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CLASSROOM TEACHERS, AND PUBLIC SCHOOL
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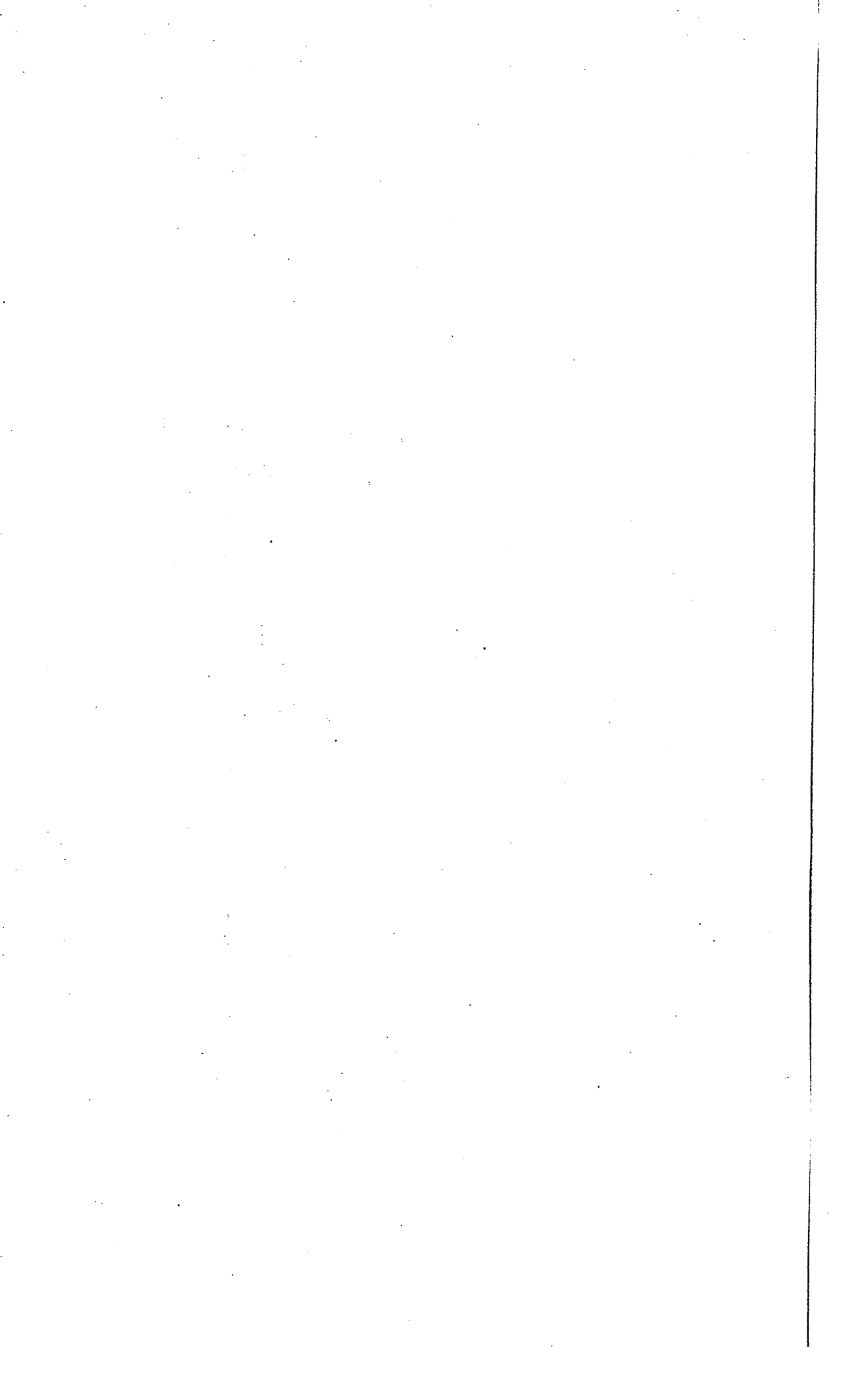
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THE UNIVERSITY OF OKLAHOMA
GRADUATE COLLEGE

A STUDY OF THE ATTITUDES OF OKLAHOMA PUBLIC SCHOOL ELE-
MENTARY AND SECONDARY CLASSROOM TEACHERS AND PUBLIC
SCHOOL DISTRICT SUPERINTENDENTS TOWARD THE OKLAHOMA
EDUCATION ASSOCIATION

