissertation prepared under our supervision by

Curtis J. Melton

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Doctor of Education in Educational Leadership
Department of Educational Leadership

Edith Rusch, Ph.D. Committee Chair

Robert McLeod, Ph.D. Committee Member

James Crawford, Ph.D. Committee Member

Christopher Kearney, Ph.D. Graduate College Representative

Tom Piechota, Ph.D., Interim Vice President for Research &
Dean of the Graduate College

December 2012
ABSTRACT

Facing the Music: Student Power Relations in Student Leadership Within High School Band Programs

by

Curtis J. Melton

Dr. Edith Rusch, Ph.D., Examination Committee Chair
Professor of Urban Leadership
University of Nevada, Las Vegas

Bullying among children in our nation’s schools has gripped the nation’s collective interest, leading to grief, anger, and inquisition. Recent headlines suggest that the public is asking why bullying is taking place among our youth, so much so that it is costing children their lives. Recent teen deaths have swept the airwaves and headlines in the last two to three years, and it appears to be a problem that is starting to become a national epidemic.

The purpose of this study was to examine bullying within student-sanctioned programs within a school, specifically, whether or not student leaders in those programs exercise bully-like behaviors based on being in a position of power. Examples of these “positions of power” include presidents, vice presidents, squad leaders, section leaders, or other “titles” that the advisors of these programs bestow on these students. Student-sanctioned organizations can carry hierarchal structures much like any bureaucracy we see in our everyday lives.

Schools, like most organizations, have multiple layers of bureaucratic structures that are intended to carry out the mission efficiently and maintain order in the process. Student organizations such as cheerleading, student councils, football teams or band
programs, can be viewed as smaller versions of the larger bureaucracy. Each of these
groups has their own organizational rules, their own way of doing things, their own
hierarchies of leadership, and their own ways of disseminating policies among their
students.

This qualitative study utilized an interview protocol, which explored the power
relations between student leaders and non-student leaders in high school organizations
that utilize student leaders. Using phenomenology as a guide, the inquiry focused on two
urban high school bands, examples of the co-curricular programs that utilize student
leaders. The student’s first-hand and personal testimonials to the leadership experiences
were crucial to examining these power relations.

For some students, being in a leadership position is a way to be a bully, and the
experience that the non-leaders have is similar to the experience of a victim of bullying.
To date, studies have not looked at the effects of bullying by student leaders in a high
school band setting. This study may provide useful insights for leadership policies and
practice for a multitude of student activity groups.

The study found that while some students did experience bullying to varying
degrees during their time spent in their band programs, they all felt a sense of belonging
to their band communities. All of the students agreed that leadership is important to a
band program’s function, but they felt that some student leaders within their bands did
not effectively do their jobs that they were charged to do in a band setting. The details of
these findings are reported out in chapter four of this dissertation, the discussion around
those findings is found in chapter five, and implications for future practices are discussed
in chapter six.
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There are so many people I would like to thank for their unrelenting and undying support for me as I worked towards this degree.

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I thank those who took part in the pilot study for this dissertation, Ashley, Sarah, Brittany and Gary; you all are some of my absolute best friends and I couldn’t have done
this without your input and participation. You all are forever part of helping me realize my goal of completing my doctorate.

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guys are.
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CHAPTER ONE
INTRODUCTION

Bullying among children in our nation’s schools has gripped the nation’s collective interest, leading to grief, anger, and inquisition. Recent headlines suggest that the public is asking why bullying is taking place among our youth, so much so that it is costing children their lives. Recent teen deaths have swept the airwaves and headlines in the last two to three years, and it appears to be a problem that is starting to become a national epidemic.

Bullying in today’s society is no longer relegated to the traditional “student-to-student in the hallway” type of harassment. Bullying has taken on forms such as hazing, which are rituals and procedures that some organizations have to initiate their peers into their organizations or for special privileges within that organization. Typically when we think of hazing, we think of sororities and fraternities on college campuses, but recent evidence suggests that it is beginning to occur in the high school level, and even is beginning to trickle down to the junior high level in various student organizations.

Very recently, hazing within band programs came to the national spotlight in November of 2011, when the Florida A&M University drum major, Robert Champion, was killed in an act of hazing at the age of 26. As a result, the band director Julian White was fired, four separate investigations were ordered, the marching band was suspended from performing indefinitely, (Alvarez and Brown, 2011), and 30 band students were dismissed from the program (Campbell, 2011). For some organizations, rituals are an accepted part of the protocol to be in the organization, as one of the students in the Florida A&M band testified to, “A lot of the people who come to the band come
expecting these things” (Alvarez and Brown, 2011). Champion was being punched repeatedly by a small group of band members on the bus as part of a hazing ritual, in order to join “Bus C”. This included walking down the aisle of Bus C while being punched repeatedly by the band members on the bus from the front to the back (Olorunniipa, 2011). After vomiting and passing out, Champion died a short time later in the hospital. (Alvarez and Brown, 2011). Unfortunately it seems that this was not the only incidence of hazing at Florida A&M; the same authors here found that hazing incidents also occurred in 1998 and 2001 at this school. Hazing is one form of bullying that is of great cause for concern, but is not the only type of bullying that is out there prominently in the headlines. Cyberbullying has taken the national spotlight in recent headlines costing students their lives as well.

In January of 2010, a young Irish transfer student by the name of Phoebe Prince, committed suicide in her South Hadley, Massachusetts home. She was found by her little sister, hanging in their home around 5:00pm on January 14th. (Smolowe, Herbst, Egan, Rakowsky, and Mascia, 2010, p. 68). The reason for Phoebe’s sudden suicide would come down to bullying and tormenting by six of her classmates. The preponderance of bullying and tormenting of Prince included being shoved into lockers, being called hurtful and awful names, being encouraged over the Internet through Facebook to commit suicide, and being challenged to fights. The taunting started when Prince apparently began dating a boy named Austin Renard, only to learn later that Austin was already dating another female student. (Smolowe et al., 2010, p. 70). This caused other students to call her an “Irish whore” and to make Phoebe afraid to walk to class alone; to where she only wanted to walk between two students to classes. To make matters worse,
teachers apparently were witness to Prince being bullied on multiple occasions and did nothing to put an end to the bullying. In fact, court documents reported that Prince sought help from school officials one week before her suicide, but they did nothing to put an end to the torment. (Smolowe et al., 2010, p. 70).

In today’s society, Prince’s story sadly is just one of many stories of bullying, tormenting, and coercion in schools. There have been many other accounts of students being bullied to the point to where they commit suicide, such as Megan Meier in 2006. In the Megan Meier case, Megan committed suicide after she was being tormented by a boy named Josh Evans. After her death, it was revealed that “Josh” was actually the mother of a girl with whom Megan had recently had an argument with.

The entertainment industry has also taken notice of the problem. Between 2005 and 2011, two films “Odd Girl Out” and “Cyberbully” portrayed the struggles of students by the newest form of bullying; cyberbullying, and the effects that it can have on children. Both films were similar in nature, as both protagonists were driven to the point of almost committing suicide due to the constant harassment online and at school, only later to stand up to their bullies and be able to triumph over their tormentors, as a nice “happy ending” to these scenarios. Real life, however, paints a different picture, with many of these children successfully committing suicide, and many others who are tormented daily by bullies not having the courage to stand up to what is happening to them.

Current literature suggests that courage is also lacking among the adults who witness these interactions among students. Teachers and school officials have been observed doing little to stop the bullying or they do very little to solve the problem.
School officials receive little training in how to deal with the problem, and laws currently in place do not allow school officials to regulate what students do off-campus, or those laws are simply confusing and unclear as to what school officials can do (Bauman, Rigby, and Hoppa, 2008; Dryden, 2010). Today, educators are becoming aware that bullying or the tormenting of students by students can occur in a multitude of school settings, including in student organizations on campus.

Extra-curricular and co-curricular activities involve students who spend large amounts of time together. Typically, these organizations involve some of the most motivated students at a school, who practice/rehearse at night and on weekends. However, these organizations also can involve bullying, harassment, and even hazing among the members, whether it is a college fraternity, or a high school football team, cheerleading squad, or marching band.

Hazing, yet another form of bullying that happens among these organizations on a campus, which is also receiving more coverage in today’s media. In 2009, an article from MSNBC reported that:

“47% of university students were hazed while in high school, as found by professors Elizabeth Allan and Marry Madden of the University of Maine’s College of Education and Human Development. These professors also reported that from this same survey which found the above statistic that the highest amounts of hazing were found on sports teams (47%), ROTC (46%), and bands and performing arts organizations (34%). Elliot Hopkins of the National Federation of State High School Associations was quoted: ‘We’re still having hazing incidents in high schools. They’re getting more brutal. They’re getting more sexual. And they’re being pushed into middle schools.’” (Associated Press, 2009).

All of the above behaviors garnered minimal attention until tormenting behavior led to
increased numbers of student suicides and homicides due to hazing acts. What was once viewed as rites of passage, and as kids simply learning how to stand up for themselves, now is seen as a critical social issue among young people. In this present context, bullying, cyberbullying, and hazing all emanate from a desire of individuals to exercise power over another.

**Purpose of the Study**

The purpose of this study was to examine bullying within student-sanctioned programs within a school, specifically, whether or not student leaders in those programs exercise bully-like behaviors based on being in a position of power. Examples of these “positions of power” include presidents, vice presidents, squad leaders, section leaders, or other “titles” that the advisors of these programs bestow on these students. Student-sanctioned organizations can carry hierarchal structures much like any bureaucracy we see in our everyday lives.

Schools, like most organizations, have multiple layers of bureaucratic structures that are intended to carry out the mission efficiently and maintain order in the process. Student organizations such as cheerleaders, student councils, football teams, band programs, etc. can be viewed as smaller versions of the larger bureaucracy. Each of these groups has their own organizational rules, their own way of doing things, their own hierarchies of leadership, and their own ways of disseminating policies among their students.

For example, as a high school band director, I establish a leadership structure that I believe my students understand and know well. Like most high school bands, I appoint one to three drum majors, who act as student leaders and conduct the field show for
performances and lead the band through their marching band show. These individuals are also seen as the “head student leaders.” They take on many tasks such as rehearsal setups both indoors and outdoors, and they serve administrative tasks like engaging in uniform inspections, running music and marching sectionals, and are also charged with any other tasks asked of them to better the progress of the band. These appointed student leaders are also expected to be the best role models for the other band members as they are the most visible students, not only to the members of the band, but to the entire school, and to the public.

Next on the hierarchal structure within my program are the color guard captains and the section leaders. These student leaders take care of making sure their section members know their music, running their specific sections’ music and marching sectionals (or guard rehearsals if they are guard captains), and serve also in a performance capacity by performing the show on the field with their peers. These students also know that they are to be the example in any situation with regards to punctuality, behavior, and general work towards the band program’s betterment.

When situations arise among band members, students are encouraged to go through the “chain of command”, meaning, if a student (who is not a student leader) has a question or an issue, they are expected to ask their section leaders first for help. If they cannot help, it would then be their duty to ask one of the drum majors to assist with the situation. If the drum major cannot solve the problem or rectify the situation, the students then are expected to go through to an adult staff member. Adult staff members are employed within the band program to help with rehearsals and serve in various capacities. In my program these staff members also walk around and check for proper
marching, music playing, and also serve administrative tasks such as fundraising, uniform check-out and check-in, as well as being ears for the director so that I can know of happenings within the band that I may not necessarily see or hear about directly. If a staff member cannot solve the problem, they then would come to me as the director. The structures described above are very typical of the hierarchies found in most bureaucratic organizations.

The people who execute these policies for the advisors have been called “street-level bureaucrats” (Lipsky, 1980, p. 3). These students are on the “front lines” but have individual discretion in how they enforce those policies. Examples of everyday street-level bureaucrats in the adult world are policemen, teachers, social workers, other law enforcement personnel, and other public employees who grant access to government programs and provide services within them. (Lipsky, 1980, p. 3).

Street-level bureaucrats exercise power in people’s lives directly, so thus, they can be the center of controversies. According to Lipsky, street-level bureaucrats tend to “make decisions on the spot (even though they try not to), and their determinations are focused solely on the individual” (Lipsky, 1980, p. 8). This inquiry examined how students operate as adult street-level bureaucrats in their dealings with their peers when they are put into positions of power over others. The study examined what students do with that assigned power, as well as inquired about how the non-student leaders experience that power.

**Problem Statement**

This qualitative study explored the power relations between student leaders and non-student leaders in high school organizations that utilize student leaders.
Phenomenology was used as a guide, as the inquiry focused on two urban high school bands; co-curricular programs that utilize student leaders. The student’s first-hand and personal testimonials to the leadership experiences they have were crucial to examining these power relations.

Student leadership within a high school band program serve to help the band director with anything the program needs, to move along in a positive direction. The goal of the student leader is to be the “bridge” that connects the band members to the director, so that the director can concentrate on the general progress of the band (Smith, 1991, p. 13). Student leadership within a band program is an essential function that can make a high school band successful, more so than if the director did all the little tasks on their own. Student leaders help the band director with those little tasks, and the students as street-level bureaucrats themselves have discretion as to how they will ultimately handle a situation.

Some of these tasks that student leaders engage in based on personal experience as a band director and as a former band student include: uniform inspections (to where a leader has the discretion to “pass” one of their friends if they’re wearing the wrong color socks, but “fail” someone they don’t like if they too are wearing wrong color socks), teaching and working with their section members (leaders could have the discretion to work with their friends more than the freshmen they do not associate with), or dealing out punishments for misbehavior and determining if they will treat their friends the same way as they would someone they personally dislike. Student leaders depending on their own disposition and personality, can be mentors to their peers, leading and inspiring them, they can be coercive leaders acting as “bullies”, or they can be passive and be ineffective.
leaders. They can be agents of positivity and help keep their peers focused in a rehearsal, or sometimes they themselves can be the root of the lack of focus in a rehearsal setting, becoming a leader in a negative way.

From personal experience, this researcher has witnessed both student leaders as helpful to their section mates and harmful within a band setting. The researcher personally knows of students who revere their leaders and strive to be just like them. Also from personal experience, I have seen student leadership be coercive or bully-like; some students use their positional power to boss around their peers, and depending on the amount of leeway the director gives them, some students have significant freedom to rule by fear and coercion. Finally from personal accounts, student leaders who have strong or charismatic personalities in the band setting can lead others to misbehave. For some students, receiving a leadership position is a way to be a bully, and the experience that the non-leaders have is similar to a victim of bullying. To date, studies have not looked at the effects of bullying by student leaders in a high school band setting. This study may provide useful insights for leadership policies and practice for a multitude of student activity groups.

**Conceptual Framework for Study**

Research on uses and abuses of the bases of power informed the conceptual framework for this study. French and Raven’s views on the bases of power (1959), offer basic definitions for types of power people have or exercise. Their concepts include: coercive power, which is the expectation that one would be punished by another if the former fails to conform to the influence attempt (French and Raven, 1959, p. 157). An example of this would be a student leader who makes his or her section do pushups or run
laps or do other various punitive tasks for talking out of turn, or playing a wrong note, or if the student leader does these things to assert that “I am the student leader and you will listen to me, or else I’ll make your life a nightmare.” Reward power, is when power resides in someone “whose basis is the ability to reward” (p. 156). An example of reward power would be the section or band members complying with the leader’s demands in return for receiving a reward, which could be letting their section out early from a sectional, or promising to take the section out for a meal, or the student leader promising something to their section mates, in other words, a “bribe” of some sort. Another form is legitimate power, which is when one feels they have a right to influence another, and also to which that person has an obligation to accept this influence (p. 159), which the authors sum up to mean “the notion of legitimacy involves some sort of code or standard, accepted by the individual, by virtue of which the external agent can assert his power.” (p. 159). An example of legitimate power could be when a leader is given the title of “drum major”, or “student leader”. Because they now hold a title, they now feel they are powerful, and so therefore, their section members need to listen to them because they are called a leader. As a result, the leader feels they have the right to influence others, and that their section members need to listen. An example to illustrate legitimate power could be a quote such as this: “Well, I’m a leader, so they should listen to me. I know what’s best for them.”

Referent power involves when someone will feel a need to identify with someone who is in a position of power, meaning “if a person is attracted to someone else, the person will have a desire to become closely associated with that person, if it’s an attractive group, the person will have a feeling of membership or a desire to join.”
Leaders who exhibit referent power have characteristics that are attractive to others. It could be simply someone who is very talented at their instrument or are superior marchers, or even as simple as someone with a loud personality and are considered “funny” or “cool”, so therefore, others will flock to that person to try to associate themselves with that person. This form of power is an example of how a non-student leader could gain power within a band setting. Even though a person may not have a title, that person still may have traits that others find desirable. This can set up potential problems for student leaders. If they are not socially aligned with the people with the referent power, it can lead to power struggles within the organization.

And finally, expert power means that a person perceives one to be powerful because that person has high knowledge compared to their own (p. 163). The researchers use an example of one “accepting an attorney’s advice in legal matters is a common example of expert influence”, or something as small as “acceptance by a stranger of directions given by a native villager” (p. 163). Simply, student leaders (or any student) who has high knowledge of music or of marching technique, can have more power than those who are new to the program. This is evident strongly in when seniors can be seen to have power over freshmen. Those seniors are now in their fourth year in the band, freshmen are brand new. Freshmen who are new to the program don’t know as much about the band as the seniors do, so strong-willed seniors can have power over freshmen for the simple fact that they are older and “know more”. French and Raven’s bases of power operate primarily as power-over people and depend on people accepting that power.
Alternative views of power in bureaucracies emerged from Hoy and Sweetland’s (2000) work on enabling and coercive bureaucracies. The researchers found that relational power, or power-with others was a key factor in whether members viewed the organization as enabling or coercive. The authors discussed the approaches the leader of an organization takes and how the experiences can either be devastating, or enabling to the employees of that organization; each with extremely different results. For example, if a student leader is enabling to their peers, the students can feel accepted, and feel like they have a part of the process of making their marching band strong, and be motivated to work hard for the program. If a student leader is coercive and a bully, the students may feel withdrawn, uninterested, and simply not care about the band’s success. Hoy and Sweetland state that “Hierarchy does not have to hinder, in fact it can help.” (Hoy and Sweetland, 2006, p. 529) Just because a band has its own hierarchy (Director – Staff – Student Leaders – Band Members), it doesn’t mean the experience has to be negative for the students in the program. Many bureaucracies are positive, and encourage their workers to work together and collaborate effectively, and feel like they are valued as professionals. If the director of the program is an authoritarian, it can cause the student leaders to behave similarly, and trickle down to the remainder of the students, and vice versa. How the band bureaucracy is perceived by the students is a key piece in determining whether a culture is in place that allows for fear and stress, or cooperation and friendliness. What the band director allows for in these kinds of atmospheres will be important to find out from the students in the course of the study. This study sought to find through the student testimonials if the band director promoted a healthy or stressful environment in the band program.
Finally, the concept of “street-level bureaucracy”, championed by the researcher Michael Lipsky (1980), informed the study of student leader actions and non-student leader reactions. In Lipsky’s work as defined earlier in this chapter, the street-level bureaucrat is “on the front lines” because they deal with the people directly in everyday life. Student leaders for the purposes of this study can be considered “street-level bureaucrats”. Street-level bureaucrats in society execute policies for people in many ways. People that receive the services by street-level bureaucrats are labeled by Lipsky as “involuntary clients”, which are who the street-level bureaucrats are “given” to deal with. (Lipsky, 1980, p. 43) In this sense, this means that street-level bureaucrats don’t get to choose their clients, based on the nature of their jobs. Policemen deal with those that they must arrest or intervene with, and teachers don’t get to choose their students, and social workers deal with different types of people all the time, for many different reasons. Because the bureaucrats exercise discretion as to how they will execute their work (p. 3), they also have to deal with the reactions that they will receive as a result of their decision making (p. 9). This also allows for “street-level discretion” (p. 15) so that there is “compassion for special circumstances and flexibility in dealing with them” (p. 15).

Student leaders within their band programs fit this description perfectly. They are the students who are charged to deliver and enforce the policies that the band director presents to the band at the beginning of each school year. They are the students who have discretion in how they will enforce those policies, and they also are expected to be “compassionate, positive, and patient” with the other students that they are working with within the band setting. (Smith, 1991, p. 3). Student leaders act as the street-level
The band director acts as the overarching authority (much like the CEO of a business or a school district superintendent), and the rest of the band students are the “involuntary clients”. The students come into band at the beginning of each year and the director does not get to choose his students, and as such the student leaders do not get to choose who goes into their sections that they are responsible for. The street-level bureaucrat “has claims to professional status, but they also have a bureaucratic status that requires compliance with superior’s directives” (Lipsky, 1980, p. 19). In this sense, the student leaders are given autonomy to do their jobs, but in the end, they have to report to the band director as the band director is the ultimate authority. The student leader’s job is to support the director’s goals and philosophies, to be an “advocate” (Lipsky, 1980, p. 72), to “use their knowledge, skill, and position to secure for clients the best treatment or position consistent with the constraints of the service” (p. 72). This means they need to be positive agents within a setting to make sure their clients receive the best possible resolutions to their issues. Student leaders also however, have two roles. They do serve “in a leadership capacity”, but they also serve “as a performer within the band” (Smith, 1991, p. 5). This means that while they are leading others in the program, they also are part of that program as a performer alongside their peers, they lead and participate alongside the same group of people.

Below is a diagram which illustrates the three conceptual frameworks chosen for this study, and how they all come together to frame this study. Each of the conceptual frameworks helped analyze and interpret the results from the interviews with the students (Figure 1):

**Figure 1: Conceptual Framework for Study**
Research Questions

The research was guided by the following questions:

1) How do student leaders describe the experience of leading other students?

2) How do non-leaders describe the experience of being led by fellow students?

3) How do student leaders help impact/influence their band member’s experience?

4) How do student leaders understand and use their power in their assigned leadership position?

5) How do non-student leaders describe the uses or abuses of power by student leaders?

6) How do the students in the program (leaders and non-leaders) view their band community and the atmosphere the director provides?

Research Design and Methodology

A phenomenological approach was used for this study as the aim of the inquiry was to gain the “lived evidence of the experience itself” (Reeder, 1986, p. 3). Through this inquiry, it captured the intertwined lived experiences of the student leaders and non-student leaders. Convenience sampling guided the selection of subjects (Creswell, 2002, p. 214). Two schools in a large urban school district were selected, one of which
involved a “large” band program (100 students in the band or more) and one involved students from a “small program” (40-80 students in the program). This helped to discover if differences in band size mean different kinds of atmospheres and bureaucratic characteristics within band programs.

Four students were interviewed from each of the participating schools’ band programs. Two students interviewed were student leaders, and the other two interviews were with students not designated as leaders. These students were selected by their own band directors as recommendations for the study because I as the researcher did not know the students from the bands selected. Each of the participants were interviewed on a one-on-one basis with the researcher (Creswell, 2002, p. 226). All questions asked of the students were “open-ended questions” so that the participants could best voice their experiences unconstrained by any perspectives of the researcher or past research findings. (Creswell, 2002, p. 225).

**Significance of the Study**

“There have been no large-scale studies examining the frequency of harassment in music education classrooms, but anecdotal evidence suggests that harassment exists in music education settings” (Carter, 2011, p. 30). It is an important study to discuss because;

“Music educators who teach middle and high school ensembles often have the opportunity to retain the same students in their classrooms over the course of many years, and because of the unique nature of the ensemble experience, coupled with the opportunity for extended instruction, music teachers can closely monitor the well-being of their students” (Carter, 2011, p. 30).

Simply put, this investigation into student leaders and their relations with their
non-leader members of the band program had never been done before. In looking at this relationship, band directors will perhaps have a clearer picture as to what is really happening between the students they trust to be leaders, and the rest of the band. Student leaders are usually given ground rules by their director to follow, but what is truly happening among their students outside of the director’s sight and knowledge? This study sought to provide a picture of what student leaders are doing when their director can’t necessarily see or hear what’s going on. This study also sought to find out if there needed to be a better development or monitoring system of student leaders in a program to keep tabs on their behaviors.

Rigor of Study

Trustworthiness of the study was established by multiple methods; triangulation, which means that multiple data collection methods were used. Audio recordings of the interviews were made and kept, notes were taken during the course of the interview, and multiple theoretical perspectives were used when analyzing the data in chapter five. Member checking was utilized after the interviews to ensure what was said by the students was represented properly, so students had an opportunity to read through the transcriptions of the interviews. Rich and thick descriptions were used so that the reader could fully enter the research context. The reader will hopefully be able to picture the experience in their own mind clearly based on the narratives that are provided in chapter four. Multiple sites were used so trustworthiness of the study was further solidified instead of gathering data from only one location. (Glesne, 2011, p. 49). And finally, my own bias was acknowledged in the reporting of the data and not considered as part of the
analysis, so that one does not read this thinking that the results were reported with my own beliefs about student leadership guiding the discussion.

This addressing of the bias in this phenomenological study is what Edmund Husserl called “the Epoche”, which is when we “set aside our own prejudgments, biases, and preconceived ideas about things” (Moustakas, 1994, p. 85). Moustakas furthers this by stating, “It allows things, events, and people to enter anew into consciousness, and to look and see them again, as if for the first time” (p. 85). For me this was crucial as I myself have preconceptions about student leadership as I myself deal with it on a daily basis within my own band program. In these sense by entering the Epoche, I set aside all my beliefs and notions about student leadership, and also any preconceptions I have of the band program of which I am interviewing students. This is crucial to phenomenological methods, and especially for this study.

**Limitations to Study**

There are a number of limitations to this study. First, some apprehension was expected in regards to how the students would answer the interview questions. It was hoped that the open-ended nature of the questions and continued assurance of confidentiality would encourage them to speak the truth and speak freely. It was also expected that some questions could confuse students due to subjectivity because the inquiry was based on open-ended questions. Care was taken to make sure the students felt comfortable and would feel safe in answering the questions. Since the interviewed were high school students, it was possible that some of these students hadn’t fully developed the capacity to elaborate and speak in full, thought out phrases. The intent was to avoid the “yes” and “no” answers from the students. Another limitation was that while
the responses given by these students were personal experiences that could be
generalized, it may not necessarily align with other students in other programs and their
experiences. Everyone has had different experiences with leadership, so this study was
not out to claim that the experiences discussed in the interviews would be *what will
happen if you employ student leadership in this exact way*. A final limitation was that not
all high school band programs employ student leadership within their programs, and
those that do all utilize leadership differently. So once again, the results are
generalizations that can shed some light into leader relations, though not all situations are
the same.

**Delimitations to Study**

Regarding delimitations, this study had a few that are worthy of discussion. This
study was only being administered at two high schools, in an urban district. This study
did not account for rural schools and students’ experiences in those kinds of settings. It is
hopeful that the results presented in this study can be generalized and present insights as
to how students have experienced leadership both as the leader and as the non-leader.
Another delimitation was that only four students from each program were interviewed.
Depending on the band programs chosen, four students could be a rather large sample or
a very small sample, depending on the sizes of the bands, so not all voices were heard.
And finally, the last delimitation present in this study was that the band directors
themselves were not interviewed in utilizing the protocol, only students were spoken with
for their personal experiences with leadership. Directors were only consulted at the
beginning stages of the study for opinions on students to interview, and a general idea of
their beliefs of student leadership.
**Definition of Terms**

Student Leader – a student who is selected by their director or advisor as one who is entrusted to lead others, or handle tasks for the organization.

Drum Major – a student leader in a band program who’s jobs can vary from band to band, but are often seen as the “head student leader” of a marching band.

Street-Level Bureaucrat – a person who interacts with people daily on behalf of an organization, but has discretion as to how they will enforce policies for the organization, and deal with people in society, as defined by Lipsky (1980).

Power-over – as defined by French and Raven (1959), power-over includes different types of power in which one person has influence over someone else, through means of referent, coercive, reward, expert, and legitimate means.

Power-With – when people share power with others, when others have an equal say in how things can get done within an organization, namely, in an enabling bureaucracy as defined by Hoy and Sweetland (2000).

Bullying – an act of coercion or intimidation in which one person (the bully) exerts unwelcome power or influence over someone else (the victim). It can include physical, verbal, or relational forms, and most recently, can be done by way of cyber means, such
as social networking sites, email, and text messaging, adding anonymity and distancing one’s self from the victim.

Coercion – the act of forcing one to do what the other wishes by way of threats or intimidation.

**Summary**

The problem of bullying between students in positions of power and those not in power as summarized earlier, had not been researched as of yet. Bullying in general however, has been well-documented in the literature. Chapter two will discuss the relevant literature to bullying, the different types of bullying, anti-bullying programs designed to put a damper on the problem, and some of the recent law developments in trying to curb the issue of bullying. Chapter three will outline the methodology that was used to interview the students in regards to their experiences with bullying in band programs. Chapter four will display the results of the interviews with those thick and rich descriptions of the students’ experiences, Chapter five will discuss all of the findings across the schools and the students and outline the themes that arose from the composite analysis and compare them against the conceptual framework. Finally, chapter six will come to a synthesis of the findings and past research to come to some conclusions and recommendations as to how to make sure the experiences that students have are positive and ways to combat any negativity within the band setting in regards to student power relations.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

The literature around bullying and the effects it can have on students is well-documented. This review begins with an overview of the types of bullying, including the newest form of bullying called cyberbullying. The review continues with a look at bullies themselves, their victims, and how school cultures can influence a “culture of bullying” within that school. Anti-bullying policies such as zero-tolerance, threat-assessment and peer-mentoring models are also discussed, to glance into what is being done to combat the problem in schools. The review then revisits the discussion of street-level bureaucrats, examining what school “street-level bureaucrats” are doing to combat the problem, and what recent court decisions and laws have been designed to deal with the problem. Finally, the review of literature ends with a discussion about students in extra-curricular and co-curricular activities, and hazing within those organizations as a form of bullying. This literature review around student bullying while extensive, does not discuss every anti-bullying policy or program out there, but provides a description of a few programs and the variations of programs that attempt to combat the rise of bullying.

Bullying at a Glance

Bullying traditionally appears in three different forms, physical, verbal, and relational (Bauman and Del Rio, 2006, p. 220). Physical bullying is the most obvious kind of bullying to witness, as there is some sort of physical act that is occurring between the bully and the victim. Verbal bullying takes on the form of calling names, teasing, and verbal threats (Bauman and Del Rio, 2006, p. 220). Relational aggression includes tactics such as isolation, exclusion, spreading rumors, and hostile body language. (Kabert,
It also is one of the hardest types of bullying to detect, so therefore it can go unnoticed much more than the other types of bullying as it is less detectable (Kabert, 2010, p. 18). It is also said that relational bullying may be underestimated on surveys of bullying, especially among girls who may be more inclined to use relational rather than physical forms of bullying (Bradshaw & Waasdorp, 2009, p. 357). This makes it hard to know the true prevalence of the problem.

Since relational bullying is harder to detect, it becomes more of a daunting task for school officials to attack the problem of bullying in their schools, especially the relational types. Pre-service teachers reported to the Bauman and Del Rio study that they felt that relational bullying was “less important than more obvious forms of bullying, to the detriment of students.” (p. 229). This kind of bullying is harder to detect because “the bullying is often hidden from the adult community, and when it is noticed it’s quite hard to stop, because of the reluctance of the peer groups to provide information and the reluctance of the bullied pupils to complain very loudly” (Smith & Sharp, 1994, p. 5).

The other extreme to this is when bullying is being allowed to flourish. This can be described as teachers or other school personnel being present during bullying taking place and doing nothing to put an end to it (Birkett, Espelage, & Koenig, 2009, p. 989; Bandyopadhyay, Cornell, & Konold, 2009, p. 339). With relational bullying hard to detect as it is, it gives way to one of the newest forms of bullying, cyberbullying, which adds further anonymity to an already large problem.

**Cyberbullying.** With the recent technological advances in society today, it has changed the way people communicate, find information, and live their everyday lives. Children are now living in a world where they are constantly surrounded by technology.
“Generation Z” is what these students are called (Posnick-Goodwin, 2010), and as the author put it, “they can’t imagine life without a cellphone”. In fact, as of 2009, 52% of 12-13 year olds had cellphones, 72% of 14-16 year olds had them, and 84% of 17 year olds had cellphones. (Brown, Keller, & Stern, 2009, p. 13).

Email, instant messaging, online journals, and YouTube are some of the other ways students communicate with each other in daily life, but “while many students use these tools to connect to peers in socially acceptable ways, many students have also used this technology to expand the range and potential methods for bullying others” (Alhfors, 2010, p. 2). What makes cyberbullying unique is that it occurs in a student’s home, which would normally be a safe haven from the bullying that is occurring at school. (Keith & Martin, 2005, p 225). The Internet allows students to take websites and use them to “mock, harass, and torment others” (p. 225). They can “post pictures of students they do not like, and create online voting booths” (p. 225). To add to the issue, cyberbullying is a relatively new problem as opposed to the more traditional types of bullying, as “researchers studying the problem have only had the last 20 years in which to conduct their inquiries” (Alhfors, 2010, p. 8).

To tie together traditional and cyber types of bullying, it was found in a study of bullying through electronic means, that two-thirds of cyber bullying incidents started at school and then continued when the students go home, meaning, events at school “precipitated” the cyber bullying (Cassidy, Jackson, & Brown, 2009, p. 391). To further describe how hard it is to detect the bullying, especially of the relational and cyber variety, it has been said that victims of cyberbullying may just simply not recognize what they are experiencing is a form of bullying, therefore may minimize the seriousness of it
(Campfield, 2008, p. 132). Additionally, another issue is that parents and children relate to technology very differently. Most adults approach computers as practical tools, while for kids the Internet is a lifeline to their peer group. (Keith & Martin, 2005, p. 226). Additionally, many kids don’t want their parents to know about any online harassment they are enduring for fear that their parents will take away their computer, Internet access, or cell phone. (Strom & Strom, 2005, p. 22). Many parents will misjudge their child’s time online as learning rather than considering that it might be related to peer abuse (p. 26). Often, this type of bullying goes on unbeknownst to adults, “hidden in a world of cell phone text messages, computer instant messages, email forwarding, hate web pages, blogs, negative website postings, photographic forgeries and fake identities” (Dulberg, 2010, p. 60).

**Bullies and their Victims**

Bullies and the distress they cause their victims, has also been documented in the literature. Victims of bullying often deal with problems such as lower levels of self-esteem, depression, insecurity, anxiousness, oversensitivity, cautiousness, and overall quietness (Sullivan, Cleary, and Sullivan, 2004, p. 20; Meyer-Adams & Conner, 2008, p. 212). It also has been reported that it can cause higher rates of truancy, worsening grades, and difficult relationships with other people (Meyer-Adams & Conner, 2008, p. 212).