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JACK EDWIN MILLER
Norman, Oklahoma

1964

A STUDY OF THE ATTITUDES OF OKLAHOMA PUBLIC SCHOOL ELE-
MENTARY AND SECONDARY CLASSROOM TEACHERS, AND PUBLIC
SCHOOL DISTRICT SUPERINTENDENTS TOWARD THE OKLAHOMA
EDUCATION ASSOCIATION

APPROVED BY

Glenn R. Snider

Mary Clare Petty

John W. Penner

Fred Sloan

DISSERTATION COMMITTEE

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TABLE OF CONTENTS

	Page
LIST OF TABLES.	vii
 Chapter	
I. INTRODUCTION	1
Statement of the Problem	9
Major Assumptions	9
Definition of Terms	10
Limitations.	11
Procedure	12
Statistical Analysis	12
Organization of the Study	18
II. REVIEW OF RELATED LITERATURE AND RESEARCH	19
Introduction	19
Criteria for Professional Organizations	19
Group Morale and Attitude	22
Teachers and Labor Unions	25
Related Research	28
III. DESIGN OF THE STUDY	41
Sampling Procedure	43
Per Cent of Returns in this and Related Studies	45
Normalcy of Data	47
Statistical Methods Used	49
Programming of Data	52
IV. ANALYSIS OF THE DATA	54
Description of the Population	54
Attitude Toward Membership in the Oklahoma Education Association.	66
Attitude Toward the Use of Certain Possible Actions	69

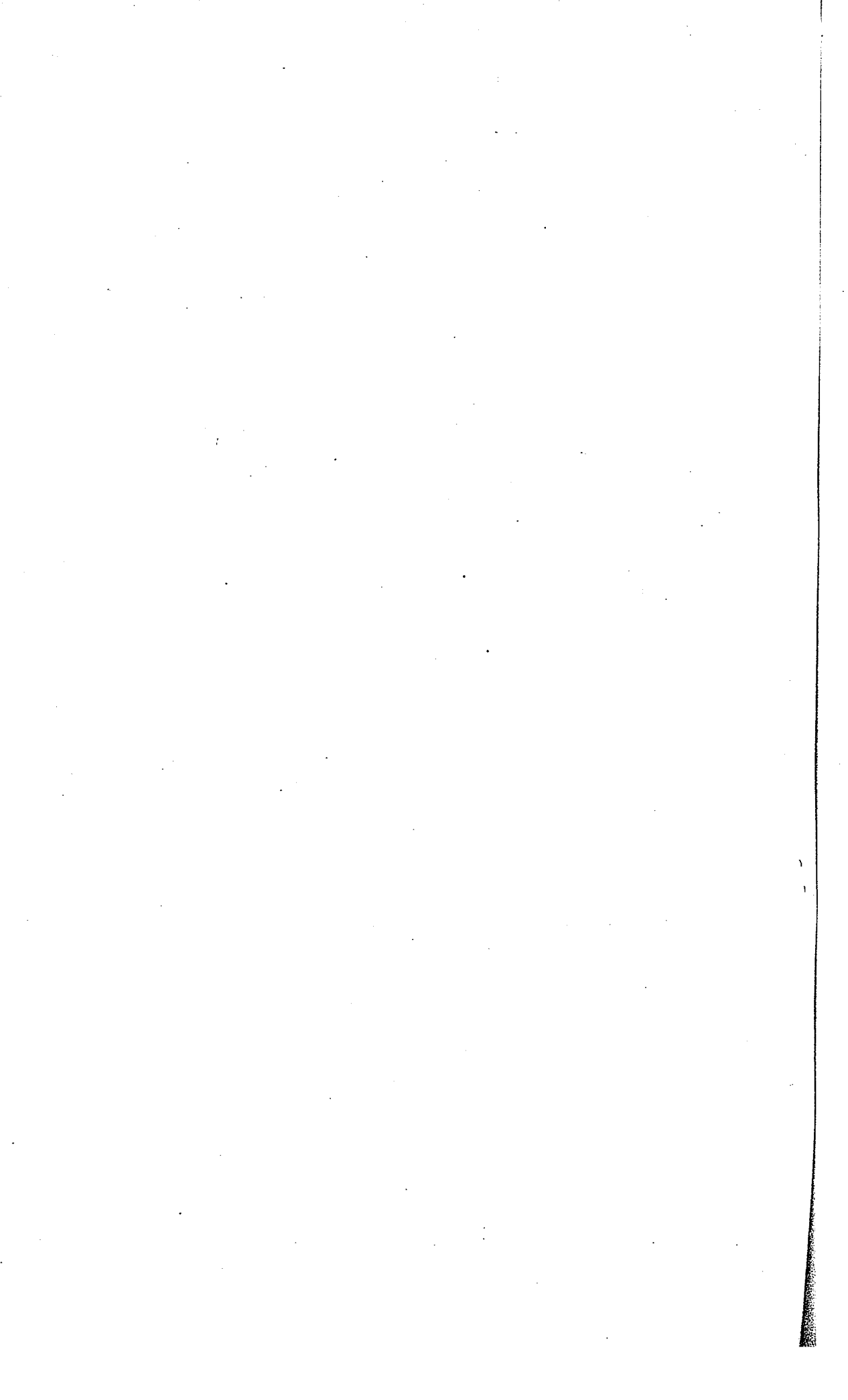
	Page
Attitude Toward Past Goals and Actions of the Oklahoma Education Association	72
Attitude Toward "Ought To" Goals and Actions of the Oklahoma Education Association	91
Attitude Toward the Representation on the Execu- tive Committee and the Board of Directors of the Oklahoma Education Association	112
Attitude Toward the Oklahoma Education Asso- ciation as a Professional Organization	127
Attitude Toward the One-Day Workshop	138
Response to Request to Elaborate	147
 V. SUMMARY, CONCLUSIONS, AND RECOMMENDA- TIONS	 149
Summary of Findings	150
Conclusions	162
Recommendations	166
 BIBLIOGRAPHY.	 170
APPENDIX	178