Bullies themselves and “bully/victims” are also known to have emotional and behavioral problems just as much as the victims themselves, with bully/victims having been referred to as “the most disturbed group” (Campfield, 2008, p. 25), exhibiting
problems such as high levels of depression, low self-control, and low social competence. (Campfield, 2008, p. 25). For bullies, being the bully “stunts growth” towards individuation and does not allow for the proper development of the self and the formations of healthy relationships (Sullivan, Cleary, & Sullivan, 2004, p. 21). Bullies also are at better risk of developing mental disorders such as ADHD, depression, oppositional defiant disorders, among others. (Crothers, Kolbert, and Barker, 2006, p. 476).

By being a bully, they exhibit “power” over others. Power can be found in many forms, and the next section will begin to discuss varying ways in which power is exercised, and will begin to paint a picture as to how bullies may act when in power over their victims.

**Power in Varying Forms**

Power over others, is seen in many facets of society. Most often, we experience “power over” in our organizational bureaucracies, particularly from the street-level bureaucrats within those organizations who enforce the bureaucratic rules and policies. Power over others, and the abuse of that power can also be seen in relationships between adults, which can lead to strained and even unhealthy relationships among co-workers (Blase and Blase, 2003). However, one would need to take a step back and look at where the abuse of power begins, even before adulthood, which is among our youth. The experience of bullying among children has always been an issue, but in today’s world of mass communication and mass technology, the problem has become magnified like never before. The suicide deaths of Phoebe Prince, Megan Meier, and Tyler Clementi to name a few due to bullying and harassment, have all sparked the nation’s collective anger and
frustration. The literature around the subject of bullying begins to paint a picture that this problem while being reported in the news like never before, has been a problem around long before the deaths of Prince, Meier, and Clementi.

Power is at play in all facets of society, between all types of people and in all types of bureaucracies. French and Raven’s (1959) characterization of power as discussed in chapter one is one way in which to define different types of power between people. Other ways in which to define power can be put quite simply as Pfeffer writes: “Power characterizes relationships among social actors. A person is not powerful or powerless in general, but only with respect to other social actors in a specific social situation” (Pfeffer, 1981, p. 3). According to Pfeffer (1981), “Power is having something that someone else wants or needs, and being in control of that performance or resource so that there are few alternatives, or no alternatives, for obtaining what is desired” (p. 99).

Within specific social situations, one person’s knowledge or expertise may or may not be needed or sought after, thus reducing or enhancing the person’s claim to power. For example, if within an organization, the collective whole sees one area of competency as important, people within that organization will try to make everyone believe that they are knowledgeable in the sought after area to gain power (Pfeffer, 1981, p. 48). This means that while someone may have knowledge in an area outside of the collective interest, they may not be the one that is esteemed with power in that group. It also can mean though, those actors with the sought after competency will be assessed more power within that organization for that purpose. As a result, to gain power is to show that you have the competency that is sought after.
What happens then is that people within the organization will begin to push their way around and “jockey for position” to gain that power. So for example if one were to apply for a job, and 15 other people applied for it – the competition for that “scarce” job increases. As a result, contenders will expend more energy and effort than they normally would to influence the decision through whatever influences they might possess. Scarcity of resources will eventually involve conflict, and power will come to be used to make these decisions. (Pfeffer, 1981, pp. 79-81).

Because of the constant power struggles that can be evident, not only when people are fighting for the same job but also for money, resources, and titles, organizations can be frustrating and can exploit others (Bolman and Deal, 2003, p. 5). Power again goes back to the original definitions posed at the beginning of this section, which is the ability of one to influence another, and to make their option the only option for someone’s desires. When one is trying to gain this power for themselves, part of this process is to convince others within the organization that their specific tasks and their abilities are substantial and important (Pfeffer, 1981, p. 98). When this convincing is successful, those who are able to do the most important tasks within an organization come to have more influence within the organization (p. 98).

Characteristics of leaders range from being energetic to being persuasive, to just being angry all the time, because “expressing anger is usually much more effective than expressing sadness, guilt, or remorse in being seen as powerful” (Pfeffer, 2010, p. 128). Leaders who convey power know how to “act with power”. This includes how you present yourself; of how you speak, how you dress, how you stand in terms of posture, body language, gestures, etc. (p. 136). Pfeffer goes as far as to speak of “the
interruption” as a strong way of showing power, that: “Those with power interrupt, those with less power get interrupted” (p. 140). In this way, the person who interrupts others is of course “not polite”, but the interruption is a good indication of power and can be looked at in “conversation analysis”. In conversation analysis, when a doctor interrupts a patient or when men interrupt women, there is a power dynamic in force that reinforces differences in power and status, derived from people’s experiences.

When bullies use power, we can consider them in some way a leader, but not in the traditional sense. Whether or not we’re talking about traditional leaders in actual roles of power (captains, CEO’s, principals, presidents, etc.), or the way bullies become leaders in terms of how they can entice others to follow their lead, all leaders exhibit all these kinds of power as discussed above in some way, shape, or form in varying stages of their leadership. Power over someone as explained earlier, becomes exercised through “influence, which is a process or series of actions that one initiated or intended to get another person to do something” (Carroll and Tosi, 1977, p. 215). It is further stated by these authors that “Power, the force, is activated in the influence process. The use of power is leadership. People act and decisions get made. Things happen when power is exercised” (p. 215).

Whether power gets used in a positive or negative way depends on the personal characteristics of the leader. Going back to French and Raven’s (1959) definition of “referent power”, it occurs or is visible when a person exerts an influence that is able to articulate the concerns and values of their followers. These types of leaders are described as not necessarily having a particular skill set or have a particular title, but because their followers respond to them as individuals. These leaders can be called “charismatic
leaders” (Carroll and Tosi, 1977, p. 220). This can be a type of power non-student leader has within an organization. People can be drawn to these individuals because they can articulate the whole group’s concerns. This can be an example of student leaders being bullied back. If the non-leaders perceive them to be abusing their power or being non-effective, this can be construed as an example.

Some of the ways that leaders can exert power over others is to “affect expectancies, set goals, and clarify how to achieve work goals” (Carroll and Tosi, 1977, p. 234). In effect, a leader may be able to affect performance if he or she has influence over rewards or punishments. If a leader sets impossible goals, poor performance can result. And finally, if the leader does not give a clear direction as to what, when, and how something should be done, it wastes time and energy, and contributes to frustration (p. 234).

The leader has significant power as to how they will exercise power, but as Hoy and Sweetland (2000) put it, power can either be enabling, or coercive. The coercive side of leadership is a form of bullying, and when it put into the context of student leadership, the result can be student-to-student bullying because of the power that the leader holds, due to the power bestowed onto him/her by the ultimate authority, the band director.

Also within the context of leadership, the way leaders are perceived through symbols can be an indication as to one’s access to power. Symbols include “titles, special parking places, special eating facilities, restrooms, automobiles, airplanes, office size, placement and furnishings” (Pfeffer, 1981, p. 50). These people are also, under greater scrutiny the higher up in power that they are. “More than your job performance is being carefully watched, every aspect of your life, including how you dress, where you
live, how you spend your time, who you choose to spend time with, etc. will all draw scrutiny” (p. 184). Leaders in power have many things to worry about as they lead with power, but being scrutinized for their lifestyles can be detrimental to the persons’ performance.

How do leaders use their power and influence within organizations? The next section of this literature review will delve a little deeper into the subject of the bureaucracy, previously introduced in chapter one.

**Bureaucracies**

“Since there is probably going to be some power in use in virtually all organizations, the greater the use of power and politics in organizational decision making, the lower the level of organizational performance” (Pfeffer, 1981, p. 335)

Bureaucracies as discussed in chapter one, can be coercive or enabling. Hoy and Sweetland (2000) discussed the implications of being part of a coercive bureaucracy as opposed to those who are part of an enabling bureaucracy, where different viewpoints are heard, and where people feel valued, instead of an organization being ruled by fear and stress. Put another way:

“When power is centralized, decisions are made and imposed by the central authority. When power is dispersed, decisions become worked out through the interplay of various people with more power in a political process” (Pfeffer, 1981, p. 87).

In the case of bullying, school bureaucracies can be a serious detriment to solving the problem or a huge deterrent in the behaviors. According to Lipsky (1980), street-level bureaucrats have the discretion to handle a situation, not a “drill sergeant who insists that soldiers stand tall, keep their eyes straight and march in precision” (p. 140). Street-level bureaucrats “develop perceptions of their jobs, and of clients, they reduce the
strain between capabilities and goals, thereby making their jobs psychologically easier to manage” (p. 141).

Within these bureaucracies, the people who are working within them develop “coping strategies” (Lipsky, 1980, p. 142). Some of these ways to cope with the pressures of jobs laid in front of them include “withdrawal from work” because of the way they are being told to act, or because of their inability to make the clients’ lives they deal with better (p. 142). Others may not withdraw physically but they may withdraw mentally, “rejecting personal responsibility for agency performance; this is an outward sign of attitudinal responses to the sometimes overwhelming and insuperable difficulties of gaining gratification in task processes and achievement” (p. 143).

Another issue the street-level bureaucrats have is that, while they are given discretion, they are “expected to treat all people in common circumstances alike” and that “paradoxically, many factors operate to make favoritism and unequal treatment characteristic of modern bureaucracies” (Lipsky, 1980, p. 151). What this means is that the person in charge of enacting decisions and enforcing policies sometimes can play favorites with people when they decide to enforce a policy, or not enforce a policy. Lipsky uses the example of the “teacher’s pet”, that child is “not only an obedient child but also one who conforms to the teacher’s own capability (p. 152), which Lipsky describes as the street-level bureaucrat conceiving their performance as good for a “portion of the clientele”. This gives that teacher in the example a platform on which to defend their position and the job they are doing to others who decide they are “playing favorites” (pp. 151-52). Furthermore, street-level bureaucrats “hold private views that affect the distribution and quality of services, and they hold these views intensely. Their
biases, when they exist, are difficult to interrupt” (p. 155). This would perhaps, help explain the plight of student leadership, when they could be seen to favor their friends over their peers they don’t necessarily associate with. If they don’t like someone they have to deal with, that can be an impossible barrier to overcome when they are expected to treat all students fairly. Even more stringent on the organization, is if the student leader disagrees with philosophies of the band director of the program. The resulting tension between leaders and non-leaders, and leaders and the directors, and also the non-leaders and directors, can be hard to overcome.

The final idea that will be discussed here regarding bureaucracies are ideas about changing the way leadership is thought about and exercised, not as a top-down hierarchy. It is argued by Osborne and Plastrik (1991) that “The reinvention paradigm asserts that systems in which accountability only flows up the chain of command are not as effective as systems in which a great deal of the accountability flows to customers, within a framework of rules and standards set up by those who steer the system” (p. 179). In the sense of student leadership and bullying that could take place between leaders and their peers, applying this notion to this situation would mean that the non-student leaders are the most important people in the band program. The student leaders would approach the situation as “How can I help you?” as opposed to “Do what I say because I said so”. As a result, the director would listen down to the student leaders as to what their concerns are and “listen carefully and try to resolve the problem” (p. 179).

In this model of bureaucracies, the non-student leaders hold much greater power and give the student leaders’ clientele that have a voice. In other words according to the authors, “In the public sector, your primary customer is the individual or group your work
is primarily designed to help” (Osborne and Pastrik, 1991, p. 181). If the customers are not being listened to, conflicts will more easily arise, thus contributing to student leader burnout, and eventually, the withdrawal from the job going back to Lipsky’s writings of mental and physical withdrawal. It is here we can look at how school climates can actually help or hinder the prevalence of bullying among students. Does the school as a whole listen to its “customers” or do they think more top-down in terms of handling problems? Does this mentality permeate the student organizations within the school?

**School Culture and Climate in Regards to Bullying Prevalence**

School culture and climate is a big topic to address when it comes to bullying behaviors. Schools can be described as microcosms of the greater society of which we live.

When bullying starts in the beginning of a school year, it occupies a void in the power base, and if not eradicated right away, a “bullying culture” develops in which destructiveness takes hold and dominates the entire social culture of the school. (Sullivan, Cleary, & Sullivan, 2005, p. 21).

Bandyopadhyay, Cornell, and Konold go further by calling these types of environments as “cultures of bullying”;

“...where there is a widespread perception that bullying can take place without intervention or interruption. This type of school climate empowers bullies to act aggressively without fear of sanction, encourages passivity in bystanders, and creates an environment in which victims of bullying see no reason to report their victimization or expect assistance (Bandyopadhyay, Cornell & Konold, 2009, p. 339).

Other research echoes these sentiments about school cultures actually contributing to the prevalence of bullying within their schools. “A perceived negative school climate can unwittingly contribute to aggressive behavior, including bullying. It is in negative school climates where aggressive behavior makes bullies feel more empowered and
victims more helpless” (Zambo, 2010, p. 34). The Phoebe Prince case is notable here as students testified to the fact that South Hadley High School was known as a school where bullying ran rampant and little was done to calm it down. Smolowe (2010) wrote that when there was an incident between Prince and another student, “Two teachers witnessed the exchange and did nothing.” The author went on to say, “Recent court documents say Phoebe sought help from school officials one week before her death, but she told a friend no action was to be taken.” (Smolowe et al, p. 70, 2010).

Another similar bullying case was highlighted on an episode of Dr. Phil, where a parent recounted how he had stormed onto his daughter’s school bus and demanded to know and have her daughter point out who the bullies were. Verbal threats were made to the students on the bus and to the driver for not doing anything about the situation. The school had also been called by this father three times, and officials did nothing to stop the bullying that had been taking place. (Dr. Phil, 2010).

Some research goes as far as to call these kinds of school climates “hostile”. A hostile climate in this sense refers to a climate where “being put down or teased by peers could result in a low self-esteem, fear of school, and poorer attitudes toward school in general” (Lleras, 2008, p. 109). It is also said when students are part of a large school, they can feel “lost in the crowd”, and then feelings of frustration can ensue. Then, these feelings can lead to decreased commitment and attachment to school and may increase the likelihood of engaging in delinquent or disruptive behavior (Lleras, 2008, p. 109).

**Policies in Place To Confront The Problem: Zero-Tolerance**

Policies in place for bullying can range from zero-tolerance, which is an example of a policy that “punishes immediately”, no matter the level of infraction, to others that
“work with the bully”. Zero tolerance in particular stemmed from the 1990s as a reaction to drug use in schools, and then later became a blanket term to take into account all types of deviant behavior within schools. Most of these consequences are severe and punitive in nature, and are applied regardless of the gravity of the behavior. (APA Task Force, 2008, p. 852).

Zero tolerance policies are among some of the most common found across the country. There have been mixed results with this type of policy. Some schools have great success with zero tolerance policies, as evidenced in a study done by Burke and Herbert (1996), to which the authors spoke of Henry Foss Senior High School where violence was running rampant across campus. One year, the school decided to take on a dramatic new policy “No fighting, period.” The authors studies the effects of this new policy for a year, and they found that the amount of violence at the school dropped considerably, and the amounts of fights reported had dropped from 195 fights reported in the 1990-1991 school year to just under 100 in the 1991-1992 school year, to 3 fights reported in the 1993-1994 school year. School enrollment had increased to 1,600 students from 1,000, and many students requested Henry Foss High School as their first choice to attend because of the new safety that was in place. (Burke and Herbert, 1996, pp. 50-54).

However, others do not feel that zero tolerance is the single most effective ways of dealing with school incidents. A report called “Opportunities Suspended: The Devastating Effects of Zero Tolerance and School Discipline Policies”, talked about the problems associated with having a “one size fits all” punitive system. Some of the problems associated range from reports of a student who was suspended for sniffing glue
because it was considered by the school to be a drug. The Legal Aid Society of Greater Cincinnati said white-out was not a drug, but the student was still suspended for 9 days, and then had suspension for drug use on their permanent record. (Harvard Civil, 2000, p. 6).

The report further stated that zero tolerance does not work, by saying that those schools with zero tolerance policies are still less safe than other schools who don’t have zero tolerance, and that just because a school may boast less expulsions doesn’t mean that the kids are better, they just may have been incarcerated, dropped out of school, or that the suspensions may be less frequent but they may be for longer amounts of time. (Harvard Civil, 2000, pp. 17-18).

The American Psychological Association (APA) also conducted a study on zero-tolerance policies in schools. The task force found that zero tolerance policies are “controversial and poses some degree of risk, such as lost educational opportunity for those removed from school” (APA Task Force, 2008, p. 857.) The task force further went on to say the “overwhelming majority of findings from available research on zero tolerance and exclusionary discipline tend to contradict the assumptions of the philosophy that it will reduce and deter future negative behaviors” (APA Task Force, 2008, p. 857). It’s also discussed throughout the report the ways that zero tolerance research found the opposite results of what is intended of having a policy. It can lead to students who feel more negative about their schools instead of feeling safer due to high numbers of suspensions. The APA Task Force recommended various changes to zero-tolerance policies such as having graduated discipline plans, and saving the true zero-tolerance for the most serious infractions (APA Task Force, 2008, pp. 857-860).
In addition, (Zambo, 2010) continues this notion:

For the most part, schools that rely upon aversive or exclusionary consequences when responding to violent, aggressive behavior (i.e., verbal reprimands, in school detention, or out of school suspensions) may recognize a noticeable decrease in the undesired behavior in the immediate future. Yet this type of intervention does little to address the myriad of differences in students behaviorally, psychologically, and emotionally, including those whose motivation to engage in aggressive behavior stems in part from learned behavior (i.e., dysfunctional behavior within families and/or communities). (pp. 34-35).

**Other Policies: Threat-Assessment & Peer Mentoring Models.** On the other end of the policy spectrum, there is an anti-bullying policy known as “threat assessment”, which looks at each individual threat that is reported in a school and taking time to think out a response, as opposed to a “zero-tolerance” model, which seeks immediate punitive action. A Virginia study took a look at a school that used a “threat-assessment” model, and it was reported in this study that the students felt their school was much more safe and positive using a threat-assessment model. Students also reported here that “teachers cared about them and treated them with respect, and all expressed a willingness to seek help for problems like bullying and threats of violence” (Cornell, Sheras, Gregory, & Fan, 2009, p. 126).

The Virginia threat-assessment model used a seven step decision plan to deal with threats they would hear about. The first step was called “transient threats”, which would include jokes or angry speech that was seen as figures of speech instead of a genuine threat to hurt someone. The second tier was “substantive threats” which required protective action to prevent the threat from being carried out, and then remaining five steps guided the team through more extensive assessment and response based on the seriousness of the threat. In the most serious cases, the team conducted a safety evaluation that included both a law enforcement investigation and a mental health
assessment of the student (Cornell, Sheras, Gregory & Fan, 2009, p.121). This was to try to cut back on “school exclusion” as a disciplinary measure, as would be evidenced in a zero-tolerance model. (p. 121).

Other anti-bullying measures that are being used around the country include a method called STAAR, which stands for “Students Teaching Acceptance and Respect” (Hurst, 2010). This program was piloted in a large Southern California high school, and was the brainchild of a counselor/psychology teacher at Alton High School. It works by recruiting specific students to take a year-long class called Peer Counseling. These students are high school juniors who have great peer influence and a challenging history, the students that had “been there, done that” (Hurst, 2010, p. 11).

It started five years before the study when the attempt was made to resolve racial and ethnic conflict on campus. Students took part in what were called “Unity Forums”, and consisted of students who were previously seen as part of the conflict, and could be molded into peers who could eventually have a positive influence on their school. The forums were there to teach the students that while there are differences between them, they actually did have much in common. The meetings were held on a needs-only basis, and through these sessions, leaders would eventually emerge, and attitudes changed among the students. (Hurst, 2010, p. 12). The leaders from the first forums became the campus “peer leaders” and became a model for the rest of the district. By 2005, all three comprehensive high schools in their district had the STAAR program. (Hurst, 2010, p. 13).

As to reactions to the program by students, several students talked about a noticeable change in the school climate. One student still believed that "everything just
seems so much better” than it had been two years earlier. She specified an “improvement in the atmosphere on campus during lunches and breaks” (Hurst, 2010, p. 191). Few students were reported having said anything negative about the program without being prompted to find something negative to say about the program. Even with prompting, 4 of the 28 students could not think of anything negative to say about the program (Hurst, 2010, p. 193). The negative findings included small things such as one of the program advisors being out for over a year, the need to expand the program, being further scrutinized (but also realizing that’s a good thing to constantly have to think about their actions), and how some students were less committed to the process than others (pp. 193-195).

Street-Level Bureaucrats – What Is Being Done On The “Front Lines”?

When it comes to dealing with a bully, most teachers and school officials will opt to “discipline the bully”, as evidenced by a survey study done by Bauman, Rigby, and Hoppa. in 2008. Bauman and colleagues found that “most US teachers and counselors appear less familiar with non-punitive strategies.” (Bauman, Rigby, and Hoppa, 2008, p. 847). Schools with anti-bullying measures in place “reduce the likelihood that bullying will be ignored and increase the chances that educators who observe the incident will involve certain other adults.” (Bauman, Rigby, and Hoppa, 2008, p. 848). However, the research showed that 86% of the respondents had not received any anti-bullying training in either undergraduate or graduate programs, and a staggering 42% of these respondents worked in schools with no anti-bullying policy in place (Bauman, Rigby, and Hoppa, 2008, p. 850).
There is also a discussion ongoing to whether or not these anti-bullying policies in schools are actually making a positive difference. Glover and his colleagues conducted a study on cultures and policies against bullying in schools. These authors utilized a survey called the OfSTED survey (Office for Standards in Education, Children’s Services, and Skills out of England). The authors found that schools that have “a positive culture as reflected in the OfSTED score, and a known and effective anti-bullying policy sometimes have high levels of reported anti-social behavior. Staff in these schools referred to the problems of a more open climate encouraging reporting of minor incidents.” (Glover, Cartwright, Cough, & Johnson, 1998, p. 103). This conclusion suggests that there can be negative effects of having a strong anti-bullying program. It appears in this case that a strong and accepted anti-bullying program can lead to more minor incidents being reported, than in schools that don’t have these kinds of policies. With every little incident being reported in addition to the larger incidents, it is suggested that it can lead to more animosity (hence, the anti-social behavior eluded to earlier in the Glover article) among students.

If the policies are in place, the next issue to be discussed is, how do we enforce these policies? Glover et al. describes this dilemma;

“The existence of an anti-bullying policy without contextual support is likely to be less effective in establishing a positive social environment. In terms of the management of change, staff in the school feels that the existence of a policy is ‘not of itself a way of securing a better school…..it has to be something we are working towards as a staff’”. (Glover, et al., 1998, p. 103).

While the intent is positive to have an anti-bullying policy in effect at a school, it’s not enough. Teachers, administrators, and parents all have to work together to ensure that a policy is seen through. “Pupils in the schools with well-developed policies and a
positive culture speak highly of their environment” (Glover, et al., 1998, pp. 103-104). Interest in the program is also necessary to get an intervention off the ground. “Once ready for implementation most bullying prevention programs will work with any school, after-school organization or youth-oriented audience that has an interest in applying their curricula” (Dulberg, 2010, p. 103).

Besides simply having policies in place, increasing adult supervision in less-structured school locations like playgrounds and cafeterias are strategies that have been used to target those areas (Sherer and Nickerson, 2010, p. 218). The authors also add to previous discussion on how exclusionary practices are not effective;

“Avoiding contact between the bullies and victims, using disciplinary consequences with bullies, and an anti-bullying policy were most frequently identified as ineffective by responding school psychologists. It is possible that respondents perceived that merely separating the bully and the victim does not address many factors that contribute to the problem.” (Sherer and Nickerson, 2010, p. 225).

The authors here further suggest that intervening to the “individual characteristics” of the bully and the victim associated with the bullying behavior proves to be more effective (Sherer and Nickerson, 2010, p. 225).

Many other issues can get in the way of schools enforcing an anti-bullying policy in their schools. “School psychologists identified the following three areas as the most in need of improvement: staff education and training, setting up a bullying reporting procedure, and a school-wide positive behavior support plan” (Sherer and Nickerson, 2010, p. 226). The authors here also suggest that items like academic performance and graduation end up taking precedence over things like anti-bullying policies. Other items to think about when talking about how effective an anti-bullying policy can be are the consistency with which programs can be applied, the capacity to build trust between
facilitators and participants, the ability to track long-term progress, the ability to garner wide-spread support from other caregivers and the need to deliver reinforcing messages, just to name a few. (Dulberg, 2010, pp. 103-104).

The Law – What Do Recent Law Decisions Say About Bullying?

According to Texas Republican Louie Gohmert, there is a definite gray area when it comes to going after students who bully or are bullied for a criminal act. He said it would “bring us into slippery realms, for example, when a bully beats up a smaller student, and the smaller student goes home, gets on the Internet and says the playground bully is mean, ugly, and stupid; it’s the smaller student victim that has now probably committed a federal felony under this proposed law.” (Gibbs, 2010, p. 64). In this case, it would be difficult to pursue only the bully on the playground, as it could be hotly contested in a court that the student who went online to talk about the bully in a negative way is just as guilty of bullying.

There are different interpretations of the law when it comes to determining what speech is going to be allowed in schools and what is not. According to Dryden (2010);

*Tinker v. Des Moines Independent Community School District*, decided by the United States Supreme Court in 1969, is the single most important Supreme Court pronouncement about the free speech rights of students in the environment of the public schools. In that decision, the Court ruled that students have a right to engage in free speech protected by the First Amendment, and that school officials cannot censor that speech unless the speech causes or is reasonably likely to cause a “substantial disruption” in the school environment or interferes with the rights of other students. The “substantial disruption test” has come to be known as the first prong of Tinker’s ruling on the free speech rights of students. The “interference with the rights of others” test has come to be known as Tinker’s second prong. (Dryden, 2010, p. 2).

It is argued that courts have inconsistently applied this “test” of what is acceptable speech or not acceptable speech. Some court decisions have allowed students to be able
to say what they wish about school officials online, and others have said that doing so can be an expellable offense. (Dryden, 2010, p. 10).

In Time Magazine in April of 2010, the question was raised; when does bullying turn from “cruel to criminal?” This was born out of the Prince case, where the district attorney had to “be creative” to make charges fit the girls that were mocking her and bullying her online. The charges levied against 6 of the students ranged from “stalking and criminal harassment, civil rights violations, to assault by means of a dangerous weapon (a canned drink thrown at Prince by the girls).” (Gibbs, 2010, p. 64). Two boys were charged with statutory rape, even if it was consensual, as the boy was 17, and Prince was 15.

To add to the further ambiguity and confusion to this case, it was also said that the students being charged with Prince’s drive to suicide “would bend over backwards for buddies, and came from good families” (Smolowe et al., 2010, p. 70). In April 2011, 5 of the teens involved in the Prince case plead guilty to misdemeanor criminal harassment, with more serious civil rights violation charges being dropped (Education Week, April 2011).

Other states have varying laws. In Nevada, Senate Bill 276 sets up requirements for anti-bullying programs, training and incident reporting, and passed out of the Senate Education Committee 4-3. (Education Week, April 2011). In New Hampshire, it was argued that a new bill going to the Senate Education Committee would remove definitions of bullying and cyberbullying happening off of school property (Education Week, April 2011). In Virginia, student’s cellphones and laptops can be seized and
searched if violations of the use are suspected, based on reasonable suspicions (Education Week, February 2011).

To add further inconsistency to how bullying is ruled upon, a Pennsylvania student who created a fake MySpace page of her middle school principal was ruled in favor of in the U.S. Court of Appeals for the 3rd Circuit, saying the school had violated her First Amendment rights of free speech. Using the “Tinker test”, they ruled that the school failed to show how the page was going to create “substantial disruption. (J.S. v. Blue Mountain Sch. Dist., No. 08-4138 (3d Cir. Jun. 13, 2011, NSBA Legal Clips). This was already after the principal met with district administrators and all parties had agreed the student violated the districts “Acceptable Use Policy” and the student code of conduct which prohibited students from “making false accusations about a school staff member.” (Dryden, 2010, p. 119). The inconsistency in the “Tinker test” led to many cases of this status being decided differently, and in Dryden’s research, 12 of the 19 cases he studied the student prevailed (Dryden, 2010, p. 122).

“What seems clear from the analysis of cases dealing with off-campus student cyber expression is that courts, school officials, students, and parents need a uniform standard and practical guidance to allow schools to effectively respond to the growing problem of cyberbullying and cyber harassment” (Dryden, 2010, p. 126).

So, the question raised here is – why is there no standard procedure to follow when it comes to the appropriateness of student off-campus speech? The Blue Mountain School District case is crucial because it raises many questions as to what is and is not offensive, and what is and what is not okay for students to say about school officials, and other students off-campus. First Amendment rights are consistently brought up in these
cases, but the Tinker test is very vague with the language in what is considered “substantially disruptive” and what “interferes with rights of others.”

With so many types of bullying out there in today’s world, and especially now with so much of it taking place on sites like Formspring, MySpace, Facebook, and cellphone texting, when can the schools step in and do something to prevent harassment and bullying through these means off-campus? When 81% of students have some kind of social-networking profile (Education Week, June 2010), and when students who were victims of cyberbullying are found to be twice as likely to have attempted suicide compared to those who had not experienced harassment online (Hinduja & Patchin, 2010, p. 216), the discussion needs to continue as to what can be done about this problem.

**Adolescent Development**

Adolescents are in a unique place in this world, as they occupy a point in time where they are in the “transitional period between childhood and adulthood.” (Goossens, 2006, p. 7; Dusek, 1987, p. 14). Put another way, “The adolescent is seen as being in a poorly defined role, neither child nor adult” (Dusek, 1987, p. 28). Adolescents are going through stages of life such as puberty, physical changes in which girls actually mature faster than boys, mixing with different peer groups, and being in a situation where their peers become more of their guide as to social influences, rather than do the parents, as they used to in the earlier childhood years (Goossens, 2006, p. 7; Thornburg, 1973, p. 12). During the first years of life, ages 1-8, Thornburg (1973) states that those years are primarily parent-child interaction. Pre-adolescence is ages 9-13, where the transitions start from predominate parent influence to predominate peer influence. He concludes these statements by saying by the time the student reaches adolescence, the peer
association is so strong that in many cases the role of the parent is completely overshadowed. (p. 14). This is important to bullying as the adolescent who could be primarily influenced by their peers could also be shutting out their parents or other adults for possible help with dealing with the situation. “Because parental values are no longer seen as absolutely correct and right, in extreme cases, delinquency behaviors may emerge.” (Durek, 1987, p. 27).

Thornburg (1973) continues by saying that adolescents “are becoming more aware of the social norms with which he must contend.” (p. 12). Students at this age start trying to align themselves with peer groups, and high school aged students may “…engage in student activism, drugs, and sexual experimentation…commonly practiced more for conformity’s sake than for individuality.” (p. 12). This suggests that students at this age will try things to belong to the crowd, because peers become increasingly important at this age, and as stated earlier, the parents’ views may begin to differ from the student’s views as the adolescent is allowing their peer’s influence to have more influence on them than their parents. “Peer groups are important because identity is constructed within relationships” (Pugh & Hart, 1999, p. 55).

When teens get together in their social groups, they are often labeled as “cliques”. The function of a clique is to “disseminate information about crowd activities and the evaluation of past activities.” (Durek, 1987, p. 184). Cliques are smaller, which allows for more “cohesion, which is reflected in the similar interests and backgrounds of its members” (p. 184). The author adds here that cliques command more conformity, so it by nature suppresses individuality, and also, since it’s smaller and more close-knit, it may promote snobbishness and stifle opportunities to get to know others from other
backgrounds. (p. 185). Another word that the author uses to describe this suppression of individuality within a clique is “conformity”. Friends are formed within these cliques and social groups, but in adolescence friendships are closer, and trust and loyalty become much more important as “the individual is highly dependent on friends for identity and value development.” (p. 189). These values become important because emotional support becomes much more important at this age, which this author states helps the adolescent deal better with the emotional ups and downs of adolescence. (p. 189).

It is said that adolescence is a period of “storm and stress” because this is the time that parents don’t want to let go and let their children become independent. It can also be said with this idea that the parents are actually the ones going through the storm and stress because of the conflict and confusion they are going through when their child becomes more independent. (Dusek, 1987, p. 22). He adds that this is not helped by the constant media attention around the deviant behaviors that are constantly portrayed in the media (runaways, gangs, drug users, etc.). In this view, the parents apply the “storm and stress” label to their adolescent, but the adolescent doesn’t agree that they are going through that.

It is suggested in actuality, that the stresses that teenagers go through are “not all at once”, meaning and implying that even with the biological changes they go through, learning about dating, making choices about their career paths, it’s no more of a stressful time than adulthood, or even childhood (pp. 22-23). Also what happens during this “storm and stress” time period is that “the adolescent grows larger, more experienced, and more competent and knows it, and others must learn to adapt and react to these changes.” (p. 25). As a result the author says, the student exerts a demand for
independence because of all these changes. So in this age group as a summary, adolescent teenagers are wanting more fulfillment out of their daily lives, they want to be treated as adults, but a lot of adults do not want to accept this fact, leading to the “storm and stress” idea. Adolescents also become gradually better at abstract thinking and problem solving, leading them to question their place in the world, and again as stated above, demanding more freedom and independence, but have not yet had the social experiences of an adult (Thornburg, 1973; Durek, 1987).

When discussing students being involved with activities such as sports, it is said that these opportunities benefit the student’s self-esteem, and a successful athlete is more likely to be looked up to and emulated more than someone who isn’t (Durek, 1987, p. 220). In this sense it is easy to say that students who get involved with their school’s activities can have more self-confidence, access to future opportunities, and be given “higher quality of counseling” from adults, more so than other students who are not involved. Coaches are also said to exert considerable influence on the educational plans among other things of the adolescents in their charge, their influence only being second to the mother or father (p. 221).

**Adolescents as Leaders.** When adolescents are put in leadership roles, according to Whitehead (2009), studies have shown that students being put into leadership roles within organizations “is important to the academic experience” and “enhances academic experiences” (p. 854). Students that lead other students in other words, gives these particular students different opportunities, and according to the above statements, students who get to lead have better academic experiences and succeed more in school.
When adolescents lead other adolescents, they do so only with consent (Whitehead, 2009, p. 858). Consent means in this sense, the students that follow another adolescent give their consent to be led, as it is easy for the students to refuse or not listen. Whitehead also described the notion of “authentic leadership”, which according to Cox (2011), means that positive influence and facilitation are linked, and that no matter what style the leader uses, he/she can still “exhibit qualities that range from power-hungry, negative, transactional and narcissistic to transformational, personalized, and charismatic.” (p. 14). When a student is given a leader title, they once again, as Lipsky (1980) would put it, have significant discretion as to how they will do their jobs. The leader can be power-hungry and negative, or they can transform and inspire others to do better or to become leaders themselves.

Cox (2011) continues by speaking about how leaders can be positive and effective by stating the following:

“Another key to leadership is to shepherd others into having a sense of ownership toward a common vision. Such ownership helps produce motivation and engagement with achieving an identified goal. For high school students, this ownership translates to affiliation. In general, if students belong to something at school, they develop a more positive attitude toward school-related activities and academics.” (p. 15).

This quote sums up how important a student leader can be to an organization. Not only will being a leader make the student fill more affiliated with their program (football team, band, student council, cheer squad) and take more ownership into what they are doing in their organization by contributing leadership and helping the program out, it will make the other members of the organization who may not be leaders be “shepherded” into achieving the same goal. In a band setting, the section leader will work with their sections to learn the same piece of music and have all achieve the music at a high level.
In a student council, the student body president will work with his or her executive board to meet a similar goal for the whole school to benefit. Leaders serve very important tasks, if the work they do is authentic, meaning positive experiences are had and the jobs the leaders do are clear and done well.

Another way of describing student leaders are those that are “emotionally intelligent”, which for the purposes of a study done by Charbonneau and Nicol (2002), meant that someone who has high emotional intelligence would “motivate themselves, would understand emotions in others, and handle relationships effectively.” (p. 1102; Goleman, 1995). These kinds of leaders would have high “empathy”, meaning they can understand someone else’s problems and be able to put themselves in the other’s shoes. As a result of their study, they found that students who are being led are likely to want an emotional highly intelligent leader in charge of them for two reasons; they get the job done, and are able to resolve interpersonal conflicts. They also suggest with their study’s results that fellow leaders in the organization may value more a leader that simply gets the job done, and is less interested in how it was done. (p. 1111). This study was done with a group of adolescents undergoing a 3-week military skills training, under the tutelage of “junior leaders”, who went through the training before. This shares interesting parallels with band camps, cheer camps, and football camps, in which students are leading other students, so this study can be generalized to a wider audience.

**Inter-Group Relations Among Students In Extra and Co-Curricular Activities**

Extra and co-curricular activities (ex. band, choir, cheerleading, football, etc.) for the students who take part in these activities, are very much a part of any student’s school life once they enter junior high and high school. When a student is successful in any one
of these activities, it can give a student confidence in themselves to continue working towards that craft, whether it is playing an instrument, singing, or playing a sport.

Corenblum and Marshall (1998) sum this notion up here; “People will pursue highly rewarding activities particularly when they believe they are supported and encouraged by others” (p. 137).

Schmidt (2005) sums this up further by discussing students’ motivation to partake in arts classes. He states that students have “higher self-esteem and effort attributions when compared with dropouts” (p. 135). He also notes that “students may respond best to the intrinsic or cooperative aspects of instrumental music, rather than its extrinsic or competitive aspects” (p. 144). This suggests that students in music like to work together and that students work better working with each other than against each other in competitive natures. Goldhardt (2004) conducted a qualitative study in which students were interviewed on their perceptions of school involvement. Students’ remarks stressed how important being involved in their school was to them, that their grades had never been higher, self-discipline was learned, sports were a motivator to keep high grades, and that cutting these programs to save money due to budget cuts would be a mistake (pp. 108-109). Students also remarked as to how they had to work with others in these activities, that “you just can’t be a loner”.

As these researchers have found, involvement in these activities are very important to students, and they are important for building a student’s self-esteem. The question lies now in, how do these students within these organizations behave? How do these students interact with one another?
Hazing – The Dark Side of Student Relations Within Organizations

On the “darker side” of extra-curricular activities, these student organizations can include rites of passage for “initiation” into one of these organizations, which has been widely referred to as “hazing”. Examples of which include;

“social ostracism, submitting a student to shame or disgrace among his/her fellow students, prolonged consumption of food, beverages, medications or controlled substances beyond what is normal for human consumption, beating, whipping, branding, electronic shock, placing harmful substances on the body, confinement in small spaces, and sleep, food, or liquid deprivation” (Dixon, 2001, p. 358).

Hollmann (2002) discusses how hazing has expanded to more arenas than what people typically assume. “Hazing is not limited to collegiate fraternities and sororities. Athletic teams, spirit groups, marching bands, military groups, cult-like groups, high school groups, and work groups also haze” (p. 12). Local reports of hazing included a Clark County high school student on his varsity boys basketball team being hazed in the locker room when “at least 5 other members of the team pinned him to the floor and touched him inappropriately with their hands” (Hansel & Kihara, 2006). As horrific as the experience might seem, many other local students upon hearing the news these students were facing disciplinary consequences were “disgusted” that these students were getting in trouble for this. One student remarked that “hazing is supposed to be fun, not a violation of somebody” (Kalil and Dewey, 2006). When examining if any of these rituals were widely known about, the school district’s athletic director at the time said “he could not recall a single allegation of hazing the past three years” and five school board trustees hadn’t received complaints of even minor hazing over at least twelve years of time. It just simply “wasn’t being reported” (Kalil and Dewey, 2006). Dixon (2001) utilized a
survey called the Alfred survey that backs up these claims of low incidences of hazing reporting. 40% of student respondents said they would not report hazing, reasons for which being “no one to tell” and “adults wouldn’t know how to handle hazing problems” (p. 361).

To add further ambiguity to this issue, the basketball coach at another high school in Clark County at the time remarked that, “That incident is more like sexual misconduct. Hazing is making the underclassmen carry the balls”. (Kalil and Dewey, 2006). This notion of there being a difference in the types of hazing is shared by Waldron, Lynn, and Krane (2011), where they say:

“Initiation, rites of passage and group-bonding activities are common among a wide array of social groups. Sometimes these events include innocuous activities such as making the rookies carry the equipment, yet at the other end of the continuum, the behavior can be life threatening (e.g. forced excessive consumption of alcohol). (p. 111).

Hollmann (2002) notes, “The secrecy and extraordinary nature of many hazing activities make it difficult to define hazing and to prevent initially harmless activities from escalating into dangerous and potentially lethal activities” (p. 12). And to make this even more concerning, there has been a lack of commitment on school campuses to address this problem because of all the different definitions of hazing, which causes a lot of disagreement on school campuses and even among state legislatures as to what constitutes a hazing act. (Hollmann, 2002).

Hazing can be found in many organizations on a campus. “Band, sports, military, fraternities and sororities and many other school groups use some type of initiation ritual to ‘welcome’ new members into their ranks” (Waldron, Lynn, & Krane, 2011, p. 111). The reasons why members of organizations subject themselves to these kinds of
behaviors that can be life-threatening in the most extreme cases, goes back to the simple notion of wanting to fit in; or “social approval goal orientation”. (Waldron, Lynn & Krane, 2011, p. 112). When one wants to fit in, they have their goal in mind, and they do what it takes to fit in with the members of the team.

Another reason the authors here say hazing occurs is that it enhances “team dynamics”. Waldron and Kowalski (2005) say, “Although many hazing experiences are humiliating, embarrassing, and abusive, athletes do not characterize hazing behaviors as such because submission to hazing shows their willingness to make sacrifices for the team”. They go on further to say that there is a “code of silence” that is maintained, and that even those uncomfortable with the hazing don’t step in to stop it. (Waldron and Kowalski, 2005). This notion of a “code of silence” happens as those who went through the initiation align themselves with the team (ex. claim their new status as a team member), and they then share a same “ethic” with the rest of the team. This leads to “communal action”, such as maintaining the silence and secrecy of what happens in those “communal spaces” (Howard & England Kennedy, 2006, p. 359).

Experiences of hazing on sports teams have ranged “being whacked in the rear end with a paddle in the weight room” (Waldron, Lynn, and Krane, 2011, p. 117), and being forced to take shots of alcohol to the point where one went to the hospital for alcohol intoxication (p. 118). This can be construed as dangerous for many reasons, lowered self-esteem, mentally hurting someone (or physically), but also as school is seen as preparing students for the real world, the rites of hazing can reinforce negative aspects of life such as sexism, racism, and homophobia (Howard and England Kennedy, 2006, p. 347).
There is some evidence that hazing is an accepted social norm, as one of the incidents the Howard and EnglandKennedy study looked at involved two students on a football team. One student was changing and when he turned around, one other boy had rubbed his genitalia up against his cheek. After this incident, the victim was shamed, embarrassed, didn’t celebrate with the team anymore when the team would win and didn’t want to talk to anyone. Finally, after a lengthy period of time, he told his mother about the incident who told the headmaster at his private school. When the student who perpetrated the incident was expelled for sexual harassment, the community was up in arms, and some called it “boys being boys” and the boy was “just joking”, and even previous players on the team said, “It’s just part of playing sports”. (Howard & EnglandKennedy, 2006, p. 350-353).

The most recent case that happened in Clark County was in October of 2011 when a high school football team’s members entrapped a student in chair with tape and belts, and then wheeled him out to the quad after school hours and left him there. As a result of this incident, the football team was forced to forfeit the remainder of their season. (Milliard, 2011).

When these acts of hazing occur, and with the frequency that they seem to be occurring and continue to be occurring, many questions arise as to the extent of hazing; “Does it only happen on the sports teams?” What about the performing arts organizations on a campus? According to the Allan and Madden survey noted in chapter one, 34% of hazing happens in bands and performing arts organizations. This statistic was affirmed recently, with the Robert Champion death in the Florida A&M University marching band. 

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Bullying Within Student Organizations – The High School Band

The high school band is one of the most public and visible entities on any high school campus. The band is an organization on a school campus that gives opportunity for students to learn and perfect a craft, to be part of a large group to socialize with many other students, and can be one of the largest groups on a campus for school spirit. Membership in these groups can range from 30 to well over 300 students or more depending on the school and location in the country. The band is not only a performance organization for students to join and take part in to support the school’s teams; for many schools the band is the largest organization on campus, larger than the cheer squad, the student council, and larger than the football team.

Considering most research shows that involvement in extra and co-curricular activities is a good thing for students as it teaches self-discipline, how to work together as a team and to work cooperatively with others, as well as boosting self-esteem, it is of great concern to see other research and news headlines stating that hazing and bullying can exist within these organizations. When a select few have power over others, it can give students the opportunity to bully, haze, and coerce others to take part in activities they normally wouldn’t if the victims of these rituals had not been involved in these activities. It also hurts students in ways that can be life-altering, or even life-threatening.

This problem of harassment and bullying in the band is worthwhile because as one author put it from Music Educators Journal; “There have been no large-scale studies examining the frequency of harassment in music education classrooms, but anecdotal evidence suggests that harassment exists in music education settings” (Carter, 2011, p. 30). It is an important study to discuss because;
“Music educators who teach middle and high school ensembles often have the opportunity to retain the same students in their classrooms over the course of many years, and because of the unique nature of the ensemble experience, coupled with the opportunity for extended instruction, music teachers can closely monitor the well-being of their students” (Carter, 2011, p. 30).

In a high school band, many hours are spent together rehearsing, performing, traveling, and socializing. The band is unique because unlike an English class where the students will come together, spend their class together, and then dismiss for the day, band students have their class, and then usually have a rehearsal that evening, or sectionals that afternoon, a performance that day or an all-day competition the next day. “Band students also typically, to be part of the band that they perceive is excellent, will take summer school classes, give up a part-time job, work less hours, all to take more music classes during fall and spring semesters” (Raessler, 2003, pp. 100-101). Band students will more often than not, “hang out” in the bandroom after school as a show of their love for music and of their devotion to the band and to their teacher (Raessler, 2003, p. 53).

Band students are together more often than their non-band peers, so examining the relationships band students have with one another and seeing if bullying/harassment occurs often within this setting; (in light of differing research saying being involved with a band or other activity similar to it boosts teamwork and self-esteem), is a very important topic when one considers the escalating number of reports of harm and death. Does hazing occur without the band director’s knowledge? Does being in the band promote a healthy lifestyle among the students involved? Do the students involved feel like they belong to the band/school, or do they feel alienated by other peers as a result of power relations within the band? These are all questions that are valid and worthwhile to
ask as it needs to be known what goes on within our extra and co-curricular activities on a school campus.
CHAPTER THREE

METHODOLOGY

Introduction

Bullying among students is becoming more serious, especially in recent years, and is being reported with more frequency in the media. Bullying is particularly becoming more prevalent through relational means, and cyberbullying. Research has documented fairly extensively bullying in schools and among children, and more recently cyberbullying has found a strong place in the literature and this field of study. However, the concept of student leadership within school-sanctioned organizations has not been examined in terms of how students use their given “power” within their organizations and if they use that power to bully others. How these “street-level bureaucrats” act in their leadership roles is an important piece of potential bullying to examine. This study emerged as a point of personal interest to the researcher – as to what is actually happening in and outside of the program among those who have the power and potential capacity to bully based on their positions given to them by their advisors.

Critical Social Theory as a Philosophical Framework

The philosophical framework that informed this investigation into student bullying was critical social theory. Critical social theory came about as the “name chosen by the founders of the Frankfurt School” (Calhoun, 1995, p. 13), which included figures such as Max Horkheimer, Theodor Adorno, Herbert Marcuse, Friedrich Pollock, among others (pp. 13-14). These thinkers sought to criticize traditional theories which accepted the “familiar”, because traditional theories failed to look more deeply at how the categories of our consciousness were shaped, and how they in turn constituted both the
world we saw and what we took to be possible. (p. 14). Critical social theory connects to the concept of phenomenology which is the methodology chosen for this study, which seeks to look at the consciousness of and experiences of an individual as a source of data and a point in which to analyze how people see the world around them. A thorough explanation of phenomenology is discussed later in this chapter.

Critical theorists seek a world that is free from domination and oppression. Karl Marx was one of the most important figures in shaping critical social theory. Marx’s writings critiqued “political economy”, which was a critique of capitalism. He saw capitalism as not a “simple form of domination and oppression”, but as a “social system in which all are embroiled and constrained, though some more than others” (Dant, 2003, p. 9). It was seen by Marx that capitalism “alienates” human beings from their surroundings, and that the system of capitalism finds “economic value in commodities such as objects, goods, and services, independent of the human work that went into creating them.” (p. 9). Marx called this “commodity fetishism”, valuing the objects and the products made over the individual. This in turn will alienate individuals and ends up making an unequal society, some with great power, and others with little to no power in their lives and over others.

It is also of note that “most of the early Frankfurt School theorists were Jews” (Calhoun, 1995, p. 17). When the Frankfurt School was beginning, it was coming up alongside the rise of Nazism in Germany, which helped “bring the issue home” regarding the fight against human oppression and domination. (p. 17). Critical theory is usually applied to the “radically disenfranchised” in a society; comparisons have been drawn to how the radically disenfranchised in the 1960s were the members of the Third World and
the permanently unemployed in the First World. (pp. 26-27). These people were the ones with limited power to solve their problems, which is similar to today’s society.

In today’s world, especially in the current world economy, and unemployment rates skyrocketing over the last couple of years, today’s disenfranchised include thousands of Americans who are perpetually out of work and have tried to make ends meet any way they can, with some losing their homes, while many in America remain as millionaires. This is an illustration of the unequal power balance in today’s society, that Karl Marx back in the 1800s saw inherently wrong with the capitalist society. In short, critical social theory seeks to “explain the social world, criticize it, and empower its audience to overthrow it” (Fay, 1987, p. 23).

To transition back to the current study of power relations between students in a school setting, and to funnel down the problem from the greater society, students who are being bullied are the alienated and disenfranchised members of a school. The students who bully other students are the powerful. The bullies are those who are dominating and oppressing others. Looking at this problem of students’ power relations through a critical theory lens allows us to identify the alienated, identify who is in power and how they came to be in that position of power, and to figure out how we can empower those who are being alienated by bullying to become strong enough to overcome these atrocities; in a phrase, to become emancipated. Is this all part of a system that we as a society all have just come to accept as part of our school system, much like the capitalist society in which we live that is inherently unequal?

One of the elements of inquiry was; do these bullies have a “power basis” and followers who help perpetuate their supposed “power”? According to Fay, “Without the
allegiance of their followers, they are doomed to fail” (Fay, 1987, p. 127). Based on this idea, if bullies are allowed to flourish within an organization, or if hazing is taking place among its members, there must be a group of people who align themselves with those bullies to help make the bully seem more powerful, or to experience that same sense of power vicariously. Looking for this type of structure in a bullying situation was crucial in determining how possible it would be for the alienated can overcome their torments.

To illustrate this point, Fay uses the idea of Nazi Germany and the Gestapo, continuing to instill fear into the Jewish people and continuing to show their power through coercive means. The constant fear perpetuated throughout Germany, supporting the policies of Adolf Hitler kept the Nazi Party in power for many years.

This study began to examine the organizational structures in which students hold power over their peers. It called into question the systems in place that directors and club advisors use of choosing their student leaders, and the methods student leaders are allowed to employ as part of their duties that they are given to accomplish by their advisors. Hopefully, the data offers insights that lead to ideas for growing healthy cultures in student co-curricular organizations, ideas that “enlighten, empower, and emancipate…in which people can relate and act in fuller, more satisfying ways” (Fay, 1987, p. 29). This will also have implications for the larger universal problem of bullying in general, not just for bullying within student organizations.

The last thing that one must consider in looking at the problem of student leader bullying is whether or not it is an “accepted” practice within an organization, and if it is a “tradition” (Fay, 1987, p. 160) within that program. Hazing incidents, much like the one at Florida A&M, was only one of many instances of hazing at that school, as the hazing
was seen by others as “just part” of that band’s culture. However, only when a band member died because of the hazing did the tradition be called into question. Traditions, and the perpetuation of those traditions by those who are part of it, can in effect continue to oppress those who are the subordinates, because “they have an accepting attitude toward their own traditions, looking at them like they were sacrosanct” (Fay, 1987, p. 160). The culture of a group or organization much like Bandyopadhyay spoke of; “a culture of bullying”; is an important piece to take into consideration as well. Do these practices continue to flourish because they are an accepted part of being in the organization? If these practices are accepted within an organization, one must also be ready for resistance to that change (Fay, 1987, p. 98). Fay speaks of how changing one’s “false consciousness” of themselves can be difficult, as it requires those who are being helped to “abandon self-conceptions and the social practices they engender and support, things people cling to because they provide direction and meaning in their lives” (p. 98).

So perhaps, the Florida A&M hazing incidents shows that perhaps the band members accepted these practices because they were so engrained into it, that it actually provided meaning in their lives to be part of that tradition. Which for those that go through the hazing to be “initiated”, and now are on the side of being the students that haze, it makes them feel accepted and “part of the group”. Since they are now comfortable and accepted as part of the group, perhaps that is why the hazing incidents continued for so many years in that program.

**Introduction to Methodological Framework**

Student leaders serve many purposes within an organization, and what they do when the advisor isn’t looking or isn’t aware of the situations at hand, is information that
is lacking in current research, and could serve well to those who advise clubs or organizations as to the potential “dark side” of student leadership. This study delves into personal accounts from students who actually lived the experience of being a leader or being led first-hand. Their accounts help show if bullying is existing among student leaders and those they lead, or conversely; if the leadership within the organization is strong and promotes a healthy, lively atmosphere within the program.

The methodological framework for this study was a phenomenological research design. The aim of phenomenology is:

“...to transform lived experience into a textual representation of its essence – in such a way that the effect of the text is at once a reflexive re-living and a reflective appropriation of something meaningful: a notion by which a reader is powerfully animated in his or her own lived experience. (Van Manen, 1990, p. 36).

Which, for this kind of inquiry is justifiable because prior to phenomenology,

“A kind of philosophy developed which attempted to treat consciousness as an empirical phenomenon that can be investigated by the quantitative methods of natural science. Phenomenology rejects this approach to threat the nature of consciousness – principally for two reasons: 1) consciousness itself is not an object among other objects in nature, and 2) there are conscious phenomena which cannot be dealt with adequately by means of the quantitative methods of experimental science. (Stewart and Mickunas, 1974, p. 4).

The study used an interview protocol (Creswell, 2002, p. 233) to learn about the experiences of each individual first-hand, to see if there is in fact, any perceptions of bullying between student leaders and their non-leader peers. The interview protocol “provides an important description of conscious experience” (Moustakas, 1994, p. 10). This study was out to gain insight into the usually “unseen” interactions between students and their student leadership that the directors and staff do not see in a regular rehearsal or performance setting. The study was justifiable because there has not been a study like
this done before to examine bullying in music education programs (Carter, 2011), and furthermore, among students in positions of power and those who are not in positions of power.

The choice of method was appropriate because quantitative procedures would not get the detailed “lived” experiences that the students have had in their relations to others. Moustakas (1994) furthers this idea of getting the detailed experiences of the individual by saying, “The empirical phenomenological approach involves a return to experience in order to obtain comprehensive descriptions that provide the basis for a reflective structural analysis that portrays the essences of the experience” (p. 13). In this study, the experiences that the students had lived and recalled provided insights into how leaders and non-leaders interacted with one another within a band leadership hierarchy. Surveys could have elicited these kinds of answers as well, but the interviews and the probing questions within the interview protocol helped students elaborate by telling their stories on what they remember as their experience with leaders or as leaders. Survey method would allow students to answer if they have experienced bullying or positive experiences with their peers, but phenomenology as described in the next section, actually took into account what the person has actually experienced as a result of their interactions with other members of the band program.

**Phenomenology**

Phenomenology is “committed to descriptions of experiences, not explanations or analyses. Descriptions keep a phenomenon alive, illuminate its presence, accentuate its underlying meanings, enable the phenomenon to linger, retain its spirit, as near to its actual nature as possible” (Moustakas, 1994, pp. 58-59). With phenomenology, the aim
is to gain the essence of the experiences one lives through, to come to better understand a phenomenon.

Phenomenology is a relatively new method of inquiry that got its beginnings in the first half of the 20\textsuperscript{th} century by researchers such as Martin Heidegger, Maurice Marleau-Ponty, Jean-Paul Satre, and the man who is seen widely as the thinker of the modern idea of phenomenology, Edmund Husserl (Kockelmans, 1967, p. 25; Wertz, 2005, p. 167). Husserl discussed in his writings about phenomenology the idea of the “natural attitude” (Kockelmans, 1967, p. 27), which is described as the way we live “straightforwardly into the world, whose existence we assume” (Wertz, 2005, p. 168). It means we as people can live our lives in any way we wish, but all within the world that we know and is already set before us. In other words, the world is itself unchanging, we live our lives within that structure. Which, in this view means that “the object-pole of our knowing is an objectively existing, fully explainable world that can be expressed in exact, objective laws” (Kockelmans, 1967, p. 128). In summation, it means that the physical world is the same for everyone, and we are all part of the same system and the same world. This is where phenomenology steps in, to examine the actual experiences of people in the same situation, and to see if any meanings can be made from each person’s different experiences within the same situation. For example, how do different people experience the same world we live in? We all have different experiences in the world, and we all take in different experiences to similar circumstances.

Edmund Husserl explains this idea by drawing an example to walking around a table. He describes it as:

“Keeping this table steadily in view as I go round it, changing my position in space all the time, I have continually the consciousness of the bodily presence out
there of this one and self-same table, which in itself remains unchanged throughout. But the perception of the table is one that changes continuously, it is a continuum of changing perceptions.” (Husserl, 1931, p. 130).

Husserl also shares an example of a piece of paper – how not only is the piece of paper part of the experience he right then and there is taking in, but there are other parts to the experience perceived:

“Around and about the paper lie books, pencils, ink-well, and so forth, and these in a certain sense are also ‘perceived’, perceptually there, in the ‘field of intuition’; but whilst I was turned towards the paper there were was no turning in their direction, nor any apprehending of them, not even in a secondary sense. They appeared and yet were not singled out. Every perception of a thing has such a zone of background awarenesses, and this is also a conscious experience, that in point of fact lies in the co-perceived objective ‘background” (Husserl, 1931, p. 119).

What Husserl is saying here is that all parts of perception go into why phenomenology is an important field of study; every one person lives in the same world (in the natural attitude), but we all take much different experiences and perceptions of things within that world. As Husserl’s example of the table shows, while the object remained the same, as he moved around the table, the perceptions of that object changed as he viewed it from different angles. Also the idea with the background awareness; this will help shape someone’s experiences differently than perhaps someone else, because their perceptions and awareness of not only the subject at hand right in front of them but also of the background elements, will give the phenomenological researcher many lived experiences to analyze and discuss.

Phenomenology in this research study of leadership experiences, was an appropriate mode of methodology because the students being interviewed had lived through being led by others in the past, even if they currently they themselves are leaders. The first-person point of view was crucial to the reader of this study to find out what
these students have lived and have experienced, and in essence, what perceptions teenagers have about being led by other teenagers. “Phenomenological research finds it’s point of departure in the ‘situation’, which for purpose of analysis, description, and interpretation functions as an exemplary nodal point of meanings that are embedded in this situation” (Van Manen, 1990, p. 18).

Phenomenological research methods “begins with the content of consciousness – whatever that content may be – as valid data for investigation” (Stewart and Mickunas, 1974, p. 4). Phenomenological research is the “human scientific study of phenomena” (Van Manen, 1990, p. 11). For this study, researching students and their experiences with each other was vital to finding out what those experiences were, to make inferences as to what the overarching feelings were towards students within leadership. The students “told their individual stories” which, “are comprehensive stories that are portrayed in vivid, alive, accurate, and meaningful language” (Moustakas, 1994, p. 19). This research done by way of phenomenological methods hopefully was going to illicit many different experiences from each student as “the nature of number of possible human experiences are as varied and infinite as human life itself” (Van Manen, 1990, p, 40). As a result, it is expected that no two students would have the same answers and responses to the questions.

Even though this study was limited to band programs and their forms of student leadership, this research study will have far-reaching implications for any type of leadership among students, whether it is the cheer captain leading their squad, or if it’s the quarterback and their relations to the rest of the football team. The findings that will be discussed can be generalized to different student organizations, and even adult
organizations, appealing to what is most familiar and common to us as a whole (the natural attitude).

There are of course, those who feel that phenomenology is “not a real science”, that it isn’t “truly measurable”, and that “you cannot do anything with phenomenological knowledge (Van Manen, 1990, p. 45). Phenomenology in fact, not an empirical analytic science, which does not describe “actual states of affairs, in other words, it is not a science of empirical facts and scientific generalizations, asking who did what, when, where, to what extent, under what conditions, and so forth” (Van Manen, 1990, p. 22). Rather, it goes “beyond an interest in mere particularity” (p. 22).

Another point to make about phenomenology is that “Phenomenology is more hospitable, accepting, and receptive in its reflection on the ‘things themselves’, and in its care not to impose order on the subject matter” (Wertz, 2005, p. 175). This author adds that this methodology does not form theories, operationalize variables, deduce or test hypotheses, or use probabilistic calculations to establish confidence (p. 175). Rather he states that the aim of this method is to discover meanings and subjective processes.

Phenomenology is well-suited to be the methodology for this study as it ties very closely to critical social theory as the philosophical framework for this study. Lather (1986) draws them both together in a discussion of “emancipatory theory” (p. 262). Emancipatory theory is about how the researcher and the researched become the “changer and the changed” (p. 263). Doing research in this regard allows a “powerful opportunity for praxis to the extent that the research process enables people to change by encouraging self-reflection and a deeper understanding of their particular situations” (p. 263). This ties together critical social theory and phenomenology, as in phenomenology we are
looking to gain the experiences of an individual as they perceived them, and in critical social theory we are looking to emancipate people from the constraints of their situation. By gaining their insights, we can look to help those who are being researched to empower themselves to make their situations better by reflecting on their own lived experiences.

In the opinion of the researcher, this study looking into student power relations among teenagers could not be as effectively done by a quantitative survey, or just by observing students at work. The aim once again, was to gain the “first-person reports of lived experiences” (Moustakas, 1994, p. 84). This will give the readers much more detail into what is actually experienced by the people who have lived these experiences. It will give the reader an idea if the bureaucracy in which they functioned within was “enabling” or “coercive” (Hoy and Sweetland, 2000).

Another limitation to phenomenology is that it does not “problem solve” (Van Manen, 1990, p. 23). Rather, phenomenology asks “meaning questions”, which can give the readers more insight into “how to act more thoughtfully and more tactfully in certain situations” (p. 23). So while the intent of this research was to find the experiences and perceptions of leadership among the students, this is not a study that would seek to solve the problem of potential abuses of power among leaders and non-leaders. Rather, the intent of the study is to shed some light as to if this problem actually did occur, and to give those who employ student leaders in their programs, a way to “act more thoughtfully”, to know better what may be going on within their leadership ranks. It also serves to report how students are experiencing the phenomena of students being in leadership positions. It also may be a way to help advisors or directors be better able to
screen future leaders before they are chosen, keeping in mind what was found in this study.

This study was also informative for those to understand more the general dynamics of interpersonal relationships among students, not just for seeing if bullying is taking place.

“To experience other people is to experience those whom we recognize to be capable of passing judgment upon us. It is equally true that we are beings who can pass judgment upon them, and it is furthermore true that this is how we are for them as well. What we have then, is a variety of points of view, each of which has a legitimate claim to being able to say what the real significance is of our actions and the actions of others; our intersubjective world is constituted for us by this tension of having multiple points of authority.” (Russon, 2003, p. 55).

So here, we have the idea of taking a look at interpersonal relationships. This is also a question that was sought out to be answered through this study; what happens between student leaders and non-student leaders when multiple points of view are offered, and when each feels they have a right to claim what is right and what is not?

**Research Questions**

The research was guided by the following questions:

1) How do student leaders describe the experience of leading other students?  
2) How do non-leaders describe the experience of being led by fellow students?  
3) How do student leaders help impact/influence their band member’s experience?  
4) How do student leaders understand and use their power in their assigned leadership position?  
5) How do non-student leaders describe the uses or abuses of power by student leaders?
6) How do the students in the program (leaders and non-leaders) view their band community and the atmosphere the director provides?

**Role of Researcher**

The study began with “the freedom from suppositions” (Moustakas, 1994, p. 85), what Husserl called “the Epoche”, which is an “abstention from influences that could short-circuit or bias description” (Wertz, 2005, p. 168). This means that as the researcher I did not allow “natural scientific theories, explanations, hypotheses, and conceptualizations of the subject matter” (p. 168) to enter into the interview process. The goal of this study was to be an active listener, and to allow the phenomena to “return as if it was lived”. In this sense, I set aside any and all notions I have about student leadership. This study was not for me to interview the students with a prior bias, it was for me to be able to listen to the students’ testimonials without judging, or having an opinion about what they testified to as to their experiences. When practicing the Epoche, it was important to “target my energy so that I am attending to just what appears and nothing else…with a pure state of mind (Moustakas, 1994, p. 88). In this sense, it became a meditative practice, where I was concentrating fully on the phenomenon, and basically revisiting the experience of student leadership like it was the first time I had ever seen or heard of it. In essence, it is “whatever or whoever appears in our consciousness is approached with an openness, seeing just what is there and allowing what is there to linger” (pp. 85-86). In the end of the Epoche, we get a “new vantage point” on things, so that we can “create new ideas, new feelings, and new understandings” (p. 86).
To abstain from prior beliefs and assumptions, one must go past the “natural attitude” referenced earlier in this chapter. We then can go past “what is” before us (my experiences and assumptions), and go further; in other words, “to focus on its subjective manners of appearance and givenness; the lived through meanings and the subjective performances that subtend human situations” (p. 168). This allows us to:

“…recollect our own experiences and to empathetically enter and reflect on the lived world of other persons in order to apprehend the meanings of the world as they are given to the first-person point of view.” (Wertz, 2005, p. 168).

What the investigation really was after was the psychological side, which was seeking the experience, and how the people interviewed lived through those experiences. The Epoche is the first step of the process as the researcher, so that all presuppositions of a phenomenon are put aside. Further into the phenomenological reduction (which is another name for the Epoche), “the qualities of the experience become the focus; the filling in or completion of the nature and meaning of the experience becomes the challenge” (Moustakas, 1994, p. 90). In the phenomenological reduction, what one does is “narrow the attention to what is essential in the problem while disregarding or ignoring the superfluous and accidental” (Stewart and Mickunas, 1974, p. 26). What this does is it allows the researcher to be able to focus solely on the phenomena that is being studied, so that the researcher “will hopefully discover the rational principles necessary for an understanding of the thing (or phenomenon) under investigation” (p. 26). This allowed for “describing in textural language just what one sees…the rhythm and relationship between phenomenon and self” (Moustakas, 1994, p. 90). This again, allowed the researcher to be able to look at the experience of the phenomena itself, free from any other prejudices or biases towards the phenomena being studied.
Design of the Study

The first task that was done in preparation for this study was to “arrive at a topic and question that have both social meaning and personal significance” (Moustakas, 1994, p. 104; Van Manen, 1990, p. 54). The problem of bullying in school programs for this researcher has been seen many times, and for me, it is a problem that I wanted to understand further. Does bullying happen within bands because the students spend so much time together, or is it a safer environment because of the sense of belonging? Do the leaders in their student leadership roles contribute to either of these perceptions of the band program’s environment and bureaucracy? My own “personal excitement and curiosity” (Moustakas, 1994, p. 104) inspired this research; it’s something that I personally live everyday with my own band students; the large amount of time spent together, and the relations that each of the students have together while in my program, sometimes over the course of four years (freshman through senior years).

After I settled on a topic and question that I felt had personal significance, the next thing I had to do was develop interview questions for the interview protocol. It was decided that speaking with the students directly about their experiences with leadership would best answer my questions about what students experience when there is power involved. All interview questions were tied into the broader research questions, outlined in chapter one. Also, all the interview questions were tied to the relevant literature surrounding bullying, leadership, and were drafted in such a way that will elicit descriptive answers, which is what is desired in phenomenology, the descriptions of their experiences. Appendices F and G display the interview protocol questions with their ties to the relevant literature.
Van Manen (1990) fully explained what I sought to gain from the phenomenological interviews:

“1) You need to describe the experience as you live(d) through it, avoiding explanations, generalizations, interpretations, 2) Describe the experience from the inside, the feelings, the mood, emotions, etc. 3) Focus on a particular example or incident of the experience; describe specific events, etc. 4) Focus on a “vivid” example. 5) Attend to how the body feels, how things smelled, sounded, etc. 5) Avoid trying to “beautify” the account with fancy phrases or terminology” (Van Manen, 1990, p. 64-65).

Van Manen also added that at this point that factual information is less important when one is recalling an experience, “it is not of great concern whether a certain experience happened in exactly ‘that’ way” (p. 65), it is again, about the experience that one took from what they are recalling – which is what is being sought after in phenomenology.

The intent was to interview four high school band students (two students in leadership roles and two students who were not in leadership roles). Gender was also taken into account, in which it was asked of the directors to select a male and a female student leader, and a male and a female non-student leader from each of the two band programs selected for the study. This was done to see if gender relations play a part in peer-on-peer relations. The two high schools selected were determined by principal & band director willingness to participate; (which meant a pre-interview was conducted with each participating principal and director). Parental consent for each student was also obtained before proceeding with any interviews as well as student consent by parents and students signing an Informed Consent Form. To be able to describe this “subgroup” of students and their experiences in depth, “homogeneous sampling” was what was utilized (Creswell, 2002, p. 215), because all these students shared similar characteristics. The
subjects consisted of high school students that were in a high school band program, which elicited a more focused discussion of the results as they were all be related to band experiences. The results did not include other performing or student groups; the results were only centered on the band students and the band environment.