LIST OF TABLES

Table	Page
1. Number and Size of School Districts and the Number of Teachers.	15
2. Sampling Rates for Districts	16
3. Sampling Rates for Teachers	16
4. Comparison of Questionnaire Data for the Total Number Years of Experience in Education with that of the Total Population	48
5. Comparison of Questionnaire Data for the Highest Degree Held with that of the Total Populations	48
6. Comparison of Questionnaire Data for the Salary Range with that of the Total Population.	48
7. Sex, Marital Status, and Age of Respondents	55
8. "Occupation of Spouse" Selected by at Least Forty Per Cent of Any One Variable	57
9. Years of Experience as an Educator, Highest Degree Held, and Salary Range of Respondents.	58
10. Frequency and Percentage of Memberships and the Number of Years Respondents Were Members of the Oklahoma Education Association.	61
11. Total Number of Teachers Employed by the Respondent's Employer-School District.	63
12. Attitude of Respondents Toward Membership in the Oklahoma Education Association	65

Table	Page
13. Attitude Toward Use of Selected Possible Actions by Oklahoma Educators	68
14. Attitude Toward <u>Past</u> "General" Goals and Actions of the Oklahoma Education Association	71
15. Attitude Toward <u>Past</u> "Welfare" Goals and Actions of the Oklahoma Education Association	77
16. Attitude Toward <u>Past</u> "Curriculum" Goals and Actions of the Oklahoma Education Association.	84
17. Attitude Toward <u>Past</u> "Political" Goals and Actions of the Oklahoma Education Association.	87
18. Attitude Toward <u>Ought To</u> "General" Goals and Actions of the Oklahoma Education Association	92
19. Attitude Toward <u>Ought To</u> "Welfare" Goals and Actions of the Oklahoma Education Association	98
20. Attitude Toward <u>Ought To</u> "Curriculum" Goals and Actions of the Oklahoma Education Association	106 _a
21. Attitude Toward <u>Ought To</u> "Political" Goals and Actions of the Oklahoma Education Association	108
22. Attitude Toward Proportional Representation on the Board of Directors and Executive Committee of the Oklahoma Education Association.	113
23. Attitude Toward the Representation of Selected Public School Educators on the Board of Directors of the Oklahoma Education Association	116
24. Attitude Toward the Representation of Selected Public School Educators on the Executive Committee of the Oklahoma Education Association.	120
25. Awareness of the Respondents Regarding Who Selects the Members of the Executive Committee of the Oklahoma Education Association	123

Table	Page
26. Attitudes Regarding the Oklahoma Education Association in Terms of Criteria Characterizing Professional Organizations.	125
27. Attitude Toward the Oklahoma Education Association As a Professional Organization and Its Scope of Membership	134
28. Frequency and Percentages of those Respondents Who Have Participated in One of the One-Day Workshops Held Annually by the Oklahoma Education Association.	137
29. Attitude of Respondents Toward How Effectively the Disposition of Oklahoma Educators Has Been Assessed in the One-Day Workshops.	139
30. Attitude of Respondents Toward Whether or Not the Really Important Issues and Problems Facing the Profession Were Selected and Discussed in the One-Day Workshops.	145



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CHAPTER 1

INTRODUCTION

The Oklahoma Education Association can trace its organization as far back as 1889. "On Saturday, October 19, 1889, following the first week of school in Guthrie, [Oklahoma] which was the first public school session held in Oklahoma, the Guthrie teachers met and organized the Oklahoma Teachers' Association. . ."¹ The meeting in 1907 was the first meeting of teachers as a professional group after the combining of the Territorial Teachers Association of Oklahoma and the Indian Territory Teachers Association. At the second Shawnee convention in 1908, the organization was coming to be known as the Oklahoma Education Association. After the 1915 reorganization, the teachers' state

¹Clyde M. Howell, "The History of Teachers' Associations in Oklahoma," (Unpublished M. A. thesis, University of Oklahoma, 1936), p. 3.

professional organization officially became known as the Oklahoma Education Association.²

Since its organization in 1889, the Oklahoma Education Association has accomplished many things which were of benefit to the state, students, and teachers.

Among its many successes the OEA has secured better support for common schools in the form of state aid and better local tax laws, reforms in teacher certification, free textbooks, minimum salary laws, a state guaranteed minimum program, educational surveys, and complete recodification of the state laws.³

Ferman Phillips, Executive Secretary of the Oklahoma Education Association, told this investigator in an August, 1962, interview that the Oklahoma Education Association was functioning about as well as it could. He cautioned, however, that he did not wish to imply that everyone was being satisfied nor that the ultimate has been reached in the functioning of the Oklahoma professional education organization.

Phillips asserted that the attitudes of the teachers in Oklahoma are effectively assessed in the yearly One-Day Workshops held in many of the schools in Oklahoma. Approximately 18,000 teachers actually participated in the 1961-62 One-Day Workshops held in sixty-six

²Ibid., p. 3.

³John S. Brubaker, "The Evolution of Professional Education," Education for the Professions, Sixty-first Yearbook of the National Society for the Study of Education, Part II, (Chicago: The University of Chicago Press, 1962), p. 47.

communities.⁴

If having the vast majority of eligible teachers in Oklahoma as members in the Oklahoma Education Association and lack of successful competition for teachers from unions could be taken as evidence that teachers in Oklahoma are satisfied with the Oklahoma Education Association, then, the Oklahoma Education Association was, without doubt, satisfying the teachers in Oklahoma. There was no organized group in Oklahoma affiliated with the American Federation of Teachers, as of the date of this writing, even though there were teachers in Oklahoma City who were among the founders of the American Federation of Teachers.⁵

It appeared from the facts presented that the state-level professional organization for teachers in Oklahoma was probably functioning effectively and knew the attitudes of the member teachers toward the policies and operations of the Oklahoma Education Association. Other factors, however, should be given consideration before final conclusions are reached regarding the over-all effectiveness of this organization.

How many of the teachers who begin teaching in Oklahoma remain after five years? Kimberling reported in 1962 that at the end of a five year period Oklahoma lost approximately one-half of the teachers

⁴Oklahoma Education Association Board of Directors, November 18, 1961, Minutes:

⁵Myron Lieberman, The Future of Public Education (Chicago: The University of Chicago Press, 1960), p. 192.

who began teaching five years earlier in the state.⁶ A partial answer as to why teachers leave Oklahoma might be that the salary for teachers is too low. For example, even though the teachers in Oklahoma ranked first in the nation in professional preparation,⁷ they ranked thirtieth nationally in the salaries paid to teachers in 1962.⁸

Second, what is the degree of freedom permitted teachers to join or not to join the Oklahoma Education Association? Lieberman⁹ and The Daily Oklahoman¹⁰ reported a decade ago that teachers were coerced into joining professional teacher organizations in Oklahoma. The Daily Oklahoman reported that blank checks were attached to some contracts. Lieberman reported that some teachers had National Education Association dues deducted without the teacher's consent. It should not be inferred, however, that this occurred in a majority of school situations in Oklahoma.