When the results are discussed and shared in the upcoming chapters, it is the hope of the researcher that these narratives and results will be easy for others to understand, as “telling stories is a natural part of life.” (Creswell, 2002, p. 512). It is data that is easily read as it does not involve unclear formulas or terminology that some will not be able to understand. Also with the data being in the first-person, it may evoke “empathy” among the readers who may identify with what is being testified about by the students.

Population/Sample/Subjects

Moustakas (1994) says selecting the population sample (the research participants), that an obvious essential criterion must be that the person has experienced the phenomenon (in this case, has been in a leadership role or has been led by their peers). Another essential criterion is that the participants needed to be willing to participate in a lengthy interview process, they had to grant the investigator the right to record or video the interview, and they had to be willing to allow the researcher to publish the data in dissertations and other publications (p. 107).

The two schools in this study were selected from a large urban school district in the southwestern United States. As to how the students were selected for the interviews, first; contact was made with the band directors from two high schools to gain their interest and permission to do the study with their students. Convenience sampling for this study was employed to choose sites and students to interview, (Creswell, 2002, p.
214) so as a result, the two schools for the study were selected based on the researcher's relationship with those schools and their band directors. The intent was to choose one school with a large program (for the purposes of this study, “large” meant that the band has over 100 students in the band), and one small program (for the purposes of this study, “small” meant under 100 students in the band). It was this researcher’s intent to make this study as generalizable as possible, so readers of this study can inform their own practices, and relate it to their own programs, large or small.

Pre-interviews (Moustakas, 1994, p. 107) with the participants (about 10-20 minutes each) with both the band directors and the students selected were done to determine whether the volunteers were “appropriate subjects” for the investigation (pp. 107-108). Directors in the pre-interview were asked their personal criteria for selecting their appointed student leaders. Their insights before the study were helpful in anticipation of what the students may have said in their responses. However in the Epoche, this information did not taint the student’s responses or analysis of the data.

Appropriateness of the students chosen to participate were based on the recommendations from the students’ band directors. During the pre-interview, band directors were given a set of characteristics to use in making participant selections. Those characteristics involved willingness to participate, personal responsibility on the part of the student and the trust that they will sign and return all consent forms in a timely manner, and also the personal disposition to answer questions fully and honestly. The responsibility piece was important as I needed to be able to have the students at some point again to have them look over their transcription of the interview, and later to be able to share results of the study with them. Their personal availability was a key to the
success of this study. The directors ended up choosing three males and five females for the study.

**Ethical Considerations for this Study**

Being that this was a study that was dealing directly with human subjects, and the fact that this study was dealing directly with high school aged students, ethics definitely were addressed in this study. All research proposal criteria were first passed through the UNLV Institutional Review Board before proceeding with the study.

Consent forms were sent home with each student and parent, and no interviews took place until the parental consent forms for the students were received. Parents and students both received the description of the study, the subject matter that was going to be discussed in the interviews, and how the data was going to be used. Confidentiality was ensured by directly explaining how the results would be presented in the dissertation document.

Interviews done with each student in the study were private and confidential; no one outside of the researcher or the dissertation advisor saw these interviews or their transcripts. Names of the students also were not shared in the document as to further protect the students’ identities. Before the interviews began, students were reminded once again of the assured confidentiality of their responses. They were encouraged to answer as comprehensively and as in depth as they could; this also helped ensure comfort on the part of the student. The students were also reminded that they may have withdrawn from the study at any time they wished if they in any way felt uncomfortable with the questions or their responses. Students were asked permission to digitally record the interviews for future transcription on the consent form they and their parents signed.
Confidentiality of the data was maintained by keeping the consent forms away from the data that was collected, so therefore data did not have a connection to the student’s names. Any recordings of the interviews were kept in a separate location, saved to an external hard drive that will be kept in a place the researcher only had access to until they were transcribed for analysis. Upon the completion of these transcripts, they were shared with the students to ensure accuracy in what was reported, and upon completion of the study, they were destroyed. Confidentiality was also kept by using pseudonyms for all parties in question, student names, school names, district names; to ensure all identities were protected while reporting the data.

For security of the data, all transcripts and recordings were kept in the office of the principal investigator in a secure location. They were also kept in a secure location in the researcher’s home where only the researcher had access. All recordings were erased or returned to the students upon completion of the transcriptions and of the study. All data will be kept in the principal investigator’s office for a period of three years. All electronic data was kept on an external hard drive as to which only the researcher has access to further ensure confidentiality and maintaining the ethical principles of human research.

**Collection of the Data**

A pilot study was conducted before the full-scale study was conducted to “try out aspects of the proposed research” (Glesne, 2011, p. 56). An expert panel consisting of the researcher’s dissertation committee reviewed the interview questions that were asked to the participants. The pilot study took place at the researcher’s school, in a private location to assure confidentiality. The pilot study’s goal was to take the interview
questions that were formulated for the study, and had participants sit in for an interview so that the questions could be tried out to their effectiveness and their ability to bring out clear and rich responses. This gave the opportunity for the researcher to refine the questions even further, in case the questions were leading, or if the questions did not elicit full and rich responses. During the pilot, notes were taken on a separate journal, to write down questions that needed to be added, or questions needed to be deleted, if there was any redundancy in the questioning. The questions that were asked were tied directly to the literature and other theoretical constructs tied to this study (See Figure 2 & 3). Feedback was also sought for those questions from the researcher’s dissertation committee, and necessary revisions were made to refine the interview protocol. The participants in the pilot study consisted of former students that the researcher had in the past, which participated in the marching band for two years or more, and were all 18 years of age or older. This pilot was done as “backyard research” (Glesne, 2011, p. 41), in other words, participants for the pilot were all high school graduates. This assisted the researcher in developing ideas and research plans (Glesne, 2011, p. 57) that bettered the study before it went onto the student participants.

Once the pilot was complete, the participants went through a brief debriefing session with the researcher. The participants were assured that none of their responses went into the dissertation document, nor were any of the interview responses they gave shared with anyone or published anywhere, to further make the participants feel comfortable about the confidentiality of their responses.

Care was taken to ensure that the interview protocol form was complete and thorough, and consent was obtained before proceeding with the interview process. The
interviews were expected to take approximately 45-60 minutes each. The interviews actually went shorter, interview lengths ranging from 20 to 35 minutes depending on the interview participant. The interviews began with “grand tour” questions (Creswell, 2002, p. 233) so that the participant was made to feel comfortable to create a positive atmosphere. The types of grand tour questions involved the participant’s amount of time in band, what instrument they played, and if they were currently a leader, how long they had been one. If they were not currently a leader, questions regarding if they had held any sort of position in the past were asked; these questions were asked just to gain some background on the participants.

Locations of the interviews took place in a classroom at the school or another performing arts room nearby, to ensure that no interruptions took place during the interview. Students were reminded from their informed consent form that they had the option to pull out at any time and stop the interview, in case they began to feel uncomfortable with any line of questioning.

Data was recorded onto a digital recording device, for good sound quality during transcription, and also for ease of use on a computer for future member checking and coding. Notes were taken by the researcher during the interview, for any follow-up questions, or when some questions may have been deemed unnecessary as the interview progressed forward.

Also, some interview questions may have not been needed to be asked; this occurred if the students went into full detail of their stories. Moustakas (1994) notes: “Although the researcher may develop a series of questions aimed at evoking a comprehensive account of the person’s experience of the phenomenon, these are varied,
altered, or not used at all when the person shares the full story of his or her experience of the bracketed question” (p. 114). Sometimes, the student answered one or more questions based on a single answer.

Questions were open-ended (Creswell, 2002, p. 233; Moustakas, 1994, p. 114), so that there was “maximum flexibility for responding” (Creswell, 2002, p. 233). The researcher allowed the student to take a few minutes if they needed to, to focus on the experience and recall it, and “focus on the moments of particular awareness and impact, and then to describe the experience fully” (Moustakas, 1994, p. 114). It was then my responsibility as Moustakas noted, to make the research participant feel comfortable so they would respond honestly and comprehensively. Closing commentary at the end of the interview thanked the participants and reassured confidentiality of responses, and time was given to the interviewee if they had any questions for the researcher (p. 235).

Directors of each program were appropriately debriefed at the conclusion of the interviews. Students’ responses were not shared with the directors, but rather the debriefing process with the directors thanked them for their participation in the study, and principals of each participating school were also thanked for their willingness and permission to participate in the study. Information was shared with the principals and directors as to how the data would be presented and how this data would be useful to directors, principals, and any activity advisor across the world.

**Procedures for Analyzing The Data**

“The ‘data’ of human science research are human experiences” (Van Manen, 1990, p. 63). Analyzing all the data collected from the interviews was an involved process. “Qualitative data analysis is a search for generic statements about relationships
and underlying themes” (Marshall and Rossman, 2011, p. 207). There a number of steps according to Marshall and Rossman for analysis of the data, including “organizing the data, immersion in the data, generating categories and themes, coding the data, offering interpretations, searching for alternative understandings, and then writing the report of the study” (p. 207).

The first task that was done is that all interviews upon completion were transcribed. Once this was complete, the “data will be openly read first without the research focus in mind in order to grasp the participant’s expression and meaning in the broadest context.” (Wertz, 2005, p. 172). This goes back to the “Epoche” that was discussed earlier, which was to abstain from influences that could bias the description of the data (Wertz, 2005, p. 168). Once that was done, Moustakas (1994), outlines procedures for analyzing the transcripts in different ways, which are paraphrased below:

1) List and group every expression relevant to the experience, record all relevant statements;

2) Eliminate overlapping, repetitive and vague statements, or present them in more exact terms. Look for the “invariant constituients”, that are part of the experience that is necessary and sufficient for understanding the experience; list all non-repetitive, non-overlapping statements;

3) Cluster all the invariant constituents of the experience that are related into a thematic label. These become the core themes of the experience;

4) Check the themes against the record of the participant – if the themes and constituents are not explicitly expressed or compatible, then they are not relevant, and should be deleted;
5) Using the themes and constituents that are compatible, make an “Individual Textural Description” of the experience, using verbatim examples from the interview;

6) Make a “Structural Description” of the experience based on the individual textural description and the imaginative variation;

7) Put it all together with a textural-structural description of the meanings and essences of the experience, with all the relevant themes and constituents. (pp. 120-122).

Each part was very important to the analysis of the data. The individual textural description utilized verbatim statements from the transcript to “evoke clear images of what happened” (Moustakas, 1994, p. 133) during the phenomenon. After this, the next step was to make a composite textural description, which put together all of the participants’ experiences as a whole (p. 139). This involved basically making a summary of the group’s responses and pointing out all of the similarities to each other in their responses; speaking of the “what”. After this, the composite structural description (p. 141) was done, to see “how” the participants as a group experienced what they experienced. (p. 142). Finally, the textural-structural analysis was done to synthesize all the meanings and essences of the experience (p. 144). This was done to bring all the textural and structural descriptions together to come to the implications of the study in chapter six.

An “attitude of wonder that is highly empathetic” was required of myself to “leave my own world and to enter fully, through the written description, into the situations of the participants” (Wertz, 2005, p. 172). This was done so that I could
“relate” to the students that had been interviewed. This proved to be easy I believe; as I was once a high school band student, both as a leader and a non-leader. I had similarities to the students that I thought would help the idea of myself having empathy with the students. This served to become “the basis for later reflection on meanings and experiential processes” (p. 172) in chapter six of this study.

Also important in analyzing phenomenological data was to be able to look past the content that is “obvious or explicit”, but to "read between the lines and deeply interrogate in order to gain access to implicit dimensions of the experience-situation complex” (Wertz, 2005, p. 172). To do this, it was important to immerse myself into the data so that I could be “more intimate” (Marshall and Rossman, 2011, p. 210) with it. As a result, it was important so that I could know my client’s data and responses better, so that thick and rich descriptions could be shared in the results of the study, and so that “people, events, and quotations sift constantly through the researcher’s mind” (p. 210). Thick and rich descriptions served to answer all the research questions thoroughly and to be able to pull the reader into the research context (p. 254).

In the “imaginative variation” (Moustakas, 1994, p. 97), what the researcher does is:

“seek possible meanings through the utilization of imagination, varying the frames of reference, employing polarities and reversals, and approaching the phenomenon from divergent perspectives, different positions, poles, or functions. The aim is to arrive at structural descriptions of an experience, the underlying and precipitating factors that account for what is being experienced; in other words the ‘how’ that speaks to conditions that illuminate the ‘what’ of the experience. How did the experience of the phenomenon come to be what it is?” (Moustakas, 1994, pp. 97-98).

This allowed the researcher to take a look at the themes and generalizations that came from the phenomenon, and to take those themes to try to make meanings out of all
the data. This meant that in imaginative variation, “the world disappears, existence no longer is central, anything whatever becomes possible” (Moustakas, 1994, p. 98). This gave the researcher some room to “play” with the data, and to try to find all the possible meanings and themes, to eventually come to be able to come to a structural description of the phenomenon. (p. 99).

The final step for the researcher was to synthesize all the meanings of the themes, to come to a “unified statement of the essences of the experience of the phenomenon as a whole” (p. 100). By doing this, this allowed the researcher to talk about the “essences” (which Husserl called the “Eidos”) of the experiences of the phenomena (what makes “it” what “it is”). Moustakas speaks of what the synthesis should accomplish:

“The fundamental textural-structural synthesis represents the essences at a particular time and place from the vantage point of an individual researcher following an exhaustive imaginative and reflective study of the phenomenon” (Moustakas, 1994, p. 100).

What makes phenomenology unique is because it searches for “the things themselves, research reports may contain raw data; verbatim descriptions provided by participants or interviews, either in the body of the text or as an appendix.” (Wertz, 2005, p. 173). It is also an option to present the data as “succinct first-person narratives distilled from long interview transcripts” (p. 173). However, I believed that for this study, it was beneficial to provide the most detail as possible so that readers could better enter the experience and fully understand what it is that the students went through in their relation to being bullied or not bullied. Once the results were presented, they are discussed in chapter five and six as to their “practical applications” (p. 173), as this is something that I hope will help readers understand better how students react to student leadership, and may apply this knowledge to better their own practices.
Rigor of Study

Trustworthiness of the study was established by triangulation, which meant that multiple data collection methods were used. One of the multiple data collection methods included audio recordings of the interviews. The recordings were made and kept using a digital recorder and files were saved onto a computer. Another part of the multiple data collection methods I used were going to involve hand-written notes. Notes were going to be written during the course of the interview to keep track of any further probing questions that came up to be asked, and also to write key terms to start pulling information together to start creating themes for analysis of the data. However as the interviews progressed, no notes were needed to be taken. As stated earlier, changes in student demeanor or mood were also noted during the course of the interviews, and during the interviews, no changes in mood or demeanor were observed. Also, multiple theoretical perspectives were used when analyzing the data, utilizing the conceptual frameworks outlined in chapter one; street-level bureaucrats (Lipsky, 1980), the bases of power (French and Raven, 1959), and coercive vs. enabling bureaucracies (Hoy and Sweetland, 2000).

Member checking was utilized after the interviews were completed (Glesne, 2011, p. 49). Transcripts of the eight interviews were emailed to the students who participated to ensure that what they said was reflected in the transcript properly. Each student responded with their approval of the transcript before data analysis began. Rich and thick descriptions were used in chapter four so that the reader could fully enter the research context. As this was a phenomenological study, chapter four of the dissertation sought to portray and describe as accurately and richly as possible the experiences shared in the
interviews. Multiple sites were visited for student interviews, so trustworthiness of the study is further solidified, instead of data being collected from only one site. (Glesne, 2011, p. 49). What also was accomplished by using multiple sites for this study was that one school had a small band program and one school had a large band program, so that this study could be generalized to a larger audience.

My own bias was under consideration and was not allowed to taint or influence the reporting of the results. In addition, peer reviews of my writing were done an English teacher at my work site and by others, so that I could get “external reflection” (p. 49) on my work for not only grammatical and syntax revisions, but also for how the interview data was presented and for “flow” issues.

Debriefing sessions (Lather, 1986, p. 268) were going to be done with the interview participants, to “provide an opportunity to look for exceptions to emerging generalizations”. However, the interviews were completed and transcribed near the end of the last school year (2011-2012), and some of these students were seniors who graduated and went off to colleges and other paths unknown, so reaching or contacting them ended up not being possible to share the results. For future studies, debriefing sessions with the students would be very beneficial to “set up the possibility of theoretical exchange – the collaborative theorizing at the heart of research which both advances emancipatory theory and empowers the researched” (p. 268).

This would help push the idea of reciprocity, so that those who were being researched could be part of the process of enlightenment and the potential changing of their “false consciousness” (Lather, 1986; Fay, 1987). Part of this was called “face validity”, which gains the reactions of the participants to the tentative results (Lather,
1986, p. 271). This also could pose a problem however for false consciousness, as the participants who hear these results may have not identified with those results; they may have had an allegiance to ideologies which do not serve their best interests. This goes back to the ideas presented in critical social theory, just because one could be “emancipated” from a previous belief system to see if there a better way, doesn’t mean that they will be any better off thinking or operating in a new way. Fay (1987) calls this the “tyranny scenario”, where a critical theory that promised to set people free instead ended up enslaving them. (p. 209). In the future, having the student’s face reactions to the research results would be incredibly beneficial.

The final part that was used for the rigor of the study was what Lather mentions in her article called “catalytic validity” (p. 272). This is the process by which “the research process reorients, focuses, and energizes participants toward knowing reality in order to transform it” (p. 272). The reason why this was also important in this research is because it will “help the respondents gain self-understanding and, ultimately, self-determination through research participation” (p. 272). Again the hope of this inquiry will be for the students who were interviewed will better understand their experiences, see if the experiences they have had were oppressive or negative, and to try to alter their perceptions as to “what is considered good”, to perhaps help them emancipate themselves from the problems they may have faced, or to transform the situation to make it better for themselves and others.

**Significance of Study**

Utilizing interviews of actual students in actual band programs will give all music education teachers a glimpse into what is happening among their students, especially
those students who are in a leadership capacity. Even if the music teacher teaches at a middle school band program, or does not teach a band, or simply has a “band council” with a president, vice president, etc., many directors can still get an idea of how students interact with each other when they are bestowed actual “titles”. Titles can give the person a notion that they have “power” (as eluded to in the chapter two literature review), but how much does a title change a person’s perception? How do the other students in the program perceive that person in their capacity? This was the aim of this phenomenological study: the phenomenon of students given titles and leadership, and if there is any bullying done by those students in leadership capacities because of their own self-perception that they are “powerful”.

This is also one of the first, if not the first, study conducted to examine what is happening with student leaders and non-student leaders and their relations with one another in a student organization within a school. To refer back to Hoy and Sweetland (2000), was the culture of their bands a coercive bureaucracy, or is it an enabling bureaucracy? This kind of inquiry will prove to be beneficial to any educator who employs student leadership within their programs. It will also be good for directors to self-reflect on their own practices in utilizing student leadership, if they themselves as the advisors of those student organizations contribute to the mindset students have when they have a title of power.

**Researcher Bias About Student Leadership – My “Epoche”**

I work and teach high school band students every day, and have for eight years. As part of my duties, I have taught courses in music history, AP Music Theory, marching band, jazz band, symphonic band, and I even taught choir for a year in addition to my
band directing responsibilities. I also myself, am an instructor of student leadership at summer leadership camps and clinics for band students, from 2002 to the present day. I have my own student leaders in my own high school band program (drum majors, color guard captains, and section leaders). I train my own student leader hopefuls every spring as art of my own screening/audition process when I choose my leaders for the following year’s program. I have my own expectations of what leaders have to do, and what they are expected to do.

When I employ student leaders in my program, those expectations include the student leaders holding themselves to a higher standard than the rest of the band members. I expect that they are willing to be “band advocates” – pushing the band in a positive direction, all the time. I expect student leaders to be early to rehearsals, and be the example in every facet of band life. For example; no talking in rehearsals, be early and stay late to ensure the room is clean and materials are put away, be quick to lend a hand to other students who may be struggling with either music or marching, and also to be the example in areas such as general responsibility, having all parts of their uniform for contests, turning in all materials on time, being at every performance, and being the first students to pass off their music selections for the show, among other things that will help show the non-leaders, “how it’s done”.

I also expect student leaders not to be bullies and not “let the power go to their heads”. Every late-April or early-May, I hold student leader trainings. In these trainings I tell them how “leadership is not respect in itself, you must earn it”. I explain to them their responsibilities should they successfully become a leader. I explain to them very explicitly that they are not to order around their peers, be their “boss”, and be abusive
with their title. I also inform them that their title is meaningless, it is simply a denotation that they are the students entrusted to help move along the organization in a positive way. When they do their jobs well, and are responsible, punctual, etc., they then will earn the respect of their peers.

I take into account a lot of things when I select leaders for the positions; their willingness to see the band succeed through good times and bad times, their punctuality to events, their year-long attendance, their year-long demeanor towards myself and other band members, and also I feel that they should have a fairly good skill-set in regards to musicianship and marching. I evaluate them on their past behaviors, as well as their marching capabilities and then finally, I sit down with each candidate for an interview. In those interviews I ask hypothetical questions about situations that could occur and how they would handle them, as well as questions about their past experiences in the band program and any concerns I have of them. I also ask them if they have any questions regarding the process. Once the interviews are complete, the student leadership team is chosen. After this process, drum majors and color guard captains are chosen, after a separate but similar audition for those specific positions. I expect that the drum majors chosen attend a leadership camp in the summer, to further refine their skills and abilities.

As for my personal experiences with leadership in general, I have had good and bad experiences with leadership. As a band student, I endured good leadership from my section members, and I also had experiences that were not so good. For myself, I wouldn’t consider it bullying to that extent, but, my first two years in high school band I felt like I was maybe an “outcast”. For example, when I was a freshman I was immediately moved to the top ensemble at my school because of my playing ability, and I
surpassed almost all of the rest of my section mates who had been there for more years than I had. This led to a little bit of animosity from their end, however, it was tolerable because I still had friends in the band. But, I did feel every now and then that I was being targeted on purpose in my section because the seniors and other upper-classmen I felt were a little jealous. Like I said it was never adverse, but, it was still felt.

My sophomore year was the pinnacle for me personally, showing me what not to do as a leader. I had successfully auditioned to be a student leader my sophomore year, and I unfortunately, “let the power go to my head”. I definitely turned a lot of people off that year, because I was given the title, and I abused my power. I think what happened was that because I was still one of the young members in the band, I felt that I had to be brash to get them to listen to what I had to tell them. This included assigning pushups, among other things, because our band directors allowed us to do so, so of course I did.

My junior and senior year, having learned from my mistakes, I improved and grew a lot as a leader, I wasn’t as brash, and I learned that that was not the way to do things. As a result, I earned the respect of my section, and I had a much better time in the band program those years, especially my senior year. My first two years however, were not as good for me as a leader, and I had to learn the hard way.

I was also witness to other student leaders in the band bullying others; my freshman year I had heard that one of our drum majors had called one of the drum line members the night before and harassed her over the phone because they didn’t like the person. This caused me, who had a pretty favorable view of that drum major, to have second thoughts about this person, and I never really looked at them the same way again. I also knew of many student leaders who would just yell and yell repeatedly to get the job
done. I remember that all of this led to being a stressful atmosphere in the band, and it made many of the band members not return the following year. Over time, I remember the band directors changed their perceptions on leadership, and then dispelled those new views to the leaders, and I believe that also was the reason why things got better as my years progressed in band in high school. However, I know that leaders in the band did abuse their power given to them. That is why now I have the beliefs that I do about leadership when I discuss it with my own students because of the experiences I had with it myself, both good and bad. It is important for me to make sure that my students don’t make the same mistakes, and that they know what their jobs are and what exactly I expect of them.

As this is a phenomenological study, I ensured that these assumptions, beliefs and personal experiences with student leadership did not enter my analysis of the data (the Epoche). I also made sure to remember that everyone’s experiences were their own, and I did not allow my own personal beliefs about what they had or had not done in their band programs enter the analysis or enter the summaries of the data. In other words, if I thought what a student leader had done in a band program was “over the top” or inappropriate, I reported the data “as is”, and I did not say in the results that “I thought” what they did was inappropriate. I did not conduct this study to “judge” what they had or had not done to compare it to what I believe leadership should be.

Also, the fact that I knew the band directors whom I asked permission from to do this study, I made sure that I did not let my previous or current relationships with these colleagues “skew” the results of the study. Regardless of what I may have felt about their program, it’s was important that it did not enter the context of the study. I also definitely
did not let the students’ responses affect my view of that director or that program. It is realized that every student has an opinion about their directors or their band programs, but I did not allow a student’s responses to the interview questions to cause me to speak of that director or program in any way in the results report. This is a report on the student’s experiences, not an “evaluation of the band program” or the “band director’s effectiveness as an advisor”.

Limitations of the Study

This study only examined a few students at two high school band programs, in one city, in one school district, and the experiences shared in the interviews may not necessarily be the experiences shared wholly by all students in a particular program. These were the experiences of a small “piece” of students in a whole band program. Another limitation to this study is that this study was done in a large urban area, and not a small town or a rural area. Things could be different in a rural area, for example, when students may know each other better and be involved in many more activities than the band program. For example, I taught in a small town school for three years before settling in my current position in an urban high school in a major city. The dynamic was very different between the small town school and the large city school. Students in the small school were involved in many more activities besides band, and in the small school, students usually went right home or went right to sports practices immediately after school, so usually the bandroom was empty 10 minutes past the final bell of the day. In the large school in the city, my bandroom is almost never empty, therefore the students are around each other much more, and out of the students in my program now, only about 5-10% of them are involved in a school activity besides the band. At my old school, it
was about 40% of the students or more. So, the results may be different in a small town or rural area.

**Delimitations of the Study**

Inherently, a delimitation present is that this study examined band programs, not cheer squads or student councils, or other musical programs such as choral programs. The leadership structure in those situations can be different, and those advisors may have different expectations for their leaders than would a band, as a band has specific tasks that have to be done that no other organization on a school campus can compare. Band is different than choir or orchestra, especially in the high school level, as high school bands perform sometimes once a week, every other week, or maybe twice or more a week, when choirs and orchestras typically only have their concerts and festivals to perform, which could number to 3 or 4 performances for the entire year. However, this study serves as a generalized insight into the potential problem of bullying within student organizations that employ student leadership, among the student leadership and non-student leadership, and vice versa, to at least raise awareness of student relations in ones’ program. This will hopefully be a window into what occurs daily among students in power in relation to those who are not in power, to answer questions, if any, are the hidden problems with student leadership?

**Summary of Methodology**

This study sheds light into what students do when they are given power over their peers. Since this is peer-on-peer leadership, and not adult-student, or band director-student, “students leading other students” was a whole other dynamic that was worth examining. The intent of this research was that it will lead to some insights as to inform
band directors (or any group director or advisor) when students are given power, what they do with that power; whether they mentor others, or if bullying is the end result. It is important and has big implications for school leaders, especially in today’s society when bullying seems to be at an all-time high, and also especially in today’s world when students are now able to bully one another through cellphones and computers. Do these student leaders abuse their power? Do they try to antagonize or haze their section mates or organization-mates outside of the organization? Do they bully their subordinates through the harder-to-detect methods of technology? Is hazing occurring in band programs?

It will also hopefully help directors of a student organization as to decide whether their practices in permitting students to hold leadership positions is perhaps the “best way” of empowering students, or will they ask themselves, “Am I giving the students too much power?” This would give all advisors a chance to critically analyze why we have student leaders, what their jobs are, and if they are actually “doing” those jobs they’re entrusted with. Or, are the students using the position to fulfill a need of their own to feel dominant over someone and to bully? And finally, are there students who are being bullied, that currently don’t have a voice to change their situation? How can we help those students?
CHAPTER FOUR
RESULTS OF THE STUDY

Introduction

Bullying in our nation’s schools has become well publicized and discussed in today’s media, and has become an “epidemic” of sorts due to the number of students who are being killed or committing suicide because of bullying acts, or otherwise having traumatic experiences as a result of being bullied in school. The most recent act of hazing at Florida A&M University proved that bullying acts can occur in school sanctioned organizations on a school’s campus.

What hasn’t been examined to this point is how students who are given a title of leadership on a school campus may actually “join in” on bullying acts by harassing and/or hazing others within their program, or if they as the leaders are the victims themselves due to being in a role that mandates they “lead” their peers, and as a result they are dealing with “backlash” from their peers.

This study sought out to examine student leadership within a specific organization, the high school band program. The high school band was chosen to examine because many high school bands across the country utilize student leadership to get small jobs done within the program to help their directors run the program more efficiently, or sometimes student leaders can be put in charge of the band’s functioning as a whole. What hasn’t been looked at is how those student leaders do their jobs and what they do when they are given power over their peers. What also hasn’t been looked at is how the students who are not leaders in their organization, experience leadership that they are receiving from students that are older than them by just a few years, that are the
same age as them, or that are younger than they are. Student-on-student leadership is a unique paradigm in which to study, as students still at a young age are given a responsibility to lead their peers. They are not adults, and they are expected to lead (or expected to follow) each other. The interaction between these students has yet to be examined and can prove to be a valuable insight to any director or club advisor who utilizes student leadership within their programs.

**Organization of Data Analysis**

The data that was obtained from the eight student interviews are presented in a way that shows the two high schools separately first. The first high school’s data is presented by giving a background of the program, the process in which the director selects their student leaders, and background information is shown as to who the interviewees are (age, instrument they play, gender, whether they were a leader or a non-leader). Next, each student’s individual story is shared as a textural representation of their interview; utilizing direct quotes from their responses to accurately and vividly portray how they experienced leadership either as the leader or the non-leader. Finally, the high school’s interviewee responses are summarized in a composite textural description based on the “themes” that arose from the 4 student interviews from that particular program, to describe “as a group” how they experienced leadership in their band. This process is repeated with the second high school.

Chapter five will show both of the high schools’ data in a cross-case analysis across the 4 students from the first high school and the 4 students from the second high school to come to a textural and a composite description as to how all 8 of the students experienced leadership as a group. This will help the reader visualize the points and
themes that all 8 of the students shared, along with responses that the students shared and outlying responses that they may have not necessarily shared. At that time also, these results are critiqued against the key concepts of the conceptual framework, to further solidify the results to the relevant literature. Finally, all results will be presented to answer the questions posed by the research, of which will be presented in chapter six.

**High School #1: Simmons High School**

The first high school was in an urban area in the Southwestern United States. This high school opened back in 1976. It is one of the older high schools in the school district in which it resides, with a student population of 2,184 as of the 2010-2011 school year. For Adequate Yearly Progress (AYP), Simmons as of 2010-2011 was in Year 5 of “Needs Improvement”, and only 67.6% of the seniors at Simmons that year graduated with their high school diploma. The school had a transiency rate of 31.4%, indicating a turnover of students almost equitable to the school district’s as a whole that year (30.7%). ([http://nevadareportcard.com](http://nevadareportcard.com))

The band program at Simmons High School has undergone very few changes in director leadership, as the previous director before the current director had opened the school in 1976, and remained there until his retirement in 2007. The current director of the band will be entering their 6th year as the director of bands in the school district and also at Simmons High School for the next school year (2012-2013). The band department offers a marching band, symphonic band, percussion ensemble, rhythmic precision (color guard), and beginning and intermediate guitar classes. The marching band marched approximately 70 people for the 2011-2012 school year.
The band director selects student leaders with a method by Dr. Tim Lautzenheiser entitled “Leadership Success”. It’s a DVD that the director makes all the potential leaders view each year, and the director picks and chooses parts of the curriculum (worksheets, video guides, projects) to have the potential leaders go through and complete. The band director also has the student leaders attend student leadership camps in the summer to prepare for the upcoming season, namely the Fred J. Miller Leadership Camp in Flagstaff, AZ on the campus of Northern Arizona University. Section leader candidates have to go through an application process, and have to complete various projects, and are also told that they are “auditioning from the moment that they enter the bandroom”, to set the stage for how serious the students need to take the audition process. Drum major candidates audition by conducting and completing an interview; and as a difference, the section leader candidates do not go through an interview process.

**Description of Interviewees.** The interviewees ranged in age from freshman (age 14) to senior (age 18). Two of the students were student leaders, and the other two were non-leaders. Three of the interviews were girls, and one was a boy. Two of the students were alto saxophone players, one was a euphonium player, and one was a clarinet/bassoonist and was also one of the two band’s drum majors that year. Other leadership positions that the interviewees had held in other organizations that they shared with me were that some of them sat “first chair” in their section in middle school band, one was a co-captain for the school’s Varsity Quiz team, and another had been the “first player” on the school’s tennis team. All these students were part of the Simmons band for the last school year (2011-2012).
**Interview #1 – Rachel.** Rachel was a senior in the Simmons program for 2011-2012. She was a euphonium player, and she was not a student leader for this year, but was in fact a student leader for the previous school year (2010-2011). She said the reason for not being a leader was that she “didn’t fill out the paper, there was a form you were supposed to fill out.”

Rachel felt that the role of a student leader within a band program is that the student leader needs to be a role model, and that the student leader “represents” not only the band but also the band director. She had mixed feelings about being a leader herself; she actually called herself “lazy”, but she’d consider being a leader again in another organization perhaps, because she knows it could help her in the future for later leadership roles or experiences.

When asked whether or not she “respects” her student leaders, she said that she would listen to her leaders because she feels that “they obviously earned that role for a reason”, and because her director said that those were the people that you went to if you needed anything. Rachel understood the respect that is needed to be a successful follower of student leadership, perhaps also because she was once a leader herself.

That being said, she testified to the fact that there had been some negative aspects of student leadership that she had experienced. She described a particular student in the program who was one of the leaders and was a junior, that this person “takes a lot of advantage of his title, he’s very demanding and controlling, and if someone doesn’t do something a certain way, he gets really upset.” She also said that this person easily showed their anger and she said that’s “not what he’s supposed to show.” She also talked about how this leader tried to boss around the other drum major who is a year older than
he is. Rachel further said that she listened really only to the “senior drum major” because the “junior drum major” is controlling and demanding, but, that “I do show my respect to him, you know, it’s a given that I have to, but yeah….” She continued; “…the junior drum major, I used to like him, as a person, as a leader, but marching season, it just like, I just saw a totally different side of him and it was just not, it just wasn’t good, from my view of him it wasn’t good.”

Rachel further explained about this particular student leader (the junior drum major) that he treated his friends differently than those he was not friends with, he called people “stupid” and told people to “shut up”. She described an instance where his backpack was lying on the ground near the band lockers one day, and he assumed that another student (a girl) had touched it. He then shouted across the room “If you touch my backpack I’ll sue you”, in front of other band members. She continued on by saying that he fooled around with his friends, and never acknowledged that they were doing anything wrong. “If anything he joins in with them, but if someone else is doing something wrong, he’ll break it up and scream at them or something.”

The director’s expectations for leadership according to Rachel, are that leaders have to set the example for others to follow, must show the “qualities” of a leader, and the director looks at how these students interact with each other and the choices that they make while in band. However, regarding the junior drum major and all of the problems that he caused this year within the band program, she said that the director admitted, “If I’d have known he’d end up like this, I’d never have chosen him for this position.”

She had never felt bullied by a student leader, and she did say that she didn’t see any other bullying happening from student leaders down to the non-leaders. She said if
anything the junior drum major had, but that was about it in regards to any mass bullying that she was aware of.

Rachel said that she didn’t see anything negative about band or about people spilling out to online forums such as Facebook, MySpace or Twitter, but she did say that gossiping did occur often, namely, from the junior drum major. This drum major would gossip about the girl he said “he would sue” for touching his backpack, “always talks about her and to his friends about her” she said. She also said that the girl who was being gossiped about said to her once “I don’t know what’s his problem, I just don’t want him to talk to me, I just don’t even….don’t even talk about him to me.”

When asked if she saw leaders as mentors, she said that she sees them more as “friends” and not as mentors. She said she “…doesn’t really look up to them, but respects them enough to value their opinions and respects them for taking on such a role.” Rachel said that the leader she directly responded to (her section leader) was nice, but knew when to get the job done and get to work. This is exactly how Rachel explains she would be a leader, she “doesn’t want to appear too easy-going or too strict”. She wants to be easy to get along with but get to work when it is time to. She said that her section leader made arrangements to make sure all members could be at sectionals, offered constructive criticism, gave good feedback, and considered her section leader a good friend overall.

Rachel felt that her band is like a family, she “never feels like she doesn’t want to go into the bandroom.” She said she wasn’t fearful of being in the room, and that the atmosphere was a good and positive one overall. Finally, she thought that student
leadership was important to a band program, that having certain people in the program that knew exactly what to do and could guide others made the band better as a whole.

Interview #2 – Tiffany. Tiffany was a freshman in the Simmons High School band program for the 2011-2012 school year. She was not a student leader in the program this year, and was a member of the alto saxophone section. When asked about any prior leadership experiences that she may have had, she sat first chair alto in her middle school band, but didn’t have any real leadership “roles” as a part of being first chair.

Tiffany felt that student leaders should be helpful to others when they needed help with items such as reading rhythms, and she also felt that they had the power to help people get better at their music and make them better both in and out of school. She said that if she was a student leader she would be present at all sectionals that she would plan, she would help others out as much as possible before she graduated, and she would make sure people’s needs are met and “pass down her knowledge” to others so they can be better in the future.

She said about respecting her leaders that she did respect them; “even if they have disrespected me.” She didn’t feel she’d lost any friends because those friends became leaders. If she became a leader she said that she doesn’t want to “control others”. She did add that she thinks she would need more experience in band before pursuing a leadership role within the band program.

Tiffany however, had experienced quite a bit of negativity in her first year in band in regards to her relationships with her student leaders. For example, Tiffany felt that some of the student leaders in the band had slacked off and did not adequately do their
jobs. She described how her student leaders would schedule sectionals, but not show up themselves to the sectional, leaving the rest of the section wondering what was going on when the leader never showed up. Other times everyone (including the section leader) would be present and accounted for, but then the leader would just decide right then and there to cancel the sectional for no apparent reason. She said her leader of her section “…tries to control me sometimes, like, a couple times she’s telling me what to do, and I’ve already done them, but she keeps repeating herself saying I’m not listening to her or anything.”

She had other negative experiences with her student leader in charge of the saxophones. She described earlier in the year around mid–November when she auditioned better than and beat her section leader out for a chair placement test and received “first chair”, which is the best player in the section. Tiffany, as a freshman, had ended up sitting higher in the section than her student leader, who was a senior. The section leader as a result decided to challenge the seating decision, and again lost to Tiffany. The leader would routinely go around telling others “She doesn’t deserve it”, and had verbally threatened Tiffany at one point by saying “Don’t say stuff behind my back because if you want to, say it to my face.” Tiffany testified to the fact that “It’s like, she sounded like she wanted to fight me, like physically fight me because I told my friend it’s not about where I sit, it’s about playing the music.” After that comment to a friend was when her section leader approached her told her not to talk about her behind her back. As a result, Tiffany talked about seeing other section leaders for advice instead of going to her assigned section leader. She said she never said anything disrespectful to
garner that kind of threat from her section leader that she directly was supposed to go to for help and leadership.

She did feel that other section leaders as well treated their non-friends differently, some “treat others more harshly, because they’re not their friend or something, and others would treat them more nicely because like they’ve known them for longer, and like, they have more respect for them…”

Not only had she experienced bullying from her section leader, she had experienced bullying from her drum major as well. She described the backpack incident, and after hearing the first interview with Rachel, I was able to ascertain that Tiffany was the student that was on the receiving end of the verbal abuse from the junior drum major. In Tiffany’s words, the junior drum major said “If you touch my stuff or take anything out of it I will personally sure you.” In addition, Tiffany said she once asked the other drum major “Can you at least say please to people once in a while?” and the other drum major retorted with “I don’t have to because I’m the drum major.” Tiffany said she felt “that wasn’t right”, because she felt that just because they were upperclassmen and “have leadership over you…doesn’t mean they have to like overpower you or anything.”

She said that she did seek help from her director in both of these cases, and she remarked that the director talked to them both, and since then they have “…gotten better with their communication skills with new people and stuff.” She said the problems had since ceased, after about a month and a half.

Even with all these remarks about her negative experiences with student leaders, she felt that overall the leaders did their jobs well, because they “could easily get their music for them.”
She said the director expected the leaders to “pass down” their knowledge to others so that the younger students can eventually “take those roles” when the older students graduate. They made sure that their section members had their music, make sure they knew their rhythms, and they made sure their section members were present for all rehearsals and performances.

Regarding online activity outside of band, she said that people had posted on Facebook that there would be a fight between her and her section leader, the same one she had the issue with over the chair placement test. She said that she approached her section leader and told her to stop addressing her online, and the leader denied it and said “It’s not directed at you.” Tiffany said Facebook was being used mostly because everyone could read and see it. She added that sometimes she would receive dirty looks sometimes in the halls, and that the story had traveled around the school somewhat, and she said people would warn her – “You better brace yourself.”

When asked about the atmosphere of the bandroom, she felt it was “a bit crazy, people talk, but practice also.” She commented that she did feel safe in band, that “it’s my second home, her second family”, but did not look up to her student leader. She said, “I don’t want to turn out like a control freak.”

Finally, she felt that student leadership was important because “without student leaders there would be no motivation to push the band to where they need to go and there wouldn’t be the extra help, and people would just run crazier, we wouldn’t know what we were doing or anything.”

*Interview #3 – Christine.* Christine was a senior for the 2011-2012 school year, and was the saxophone section leader for this year. She also was on the Simmons tennis
team, and was the “first player” on the team, which she describes as being the “lead” player. This was her second year of being a student leader in the band program.

Christine thought that a student leader should be a good example for the other students to follow, and that they should try to encourage the students in their section from a student-to-student viewpoint, rather than it just being “…an adult or a director telling them to do something, if your fellow student, classmate is trying to encourage you to do something, it might be easier to join in.” She felt that the student-to-student interaction is potentially more beneficial than the adults always giving directions. She also felt that a leader is a “representative of the band” and that other bands will look towards the leaders to see “what to expect from the band.”

She felt she met her own expectations of what a leader should be by being reliable, being a good example, and acting mature around the band members. The aspect that she said drew her to audition for a leadership role was that she thought she could help the band progress and better themselves, and felt she would be a good candidate for that role. She also added that she “felt I was the best candidate the section had.” She felt she was fair to all, including her friends. When asked who she sought to be like as a student leader, she said she emulated a section leader that she had her freshman year. She said that “he was a really nice guy, was a great player, and was respected by the rest of the members, and I guess, strived to be like him.” She liked also how he gave criticism to his section members, but was constructive with it and “would always phrase it in a way that didn’t seem like you really did anything wrong, but you could just improve the way you were doing it before.”
Her director expected the leaders to set up sectionals for the section members, to have all their music, to know their music, practice enough, and hold enough sectionals. The director had meetings with the section members to encourage them to call sectionals, and they also used that time to talk about everything they were concerned about, and to float ideas on how to make the band better.

As a leader, she did her job by encouraging her section members to practice, texted and/or called her section mates to remind them that they had a sectional coming up, etc. She didn’t get a whole lot of freedom to enforce the rules in the band, as she was not allowed to give punishments to her section members. She said she could only motivate them to work hard, by saying positive things to them.

However, Christine as a student leader had seen some negative aspects of leadership. Some of the negative aspects of leadership that she encountered as a student leader were that there were pressures of the job. Some of those pressures included when her section members didn’t know their music, if people didn’t show up to practices when they were supposed to, etc. When people didn’t show to sectionals, it made her feel like “she didn’t do her job” well if her section was slacking. She felt helpless at this point, “I guess if they don’t show up there is nothing I can do except ask them to come to the next practice, if they don’t practice their music then, we just have to deal with the wrong notes, I guess.”

Christine felt that those who didn’t respect her wouldn’t follow her suggestions that she gave to make music or marching better, or just ignored her completely, or didn’t show up when they were supposed to for sectionals. She felt that “some” members of the band respected her. She said that those particular students “came to me for help, some
people have questions they’ll ask me, or, I don’t know, they’re just generally friendly towards me…” Those that didn’t respect her in her view did the aforementioned poor behaviors such as not showing up to sectionals, ignoring her suggestions, and “I feel like they don’t respect me as a person, well as a leader, because they don’t try hard enough to even show up to practice once a week.”

She admitted that she had potentially been “bossy” to her peers, but she described it as “nagging” her section members. She did it only when “if they like continue not to do, like something the way I’ve suggested, or they continue not to show up to practice, I have to keep telling them and reminding them to do it, and it comes off as nagging, or bossy.” She described an instance when finally at one point she had to assert her authority with a fellow saxophone player who continued to not bring reeds, not march correctly, or just not participate in rehearsal. She said to this person, “You need to play, and if you don’t put your phone away I’m gonna have to take it away and give it to the director.” She said he’d be “moody” about it, some days he would listen, and other days he would ignore her requests. The other aspect that was negative that she mentioned was that she had lost friends because of being a leader, because those friends “expected special treatment”, and she knew she couldn’t do that because of her leadership role and what the job expected of her.

When asked if she felt she “bullied” her section members, she described for me in her interview the chair challenge issue; revealing to me that Christine was in fact the section leader that Tiffany recalled the negative experience with. According to Christine and her account of what happened in that situation, she “butts heads with her section mates sometimes because they got competitive”, and “they wrote some things online
(Facebook) that I didn’t think were okay, and I confronted them about it and they denied it, so that kind of put us at, an argument I guess.” She said that she sent this person (assumedly Tiffany) a text saying that “I don’t think you should be saying that, it’s rude”, and the reply she got back was “That wasn’t about you.” Christine felt it obviously was about her, because she’d overheard gossiping in person, among other groups of people with Christine’s name being thrown around. She said she went up to the person and said “If you have something to say, you should probably say it to me.” Once again, the person (Tiffany) denied saying anything about Christine.

The problems persisted for about a month, but as of the interview with Christine (late-April 2012), she said the problem didn’t really exist anymore, and that the problem had only started at the tail end of marching band going into concert band, when they were transitioning into the next part of the year, when chair tests took place. Christine said in regards to bullying across the entire band, she didn’t see any, other than her previous issues with Tiffany.

Christine felt that the overall bandroom “atmosphere” was that everyone is friends with each other, but that it’s more “section based” closeness rather than the band as a whole. She said she felt safe in band. She felt that student leadership is important to a band’s function, that it was important to have good role models so it’s just not “any old band member trying to help their sections or the band overall.”

**Interview #4 – Steven.** Steven had been a member of the Simmons High School Band for the past 4 years, so he was a senior for the 2011-2012 school year. He was a clarinetist for marching season, and plays the bassoon for concert band, as there are no bassoons in a marching band, so Steven doubles instruments to be able to participate in
both marching and concert bands. He served as a drum major this past school year and the previous year.

Steven felt that a student leader was supposed to “get a lot of different people to accomplish something; a bunch of people trying to do different things to do the same thing.” He also thought that they should be understanding with their sections, and be on good terms with people. Steven felt he had met his own expectations by resolving disputes with band members, leading by example by not texting during class, being the role model, being on-task, etc. He said his views on leadership closely aligned with his director’s views on leadership. He said a leader he sought to be like was his drum major his first two years of high school. Steven said he was a good leader, a good person in general, was able to bring everyone together, was a good musician, and had “charisma.” He said “he seemed to know HOW to help people.”

What drew him to audition for a leadership position was helping the younger students in the band play better, he felt he was always on pretty good terms with everyone in the band, and that he did most everything right. He said he felt he earned respect from someone when he worked with someone, and they actually “did” what he told them, that they didn’t say “no” or ignore him. He added that he really didn’t have any problems with anyone ignoring him or telling him “no.” He described a time where he felt he successfully led others was when he was successfully able to catch up some freshmen that showed up to band camp late quickly on marching maneuvers, so they could accurately and successfully participate.

His director expected him to lead rehearsals when the director wasn’t present, he helped teach the drill spots for the band members, and he assisted in setting the
formations for the field show. He added however, “I’m really only a student leader during marching band.” He said they had weekly or bi-weekly meetings with the director to discuss what it was the leaders should be doing, such as sectional work, and what they were supposed to be working on.

Steven did describe some of the negative aspects of being a student leader from a leader point of view. He described the pressures of being a drum major, knowing that if he fell apart as the drum major, it would affect the entire band and he knew that he really had to keep everyone on track. “If I’m getting off-task you know we’re not getting things done, then it’s affecting everyone.” He also said that there were always those students that just didn’t want to be in band but are they were there anyway, but that you “have to deal with that as a leader.” He described those students didn’t care what he told them, but that usually those students were separated from the rest of the group, so it wasn’t a huge problem within the program.

Other pressures of the job he spoke of included getting frustrated with things, and that he had to put his foot down and raise his voice at times, but he didn’t feel like he was ever bossy. He described a time when he had to call everyone up to the podium on the field; “Like during rehearsal when the director is not there on the marching field, and you just have people that just really aren’t on task, I’ve had to just get everyone together, and you know, kind of put my foot down.” He described doing this by “…calling everyone up, talking loudly, getting all the section leaders and kind of yelling at them for not doing their jobs, not yelling at them but telling them that they’re supposed to be doing something and they’re not doing it right now.”
He said regarding freedom to enforce band rules, that they don’t have punishments “like they do in other bands, like pushups or anything.” He added though that he never had to tell anyone to leave rehearsal, that it never “got that out of control”. He did feel though that he had a “good amount” of freedom to enforce the rules. He said that he felt that he treated his friends fairly, he thinks maybe off-hand he might have not on occasion, but he consciously tried not to be unfair to people. If there was a difficult section member that just would not listen or gave him attitude, he would talk to the section leaders of that person’s section and ask them if something outside of band was bothering them, and if that didn’t help, he would talk to the director about it. He added that all this was done “off to the side”.

Friendships he felt had not been affected too badly, but he felt that maybe a few acquaintances of his may not have been as close to him as they were before he was a leader. He also mentioned that some people were upset that he “beat out” a friend of theirs for drum major, and he coped with that by ignoring them and remembering the unhappy students were getting ready to graduate, so they would be gone anyway.

Steven didn’t feel like he had been bullied as a leader, he just ignored issues that arose or tried to resolve them the best he was able. He didn’t feel that he had any problems with any members of the band, but that he just had to deal with people every now and then for being off-task, he may have had to break up arguments here and there, but tried to do it quickly. He did admit though that there were members of the band that he wasn’t “fond of”, namely, the junior drum major, that all of the interviewees to this point had mentioned. He said, “A lot of the time he’ll just be sitting there doing something off-task while I’m actually trying to fix things.” Other than that, he said that
he still felt he had the respect of the people in the band, and if they didn’t respect him, they’d just “suck it up and deal with each other.”

He said regarding outside issues that occurred, he didn’t see anything happen outside of band on Facebook or online, but he would hear sometimes people “talking about others behind their backs.” He remarked though that it wasn’t a major problem, that it only happened occasionally outside of class.

Steven felt the band community and atmosphere was “pretty good”, that “groups” of people flock together before class, then rehearsal will start. He says he definitely felt safe in band and it was a “good feeling, it’s very comfortable.” Finally, he felt that student leadership was “definitely important”, because he said the director “is only one person, and without the leaders not as much would get done.” Steven felt the student leadership served a very important purpose in getting many things done at once.

**Composite Analysis of the Simmons Interviews**

The 4 students from Simmons High School’s band program shared a lot of similarities but also took in many different experiences in regards to how they experienced leadership within their band programs.

One of the viewpoints that was shared by all four of the students from Simmons is that while some of them had more negative experiences than others, even in the case of Tiffany who seemed to experience the most backlash and bullying from members of the band, they all seemed to agree that student leadership is indeed important to a band’s function. They also agreed that without student leadership, things wouldn’t have been as efficient in the band’s operation, there wouldn’t have been any students to go to for help or advice, and not as much would have gotten done because as Steven put it, “the director
is only one person.” The two non-leaders Rachel and Tiffany also agreed that student leadership was important even when they both had some negative opinions of a couple of the student leaders in their band. They all also agreed that the band was a “happy” atmosphere. Even in light of the obvious harassment that they all faced to differing degrees, they all still felt happy and comfortable overall in their band program.

Another striking point that three of the four students agreed on unanimously and spoke of at length about in their interviews were the interactions they have all had to varying degrees with the junior drum major. This was something that was a big deal within their band this year. They agreed that he abused his power, didn’t do his job the way he should have, and treated his friends differently than people he was not friends with. They had the same feelings towards the junior drum major, but all took in slightly different experiences in their interactions with him. Tiffany and Rachel had the most similar experiences with the junior drum major as Rachel witnessed the backpack incident, and Tiffany was the victim of the verbal bullying over the backpack incident. Rachel was taken aback by the “different side” she saw of him, and Steven spoke of how he was “always off-task.”

The other strong negative instance was the interaction between Tiffany and Christine over the chair placement test. They both described the incident very similarly, but each denied talking about the other in their online conversations about the chair placement test. They both seem to have accepted the situation as it happened, and now just “deal with each other.” Neither of them spoke of becoming friends again or dealing with each other positively, but both said that the problem had ceased to be an issue after a period of time.
Both Rachel and Christine agreed that the leaders of the band are representatives of the band. They both seemed very aware that the leaders are on display, and when they are on display their best behavior is expected, because as Christine put it, “other bands look at your leaders to see what to expect from your band.”

The two non-student leaders, Rachel and Tiffany both said that they would listen and respect their leaders, but for two different reasons. Rachel said she respected her leaders because they put their time and effort into getting that role. Tiffany says she followed and respected her leaders, even if they disrespected her. However, this counteracts what she said later in the interview, when she said she does “not” look up to her leader in her section, and didn’t want to turn out to be a “control freak”. It is perhaps here where Tiffany follows her leader purely out of obligation, but there is no true “respect” there for her leader based on their past differences.

Some of the differing commentary between the four students included their perceptions of how any issue in band spills out to online forums. Both Rachel and Steven didn’t feel that any problem spilled out online, and that any gossiping or band issues arising in other classes were minimal. However, the differences between Tiffany and Christine did spill out online to where “everyone could see it”, and Tiffany testified to the fact she’d get dirty looks and warnings from other students; “You better brace yourself” in person while physically at school. This shows that issues at school spilled online, and vice versa.

The other difference was the differing views of bullying happening to them. Rachel, Christine and Steven didn’t feel bullied, but Tiffany did, even somewhat by Steven, as she mentioned “both” drum majors had said disparaging things to her this year.
It is apparent here that even though they all had experienced leadership all in different ways, some more negative than others, they all enjoyed being in the band at Simmons High School, and none of them were at all fearful of being there. It appears that any issues that did arise were minor, and they resolved fairly quickly, either with or without director intervention. They all appeared to be happy in their band, as three of the four interviewees were seniors that remained in band at Simmons all four years, and Tiffany is assumed to be returning back to the band for her sophomore year, as she remarked eventually wanting to pursue a leadership role, but only after she gets one more year of experience as a non-leader to get better.

**High School #2 – Torrance Springs High School**

This suburban high school in the same school district as Simmons High School, is one of the “middle-aged” high schools in this school district, opening back in 1991. Torrance Springs is one of the larger student populations among high schools here, with a student population of 2,882 as of the 2010-2011 school year. For Adequate Yearly Progress (AYP), Torrance Springs as of 2010-2011 was on the “Watch” list, but 85.6% of the seniors at Torrance Springs that year graduated with their high school diploma, which is far above the district average of 68.1%. The school had a transiency rate of 21.9%, indicating a much lower turnover rate to the district as a whole that year (30.7%), and even lower than Simmons’s turnover rate (31.4%). ([http://nevadareportcard.com](http://nevadareportcard.com))

The band program at Torrance Springs High School has undergone no changes in director leadership, as the current band director opened the school in 1991, and is still the director, and has been in the district for 30 years, since 1982. Before this director’s tenure at Torrance Springs, the director was at River End High School, also in the same
school district, from 1982-1991. The program has won numerous awards and accolades in the past 21 years including being a featured band in nationally televised parades, performances at prestigious international band and orchestra clinics, and has also been named a Grammy Signature School twice. Currently they have a marching band, 3 concert bands, 2 jazz bands, an AP Music Theory course, and a symphony orchestra that meets for 2nd semester only along with a chamber music class. Torrance Springs High School also offers beginning and intermediate guitar. The marching band had 178 total members on the field this past marching season (2011-2012).

The band director begins the leadership selection process by opening up the opportunity for anyone in the band who is interested to apply. Those students that are interested then pick up a student leader application which they must fill out and return by the time specified. The components of the application are as follows: the student must disclose their GPA, they must reflect on their personal strengths and weaknesses, they must interview another student, teacher or administrator on campus for their personal views on leadership, and they must complete a service project for the band. Examples of this would be cleaning the percussion closet, cleaning the uniform closet, etc. They must also get confidential references from teachers, as well as take part in an interview with the director, where various questions are asked of the student.

**Description of Interviewees.** The interviewees ranged in age from sophomore (age 15) to senior (age 18). Two of the students were student leaders, and the other two were non-leaders. Two of the interviews were girls, and two were boys. Two of the students were alto saxophone players, one of which was one of the three drum majors for the 2011-2012 year, one was a trombone player, and one was a flute player. Other
leadership positions that the interviewees had held in other organizations were that one of them was a captain for his basketball team, one sat first chair in his section, one was a “section leader” in junior high band, and one was a secretary for her International Baccalaureate Honor Society Club at Torrance Springs, and co-captain for her swim team. All these students were part of the Torrance Springs band for the last school year (2011-2012).

**Interview #1 – Shawn.** Shawn served as a student leader for this school year, and was a sophomore this year. He played the alto saxophone, and was the saxophone section leader. Before this position, he was “kind of a captain” for his basketball team, and was first chair in his section, and says that the “kids kinda looked up to me for help and stuff.” This year was his first year as a section leader.

Shawn felt that leaders are important to guide the new people towards where they need to go. He felt that the freshmen in the band really needed the guidance so there was clarity and someone to ask for help if they needed something. He felt that he had met those expectations by being able to help the students that asked for it, “I can tell them ‘oh it’s easy’ or if they need help that is beyond what I can do I just ask our teachers for help.”

He said what drew him to audition for a leadership position was that he naturally wanted to lead others, that he liked to help other people out, and he wanted to be a role model for the band to follow. For a leader that he sought to be like, he said he sought to be like his jazz band director, who is the assistant band director of the program. He said that he really helped him a lot in improving his playing abilities, and that “he’s cool.” He says that he also helped him a lot outside of band.
He felt he successfully led a group of people when he kept up the excitement and morale with his section members at their most recent jazz band concert. He said that in between pieces of music he would say quietly to his section: “Alright guys let’s go! Two more songs left! We can do this! Let’s keep playing! This sounds good! Watch that note!” He described it as making sure people were happy, and “feeling alive to play.”

The directors of this band program expect the student leaders to hold themselves to a higher standard than the rest of the band members because they are the leaders of their sections and the band in general. It’s expected that they behave properly, have a good temper, and be able to keep calm in any situation that may arise. Also, they need to know their music, keep a good attitude, and stay optimistic. He said that his directors have an open-door policy for any issues that may arise, so the leaders know they can talk to them so “we’re not going into a situation blind.” He said that they had some freedoms to enforce band rules, such as “…telling others not to talk, chill out, not to use language inappropriately, etc. We can’t physically make people do stuff, unless we talk it over with our band director.” They are not allowed to give pushups, laps, or anything similar.

For some of the negative aspects involved with leadership from his point of view as a leader, some of these aspects involved the fact that “You have the whole band looking at you, the whole section looking at you to help them through stuff, so it’s pressure in itself.” To cope with the pressures of the job he said “You gotta stay calm first, you can’t like, start panicking, you gotta think about your options and your situation, and then if you can’t think of anything, ask someone else for help, or call the teachers over.” He reiterated immediately after that statement that panicking “doesn’t help anything, so you gotta keep your cool and composure.” He added that getting
respect starts with giving respect, and believes being rude and/or mean to people will not get what you want. He felt that he treated his friends and non-friends fairly, because he knew what it was like to receive special treatment and what it was like to not receive special treatment. As a result, he thought that keeping the balance between his friends and non-friends was very important.

He spoke of how there had been times where there were people who “grind everyone’s gears” by not listening purposely, and by being difficult. He described an instance where “at the beginning of band camp there was this one kid who would be messing around, we’d ask him to stop something and he’d keep doing it, and that’s like, you don’t yell at that, but you got to be some type of authoritative, or else it usually doesn’t stop and if it doesn’t, that’s when we go and talk to our directors.” He remarked that usually the directors put an immediate end to it by “squashing it out”, and as time went on, the problem with this student eventually settled down. He says “you can’t fire with fire, you have to try to see where they are coming from and understand that they may have had a bad day, or maybe somebody got a bad grade or something, you need to try to talk with them, be friendly, but if that doesn’t work, you have to start getting a little stricter.”

By “grinding gears”, he meant that this student wouldn’t stand at attention when the band was told, or when the band was told to forward march, he wouldn’t, and would sometimes just stand there. He described the issues with this student as “little things.”

He didn’t feel that he had lost any friends by being in a leadership position, but he said that he had problems with other band members. He spoke of an older student who was a junior that “was always kind of a bad person.” He said that this person didn’t
really listen very well and that it was “hard to control that”, but that was really the only problem that he had that he could recall.

Some of the positive aspects of leadership that he experienced included knowing when he’s earned respect from his section members. He said that he knew he earned respect from his peers when he asked them things such as to be quiet, and when it was easy to tell them these things and they listened to him. He said also, “If you walk in and they all say ‘Hey how you doing’, and you’re like ‘Oh, doing good, how are you’, just like kinda the relationship that you build with them, how you read them and how they read you.” He felt that when he built that trust with his section mates, that was a sign of respect.

He did not feel that he had been bullied by others because he is in a leadership position. When asked if he witnessed any bullying across the band, he said that people did occasionally joke around with each other but no bullying was taking place, except for possibly one case. In this case, he described a member of the band; “One of our saxophone players is from Britain, and he has like this weird tongue thing, so he doesn’t tongue correctly, so people make fun of him for that sometimes, sometimes they say ‘Man you suck’, or “Get out of here’, but yeah…” This person did not seek out help from the director as Shawn felt that this person didn’t take it “super personally”, because he felt that they’re all still friends, and they would still look at each other and say “Hey bro…”

Shawn didn’t feel like there was any bullying taking place online. Sometimes he said a situation from band could be talked about the following period among band members, but that “after three periods, it becomes yesterday’s news.” The most that he
had heard about issues from band were that people did talk about issues here and there, but that was the extent of it. He said that any jabs at another member by saying “Why are you here?” in regards to someone thinking they’re a better player than someone, were short-lived and were done in a joking fashion.

He felt the band atmosphere was a family type atmosphere. “There’s joking around, rehearsals taking place, people playing music on their own, waiting for the bell to ring, etc.” He felt safe in band. He didn’t worry too much about much in band because he said that he “knows most of the people in band.”

Finally, he felt that student leadership was important to a band, because everyone wants someone to look up to, and didn’t think people should be “…in the dark. I feel that a student leadership position is like of like a shepherd, and they guide…”

**Interview #2 – Trevor.** Trevor had been a member of the Torrance Springs High School Band for three years, so for this school year he was a junior. He is a trombonist with the band, and was not a student leader for the current year. He played trombone in middle school band as well, and also played in the district Honor Jazz Band as well as his state’s All-State Band.

Trevor felt that a student leader is someone who leads and takes the most control and forms the section “as one.” They try to make the section as strong as possible and he also sees the section leader as “the best player.” He sees the leaders overall portraying good role model traits, and doing the right things. He eventually wants to become a leader himself, but he wants others to have a chance to lead, because he is already involved with so many other things in the arts department and doesn’t necessarily want “all the light shone on me.”
The band directors according to Trevor expect the student leadership to uphold the school motto, which is “Commitment to Excellence”, which is to be great role models, be outstanding citizens, respectful to others, strong musicians, and someone who “just leads the section.” The director supports her leaders by “teaching them what to do, from what we gather from what she does, I guess the section leaders can gather for themselves; they can I guess, mimic what she does, as a leader.”

When asked for a positive aspect of how he’s experienced leadership, he said that his direct student leader his freshman year he became very good friends with. “I played with him in the jazz band, I was third chair, he was first chair, and according to the seating we sat next to each other, so we talked a lot, we grew, we had a great friendship, and on most of the school trips, our jazz band trips we’d room together, yeah, we’re basically really good friends.”

For negative experiences of leadership that he had experienced in following his section leaders, he said that the low brass section leaders were not the best ones in the band. He said, “In our section, we really don’t listen to our leaders because our leaders really aren’t that great in our section, they mostly listen to me and my friend, who um, I guess, we’re considered the leaders, we’re the ones like, for example during marching band camp, we’d be the ones announcing news, or how to play certain music correctly.”

He said that he and the other members of the section did listen to their appointed leaders but that they themselves “kinda take over sometimes…..no, not sometimes, we kinda take over.” He said that some of the leaders fool around when the band director was talking or giving instructions, some teach them the wrong music, and didn’t show them how to play it correctly. He remarked that due to the fact that his student leaders did not lead properly
in his view, he would take it upon himself to teach the younger students how to play their rhythms, play their instrument correctly, etc.

He said that he had seen some losses of friendship, not because of students becoming leaders and having to act differently, but because they had multiple concert bands, and sometimes he says that losses of friendships occur when friends get separated because some get placed in the higher bands, and some stay in the lower bands. He recalls; “In some cases I would see that like, for example, I would see two of my friends from middle school moving onto high school, one would move onto symphonic band the other person would stay in freshman band or JV band and I would see a loss of friendship due to the fact that I guess they can see one of them is better…than the other.”

Trevor said that he does not feel bullied by student leadership in his band program. However, he did recall an instance from his freshman year when he had a section leader that was basically using his age; “senior over freshman” to “scold the younger generation, that we couldn’t play as well as them.” He added that was basically it and it wasn’t anything “harmful.” He didn’t seek help from his directors because he didn’t want to “feel like a chicken…a little kid.” He said he doesn’t see any bullying going on except in some occasions where he felt it was some of the seniors trying to use their seniority over others.

He had never seen any problems with someone in band spill out onto Facebook or any other online forums, and he had never seen it with anyone else. He said that “I love the bandroom.” He loved everybody there, he felt that the band community is “doing great.” He definitely felt safe in band, he felt that it was his “second home.” Trevor
overall felt that student leadership was important to a band’s function, but “everyone should have a voice, it should be a collective, not one person controlling everyone.”

**Interview #3 – Kristen.** Kristen was a junior in the Torrance Springs band for the 2011-2012 school year. She was also an alto saxophonist just like Shawn, and was one of the three drum majors for the marching band this past season. In middle school, she said she was the “section leader”, but that did not mean she got to lead, it was basically, “Whoever’s the oldest gets to pass out the music, and that’s about it.” This was her second year of being a student leader for the band.

What drew her to audition for a leadership position was when she was in middle school band when she was in 7th and 8th grade. She was in attendance sitting in with the Torrance Springs band on their annual “8th grade night”, where the high school “hosts” the incoming middle school students and allows them to sit in with the band at a football game and play with the high school kids, to gain the experience of playing with the older students and seeing what high school band is like; to give them a “taste” of high school band. She remarked that when the Torrance Springs band performed their halftime show for the crowd at halftime, she loved what she saw. “We played funny songs on the field with the marching band, and it was really cool to be there, and they were so tall, it was crazy, and then we would watch their halftime show. For some reason I don’t remember any of their show but I was just watching the drum major. I didn’t know it was a drum major, I was like…oh the conducting person that’s really cool I would really like to do that, and that’s what drew me to it.” She said the following year as an 8th grader they did the 8th grade night again, and again, only remembered seeing the drum majors not the show itself. When she got to high school she found out it was a “drum major”, so she
wanted to pursue that and “actually found out I was good at it.” She later tried out for the job, and for her that is “what stuck ever since.”

Kristen felt that a student leader is there to teach others, and that being a leader does not give you the right to boss others around because “bossing others around doesn’t help you earn respect.” She also felt that a leader needs to be a role model for others, and that “you’re representing this band program.” She was very against the whole idea of a leader bossing others around. She felt that she had met those expectations by giving respect to others first and then if you do that, she felt that you would receive respect back. She knew how to interact with different people and how to teach them; “I feel like I do a really good job at it, I don’t think I would be chosen as like, a drum major, if I didn’t meet those expectations.” She felt that when she taught others marching maneuvers, that they “understood it”. She took her previous experiences when she was a freshman when she “felt confused”, and she then, “…takes those experiences and puts it into my teaching style, so now I know how, you know, I guess how people work, and so I feel like I’m good at teaching.”

She felt having the right attitude is very important in being a student leader, as well as being timely and being a great role model. She summed up attitude as follows, “If you don’t have a good attitude then no one’s going to have a good attitude, and you have to set the bar for that day or for the whole time during marching season.” She also knew that “I still have room to grow, I’m not going to stop, I love hearing more information, I go to leadership camps and stuff like that, and I love to get more, so I’m not done yet.”
The directors expected the leadership to be timely, have great attitudes, teach, make new students feel welcome; “…feel a little more at home”, help with any task that is needed to make the band successful, and to “go above and beyond for the program.” She explained how student leaders can’t be like “a normal student would just show up like one minute before the bell rings, or doesn’t do as much as everyone else, and they just do what they can just to get by.” She said that leaders “…need to think on their toes and think of ways that you can help your band program.” In regards to support from her directors, she said that the directors “didn’t get that involved” with that kind of thing, she said the drum majors got together a few times over the previous summer, but that was it. When asked about the amount of freedom they got to enforce rules, she said she can only do as much as the directors said they can do, but she was able to enforce general band rules like no chewing gum in the band room, no talking in rehearsals, but with the bigger issues, they went to their directors to deal with it.

She thought that she earned respect when the students that she was working with actually did something she asked them to do, even when she walked away. She described a particular instance when she asked the flute section to raise their instruments to the proper angle in the warm-up block. She said that one of the older drum majors was trying to get the flutes to stand properly with their instrument, and “…so I go back there, and I find this other drum major and she’s yelling at one of the players, and I’m totally like, this is when your respect goes down the hill for you, you’re ruining it for yourself. And so I tell her like listen, you can’t just start yelling at people they’re not going to listen to you, your respect is going to go down, it went down already, I can’t help you get that back up only you can do that yourself.”
Kristen then offered to help her get it back by “taking over” watching the flutes and clarinets. She said about the flute students; “…they weren’t getting anything positive enough”, so she made sure she complimented them more, and worked with them and was patient, and she said over time this section was finally starting to get compliments. She said she knew she earned their respect because when that drum major told them to put their flutes up, they did it at the moment, but when she walked away they put them back down. When Kristen told them to pick their flutes up, they did what she asked, and when she looked back when she walked away, the flutes still kept their flutes up. She said as a result “I feel accomplished. It’s nice.”

When asked about negative experiences she had with leadership, she said there were definitely pressures of the position, such as “…you’re standing on a podium, and there’s thousands of people watching you, and that’s a pressure right there, I mean if you mess up, not that anybody’s gonna notice, but, of course you know your band is gonna notice, the directors will notice, maybe even the judges are going to be like what’s going on, etc.” She talked about another pressure being that trying to be a good role model in itself is challenging, because “…everybody makes mistakes, I mean you can’t expect everything to be perfect, but that’s a pressure right there, I mean, you can’t really see into the future and try to not let those mistakes not happen.”

She described an incident with a fellow band member that was a negative experience. She explained that no matter what, this particular student in the saxophone section would never listen to her during marching season, but for whatever reason her and this other guy got along just fine outside of marching band. She had resigned herself to the fact that for whatever reason this relationship would continue to be the same
between her and this other student, because it had been both years thus far that she had been a student leader that she’s had to deal with this issue. “I don’t know why, but he doesn’t listen, and I always tell the directors this but there’s nothing we can do about it because he’s always gonna be like that, you can’t change people and it’s not just me who’s sick of it, some people in the section are sick of it too, but we just can’t do anything because you can’t kick people out of marching band, I mean, that’s, you can’t, so we’re stuck with him.” She also said about this student; “…we’ve tried everything, that’s all I have to say.”

She hadn’t seen any gender issues, but she remarked that maybe sometimes the male section leaders may had been seen as having “more authority” than the female leaders, but she didn’t feel like she had been treated any differently in regards to gender. Out of all the interviews, this was the only mention of “possible” gender power struggles, but again, she didn’t feel it’s an issue.

When asked how she saw herself doing her job, she felt that she is “very chill” with the band members, she called herself “straightforward sometimes”, but she said that’s just how she is. She described that if she had ever given pushups to a section, that she would do the pushups with them, to show that she “…isn’t above them or better than they are.”

She commented that she feels she is fair to her friends and non-friends alike, aside from “…the occasional ‘friend moment’. But after that it’s just all drum major, all conducting, all teaching, like during marching season, but it’s very different once it ends, because when it ends I start hanging out with people who I didn’t really hang out with during marching band.” She referenced here the saxophone player who gave her a lot of
trouble during marching band that would be just fine after marching season. With those difficult section members, she said she’ll try to talk to them calmly, and tell them they are better than the behaviors they are exhibiting at the time. If they didn’t get better after giving them a day or two to correct themselves, she would give them one more chance, and then after that, turn them over to the director.

She didn’t feel that she had lost friends due to being in a leadership position. Other than the issue she mentioned with the saxophone player who was friends with her outside of marching band but was a “nuisance” during marching band, she said she was still friends with all the same people. She didn’t feel that anyone really talked bad about her. She said she was “like friends with the whole band on Facebook” so she said she knew nothing was happening there.

Kristen said that she doesn’t see a lot of bullying within the band, she said that sometimes she will see other students make fun of each other, but she tells them that they need to stop. She did that because she knew from personal experience what it was like to be bullied, as in middle school she talked about how she experienced being bullied. She described it as general bullying, she “used to get picked on”, and she just described it as “not knowing what my place was yet in the world, I didn’t know what my place was, I didn’t know who I was back then, and didn’t know how to take care of myself.” She said that becoming a leader in high school had helped her with all those issues she used to have with self-confidence and image. She didn’t report any bullying to her directors back in middle school because she said “I guess when you’re a middle schooler, you think that you know everything, I didn’t seek help because maybe I felt like oh, it wasn’t a big deal, and that’s back then when you’re in middle school or when you’re young. You don’t
want to get adults involved because it’s going to get everything involved and my whole life’s gonna suck and stuff like that.” She added that she felt that people in general didn’t seek help for bullying issues because they didn’t want to bring it to attention. She called bullying “horrible”, and is absolutely against it.

When asked about the band atmosphere, she said that, “It’s become less scary to walk into the bandroom from when I was a freshman, honestly when I walked into the bandroom freshman year, I remember it was completely huge, and I felt like I was the smallest person there.” She said that over time the “aura” has changed and it’s a “better aura than it has been in the past”, and that they “change it up a bit” by decorating the walls of the bandroom to make it more “lively”, they did Secret Santa at Christmas, and it had “become more fun over the years in my opinion.” She felt safe in band, she didn’t feel like it was a second home because “I have my own home”, but she didn’t feel scared to go, she felt at ease except for a little stress when it was competition time, but she knew everyone in the band, they all get along, and so she didn’t feel like she had a problem in that regard.

Finally, Kristen felt that student leadership was very important, because there would be no “base for the band”. She drew a comparison to a picture frame, and the leaders are the frame for the picture. She said “…if you don’t have that frame, then the picture’s going to be nowhere, there’s nothing to support it, and if it wasn’t for the student leadership the band wouldn’t be where it is today.” She described the student leadership as having great attitudes, different teaching styles, and that they all helped teach the band. If it wasn’t for them, they wouldn’t be where they were at that time.
Interview #4 – Anabelle. Anabelle was a senior for the 2011-2012 school year in the Torrance Springs High School band program. She was a flute player, and was in the band program for all four years of her high school career, and was not a student leader. In middle school band she said that there weren’t really any leadership opportunities available, that being “first chair” didn’t mean that you got to control anybody or have “any kind of say”, not that “our director was s dictator, it just was that we didn’t have individual student opportunity for leadership in band.” Outside of band she was secretary for her International Baccalaureate Honor Society Club, and was a co-captain for her school swim team this year.

When asked what she thought a leader should be, Anabelle felt that a student leader should be musically talented, and she felt there was a very strong correlation between strong players and how they are able to lead others. She didn’t think that “only the best players are able to have the best leadership roles, but I think generally that’s the correlation.” She also believed that a leader needs to be selfless, respect themselves and others, and be able to respect the people above them as well. She also said they “have to also know what they have to give up, to assume this position.” She thought that if she was a leader herself, she would have been more introspective, more introverted, and would have been able to rise to the occasion.

The directors “…expect a lot from the leaders.” She continued; “Sometimes during marching band she’ll call the section leaders in for a little meeting and she sets specific goals for them and I think that’s really great because they’re kind of on her page and they can kind of fill in what they want as well as what she wants, so I think the director does a good job in terms of pushing them. She’ll tell the leaders if she is not
pleased with what they’re doing and so I think she sets a really good tone for the student leaders.” She also said that she’d seen the directors call out student leaders publicly who are not doing the job they’re supposed to be doing, and that “sometimes it will embarrass them, but it was supposed to spur them to do better or do something else.”

The instance that would possibly draw her to possibly audition or interview for a future leadership position if she wasn’t graduating high school, is that she had seen what works and what doesn’t work within the program, and she would want to change certain things so that the younger students knew better ways of doing things than the students in the past. She added that she wouldn’t want those students to have the same negative experiences that she did with some of her student leaders.

When asked to describe those negative aspects of student leadership that she had encountered, she said that while some leaders lead with genuine intentions, she said that some do not. Anabelle said she had seen both extremes during her years in the program, those that try to abuse their power, and those that try to inspire others to be better. About this she said; “I feel that some of them are really suited for the job, others I feel that they are just in the position and they’re not very passionate about what they do, others I feel are really bossy and kind of abuse their position, I see that a lot, among band students because some of them are, arrogant, I suppose.” She also said that she’d had leaders that lead by quiet example, and she’d had others lead by pushing them along, “…sometimes aggressively”, and she’d also had leaders that are in the middle of those two extremes.

She thought that respect comes from being a good musician, and if they “have the courage” to tell you what you have to do, regardless of the relationship you have with that person. “Respect comes a lot from, I think you are innately respected if you’re a
good musician, that’s a big thing for me. Bad leaders just lead because that’s what their ego tells them to do, that’s what they kind of take for granted, they don’t see what the effects of what they’re doing. They’re kind of just in their little mindset, that they’re like, okay, I’m older, or I’ve been in the band more years, and therefore I’m better than you, although that’s not the case.”

When asked if the leaders were fair to everyone including their friends, this was when she said “That’s another big thing.” She said, “That kind of bugged me about marching band season because it seems that student leaders had their favorites, or they had people who they decided that they already didn’t like, so the leadership wasn’t really consistent among the people that they led, and so that was a problem I think.” She also remarked that some of the drum majors in the past have had a “holier than thou” attitude and put themselves even above the other student leaders because of their “title” and therefore “…section leaders’ opinions didn’t matter.”

On losing friends because those people became leaders, she said that sometimes people she was friends with who became leaders had a “different mentality about those below them, and it wasn’t anything drastic, but you could tell that they kinda held themselves differently, or kind of spoke differently when they talked to you.” She did admit that sometimes she didn’t listen to her leaders purposely because sometimes what they said wasn’t “valid”, but she listened to the good leaders because they were experienced. She said she respected the good leaders, and she even said there was maybe “a little bit of fear there.”

On the flip side, she had a good friend who was a quiet leader, and she said that she inspired her to be a better player, to practice more, etc. She also had another leader
who was the opposite, more outgoing, and pushed her along positively as well. Anabelle says that different personalities within student leadership helps people develop in different ways.

Experiences with bullying according to Anabelle were minimal, she didn’t feel that she been bullied, only “pushed” by her student leaders, but they did it to make her better, not to bully her or because they didn’t like her. She did recall a situation where there was a student leader who used the job to “fill her own intentions” and deliberately bullied others. She also felt this leader “bullied to fill her ego.” She said that she spoke with other student leaders about this person, and they all agreed she was taking advantage of her position, and so they “tried to bring it up to our band directors, but not much was done I suppose, because there was nothing we could really do about it, because she already assumed the leadership position and we didn’t want to upset her and things like that.” However as a result, the director did change her “model” of what she wanted in a leader, and the director “learned from other people too.”

Problems are pretty much contained within the band according to Anabelle; she didn’t have a lot of classes with band members, so she didn’t consider herself part of the “circles of drama” that started in the band. What she heard every once in a while was just “petty drama” that started with groups of people, sometimes it would get online but it was nothing serious enough, for example, “It’s not people losing friends or anyone being attacked or nothing mentally harmful to someone.” She dismissed it as simply “high school drama.” She said anything that could be construed as bullying was more in a joking fashion, and that the attitude among the band kids was “relaxed”, and things were
taken “with a grain of salt.” She felt most people didn’t take things that people say seriously.

Anabelle felt that the band atmosphere had; “a lot of cliques, led by many clique leaders, I think everyone says that band is one big family, but I just think there a lot of cliques within band, and each clique has its own aura around them, like what they’re known for, or how smart or how intelligent or how well of a player they are, so we kind of characterize people by who they hang out with in band, definitely.” She did think that overall the atmosphere was good, she felt safe, sometimes people “didn’t make good choices”, but she saw the bandroom as a “broad sampling” of the entire school because the band students came from all different backgrounds from all over the school. It really opened her eyes to the kind of people out there, she said.

Overall, she thought that student leadership was very helpful to a band’s function, because there were those people to look up to if you needed help, whether it was overcoming personal obstacles, or just learning a passage of music, or just learning how to talk to people. She thought it set up a good structure within the band so “you can see what kind of people to avoid and what kind of people to talk to.”

**Composite Analysis of the Torrance Springs Interviews**

The four Torrance Springs students, much like the Simmons students, shared many similarities as well as having different accounts of leadership that they have experienced.

For leader roles, Shawn mentioned how he thought that leaders needed to be there and guide new people where to go, and Trevor said that a leader takes control and forms the section as one. Trevor said that a leader needed to portray themselves as a good role
model, and Kristen agreed that part of being a leader is being a good role model. Trevor and Anabelle shared a similar viewpoint, when Anabelle said that she believed a leader needed to also be a strong player, and thought there is a big correlation between musical ability and leadership. Trevor thought of the leader as being “the best player.” Strong musicianship in leadership became a small theme between those two students’ responses.

Other similarities they shared were some of the negative aspects they had experienced. Both Shawn and Kristen (the two student leaders) said that being in front of many people is a big pressure of the job. Trevor, Kristen and Anabelle all shared the viewpoint that sometimes friends did get lost during the process of leadership, and becoming leaders. Trevor said friends got lost when certain individuals transferred into different bands within the program, which showed differences in playing ability. Shawn’s reply was the only different response to that question, saying that he did not feel any friends had been lost at all.

Younger students being treated correctly was another theme that came across all four of the students at Torrance Springs. Shawn said he wanted to become a leader to help others out and because he was a natural leader and to “guide the new people.” Trevor said that he himself would help the “younger generation” with rhythms, and other things including how to play their instrument correctly, etc. Kristen had a different spin on this idea by talking about when she was the younger one, she saw the drum majors doing their jobs and being the example when she was in middle school, and that inspired her to do the job eventually herself, as well as when she described her experienced with being bullied as a junior high school student, calling bullying “horrible” and that no one should have to tolerate it. In her position as a drum major, she told others to stop teasing
and saying mean things to each other. Anabelle also said that she would have liked to be a leader so that the younger students wouldn’t have the same negative experiences she had when she was younger.

The two student leaders, Shawn and Kristen, shared the same viewpoint that they felt that they earned respect when they tell people to do something and people actually do it. Shawn said when it’s easy to tell others to be quiet and they do it, he knows he’s earned their respect, and when Kristen spent time with the flutes and was patient with them, and when she walked away after telling them to hold their instruments right, they still were doing what she told them to do. They both shared the idea of “give respect to get it.” They also said the same things in regards to how to deal with difficult section members, that you have to remain calm, and try to talk the issue out with them the best that they can, and if that doesn’t work, they know they have their directors to lean on for support.

All four of the students had the same viewpoint as to how their directors expect the leadership to behave and do their jobs, all saying to a degree that they expect their leaders to hold themselves to higher standards than the rest of the band, upholding the school motto, having great attitudes, being on time, and being pushed to be their best by the directors.

The two non-leaders, Trevor and Anabelle, shared a similar “cynical” viewpoint about student leadership; that some of them didn’t do the jobs the way they should have done them, with Trevor saying his leaders were so bad that he and another friend would take over the duties, and that the rest of the section seemed to actually accept that. Anabelle said that some leaders were not very passionate about what they were doing,
and said some leaders definitely abused their power in her experiences. Anabelle felt that leadership wasn’t consistent as a result of some leaders playing favorites. In this case, it sounded like leadership was not consistent either in Trevor’s low brass section, when he and another friend would take over from the actual students charged with the duties of leading the section.

None of them felt any adverse bullying towards them in their positions either as leaders or non-leaders. It sounded like that any issues that did come up come off to them as minor instances, and nothing to alert adults about. The band members as a whole seemed to have a relaxed attitude and nothing was going on serious enough that it caused someone serious amounts of harm. Trevor and Kristen both agreed when they discussed why they didn’t involve their directors in any situation; Trevor said that “he didn’t want to come off as a chicken” and Kristen said that she “didn’t want her life to suck”, and added that she felt most people don’t approach adults so the situation typically isn’t brought into the spotlight.

None of them felt that any bullying was happening to others in the band program, and if it was, they were all again, minor situations, and that most of those issues did not spill out online, or any other classes. If they did, it was short-lived. It appeared that the four students as a whole overall had a very positive outlook on their band program, saying that no bullying was happening, and that their band atmosphere was good overall, they all felt safe in band, and aside from a few cliques here and there, there didn’t seem to be any negative opinions or experiences that were harmful enough to cause any concern among at least these four students. The only differences in opinions about the band atmosphere were that Shawn and Trevor called it their “second home” and that it was a
big “family”, but Kristen said that she did not consider it a second home, but it was still positive, and Anabelle said that there were a lot of “cliques” within the program, and not a big family-type atmosphere.

Lastly, they all felt that student leadership was important to the band, and they all shared similar viewpoints as to why it was important, the leaders used analogies of a shepherd guiding his flock and a picture frame holding it all together, the non-leaders answers ranged from everyone should have a voice and not having control over everything, to the leaders being there to help with anything and everything.
CHAPTER FIVE
DISCUSSION OF THE RESULTS

Introduction

This chapter uses the conceptual framework introduced in chapter one to present a cross-case analysis of all eight students who participated in the study to determine the similarities and differences present between both sets of students in both schools. The analysis then is connected to the literature and research noted in chapter two, in order to give readers an idea of how students from two different schools share or not share viewpoints and experiences with student leadership.

Figure 2 illustrates the conceptual framework that framed this inquiry into student power relations into the high school band program. The first piece of the conceptual framework was drawn from French and Raven’s (1959) bases of power. Their theory offers multiple perspectives on power, particularly ideas related to power-over others. The second piece of the framework utilized ideas and concepts from Hoy and Sweetland’s (2000) work on coercive vs. enabling bureaucracies. These researchers explored power within bureaucracies showing how people can work together either in a positive or negative fashion. For example, a positive, enabling bureaucracy can influence others to innovate, create, take risks, and feel accepted. A negative, coercive bureaucracy alienates, sabotages, and otherwise brings down group morale in an organization. Finally, Lipsky’s (1980) theory of “street-level bureaucracy” provided a lens to look at how individuals on “the front lines” within a bureaucracy have considerable amounts of discretion in how they do their jobs. Student leaders ultimately have considerable discretion as to how they do their jobs as given to them by their band directors.
Figure 2: Conceptual Framework for Study

**Bureaucracy In The Bandroom**

The interview responses of student leaders and non-leaders suggest that a street-level bureaucracy (Lipsky, 1980) is a prominent part of a band room atmosphere.

*Street-level bureaucrats* have considerable discretion as to how they will ultimately handle a situation and how they deal with the people they are charged to lead. What makes band student leaders fit under the street-level bureaucrat description (and why this study was interesting to the researcher) is that they have considerable autonomy to do their work (Lipsky, 1980, p. 50). There isn’t a lot of direct supervision of student leaders doing their jobs, yet a director expects them to get the job done. The data revealed many varying experiences that students had from being led by their peers, and why there was variation in how they experienced those leaders. Some leaders were described as rude and brash, and others were described as being respectful and friendly.

The data did not reveal any sign of a structured oversight system or peer evaluation of the student leaders in either program. If supervision is truly missing, Lipsky notes: “This freedom contributes in itself to the problems of measuring performance, particularly since peer evaluation is one of the ways to achieve accountability in work quality” (p. 50).
Without quality accountability measures, student leaders have every opportunity to behave as street-level bureaucrats. A leader can be like the junior drum major from Simmons, who was rude to others and was verbally abusive at times, or they can behave like Kristen, a drum major who said “You have to give respect to get it.” Students seemed to understand the choices that street-level bureaucrats have in how they will deal with people. Anabelle noted when the student leader is given a title and a position of power, they can decide to be quiet yet effective, or more outgoing and brash. The Simmons drum major chose to yell and scream, while others developed close relationships with leaders who were easy to be around (Trevor, Rachel).

Some student responses suggested that bullying was taking place in these street-level bureaucracies. At Simmons High School, cyberbullying was reported between Christine and Tiffany using social media and text messaging. Tiffany talked about being verbally threatened in the hallway by other students when a student said, “You better watch out”, and also being verbally bullied by the junior drum major. Evidence of relational bullying (Kabert, 2010; Bauman and Del Rio, 2006) included glares from people who friends with Christine, and socially ostracizing messages that “she didn’t deserve” the higher chair placement. At Torrance Springs, most of the bullying reported was forms of verbal abuse that students described as “scolding” or “making fun of.” However, the reported differences in behavior between the two drum majors at Torrance Springs is evidence of the wide variety of ways a leader can do his or her job. The variety of experiences and behaviors described by students clearly shows that student leaders are in fact street-level bureaucrats as defined by Michael Lipsky.
Generally, student leader accounts at both schools suggested the band organizations are enabling bureaucracies. With the support systems in place, none of the student leaders really felt like they were flying blind or feeling like they had no support for what they were doing as leaders. They all described setting goals for rehearsals, hearing suggestions to better themselves, and having the chance at any time to speak with their directors about issues or concerns that may have arisen. There didn’t seem to be any evidence of coerciveness within the band organization as a whole, at least according to the student leaders. Even in the case of Tiffany who experienced the most negativity with her leaders and didn’t have too much to say positively about her leaders, still felt band was a “second home.”

**Student Leadership Roles**

Student leadership as mentioned earlier in this study is a unique paradigm in which to study, as students having power over others is something that has not to this point been extensively researched. Students leading others often end up leading peers that are at most 3 years younger than they are, or sometimes students that are older than they are, and are expected to do so with little to no training in leadership. Depending on the band program, these leaders may have very few duties or have duties ranging up to handing out physical discipline, as I experienced as a high school student and as I have heard from testimonials from students around my school district when working leadership camps. This unique situation results in a variety of leadership role expectation and actions.

**Views About Leadership (Non-Leaders & Student Leaders).** The leaders that seemed to have the most success leading others sounded like Kristen and Shawn, who
spoke of giving respect to get it. Students generally described leadership behaviors and values that would be found in an enabling bureaucracy (Hoy and Sweetland, 2000), including being heard or having a voice, feeling equal, valued, and safe. When Kristen led others, she led with a positive demeanor, in how she worked with problematic people very delicately yet firmly. Shawn felt the same way, that respect is earned, so he worked with his section members, he encouraged them during performances with positive sayings, and they both were the only two to use analogies such as shepherds and picture frames. They seemed to have a very enabling idea of leadership, not coercing others to make them follow. The same could be said to an extent about Steven from Simmons High School. He didn’t feel like he was controlling or bossy, only that he needed to every once in a while “remind the section leaders to do better jobs” with a pep talk-like speech. Christine from Simmons HS also had a positive outlook on her leadership style, that she doesn’t try to nag or be bossy, but sometimes it just takes a little “nagging” to get everyone to follow suit.

The story changed when talking to their non-leader counterparts, which almost universally had a much more negative opinion of leadership and felt more coerced in their dealings with their leaders. The students that are “the led” feel that their student leaders should be role models, the ones that set the example for others to follow. In their view, student leaders should show them how to play their music, be musically talented, and be a representative of the band. In extreme cases, a non-student leader may actually be followed more than those who are the named leaders. For example Trevor did not feel the leaders were strong or doing their jobs well, so he and another friend became the de facto leaders, and they were the ones who worked with the “younger generation.” Dr.
Tim Lautzenheiser of ACT (Attitude Concepts for Today, Inc.) is a lecturer and presenter to band directors and student leaders across the country striving to push the positive messages that are in music education. In one of his highly energized and exciting presentations that I attended as a student leader myself in high school, he gave us a quote to remember as student leaders: “With your so-called title and a quarter, you can’t even buy a Coke!” This quote is a very appropriate descriptor of how assigned authority does not necessarily equate to effective leadership within these kinds of settings. In Trevor’s view, his leaders did not earn his respect, so therefore the legitimate power in this situation (French and Raven, 1959) was not given to the named leaders in charge. This illustrates how one being assigned authority and using legitimate power solely in dealing with peers is not necessarily how leadership can be effective in dealing with other people.

The viewpoints of the non-student leaders could also be explained by critical social theory and Calhoun’s (1995) notion of the radically disenfranchised (pp. 26-27). Many non-leaders were negative about their situation that they had to deal with, and felt powerless to change it. In the end, there will always be a director and student leaders that non-leaders are expected to respond and listen to. The data showed how the student leaders used their power and privilege, and how it influenced the viewpoints about leadership among the non-student leaders. The student leaders all felt they were doing the right things and doing their jobs appropriately, but the non-leaders all had differing opinions about the leaders and the jobs they were doing, which were mostly negative. The leaders didn’t feel any faults in what they did, which is striking as those in power didn’t feel they did anything wrong. Those who are the disenfranchised (the non-leaders) all universally had more cynical opinions of the leadership they experienced, which ties
back to critical social theory. The opinions on the bands’ student leadership structures change depending on who was talked to.

Even with the differing opinions, all eight students agreed that student leadership was important to a band program’s function, and that without students taking on leadership roles, their bands wouldn’t be at the stage they were at, whether if it was the younger students not knowing what to do, or if it was the band not functioning as smoothly as a whole.

**Student Leadership: A Pseudo-Adult Role.** Whitehead (2009) contends that student leadership experiences makes the academic experience more fulfilling. When students have the opportunity to lead other students, the experiences prepare them for future leadership roles. Leadership roles in student councils, school clubs, and co-curricular activities put students in situations of leading individuals they did not get to choose. (Lipsky, 1980). The student leader is very similar to a teacher in this regard, where teachers do not get to pick their students that come into their classrooms. Student leaders within a school organization are assigned to work with a group of their peers and are expected to lead others with different backgrounds and experiences, much like an adult would. However, student leaders within a band setting have to teach, model, train, and sometimes discipline their peers – all of which are traditionally adult roles and responsibilities in a school setting. It appears from the student leader testimonials that the leaders felt supported in doing their jobs and were fairly well-trained in knowing their boundaries in what they were allowed to do in their dealings with their peers. Kristen knew her boundaries with her members of the band by being respectful to others, Shawn knew how to keep his section “alive and excited to play” by saying nice things to his
section members, and Steven didn’t feel that he overstepped his boundaries with his peers when he ran rehearsals or worked with other people.

If a student doesn’t have a well-developed sense of empathy as defined by Charbonneau and Nicol (2002), they may have difficulty in sensing and appreciating other’s differences and backgrounds. Not having empathy for others could lead to potential conflicts if a student leader cannot “step into someone else’s shoes” and try to understand how they’re feeling. From the data, it appeared that Kristen from Torrance Springs had a high level of empathy, when she knew that yelling at the flute section to get their instruments up was not the way to get it done, as she knew that didn’t earn respect from her peers. For leaders from this study who seemed to lack empathy, it appeared that Christine from Simmons didn’t have much empathy towards her fellow saxophone player, when she would verbally taunt and then deny any wrongdoing in regards to the seating audition she lost to Tiffany. Perhaps in this situation she could have been more of a role model, perhaps at least more “mature” in this situation and congratulated Tiffany, and then worked harder next time to not lose a seating audition.

The most important thing that directors and advisors need to remember is that student leaders are just that; students. Directors and advisors should remember that, “adolescents demand more freedom and independence, but have not yet had the social experiences of an adult” (Thornburg, 1973; Durek, 1987). It is also important that directors remember that all of their students are all going through the same development and stages of life, but all at different times and in different ways. When a student is expected to take on the adult role of handing out discipline or handling a situation with no adult support, it can lead to the student possibly overstepping their boundaries to try to
get the job done, and that can be perceived as bullying by the students being led. In addition, with some adolescents being at different developmental stages, some may simply not be ready to lead, and that can be seen in the case of the junior drum major from Simmons, who was obviously of a different mindset than Kristen from Torrance Springs, who had a much more mature viewpoint of leadership.

**Questioning Students Needing “Consent” From Their Peers To Lead.**

Understanding the dynamics between leaders and non-leaders led to an observation that challenges current adolescent development literature on student leadership. Whitehead (2009), a researcher in the field of adolescent development says, “When adolescents lead other adolescents, they do so only with consent” (p. 858), suggesting that students have a conscious choice as to whether or not they will follow their peers, and the leader can only lead if the students allow the leaders to lead them.

However, based on the results of this study, it can be concluded that this perhaps is not the case. Clearly, when a student is out of the band setting, they have the right to disagree and not listen to their leaders, but it appeared as a result of these interviews, that consent is actually coerced from their subordinates not only by the leaders, but also by the adults in charge. The biggest cases of coercion came from the testimonies from the Simmons students about the junior drum major in their band who would yell at others, verbally abuse others, and would do all this simply to make people listen to him. Coercion was also testified to by Anabelle from Torrance Springs when she discussed how some leaders that she had through her time in band had “holier than thou” attitudes towards leadership, and how she had to deal with those people as a non-leader. Also, coercion was also seen in the case of Christine from Simmons to an extent, where she
said she had to constantly “nag” her section members to be at sectionals, or to do something correctly. Christine did not feel she was being coercive, but Tiffany did, as she was a member of that section under Christine, and had a different opinion of the same situation.

This argument of leadership being coerced from others can be tied back to the French and Raven (1959) bases of power. In the interviews, some of the negative aspects of leadership ranged from the leaders trying to control other students, which as described earlier is an example of coercive power (French and Raven, 1959). Coercion is when a person will forcefully obtain something of interest or desire from another person. When a teacher bestows a title of power onto a student, the student is then charged to lead their section members. It can be suggested that when a student leader is seeking power over others, they are coercing their peers to listen, and as the interviews revealed, trying to control others. Student leaders are upheld by the band director as being the students who are skilled in one or more areas, and should be the students that the rest of the band looks up to, ask questions of, among other things. The teachers use legitimate power as defined by French and Raven, that the students inherently hold a form of power by having a title. The director defines to the band the student leaders’ powers and roles, and then the student leaders try to lead their peers, sometimes having to coerce them to listen. As a result, there is double the amount of power against the non-leaders, meaning they have to listen to the leaders because their director says they are supposed to, and the leader tells the band members that they have to listen to the leaders because they are the named leaders. The regular band member of course has discretion as to who they will listen to, but as a whole, the band members are expected to comply with the leaders, and any
insubordinate behavior towards a leader means they will be reported to the directors in most cases.

**Power in the Band Room.** Other examples of power relations that came from the data included leaders showing anger easily towards others, slacking off/being lazy during rehearsals, fooling around with others instead of working and doing their jobs, losses of friendship between students, and non-leaders not listening to their student leaders’ suggestions to better themselves or the section.

The junior drum major from Simmons was an example of not only coercive power, but also of legitimate power, where the person feels that everyone should listen to him/her because of their title. The junior drum major was explained in the interviews as using his position to bully others, or to fulfill another need of his, which could make him feel powerful, hence why he told others to “shut up” and “touch my bag or I’ll sue.”

There could be a deeper issue here with this student, one that would have to be examined in a future extension of this study.

As for the other portions of the French and Raven bases of power, in regards to reward power, none of the students said that any leader “rewarded” them for doing what they asked them to do in terms of a physical gift or anything along those lines. Reward power in this regard was shown in respect earned from the band members. For example, when Kristen from Torrance Springs remained compassionate and patient with others, she received respect from the flute section by them listening to her suggestions and directions.

Another way reward power may have been evident is when students described friends being treated differently than their non-friend peers. In this case, the student
leaders who were friends with their non-leader peers may have let them be off-task a little more often, or may have let them get away with small infractions of the rules at the expense of possibly making a friend angry with them or potentially losing a friend. The students didn’t explain any specific instances of that happening, but that those who saw it said it happened from time to time, and that the leaders they dealt with were not consistent in their enforcing of the rules.

Expert power, another French and Raven base of power, was a theme that arose from a few of the student responses, namely from Trevor and Anabelle, when they testified to how they felt the student leaders being strong musicians was an important trait to being an effective leader. To them, being a strong musician meant that they can be a strong leader because they really know what they are talking about and can effectively help others.

Finally, the referent power from French and Raven that was evident was when the students were asked who they looked up to or who they wanted to emulate when they wanted to become leaders. Some of the traits mentioned by the leaders were patience, positive comments, and being friendly with others. Some explained traits from only one leader they admired in the past, others took traits from multiple leaders and then twisted it into their own style (Kristen, Anabelle). It appeared that the most successful leaders were the most calm and collected when possible negative situations arose, and those that were friends or at least were very friendly with their clients (positive street-level bureaucracy) seemed to have the most respect from their peers.
Summary of Results and Discussion

Overall, all of the eight students interviewed regardless of the bullying or abuses of power or issues that they had faced as either student leaders or non-student leaders, all enjoyed the experience of being in their bands. The students had no issues with their band directors or the system that was in place in their bands. However, there were mixed reactions to the student leadership in their bands, some positive, and some negative; with the non-leaders having more negative opinions of student leadership than the leaders themselves. Those negative issues however were not severely traumatizing or caused any of them to quit being in band. Any of those negative issues seemed to almost unanimously be short-lived issues that didn’t get any further than a few posts on a Facebook page or a few people talking about the issues outside of class. None of the students seemed to have any lasting negative psychological effects or harm other than a simple “dislike” for someone as a result of what they experienced. Only Tiffany seemed to have the most negative experiences with student leadership as she felt negativity from multiple student leaders during the course of her freshman year this past school year (2011-2012).

However, the issues of abuses of power and potential bullying in a leadership role did in fact happen to varying degrees within these band programs, and the most common issues and concerns that seemed to be common across all eight students were as such:

1) Leaders not doing their jobs and carrying out their duties effectively and correctly.
2) Leaders who within their positions, bullied others, when that is something that they were definitely not supposed to be doing as a student with a title of leadership bestowed onto them from their directors.

3) Leaders having to deal with the pressures of the job, such as the students that don’t listen to them or that don’t seem to have any interest in being in band in general.

4) Leaders having to cope with the pressures of being in the spotlight with their duties in front of their bands, directors, and even adjudicators at contests seemed to be a concern that the leaders shared as pressures of the job.

The other striking commonality was the overall similar negative feelings about the imperfections of student leadership from the non-leaders, either that leaders didn’t do their jobs well, they messed around in rehearsals, and they were rude to other band members.

It is with these results and interpretations of the eight interviews and the common themes, concerns, and positive responses, that we can come to some conclusions, recommendations, and implications for how we can better deal with and cope with some of the negative aspects of student leadership as found in this study, and then how to make the positive aspects that were talked about by the students flourish even more within a high school band program, or any program that utilizes student leadership in a school environment.
CHAPTER SIX
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

This concluding chapter to the dissertation summarizes for the reader once again what the study examined and comes to implications as a result of the findings that came about in the study. Finally, recommendations for the problem are discussed, as well as what could be done for future studies from this point forward.

Summary of the Study. The problem that was chosen to examine for this study was the issue of student bullying within co-curricular programs on a school campus, more specifically; the high school band program. The issues of bullying in general have been well-documented in the research literature in the past, such as some of the different kinds of bullying and hazing that occurs between students in schools, some of the different anti-bullying programs that have been used to try to combat the issue of bullying in schools, as well as some of the recent law decisions regarding student bullying incidents that have occurred. Varying forms of power were also reviewed in chapter two, as this study also looked at power relations between students who may or may not have used their titles of power to bully their peers, in addition to discussing literature around adolescent development and what can happen when they are given a leadership role.

However, as stated in chapter one, there has been no study until now that has examined students who hold positions of power over their peers and how those students use their power that they are given by adults. There also has not been any study that has examined how the students who are being led perceive the experience of being led by their peers in a position of power, and how all students (leaders and non-leaders)
experienced their band programs within the climate and culture (atmosphere). This study sought out to gain the first-hand testimonials from both student leaders and non-student leaders using an interview protocol. With phenomenology as a guide, the students in their interviews were asked to recount the experiences as they had lived them, which became the data that was reported for the results of the study.

The students selected for this study were eight students who were enrolled in their high school band programs, four of which were student leaders, and four of which were non-student leaders. Five of the students were female, and three were male. The two high school band programs were chosen based on the researcher’s personal relationships with the directors, and also based on the fact that one high school band was a smaller program (70 students) and one was a larger program (178 students).

The student’s experiences were presented in a narrative format in chapter four to show the “thick and rich descriptions” so that the reader could fully understand the experiences the student had in regards to leadership and their band experience. After that, a cross-case analysis was done in chapter five between all eight students and critiqued using the conceptual framework presented in chapter one. The results from those analyses, are now tied back to the original research questions that drove the study’s inquiry, and will be presented in the following sections.

The findings that were discussed in chapter four will now be re-visited in this chapter and broken down by the research questions that were presented in chapter one. The conclusions made by the research results will be discussed here as to what can be generalized from the findings. Below are the original research questions:
**Research Questions**

1) How do student leaders describe the experience of leading other students?

2) How do non-leaders describe the experience of being led by fellow students?

3) How do student leaders help impact/influence their band member’s experience?

4) How do student leaders understand and use their power in their assigned leadership position?

5) How do non-student leaders describe the uses or abuses of power by student leaders?

6) How do the students in the program (leaders and non-leaders) view their band community and the atmosphere the director provides?

**Critique of the Research Process**

The research process began with finding a subject that was of interest to the researcher, which was bullying among students in student organizations, between those with titles of power and those without those titles. Phenomenology was used as a guide for the inquiry into this research to gain the lived experiences and first-hand testimonials from the students who have actually experienced the phenomena. Directors that the researcher knew personally were asked to participate and select two student leaders and two non-student leaders from their programs to participate in an interview process. The students were all interviewed one-on-one utilizing an interview protocol. Students were asked questions based on their previous experiences either being a student leader and having to lead their peers, or being a non-leader being led, and how they experienced their student leadership. The questions asked were all tied back to key concepts from the literature base that framed the study. After the interviews were complete, the interviews
were transcribed, and then coded to find the key themes of the data. After the data had been coded and themed, the textural representations of the data were presented in chapter four to give the reader the first-hand accounts of what the students experienced. Then, all four students from the first school were summarized and compared as to what they said in the interviews and then the process was repeated with the second high school. All student data and school data (names) were kept confidential and pseudonyms were used to protect all names of all parties involved in the research process. My personal bias (the Epoche) was set aside and was not present in the presentation of the results or in the discussion of the data in chapter five. All students and directors were thanked for their participation in the study after its completion and were re-assured of the confidentiality of the process.

As the researcher, I thoroughly enjoyed the process of interviewing current high school band students from different band programs other than my own. Student leadership has always been a huge interest of mine as I was once a student leader in high school, I have taught summer leadership camps for the past 10 years, and when I was a high school student leader I attended a student leader workshop by Dr. Tim Lautzenhesier. When I left his clinic, I left realizing how powerful and influential being a student leader can be, and the difference that you can make in someone’s life by being a positive role model and leader for people. That was part of what drove me to become a band director myself, and as of this writing, I am in my 8th year of being a music educator.

This research process was wonderful for me to take a look at my own practices, and hear from students their experiences first-hand as they had lived it, how they
experienced student leadership both as the leader and the one being led. This process was
definitely a rigorous process, but I feel that it has made me a researcher that can better my
career field, advance the profession of music education and in education in general, and
has helped make me a better educator. The process definitely taught me how to conduct
sound research, and this process excites me in the future to continue doing studies that
will continue to take into account what the students experience while going through our
music programs, which most people I feel turn a blind eye to.

If I had to do this study again, I’d like to include more students’ experiences,
maybe add one to two more schools in which to draw students from, and even add an
interview with each director and even perhaps their principals, to garner their feelings
about student leadership and do a compare/contrast to the student’s perceptions of student
leadership. Other than that, I had no regrets or negative critiques of the research process.
I enjoyed the process and I look forward to conducting more research around this area in
the very near future.

Student-Leader-Specific Research Questions Answered

When taking a look at the student leaders from both Simmons and Torrance
Springs, I decided to do the first cross-case analysis by tying them to the original research
questions presented in chapter one and chapter three. In the following pages, I answer
each of these research questions geared towards the student leader experiences.

RESEARCH QUESTION #1 – How do student leaders describe the
experience of leading other students? The four student leaders from both schools had
similar frustrations and successes with being student leaders in their respective programs.
For example, three of the four student leaders said that being in front of others, whether it
was the audience, the judges, or their own band members was a big pressure of the job (Steven, Shawn, and Kristen).

All four of them described instances where they have to deal with people who give them a hard time when they try to do their jobs. Christine spoke of people that don’t listen to her suggestions when she gives them or may just flat out ignore her, Steven spoke of the people who don’t listen to him because of those who “just don’t want to be in band”, Shawn spoke of the student who did all the “little things to grind everyone’s gears”, and then Kristen spoke of the student who doesn’t listen to her at all during marching band, but will be friends with her after the season concludes. A large theme here was the student leaders “not getting respect.” That was a big concern for all of them as they reflected on their experiences.

All four of them spoke of how when they have to assert their authority, that none of them seem to really “lose it” or “fly off the handle” or begin yelling to get what they want out of their insubordinate band members. Christine described the act of “nagging”, and that sometimes that can come off as “bossy”, but that she has to do it because she has to do her job. Steven described having “pep talks” by calling in all the section leaders and telling them they have to do better jobs so the band can remain “on-task.” Kristen said “you have to be respectful to earn respect”, so she’ll reason with them, talk to them, be positive with them, and give them numerous chances, and Shawn is of the same mindset as Kristen, staying calm, cool, and keeping your composure with those students that “grind gears.” It is evident here that these leaders think they are all fairly calm, they don’t let their frustrations show. They all think that they are fair to everyone including their friends, and only Christine feels she had lost some friends due to being in a
leadership role. The overall theme here was staying calm and collected. None of them yell, scream, or coerce others to get what they want out of them. They seemed to have gone through training which discourages these kind of leadership behaviors.

They all feel they gain respect when they are listened to by their section mates. Christine says she gains respect when her suggestions are not ignored by her section members, Steven says he feels respect when he works with someone and they actually do what he asks them to. Shawn and Kristen both agree with the Christine and Steven, that when they tell them to do something and it’s done, and Kristen added “even when I walk away”, they’ve earned respect. All four of them remarked that their band’s system of discipline does not allow them to give physical punishments, such as pushups or laps. The exception being, what Kristen said, when she asks the director first and she does the pushups with them to show “she’s not above or better than they are.” Gaining respect by being listened to and keeping themselves on the same level as their section mates seemed to be a consensus among the leaders from both schools.

Regarding bullying incidents, this is where there was a little variation in answers. Both Shawn and Kristen both definitely do not feel they are bullied, that they themselves bully others, or that anyone in the Torrance Springs program bullies intentionally or to the point where true damage is done to someone’s mental health. In the Simmons bands however, Steven was probably the closest in feeling to the Torrance Springs students by saying that there isn’t a lot of bullying within the band program, except in the case of the junior drum major, and the verbal bullying that this drum major engaged in with other members of the band. Christine was involved in the negative incident with Tiffany, but it appeared that Christine merely saw it as trying to put it to an end, and approaching
Tiffany about it, not necessarily “bullying” her over the chair placement test. Tiffany, seemed to take a much different take on that incident, as will be explored at length later on in this chapter, as Tiffany felt she was being bullied by Christine.

The student leaders all experienced many of the same pressures, as well as some of the positive factors of being a leader, such as gaining respect, in which they have all experienced the feeling of helping others and gaining their respect, as well as the feeling of being disrespected. The leaders across both schools in different areas of the district as well as different size programs definitely had more similarities than differences regarding their successes and pressures of being a student leader for their respective programs.

**RESEARCH QUESTION #3 – How do student leaders help impact/influence their band member’s experience?** Student leaders across the four schools had similar viewpoints as to how they feel they impact and influence their band member’s experiences in their programs. Christine feels that a leader should set a good example for the younger students to follow, and to give suggestions from a “student-to-student” standpoint, rather than the adults giving all the directions. Steven, Shawn, Kristen all expressed similar viewpoints, that leaders are supposed to get a lot of people to accomplish something, guide the new people, and to teach others, but not boss anyone around. They all seem to agree that helping the younger students is part of what they are supposed to do. Steven feels that if he does what he is supposed to do as a leader, that everything will be alright and there won’t be any problems. Younger students being helped was a big theme that came across in how they view themselves impacting their member’s experiences. Notably absent from all of their testimonies, was anything about dealing with older students, when both Shawn and Kristen were not seniors this past
school year and had to lead older students than themselves. Perhaps an implication of this finding is that the younger students lead all the students, but in their minds, the younger ones they feel they have more control over and more influence over since they are older than them.

They all have their ways of dealing with the people they are in charge of. Christine mentioned encouraging her sections to practice, calling and texting people to remind them of upcoming rehearsals and performances, etc. None of them have had to deal with being fully in charge of the discipline in their bands, when Steven said that he has never had to ask anyone to leave rehearsals for poor behavior, Shawn talks about keeping calm and collected when dealing with situations, and Kristen spoke of also keeping calm and not yelling, as she has seen that mean a loss of respect from people. Kristen gives people a few days to work out their problems, and if they don’t get better, then she goes to the director, as do they all when the problem is too large to handle.

Since none of them are allowed to give physical punishments, it makes it easier for them to not have to overstep the boundaries with their sections by handing out pushups, laps, or any other physical reprimand. They all remain calm, which means that their sections don’t have to deal with their leaders yelling and screaming at them to comply with directions. It sounds like according to the leaders’ accounts that any direction they give or encouragement they give is positive and calm.

RESEARCH QUESTION #4 – How do student leaders understand and use their power in their assigned leadership position? The student leaders interviewed had an array of answers to this question. Christine feels that the leader is a “representative of the band program”, and that other bands will look at another bands’ student leadership to
see “what to expect from them.” Steven feels that a student leader should be understanding with their sections, and “be on good terms with people.” Shawn also mentioned that he is “friends with everybody”, and that is what helps make his job easier as a student leader. Kristen mentioned a leader needs to “think on their toes” and think of ways to “help the band see beyond expectations.” Kristen also mentioned that she is also friends with “the whole band on Facebook”, so she says that also helps her earn respect, and as far as she knows, there is nothing negative being said about her.

Once again, none of them are given the opportunity to give physical punishments for what they do, so they all understand that they have to find other ways to get their sections or band members to listen to and respect them. Christine calls it “nagging” sometimes, but she also adds that she just has to “motivate them by trying to stay positive by saying positive things to get her section to work hard.” They all seem to agree that being friendly is key to gaining respect from their members, responses here ranged from being “chill”, not “fighting fire with fire”, and “talking with people to the side” to find out what may be bothering them. They all seem to understand talking with others and not just demanding things gets better responses from people than demanding it or being coercive.

The directors at both schools seem to make it clear what the student leadership should be doing in terms of their roles and responsibilities, and all of the student leaders seem to have general freedoms to enforce the rules of the band, but they do not have the freedom to take on the directors’ role in dealing with bigger issues. Kristen says that she has to remind people at times to not tease others, Steven says that he has to give a “pep talk” to all the leaders sometimes when he is leading rehearsal, but other than those things...
they deal with issues “the best they can.” Sometimes an issue is bigger than what they can deal with (section members not coming to sectionals, people just not listening, etc.), but it sounds like that they all have good support systems in place to help them deal with those issues. In short, the student leaders from both schools all seem to understand that they are not the band directors, but they have jobs to do to make the band function smoothly and to help keep issues at a minimum before they become larger issues.

RESEARCH QUESTION #6 – How do the students in the program (leaders) view their band community and the atmosphere the director provides? All of the student leaders had positive opinions about the band community and atmosphere in which they are in. They all said they feel “safe” in band, they made remarks about how they are all friends with each other in the band, and other adjectives used to describe it were “comfortable”, “family type atmosphere”, “less scary than before”, and “positive.” There seemed to be no ill feelings whatsoever towards the band program and the atmosphere that is provided by the directors. The only differing comment from the above was when Christine said that it’s more “section-close than it is with the whole band”, but she said it’s still a safe atmosphere. This helps reinforce the case that the band programs are enabling bureaucracies, and not fearful or coercive in any way, according to these four student leaders.

Non-Student-Leader-Specific Research Questions Answered

Just as was done with the student leaders, the four non-student leaders will be analyzed across all responses they gave. These analyses are as follows:

RESEARCH QUESTION #2 – How do non-leaders describe the experience of being led by fellow students? The non-leaders had similar views as to how they
experienced being led by their peers. To begin with, they all had similar thoughts as to what a leader should be. Rachel thought student leaders shouldn’t be too strict or too loose, and that they need to be “representing the band, and the band director, setting examples in and out of band.” Anabelle felt that leaders need to be strong musicians as did Trevor, and Tiffany also without saying it directly, felt that the student leaders should be good musicians, as she said that leaders should help others learn their rhythms and have the power to help them better themselves in and outside of school, which this last statement is the only one that suggested a student leader should be able to better others outside of the band program.

However, they all seem to have similar cynical viewpoints as to how well their leaders aligned with their own expectations that they had for their leaders. Rachel says leaders she’s seen student leaders take advantage, become controlling over others, bosses others around, and she said with these leaders, she only follows out of obligation because she knows she has to because that is what is expected from their director. Tiffany feels that some of the leaders slacked off and also like Rachel, says that there was some “controlling” going on from some leaders, namely her own leader, which through the interviews, I realized was Christine. Trevor testified to the fact that some leaders fool around and don’t do their jobs like they are supposed to, and Anabelle said that some leaders think they are “holier than thou” and disregard other student leaders’ suggestions, and hold themselves like they are better than others. This is notable as again, as mentioned in chapter five, the students who are leaders don’t really see any of these same negative traits that the non-leaders see. It shows here that the non-leaders, those who are powerless, have more negative opinions about leadership than do those who are in
positions of power. To this point it sounded like they had very little voice in evaluating their section leader’s ways of doing their jobs. They had to simply deal with any wrongdoings their leaders were doing, with some mild successes here and there in involving the directors to end it, but, again, they didn’t have a lot of power to change their situations.

Regarding the non-leaders listening to their leader’s directions, it sounds like there are some leaders that they respect and others they don’t throughout all four sets of responses. Rachel and Tiffany both describe the junior drum major in their band and the negative feelings they have towards him, but Rachel doesn’t mind following her direct section leader that she has to respond to on a daily basis. On the flip side, Tiffany had issues not only with the junior drum major, but also with her direct section leader, as she described at length with the chair placement test she ended up beating her section leader out for. Tiffany thought that her leader was a “control freak”, and didn’t want to end up like her if she herself becomes a section leader. Trevor and Anabelle both had similar responses when they said they did not listen to their leaders because they feel they are not capable or “valid” for the job. Trevor simply took over the duties for his section, and Anabelle didn’t hesitate when she said that she only listened to the good leaders because they had more “experience.”

A theme that came out of this, at least at Torrance Springs, was that these two students only listen to those they feel have merit. It seems that at Simmons, the two non-leaders listen purely out of obligation and not out of respect if it is a leader they don’t like, and at Torrance Springs, the two non-leaders listen only if they feel like what their leaders say is valid. Here we have two different reasons for listening or not listening to
their leaders, but again, the student leaders that had the power didn’t report any of the negative things that their non-leader counterparts did.

When discussing other negative experiences that the non-leaders had, they’ve dealt with leaders “scolding the younger generation” according to Trevor, and Anabelle described a similar situation with her leader when she was younger that used the job to “fill her own ego.” Tiffany felt bullied by her senior section leader. Only Rachel said that she had never felt bullied by any student leader. Another theme that seemed to arise among the non-leaders was the younger students being mistreated by the older students. Only Kristen from the leader side mentioned when she witnessed one of the other drum majors yelling at the flutes to hold their instruments correctly. Other than that, none of the leaders felt that they mistreated anybody. It is interesting here to see that the non-leaders again, took more negative experiences of being led as opposed to their leader counterparts, who felt that they did not lead negatively.

When asked about if they felt like their leaders are “mentors”, only Anabelle seemed to say that she had leaders that inspired her to be better, while Rachel and Trevor say that leaders they’ve liked they were more “friends” with and not so much a mentor/student relationship. Tiffany definitely did not see her leader as a mentor, and didn’t seem to take too many positive experiences away from being led by her peers her first year in band.

As a whole, they all seemed to take away both positive and negative experiences away from being led by their peers, except for Tiffany who seemed to have the most cynical and negative opinions of her student leaders. The other three took away both positive and negative experiences, testifying to the fact that they all had good leaders that
they eventually became friends with, and others that either abused their power or did not do their jobs properly. They seemed to have a very global idea of student leadership since most of them have seen both extremes. However, it felt like after hearing the non-leaders’ responses, that they had significantly more negative experiences with leadership than the leaders themselves.

**RESEARCH QUESTION #5 – How do non-student leaders describe the uses or abuses of power by student leaders?** These were some of the most vivid accounts of experiences with leaders, as this allowed the students to really reflect and remember of times where they either felt at ease with their leaders or if they felt they were being bullied.

The most obvious accounts of abuses of power came from Rachel and Tiffany, where they described the backpack incident where the junior drum major yelled at Tiffany to “not touch my bag or I’ll sue you.” Rachel explained other instances where this person was abusive, calling people “stupid”, telling people to “shut up”, goofing off with his friends but then turning around and yelling at his non-friends for the same behaviors, and even trying to boss around the other drum major who was a year older than him. Tiffany apparently told Rachel based on Rachel’s account of the incident with the bag, that Tiffany “didn’t even want the junior drum major” talked about in front of her.

Tiffany also had the experience of dealing with her section leader and the harassment that she received after she surpassed her for first chair in her section. She explained at length how the ensuing “drama” ended up online, she’d get dirty looks from others in the hallway, she’d get texts telling her to stop from her section leader, and that it
had traveled around the school far enough to get others telling her to “brace herself” from a retaliation from her section leader. Her section leader Christine, didn’t quite describe the instance of this incident as strongly, she passed it off as she approached her, texted her, and then it sort of died down, but Tiffany recalled a very different experience than did Christine. Conversely, Trevor at Simmons didn’t know of any bullying happening online or outside of band, or of any bullying in general. Anabelle felt that she “saw it a lot”, meaning student leaders being bossy and abusing their power. All four students had different experiences, and in the case of Tiffany and Christine, there were two very different perspectives on the chair placement test incident, with the non-leader being much more negative and candid about the incident than did the leader.

Three of the four students here did however describe some positive aspects of the leadership that they had experienced. Anabelle described having leaders in her past that either led by quiet example or by being outgoing and more energetic. She described that both leaders were successful leaders in their own ways, and that the different personalities in band helped different people develop in different ways, in other words, there is a leader for everybody to follow, no matter who you are.

The other non-leaders who described positive experiences with their leaders described some of the student leaders whose opinions they valued, respect was given to leaders for taking on the role (Rachel), and Trevor described in the past a student leader he became really good friends with; they roomed together on band trips, talked a lot, and grew very close. The leaders that the students liked all agreed that they didn’t try to control, they would offer positive “constructive criticism”, they were people that were also “nice”, and according to Anabelle, “inspired” them to do better.
The themes that are present here about good leadership are that the students respond best to those who are friendly, offer constructive criticism, and do not try to control others. The negative experiences are associated with negative comments directed towards people, verbal threats, and the overall feeling of trying to be controlled or coerced into doing things.

RESEARCH QUESTION #6 – How do the students in the program (leaders and non-leaders) view their band community and the atmosphere the director provides? The non-leaders and leaders all seem to have agreed in their responses to this research question. The non-leaders strikingly, even though they had all experienced bad leadership in varying points in their band careers, saying such things as the leaders not doing their jobs, abusing their power, or were even being bullied directly themselves, all four of the non-leaders felt that leadership is important to a band program, and they all felt safe in their bands.

Rachel felt that band is a family, she never felt apprehension about entering the band room, and even Tiffany, who by far experienced the most bullying out of the four non-student leaders, said that she felt like band was her second home and second family. Trevor felt the same way, that he “loves the bandroom”, he “loves everybody there”, and the band community was “doing great.” He too said it was his “second home.” Lastly, Anabelle said that she felt safe in band, felt leadership was important, but she was the single outlier in her response to this question, thinking that band is not a big family, that it is very “cliquey”, and lots of small groups exist that don’t necessarily intermingle with one another. She called the bandroom as a “broad sampling” of the entire school population, which really opened her eyes to the kinds of people out there.
Perhaps the biggest surprise here is Tiffany, who experienced real bullying from her leaders, felt like band is a second home. The conclusion here is that while that incident may have given Tiffany a bad idea of what leadership is supposed to be, it could be implied that her incidents were isolated incidents, and were not ongoing problems, especially when she added later in her interview that the problems did not persist. It appears that as the year went on, things got better. It seems that any problems that these four non-leaders experienced were short-lived, not anything that soured or ruined their overall band experience, and nothing that made them want to quit, affected their mental health, or made them want to ask adults for help to cope with the stresses of being bullied.

**Recommendations & Implications**

This study offers a unique and valued look into the unseen interactions in a high school band program. These interactions and feelings towards leadership were definitely different when comparing the leaders vs. the non-leaders, but very similar between the leaders as a group, and the non-leaders as a group. The student leaders felt overall that they did a good job, knew better how to do the jobs than those before them that held the positions, and none of them felt they were bossy, rude, or coercive towards their peers in the band setting. The non-leaders felt overall that leaders had both positive and negative characteristics, but when they spoke of the negative characteristics, they all agreed and had similar cynical viewpoints that their leaders at times were rude, lazy, messed around, sometimes were verbally abusive, and didn’t treat everybody fairly. It is with these findings and answers to the research questions, that it is appropriate at this to come to recommendations to help adults be able to better select and screen student leaders, to help
perpetuate and expand upon the positive experiences the band members described they liked, and to help eradicate the negative experiences as much as possible that the band members described. To do this, these recommendations will hope to start eliminating bullying as much as possible within an organizational group setting, and to make the positive atmospheres that these students came from flourish in any band program, whether it is large or small, urban, or rural, and to make it so students, both leaders and non-leaders, have the best experiences possible within their band settings. These recommendations can also be applied to any student organization on a school campus that utilized student leaders that take on a direct charge of their peers.

**Recommendation #1 – Leader Meetings Need To Happen Weekly With Directors.** One of the items that came across in the interviews with the student leaders was that the two band programs are very enabling (Hoy and Sweetland, 2000). The student leaders mentioned in their responses that they had open door policies so that they weren’t flying blind into a situation with their band mates that could be turn out to be negative, and the Simmons and Torrance Springs students both had band directors they met with regularly to talk about rehearsals and what needed to get accomplished, and how to handle difficult situations. All the leaders and even the non-leaders interviewed testified to these things, and from the researcher’s point of view, weekly meetings with the director are a must to ensure and help perpetuate a healthy band or organizational atmosphere.

It is in these meetings that the student leaders can feel they have a base, a structure, and quite frankly, an adult who can listen and offer advice to leaders as how to handle a situation. Because these students are still adolescents, and are all developing at
The director is the only adult within the program, and the student leaders from the study felt they had adequate director support to get their jobs done, which was a great thing and helped keep the positive atmospheres going within these two programs.

Meetings should be held every week, as new situations can arise anytime. This can take place before class time, before a night rehearsal as most bands do have night rehearsals at least once a week, or before performances. The weekly meeting concept many bands already do employ, but other organizations such as a cheer squad, a football team, a choir council, can utilize this meeting so the director can organize a leadership “team” that can be on the same page as the advisor. This can also be a forum for the students to raise concerns about the students they are in charge of and this will give leaders that are still adolescents that much needed adult support in order to feel confident in their positions. This is the essence of an enabling bureaucracy; the structure is bottom-top instead of top-bottom, letting many people have a voice in the program. Building a “leadership team” with the student leaders so that the director and leaders can appear as a “united front” in front of the band members can help a lot in establishing a solid structure and base from which to run the program.

**Recommendation #2 – Student Leaders Need To Be On a Continuous Check System.** After hearing the non-leader’s responses as to how they perceived their leaders doing their jobs, it was clear that many of the leaders they spoke of did fine jobs, but the non-leaders all had varying degrees of negative experiences that they had dealt with, ranging from coercion, rudeness, abuses of power, and in some cases, bullying. These
behaviors should be deemed unacceptable within a program, and while these issues were short-lived in the two band programs studied, it can be generalized that any student in any band program can testify to the fact that bullying occurs to varying degrees anywhere. The previous cases of bullying reported in chapter one of this dissertation spoke of physical torments and cyber-torments as well as hazing incidents, namely at Florida A&M University as well as other high schools, and the research indicated that hazing can occur as early as junior high school. While hazing was not reported in any way, shape, or form within the Simmons and Torrance Springs programs, varying degrees of bullying still occurred, and every club or organization advisor must work to put an end or at least let be known to their students in their charge that bullying is not tolerated whatsoever within their classrooms.

When student leaders are selected, they are usually selected by the directors, and then they hold those positions for the length of the season. What was not heard in these interviews with the students was the notion of a “check system” being in place to make sure the student leaders did their jobs in a positive manner continually, not just at the beginning of the school year. Nor, was it shown or testified to that any of the poor leaders were demoted, punished, or seriously reprimanded in any way for their behaviors aside from a “talking to.” While in these cases that may be all it took to end the problem, sometimes, bullying can get more severe among student leaders and those they are in charge of, and those who are in charge of others should be checked instead of being allowed to run free without any behavior checks along the way.
What is recommended here is that perhaps weekly, or bi-weekly, student leaders should be on a check-system, where the members of the band fill out a small form that allows them to write about and evaluate their student leaders and rate them on the jobs they are doing on a frequent basis. Meaning, they will be able to anonymously write and talk about their leaders without fear of retribution from their leader if their leader isn’t doing a good job, and it gives the more shy students a chance to tell their directors of something negative happening within their sections if they are not comfortable approaching their director in person about it.

This short form can be done at any interval the director or program advisor wishes, but if it is done weekly, this can keep the student leader thinking that they are constantly being evaluated, need to constantly be on their toes, and realizing that if they do bully or otherwise not do the job they were given to do, that their director will definitely hear and be aware of it. Some advisors may view this as extra cumbersome paperwork, and students may feel like this is extra work for themselves to do on top of homework and other outside of school commitments, but this is a very easy form that would only take a few minutes to fill out, and can easily be flipped through and scanned by the director to see what the band thinks of its student leadership. This can be a very valuable tool to get the inside look as to what is happening with their section leaders they have trusted to be in charge of others, and to gain that perspective to see the “unseen” interactions among the band members that before they had no way of knowing about. The criteria that would be rated on this short form will be up to the band director, as band directors all have different qualities of leadership that they value and different expectations of their leaders.
The disciplinary process for a bad review can be handled in any way a director wishes, but it is suggested here to give the student leader a chance to deny or confirm the report given about them, and then given another chance depending on the severity of the claim. If another infraction occurs, then they should be demoted from a leadership position. None of the leaders in the study that were talked about as being poor leaders were said to have been punished or demoted, and this just allows these bad student leaders to continue being bad, and doing negative things to others and the band program as a whole.

If this form was in place with the situation with Tiffany and Christine, Christine could have been talked with much sooner and perhaps the verbal taunts and threats Tiffany received in the halls could have been avoided. This gives each student a voice, again, going back to enabling bureaucracies, to give them a chance to sound off about any potential mishandlings of leadership by their leaders. In many programs, leaders are be given the title, and the student leader gets to do their own thing without any system to evaluate they job they are doing. This system ensures and reminds these leaders that they are constantly being evaluated, so that they need to make sure that whatever they do is positive, and they are not using their position to “fill their own intentions” or to have a “holier than thou” attitude as Anabelle described some of her leaders having. This also allows for a “paper trail”, in case more serious infractions need to be written up to the school office on a student referral. These student testimonies then can be easily attached to the referral as a “victim statement.” Lastly, this can aid the director in knowing whether or not to let a returning leader be appointed to a leadership position the following
year, based on the band students’ testimonies on these short forms. They can serve as discussion points in any interview for a leadership position.

This can also be a system in which to reward the best leaders. Someone like Kristen, who did her job well by working with sections positively and calmly, and is looked up to by others, can be positively rewarded and acknowledged for the great jobs they are doing. If this is done, it can encourage the good leaders to continue to do what they are doing, and set the model standard for others aspiring to be leaders in the future. This can be a great team builder as well, as it gives ALL the band members a voice and it rewards those leaders who are doing well. The reward can be at the discretion of the director or advisor in charge, but also too often good leaders are overlooked and are not praised for the jobs they do. None of the student leader’s responses from the interviews involved them getting a reward for doing a great job. This system could do that for them, and reinforce the behaviors that any director wishes to keep in place.

This form can also be tied into the weekly meetings with the director. If there is a difficult student that could just “make something up” to get a leader in trouble because they have a vendetta against them, and additionally, if in those weekly meetings that same student is discussed and agreed upon by the leader team that this person is very difficult, then the director can have a heads up on that person and be ready for any negative lashing out this student could do. This also opens up the opportunity for the director to speak with that student identified by the leader team so that solutions can be found. Both leaders and non-leaders get crucial voices into how everyone is treating each other, and thus could prevent or cap any problem before it becomes much more difficult to contain.
Recommendation #3 – Bullying Form for Students to Complete Online. If a director or advisor wants an easier mode of students to be able to report bullying to them that does not involve paperwork each week, then bands or any organization could do an online form in which to report bullying. This can be tailored either to the Student Leader Form that was discussed before, or it can be in any format the director chooses. This method doesn’t necessarily allow for leaders to be checked weekly right away by the students handing the director a hard copy form, but it does allow the students in general to have a forum in which to report anything anonymously to the director.

Many schools now have bullying reporting forms as a direct link to their school’s website. Many bands also have their own website in which to announce dates, post photos, and post important forms for students and parents to fill out. At this point, it is questionable as to why bands or any other organization that has a website don’t have the same form on their band’s website. This can be done easily, and lets the students know that there is always a place anonymously to report any bullying, abuses of power, or general discomfort that is occurring within the band. This reminds all students that the band (or organization) is a bully-free zone, and that any of these types of behaviors will be reported directly to the director. Any discipline to be carried out of course will be up to the director’s discretion.

Recommendation #4 – Band Directors Should Take on a “Coaching” Role As Part of Their Duties. Band directors are extremely busy people, as they have a substantial amount of work to accomplish each and every day. There is much more to a band director’s job than just running a music rehearsal. Band directors have to be able to do many tasks in running a successful band program, for example, they are expected to
balance and maintain finances for their organization at their school, part of which includes fundraising. They must program the music for the students to play, run the music (and marching) rehearsals, deal with student behavior issues, parents, administrators that have a say over their budgets and facilities, and some directors compete and perform with their bands in and out of state, among many other things. One thing that band directors need to remember that somewhere between all of these administrative and teaching tasks, we have considerable influence on our students’ lives, and we cannot underestimate what we do when we positively influence a student, or what we do to a student when they have a negative experience with us, namely, allowing bad student leaders to run rampant.

Earlier in the adolescent literature review, there was a quote from Durek (1987) where he stated,

“Coaches are also said to exert considerable influence on the education plans among other things of the adolescents in their charge, their influence being second to the mother or father” (p. 221).

This quote was about sports coaches and the influence they exert over their students, but it can be easily applied to music directors as well. When we work with students and spend the amounts of time that we do with them through band camps, performances, and everything in between, we can have considerable influence in students’ lives. We are the adult in the situation of employing students to help lead other students within our band programs. It is very important to make students realize that we will be there for the student leaders to support them in getting their jobs done, but we should not let the student leaders take on so much responsibility that they have to assume the role of the band director.
From personal experience, student leaders having to handle the role(s) of the band director end up having extremely hard times doing their job and being happy while doing it. I have spoken with student leaders all across my school district at summer leadership camps over the years, and some of them testify to the fact that they get put in total charge of running rehearsals on their own while their director sits in their office or otherwise not with the students, and a shocking amount of the student leaders I run across in these summer leadership camps tell me they are going to be put in charge of punishments for their bands. This means peers in that developmental stage between the ages of 14-18, are giving their peers the same age pushups and laps. When they are not yet the adult in the situation, this can be a disastrous combination at work. Some bands may have success with this method, but after this study about students bullying and coercing others, and the students across the country that have made national headlines due to their suicides by being tormented by their peers (Prince, Meier), I definitely do not recommend this approach to student leadership.

For students in a band program to feel accepted and safe in their bands it is also important that the students who are being led as well as the student leaders to know that there is true caring for them from the band director, and the director will not let leaders who are abusive or not doing their jobs continue to harm others. We are the first line of defense on bullying, and we as band directors, even though we teach a class, are still “life coaches”, and we have an amazing ability and position to exert so much influence on our students. Remembering this fact I think will make a better experience for the students if they know we are there for them and will always work to make sure every student,
whether they are a leader or non-leader have the best experience possible within our band programs.

**Recommendation #5 – Better Prepare Pre-Service Teachers For Employing Student Leadership.** What is striking to me as the researcher, is the fact that I personally do not know of any college music education undergraduate program that deals with adolescent development, or more specifically, employing students as student leaders. I did not have a class in adolescent development or student leadership in my undergraduate program, but I taught at leadership camps at that time and I attended leadership camps in high school enough times to know how important student leaders are and the influence they can have on their peers.

Band directors almost unanimously, employ students as leaders within their programs, such as drum majors, color guard captains, section leaders, among others. Most band directors send their students to leadership camps, in the hopes that they will learn all the tools of the trade to do their jobs. In reality, the student leadership position is much more than running sectionals, marching, and conducting the band, as evidenced by the interview responses. Also in reality, a lot of students do not get the necessary training to do the job properly, especially if they are not trained at a leadership camp or by their band director, or simply just not of the right mindset to be a leader. There are many of these summer leadership camps around the country but not all student leaders attend camps for various reasons (distance, cost, etc.)

The recommendation here is that universities begin offering some sort of undergraduate class (or series of classes) for music education majors in adolescent theory and development, and specifically for instrumental music education majors, a course in
student leadership. Student leadership ends up becoming a much larger part of a band program than pre-service band directors think, especially if they never attended a marching band leadership camp in high school or college, and if band directors get training in how to better select, screen, and know how to actually supervise leadership, then this could be a valuable tool for any music education major who aspires to teach at the high school level.

Topics of this class could include the earlier literature discussed about power, adolescent development, as well as literature surrounding student leadership, such as “The System” by Gary Smith (1991), research and books by Dr. Tim Lautzenheiser, and what street-level bureaucracy is and why it is a strong parallel to the work student leaders do. Projects for a class such as this could include pre-service directors going to observe and even perhaps interview and talk with students from the programs to find what they like and do not like about their band’s leadership team and system and hear some of their first-hand experiences with leadership, as a preliminary exercise in phenomenology for these undergraduate students. This could give the undergraduate student many different viewpoints on band leadership systems and can help them mold their own system when they enter the profession as full-fledged band directors themselves. Band directors really need to know the effect student leaders can have on their peers, both positive and negative. I feel this is certainly important in today’s day and age with the advent of cyberbullying and the harm that students can cause other students if they are not aware of the repercussions of such treatment.
Future Research

While this research definitely shed some light into interpersonal student relations, this research did not encompass every student’s experiences, in every program that exists within a school. Rather, this research shone the light for the first time on student leadership within programs, and the experiences that the students, (both leaders and non-leaders) have had while dealing with each other in a group setting. Many future research studies could be done based off the basis of this research, and some of those ideas will be discussed below.

Examine Student Relations in Other Organizations. While this may be the most obvious way to expand on this research, conducting the same research study on another student organization would give the researcher very different experiences to hear about, as again, phenomenology seeks the unique experiences of the individual, and that no one person’s experience of the same thing will be exactly the same. Examining the relations a cheer captain has with his/her cheer squad for example, or a football team captain with the rest of his squad, or having the same research done with choir council officers and non-officers, would be valuable insights into those relations between those students, as this study only examined the high school band program and their leaders/non-leaders. More studies like this in other organizations would show many more varied experiences that student leaders and non-leaders have with each other, and potentially garner other ways to deal with any negative experiences that these other students experience while in their organizations.

Examine More Than Two Programs at a Time and Interview More Students. This study only examined eight high school band students, from two different urban high
schools. These students’ experiences while interesting and led to some definite ways to talk about combating the problem of bullying, did not interview or ask the other 170 students in the Torrance Springs band nor the other 65 students in the Simmons band. Involving many other students will vary the amount of replies and experiences, and could give the future researcher more data to draw conclusions from to better understand student-on-student power relations. While this study was able to ascertain how the students that were interviewed felt about their programs and their atmospheres, it would be interesting to hear from the other students from these programs to see if their experiences aligned with these eight students from this study. Another way to expand this study could be to keep it at four students per program, but involve more than two high school programs, to gain more insights into many different band programs and systems of doing things.

Also absent from this study were personal interviews with the directors that could ask pointed, specific questions about their feelings about how their student leaders have done in their jobs. The director standpoint would be interesting as well to hear from to ascertain more of what the band’s atmosphere is like, and how the adult in charge perceives their leaders that they chose doing their jobs, instead of it all being student-centered testimonials.

**Using My Recommendations in My Own Program**

The pilot study for this research dealt with interviewing some of my own former students in my own program, and the responses I heard were actually quite surprising, as these were the stories and interactions that I did not know about, hence, why I did this
study; to find out the unseen interactions between leaders and non-leaders within a program.

Based on the results of this study and the fact that I am still a band director active in the field, and to combat some of the stories of negativity I heard in the pilot interviews, I have made changes to my own ways of selecting student leaders and oversight of those leaders. I changed the student leader application process this year for my students, where I had the potential leaders fill out an application including their grade point average, had them interview another teacher or administrator on our campus to gain their views on leadership, and had them “think outside the box” of an idea that could better our program. They then had an interview one-on-one with me, and then they had to do a teaching audition. I have not yet done a student leader “check” sheet yet with my regular band members, but I plan to in the very near future because as of this writing, marching season is already halfway over. All my students in my program (about 100 students) do have the understanding that bullying is unacceptable in our program. There has been so far one person that reported some verbal bullying to me, and I intervened swiftly and quickly and that was the last I heard of the problem.

I also enjoy getting to know each and every one of my students, and this year with the more rigorous student leader selection process that I implemented, on top of the family atmosphere that we’ve built along with strong discipline, so far this is the best year I’ve had teaching high school band. I hope that it will continue, as I plan to implement my recommendations brought forth in this document, and continue searching for other ways in the future to combat students being bullied, and to make them feel accepted and safe.
Summary of Study

This study sought to answer the general question of “What do students in positions of power do with their power to get their jobs done, and how do the students who are not in a leadership role experience being led by those leader peers?” The study sought to uncover the “unseen” interactions between the student leaders and the non-student leaders, to see if any bullying incidents were occurring, perpetrated by those who are in positions of power.

The study interviewed eight students from two different high school band programs in an urban setting in the Southwestern United States. The interview protocol was guided by phenomenology, as phenomenology seeks to gain the perspectives of each individual person as they lived it. The students were interviewed by being asked various questions as to how the student leaders felt they led their peers, what they did to get their jobs done, and how they experienced leading others. The non-leaders were asked questions as to how they experienced leadership from their peers, how they felt their leaders did in doing their jobs, and if they had any negative (or positive) experiences from being led by their peers. The interviews were first-hand testimonials to what they felt and experienced, and were vital to this inquiry into student power relations.

In summation, student leadership is definitely important to a band program’s function. Student leaders help the band director with many tasks within a program, and those tasks will vary from band to band. However, student leaders are given many tasks to handle, and how they handle those tasks are largely left up to the student leader themselves. Which in short means: the student leader is given a large responsibility at an early age to lead others that are in the same age group that they are, and they
ultimately have discretion as to how they’ll handle a situation. Whether they handle it positively and calmly, or negatively and forcefully, that is the power that student leaders gain when their director gives them a title of leadership.

Street-level bureaucrats are given discretion as to how they deal with their clients, but these street-level bureaucrats that were studied for this research, at least in the two schools that were examined for this study, were left largely unchecked by the other members of the band, the “clients.” Student leaders do need to be held accountable for their actions, and while some bands may do that to varying degrees already, how many of these bands allow the general student population within the band to have a weekly say and a forum in which to air out their concerns? The conclusion here is that if student leaders are constantly being watched and held accountable with a system in place to keep tabs on their behaviors, this will keep student leaders honest, and let the rest of the band have ownership in the student leadership system and have a voice. This system can also reward those student leaders that are doing outstanding jobs, which with these two programs there didn’t seem to be a system in place to reward some of the good work that was being done. There also didn’t seem to be repercussions (or at least strong ones) for leaders that used their position to bully.

Bullying is a problem that is bring reported with greater frequency than ever before across the nation, but if organizations within a school can keep a stronger tab on those who are in positions of power over their peers, and if those peers know they can report bullying without the fear of retribution or embarrassment, then the problem of bullying can be chipped away at slowly, through strong adult interventions and building that “family” atmosphere that the students in this study for both schools described as a
general consensus. Building a positive atmosphere should be the top priority for organizations on a school campus, to where bullying and/or hazing are non-existent, students are happy and involved, and students above all else, feel safe and excited to be a part of their organization, whether it is a band, choir, orchestra, cheer squad, sports team, or student council.

As a band director myself in a high needs area of the same urban district that the two schools in this study were, I hear a lot about students and the problems they go through at home, with their friends, in relationships, and some of the very difficult decisions that they have to make in their lives, at such an early age, ranging from parents kicking them out of their homes, dealing with teenage pregnancy, as well as dealing with having to work jobs to keep the family afloat. By taking the time to listen to our students and what they have experienced, we can as researchers, advisors, teachers, coaches, and adults can get a better picture of the lives these students experience, and in turn, do what was discussed earlier about taking on that “coach” role, in short, having great empathy for our students. They can tell us a lot about their lives and experiences, we as adults just need to have an open mind, and simply listen. They may just surprise us, and we can make a difference in their lives, just by hearing them out, and making them feel cared about and that they are too, important.
APPENDIX A

LETTER TO BAND DIRECTORS FOR RESEARCH PERMISSION

Dear Band Director -

My name is Curtis Melton, and I am currently getting ready to defend my doctoral prospectus in a few weeks, and that means I will then get to begin my research for my dissertation study. My proposed study examines student leadership within high school bands to see what kinds of "bullying" or "harassment" might be taking place with student-on-student leadership. The research will explore the actual "lived experiences" the students have gone through, to report on how student leadership can either be negative or positive within a program, and if it's negative, what are the effects on the students and the program as a whole?

The intent is to interview four students from two different CCSD band programs. The four students would include two student leaders, and 2 non-student leaders, to gauge experiences from them about leadership (both as the leader atwod the follower). I would also need two of the students to be male, and two to be female, one of each for leaders, and one of each for non-leaders.

My question is, would you be willing to be one of my two school bands that I use for the study? Of course there are more "formal" permissions that will need to be done, the principals will be contacted, and parental and student consent forms will go home with each student selected, but, informally, would you be willing to take part? I would just need you to select four students, and then we'd have to work out when I could come interview them. Once the study has been completed and defended, I would meet with the participants near the end of the year to "debrief" and share basic findings with them.

Thank you, and I look forward to hearing from you!
Dear Principal -

My name is Curtis Melton, and I am currently a UNLV doctoral student in Educational Leadership ready to begin research for my doctoral dissertation. I would like to meet with you about conducting part of my dissertation research at your school.

I have already spoken with your band director regarding my study proposal that includes interviewing four band students about their experiences with student-on-student leadership. The interviews would be 45-60 minutes each, and all parental and student permissions would be obtained before interviews take place.

If you are willing to grant permission for conducting a portion of this study at your school, please sign and print out the Acknowledgement of Research at a CCSD Facility on your school's letterhead. I will supply this necessary form letter.

Please advise me about the best day/time to meet with you to explain the proposed research more fully and to complete necessary permission forms. I'd like to meet with you as soon as I can so I can turn in my forms to the district review board.

Thank you very much for your consideration, and I look forward to hearing from you.
PARENTAL PERMISSION FORM FOR RESEARCH WITH STUDENTS

APPENDIX C

PARENT PERMISSION FORM
Department of Educational Leadership

TITLE OF STUDY: Facing the Music: Student Power Relations in Student Leadership Within High School Band Programs
INVESTIGATORS: Edith Rusch, Curtis Melton
CONTACT PHONE NUMBER: Curtis Melton

Purpose of the Study
Your child is invited to participate in a research study. The purpose of this study is to examine bullying as it relates to leadership among student leaders and non-student leaders. The extent to which student leaders use (or abuse) their power will be examined from first-hand testimonials acquired during interviews with both student leaders, and students who are not in leadership positions.

Participants
Your child is being asked to participate in the study because their band director recommended them for the study based on their good standing in the band program and for their personal responsibility, personal deportment, and potential in giving thorough and honest answers.

Procedures
If you allow your child to volunteer to participate in this study, your child will be asked to do the following:

1) Participate in an interview with the researcher, approximately 45-60 minutes in length.
2) Submit an email address for the transcriptions to be emailed to either them or you, the parent. This will be done to ensure what the student said for their responses in the interview were reflected properly.
3) Be willing to meet with the researcher for a second time after the interviews are complete to have a brief meeting so the results can be shared.
Benefits of Participation
There may not be direct benefits to your child as a participant in this study. However, we hope to learn about how students experience student leadership, either as the one who is entrusted to lead, or as the student who is expected to listen and respect their leaders. This will give other teachers who utilize student leadership within their programs a vital perspective when they choose and screen their future leaders; how do the students perceive and experience leadership from their peers?

Risks of Participation
There are risks involved in all research studies. This study may include only minimal risks.

Your child may experience discomfort in answering an interview question. They do not have to answer any questions that they do not want to. If there happens to be a current serious or harmful bullying situation that your child is part of that would require mandatory reporting to a school official or administrator, steps would be taken to ensure that this would be done confidentially and carefully to protect your child from any further harm.

Cost /Compensation
There will not be financial cost to you to participate in this study. The study will take 1 hour of your child’s time for the interview, and about a 15 minute follow-up after the interview to share the transcription with them (or an email with the transcript attached for verification), and then only about a 15-20 minute follow-up after that to share the results of the study. Your child will not be compensated for their time.

Contact Information
If you or your child have any questions or concerns about the study, you may contact Edith Rusch at 702-895-2891. For questions regarding the rights of research subjects, any complaints or comments regarding the manner in which the study is being conducted you may contact the UNLV Office of Research Integrity – Human Subjects at 702-895-2794, toll free at 877-895-2794, or via email at IRB@unlv.edu.

Voluntary Participation
Your child’s participation in this study is voluntary. Your child may refuse to participate in this study or in any part of this study. Your child may withdraw at any time without prejudice to your relations with the university. You or your child is encouraged to ask questions about this study at the beginning or any time during the research study.
**Confidentiality**

All information gathered in this study will be kept completely confidential. No reference will be made in written or oral materials that could link your child to this study. No one outside the researcher or the dissertation chairperson will see your child’s responses, nor will they be shared with any other student or your band director. All records will be stored in a locked facility at UNLV for three years after completion of the study. After the storage time the information gathered will be destroyed.

**Participant Consent:**

I have read the above information and allow my child to participate. I am at least 18 years of age. A copy of this form has been given to me.

__________________________________________  ______________________
Signature of Parent  Child’s Name (Please print)

__________________________________________  ______________________
Parent Name (Please Print)  Date

__________________________________________  ______________________
Signature of Parent for Consent to Record Interviews  Date
APPENDIX D

STUDENT ASSENT FORM TO PARTICIPATE IN RESEARCH

Facing the Music: Student Power Relations in Student Leadership Within High School Band Programs

1. My name is Curtis Melton, and I am a band director here in the Clark County School District.

2. We are asking you to take part in a research study because we are trying to learn more about bullying as it relates to student leadership in high school band programs. We wish to see if student leaders use their “title” to bully their band mates. The other aspect we wish to look at are the experiences that the student leaders have in their positions of authority, and the experiences that those who are not student leaders have when dealing with their leaders.

3. If you agree to be in this study, you will be asked to participate in an interview that will take 45-60 minutes. After the interview, you OR YOUR PARENT will be emailed or given a printed version of the interview so that you are able to make sure that what you said in the interview was reflected correctly. Then, we want to meet with you again (if possible) and share the overall study results.

4. You may feel uncomfortable answering a question, but be assured that nothing you say will be shared with your band director, or other students in the band. You do not have to answer any questions that you do not want to. The only people that will have access to your responses are your parent(s), me,, and my dissertation chairperson. If there happens to be a current serious or harmful situation spoken about in the interview that would require mandatory reporting to a school official or administrator, steps would be taken to further ensure your safety and make sure your responses remained confidential.

5. This study will hopefully give us an idea of how your band “atmosphere” is, based on the experiences that student leaders provide or the experiences that you take from being led by your peers.

6. Please talk this over with your parents before you decide whether or not to participate. We will also ask your parents to give their permission for you to take part in this study. But even if your parents say "yes" you can still decide not to do this.
7. If you don’t want to be in this study, you don’t have to participate. Remember, being in this study is up to you and no one will be upset if you don’t want to participate or even if you change your mind later and want to stop. Choosing to participate, or not participate will not affect your grade.

8. You can ask any questions that you have about the study. If you have a question later that you didn’t think of now, you can call me at 702-799-4400 ext. 4040, Dr. Edith Rusch, my UNLV advisor at 702 895-2891, or ask me next time. You may also email me at cmelton@interact.ccsd.net. You may call me or email me at any time to ask questions, email is the preferred mode of communication. If I have not answered your questions or you do not feel comfortable talking to me about your question, you or your parent can call the UNLV Office of Research Integrity – Human Subjects at 702-895-2794 or toll free at 877-895-2794.

9. Signing your name at the bottom means that you agree to be in this study. You and your parents will be given a copy of this form after you have signed it.

_________________________ _______________________
Print your name Date

_________________________
Sign your name

_________________________ _______________________
Signature for Consent to Record Interview Date
INFORMED CONSENT
Department of Educational Leadership

TITLE OF STUDY: Pilot Study for Dissertation Research entitled “Facing the Music: Student Power Relations in Student Leadership Within High School Band Programs”

INVESTIGATOR(S): Edith Rusch, Curtis Melton

CONTACT PHONE NUMBER: Curtis Melton

Purpose of the Study
You are invited to participate in a pilot study. The purpose of this study is to help the researcher refine and test out the crafted interview questions before they are used for the dissertation study. The questions will examine bullying, in regards to leadership among student leaders and non-student leaders. The extent to which student leaders use (or abuse) their power will be examined from first-hand testimonials acquired during interviews with both student leaders and students who are not in leadership positions.

Participants
You are being asked to participate in this study because you are over the age of 18, and you have been a member of a band and have had at least one (1) year of marching band experience. You may have either been a student leader and experienced leading your peers, or you have experienced leadership from the perspective of a band member who is being “led” by your peer.

Procedures
If you volunteer to participate in this study, you will be asked to do the following:

1) Participate in an interview with the researcher, approximately 60 minutes in length.
Benefits of Participation

There may not be direct benefits to you as a participant in this study. However, we hope to learn about how students experience student leadership, either as the one who is entrusted to lead, or as the student who is expected to listen and respect their leaders. This will give other teachers who utilize student leadership within their programs a vital perspective when they choose and screen their future leaders; how do the students perceive and experience leadership from their peers?

Risks of Participation

There are risks involved in all research studies. This study may include only minimal risks. You may experience discomfort in answering an interview question. You do not have to answer any questions that you do not want to. No one outside the researcher will see your responses. If there happens to be a current serious or harmful bullying situation that you are a part of that would require mandatory reporting to an official, steps would be taken to ensure that this would be done confidentially and carefully to protect you from any further harm.

Cost /Compensation

There will not be financial cost to you to participate in this study. The pilot study will take approximately 1 hour of your time for the interview. You will not be compensated for your time.

Contact Information

If you have any questions or concerns about the study, you may contact Edith Rusch at 702-895-2891. For questions regarding the rights of research subjects, any complaints or comments regarding the manner in which the study is being conducted you may contact the UNLV Office of Research Integrity – Human Subjects at 702-895-2794, toll free at 877-895-2794, or via email at IRB@unlv.edu.

Voluntary Participation

Your participation in this study is voluntary. You may refuse to participate in this study or in any part of this study. You may withdraw at any time without prejudice to your relations with the university. You are encouraged to ask questions about this study at the beginning or any time during the research study.

Confidentiality

All information gathered in this study will be kept completely confidential. No reference will be made in written or oral materials that could link you to this study. All records will be stored in a locked facility at UNLV for three years after completion of the study. After the storage time the information gathered will be destroyed.

Participant Consent: 
I have read the above information and agree to participate in this study. I am at least 18 years of age. A copy of this form has been given to me.

_________________________________________  ________________________
Signature of Participant                     Date

_________________________________________
Participant Name (Please Print)

_________________________________________  ________________________
Signature for Consent to Record Interview    Date

*Participant Note: Please do not sign this document if the Approval Stamp is missing or is expired.*
# APPENDIX F

## INTERVIEW PROTOCOL FOR STUDENT LEADERS

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>LITERATURE BASE</th>
<th>CONCEPTS SOUGHT TO HAVE ANSWERED</th>
</tr>
</thead>
<tbody>
<tr>
<td>How long have you been involved in this band program?</td>
<td>Creswell, 2002, p. 233 (Grand Tour Question)</td>
<td>Asked to set the mood, relax the participant, gain background knowledge of student</td>
</tr>
<tr>
<td>What instrument do you play?</td>
<td>Creswell, 2002, p. 233 (Grand Tour Question)</td>
<td>Asked to set the mood, relax the participant, gain background knowledge of student</td>
</tr>
<tr>
<td>Did you hold any leadership positions in middle school band? In any other organization?</td>
<td>Creswell, 2002, p. 233 (Grand Tour Question)</td>
<td>Asked to set the mood, relax the participant, gain background knowledge of student</td>
</tr>
<tr>
<td>How long have you been a student leader in this band?</td>
<td>Creswell, 2002, p. 233 (Grand Tour Question)</td>
<td>Asked to set the mood, relax the participant, gain background knowledge of student</td>
</tr>
<tr>
<td>Describe in as much detail as possible, what you think the role is of a student leader within a band program.</td>
<td>Bolman and Deal, 2003, p. 51; Carroll &amp; Tosi, 1977, pp. 108-113; Smith, 1991, pp. 1-5.</td>
<td>Does the student leader have ideas of what the leader should be? This also gains the student’s insight as to how they themselves have met or not met expectations set by themselves or their director. This is a reflective piece so the student can reflect on their own practices of leadership.</td>
</tr>
<tr>
<td>a) Do you feel as a leader, that you have met those expectations?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) How have you met those expectations?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Did the director specify those roles or are those your personal opinions?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elaborate and explain, what does your director expect you to do as a student leader; what jobs must you undertake?</td>
<td>Smith, 1991, pp. 11-21; Lipsky, 1980, pp. 59-74; Hoy &amp; Sweetland, 2000, pp. 526-27</td>
<td>What tasks does the director entrust their student leaders to do? Do they do the director’s biddings collaboratively or by force?</td>
</tr>
<tr>
<td>Describe the specific instance that drew you to</td>
<td>Carroll &amp; Tosi, 1977, pp. 78-79, 123-124</td>
<td>What is it that made this student seek a</td>
</tr>
<tr>
<td>Question</td>
<td>Source</td>
<td>Answer</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>audition/interview for a leadership position within this band program.</td>
<td></td>
<td>leadership position? Power? Prestige? A true yearning to help others?</td>
</tr>
<tr>
<td>What does your director do to support you all as leaders, and is there a support system in place for you all as leaders?</td>
<td>Lipsky, 1980, p. 14</td>
<td>Is there a set system in place by the director that delineates and defines what the student leaders are/are not allowed to do? Does the director support the leaders or are they on their own?</td>
</tr>
<tr>
<td>Are there pressures of this job? Describe how you cope with the/any pressures of the job.</td>
<td>Lipsky, 1980, pp. 75-80; Hoy and Sweetland, 2000, p. 526</td>
<td>This is out to find if the student leader suffers any pressures or stress from the sometimes demanding nature of leading their peers.</td>
</tr>
<tr>
<td>Do you think that you are respected by your peers as a leader? Describe how you can tell that is.</td>
<td>French and Raven, 1959; Pfeffer, 2010, pp. 147-163</td>
<td>What kinds of power do student leaders use and does this allow for respect or does it attempt to forcefully extract it from their peers?</td>
</tr>
<tr>
<td>Do you feel that you have ever been bossy to your peers? Has there ever been a time where you had to “assert” your authority?</td>
<td>French and Raven, 1959</td>
<td>This is asked to find out and make the student reflect if they have in fact been “bossy” to their peers. If they’ve had to be assertive, how have they been assertive?</td>
</tr>
</tbody>
</table>
| What “freedom” do you have to enforce rules?  
  a) Do you give special treatment to your friends? | Lipsky, 1980, pp. 3, 13-17                                               | As a band “street-level bureaucrat”, do they exercise discretion or are they “one-size-fits-all” when it comes to enforcing band policies? |
| Describe how you deal with “difficult” section members that just won’t listen to you.  
  a) Have you lost friends | French and Raven, 1959                                                  | This is out to see what kinds of power the student leader employs to garner cooperation |
<table>
<thead>
<tr>
<th>Question</th>
<th>Source(s)</th>
<th>Answer(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>because of being in a leadership position? Why do you think this is?</td>
<td></td>
<td>and compliance.</td>
</tr>
<tr>
<td>b) What kinds of power do you try to use to influence the person who is being difficult?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you ever had problems with members of your section/band/guard? What kind of problems?</td>
<td>Smith, 1991, p. 5</td>
<td>What are the repercussions of having to lead their peers? This is asked to garner their experiences to the student’s reactions of them as a leader.</td>
</tr>
<tr>
<td>a) Are there differences in problems in relation to gender? Male vs. female?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How did you handle those situation(s), and have the problems persisted in band?</td>
<td>Lipsky, 1980, pp. 57-59</td>
<td>Did they handle a situation gracefully or has it persisted after they tried to remedy and fix the problem?</td>
</tr>
<tr>
<td>Has any problem from someone in band towards you, “bled” over to your other classes or outside of school or online? (i.e. Facebook, MySpace, Twitter, Formspring), or by way of text messaging?</td>
<td>Bauman and Del Rio, 2006, p. 220; Alhors, 2010, p. 2</td>
<td>Has being a leader made them either a target for others to bully? Has it spread to sites like Facebook and Twitter? Have they received any threatening texts or otherwise bullying behavior?</td>
</tr>
<tr>
<td>a) Have you witnessed this happening to others?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are you a victim of any bullying from members of the band, related or not to your leadership position? Describe those experiences.</td>
<td>Sullivan, Cleary, and Sullivan, 2004, p. 20; Meyer-Adams &amp; Conner, 2008, p. 212</td>
<td>This is out to see if they have experienced bullying. This is out to get their lived experiences of whether or not they have been given a hard time by the peers they are expected to lead.</td>
</tr>
<tr>
<td>b) If you didn’t see the director, why was that</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decision made to not seek the help of the person in charge?</td>
<td>French and Raven, 1959</td>
<td>Referent power? Did they yearn to align themselves with someone in power before them?</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>Before you became a leader, did you revere or seek to be like a leader? In other words, who was YOUR role model growing up in band and why?</td>
<td>Bolman and Deal, 2003, pp. 246-269</td>
<td>Culture and climate of the program; enabling or coercive?</td>
</tr>
<tr>
<td>With your current system of leadership in place within your program, how do you feel the “band community” is like? Describe what it is like to walk into the bandroom every day.</td>
<td>Bolman and Deal, 2003, pp. 246-269; Hoy and Sweetland, 2000, pp. 526-27</td>
<td>Culture and climate of the program; enabling or coercive?</td>
</tr>
<tr>
<td>Do you feel “safe” in band, or is it a fearful atmosphere? As a result, do you feel constantly under stress or relaxed when you are around your peers and your band director?</td>
<td>Van Manen, 1990, p. 40</td>
<td>This will get the student to reflect on any positive experiences they have had as a leader.</td>
</tr>
<tr>
<td>Describe a time where you feel you successfully led other people.</td>
<td>Hoy and Sweetland, 2000, p. 529</td>
<td>Is the bureaucracy in place enabling or coercive?</td>
</tr>
<tr>
<td>Overall, do you think student leadership is important to a band, or does it hinder the organization?</td>
<td>CLOSING QUESTIONS</td>
<td>Final wrap up, this is free for the student leader to add anything I have not previously asked about.</td>
</tr>
<tr>
<td>Are there any other instances of leadership that you have experienced, and it what ways?</td>
<td>CLOSING QUESTIONS</td>
<td>Final wrap up, a chance for the student leader to clarify any previous statements.</td>
</tr>
<tr>
<td>Is there anything that you feel that needs to be addressed and/or clarified in regards to anything we have talked about?</td>
<td>CLOSING QUESTIONS</td>
<td>Last wrap up before interview concludes.</td>
</tr>
<tr>
<td>Any final questions?</td>
<td>CLOSING QUESTIONS</td>
<td></td>
</tr>
</tbody>
</table>
## APPENDIX G

### INTERVIEW PROTOCOL FOR NON-STUDENT LEADERS

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>LITERATURE BASE</th>
<th>CONCEPTS SOUGHT TO HAVE ANSWERED</th>
</tr>
</thead>
<tbody>
<tr>
<td>How long have you been involved with this band program?</td>
<td>Creswell, 2002, p. 233 (Grand Tour Question)</td>
<td>Asked to set the mood, relax the participant, gain background knowledge of student</td>
</tr>
<tr>
<td>What instrument do you play?</td>
<td>Creswell, 2002, p. 233 (Grand Tour Question)</td>
<td>Asked to set the mood, relax the participant, gain background knowledge of student</td>
</tr>
<tr>
<td>Did you hold any leadership positions in middle school band or another organization you belong to?</td>
<td>Creswell, 2002, p. 233 (Grand Tour Question)</td>
<td>Asked to set the mood, relax the participant, gain background knowledge of student</td>
</tr>
<tr>
<td>Describe in as much detail as possible, what you think the role is of a student leader in a band program.</td>
<td>Bolman and Deal, 2003, p. 51; Carroll &amp; Tosi, 1977, pp. 108-113; Smith, 1991, pp. 1-5.</td>
<td>Does the student have ideas of what the leader should be? This also gains the student’s insight as to how their leaders have met or not met expectations set by themselves or their director. This is a reflective piece so the student can reflect on their own ideas of leadership.</td>
</tr>
<tr>
<td>a) Do you feel your student leaders have met those expectations?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) How do you feel you would meet those expectations if you were a leader yourself?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Did the director specify those or are these your personal opinions on leadership?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elaborate and explain, what does your director expect of the student leadership within the band, in terms of jobs and leadership roles?</td>
<td>Smith, 2003, pp. 11-21; Lipsky, 1980, pp. 59-74; Hoy &amp; Sweetland, 2000, pp. 526-27)</td>
<td>What tasks does the director entrust their student leaders to do? Do they do the director’s biddings collaboratively or by force?</td>
</tr>
<tr>
<td>Describe what you see your director doing to support the leaders in getting jobs done.</td>
<td>Lipsky, 1980, p. 14</td>
<td>Is there a set system in place by the director that delineates and</td>
</tr>
<tr>
<td>How do you feel about the student leaders that you have to answer to exclusively?</td>
<td>Lipsky, 1980, pp. 13-25, 141</td>
<td>This gives the non-leader a chance to “vent” if they wish, about the way their leaders do their jobs. This will give the researcher and reader an insight as to how these students “experience” leadership from their peers.</td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
</tr>
</tbody>
</table>
| a) Describe how they do their jobs.  
   b) Are they fair to everyone, including their friends? Do they treat their friends differently than their non-friends? |  |  |
| Do you feel that you have ever been “bullied” by your student leader? If so, describe an instance when you had a problem with this.  
   a) Do you feel that the leaders abuse their power?  
   b) Did you seek help from the director? If you did, did the problem persist or stop? If you didn’t see the director, why was that? | French and Raven, 1959 | What kinds of power have the experienced, and if is abusive, it could be considered coercive. |
<p>| Do you see your leader as a mentor? Do you get along with them? Describe your relationship with your student leader. Do they trust you or do they try to control you? | Hoy and Sweetland, 2000 | Does the leader within the student’s section allow for equal treatment and equal opportunity, or does the leader rule “with an iron fist”? |
| Have you lost friends because those friends became leaders, and had to do things differently because of their position? If you have, describe how you have coped with losing a friend because things may have | French and Raven, 1959 | How has the student dealt with any potential shortfalls in dealing with their friends who may be leaders? |</p>
<table>
<thead>
<tr>
<th>changed between you and that person.</th>
<th>Bauman and Del Rio, 2006, p. 220; Alfhors, 2010, p. 2</th>
<th>Has this student been a target for their leaders to bully? Has it spread to sites like Facebook and Twitter? Have they received any threatening texts or otherwise bullying behavior?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has any problem with student leaders spilled out to your other classes outside of band, or online? If so, describe the specific instances of that those cases.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Do you know of other people in the band that it is happening to?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you feel you give your leaders a “fair chance”, in other words, do you listen to them or do you sometimes purposely not listen? If you do listen to your leaders, why do you?</td>
<td>French and Raven, 1959</td>
<td>Does the student contribute to a harmful and difficult atmosphere for their leaders to deal with? If they comply with the leaders, is it out of fear or respect?</td>
</tr>
<tr>
<td>Do you ever aspire to become a student leader? If so, why? Describe what draws you to pursue a leadership position in your band in the future.</td>
<td>French and Raven, 1959; Carroll and Tosi, 1977, pp. 78-79, 123-24</td>
<td>This will gain insight to see if the student feels they could lead, and if they could do a “better job” than those currently in charge.</td>
</tr>
<tr>
<td>With your current system of leadership in place within your program, how do you feel the “band community” is like? Describe what it is like to walk into the bandroom every day.</td>
<td>Bolman and Deal, 2003, pp. 246-269</td>
<td>Culture and climate of the program; enabling or coercive?</td>
</tr>
<tr>
<td>Do you feel safe in band, or is it a fearful, stressful atmosphere?</td>
<td>Bolman and Deal, 2003, pp. 246-69; Hoy and Sweetland, 2000, pp. 526-27</td>
<td>Culture and climate of the program; enabling or coercive?</td>
</tr>
<tr>
<td>Do you respect/look up to your leader? If you do, in what way? If you don’t, why is it you don’t respect them? a) Do you think you could do a better job as a leader? Why?</td>
<td>French and Raven, 1959</td>
<td>More descriptions of the student’s account of what they see their leaders as – either enabling, friendly, or coercive and mean.</td>
</tr>
<tr>
<td>Overall, do you feel that student leadership is important to a band’s function, or do you think it is a hinderance?</td>
<td>Hoy and Sweetland, 2006, p. 529</td>
<td>Is the bureaucracy in place enabling or coercive?</td>
</tr>
<tr>
<td>Are there any other instances of</td>
<td>CLOSING QUESTIONS</td>
<td>Final wrap up, this is</td>
</tr>
<tr>
<td>Question</td>
<td>Category</td>
<td>Description</td>
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<tr>
<td>-------------------------------------------------------------------------</td>
<td>---------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>leadership that you have experienced, and in what ways?</td>
<td></td>
<td>free for the student leader to add anything I have not previously asked about.</td>
</tr>
<tr>
<td>Is there anything that you want to further elaborate on or clarify in regards to anything we discussed today?</td>
<td>CLOSING QUESTIONS</td>
<td>Final wrap up, a chance for the student leader to clarify any previous statements</td>
</tr>
<tr>
<td>Any final questions for me?</td>
<td>CLOSING QUESTIONS</td>
<td>Last wrap up before interview concludes.</td>
</tr>
</tbody>
</table>


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Graduate College
University of Nevada, Las Vegas
Curtis J. Melton

Degrees:
Bachelor of Music, Music Education, 2004
University of Nevada Las Vegas

Master of Education, Educational Leadership, 2008
University of Nevada, Las Vegas

Doctor of Education, Educational Leadership, 2012
University of Nevada, Las Vegas

Special Honors and Awards:
Boulder City “Excellence in Education” – December 2005

Boulder City “Excellence in Education” – February 2008


CCSD Rave Reviews – June 2010, November 2011

Publications:

Dissertation Title: Facing The Music: Student Power Relations In Student Leadership Within High School Band Programs

Dissertation Examination Committee:
Chairperson, Edith Rusch, Ph.D.
Committee Member, James Crawford, Ph.D.
Committee Member, Robert McCord, Ph.D.
Committee Member, Christopher Kearney, Ph.D.