Third, what degree of proportional representation do the classroom teachers have in deciding upon the goals and actions to be taken by

⁶Amos Kimberling, "State Department of Education," The Oklahoma Teacher, VIII (May, 1962), p. 22.

⁷Ibid., p. 22.

⁸"Rankings of the States, 1962," Research Division, National Education Association, January, 1962, p. 24.

⁹Lieberman, op. cit., p. 182.

¹⁰The Daily Oklahoman, March 12, 1950, p. 1. col. 1.

their state and national professional education associations? The American Association of School Administrators, one department of the National Education Association, is "far more powerful than the Department of Classroom Teachers,"¹¹ which enrolled approximately 85 per cent of the National Education Association membership in 1962.¹² Changes in the National Education Association have since this analysis, however, provided greater influence in that organization for the classroom teachers.

Burkett stated that "The Oklahoma Education Association had never achieved the goal of democratic planning."¹³ If proportional representation of each segment of the Oklahoma Education Association membership on the Board of Directors and Executive Committee of the Oklahoma Education Association is a necessary prerequisite to democratic planning, one must agree with Burkett. An investigation revealed that of the twelve members of the Oklahoma Education Executive Committee, which does long-range planning and carries out policies for the Oklahoma Education Association, eleven are superintendents and one is the president of an Oklahoma college. Also, of the 166 members of the Board of Directors,

¹¹Lieberman, op. cit., p. 180.

¹²NEA Handbook for Local, State, and National Associations; 1962-63, National Education Association, 1963, p. 140.

¹³Jesse E. Burkett, "Legislative Programs of the Oklahoma Education Association," (Unpublished M.Ed. thesis, The University of Oklahoma, 1950), p. 33.

which makes general policy for the Oklahoma Education Association, in 1962 thirty-nine were teachers (24 per cent), eighty were superintendents, twenty-two were principals, fifteen were college personnel, seven were administrators and supervisors, two were counselors, and one was a school district clerk. If it were assumed that 80 per cent of the educators in Oklahoma were classroom teachers and that the classroom teachers should be proportionally represented on the Board of Directors, 133 teachers would represent that group on the Board of Directors.

Fourth, the Oklahoma Education Association has not been as successful as perhaps it might have been in the area of teacher welfare. It took the teachers of Oklahoma forty years to obtain from the state a workable statute for teacher retirement. Furthermore, public school teachers in Oklahoma received at the time of this writing a niggardly amount of fringe benefits such as sick leave, severance pay, retirement benefits, grievance machinery, group insurance, tenure, etc.

Fifth, to what extent do teachers in Oklahoma control the entry of persons into the teaching profession in Oklahoma? It may be stated that "by definition, an occupational group is a profession only when it controls entry into the occupation."¹⁴ The Oklahoma Commission on Teacher Education and Professional Standards (TEPS), since its inception in 1947, has been recognized by the State Board of Education (which has legal control in Oklahoma regarding entry into the profession) as its

¹⁴Lieberman, op. cit., p. 105.

official advisory group in all matters of teacher education and certification. No major recommendation made by the State Commission on Teacher Education and Professional Standards had been turned down by the State Board of Education through 1962.

The Commission in 1963 was composed of twenty-five members (twenty-six including the Immediate Past-Chairman): nine public school representatives, seven members representing colleges and universities in Oklahoma, the State Superintendent of Public Instruction, the Executive Secretary of the Oklahoma Education Association, the Chancellor of Higher Education, a representative of the Parent-Teacher Association Council of Oklahoma, one member representing Vocational Education, the three officers of the Oklahoma Council on Teacher Education, and the Director of Teacher Education and Certification of the State Department of Education. Of the twenty-five persons on the Commission, four were public school classroom teachers.

One must conclude that classroom teachers were not proportionally represented on the Oklahoma Commission on Teacher Education and Professional Standards; therefore, what control the profession has over who shall enter the profession in Oklahoma was somewhat removed from the classroom teachers who comprised over 80 per cent of the profession in Oklahoma.

Of the elements which go into the make-up of the professional educator, one of importance is his attitude toward the policies and

practices of his state organization. Hunter made the following statement relative to the obligation of an organization toward ascertaining the attitude of its members:

The major task of any organization appears to be the creation and continuance of a favorable social and emotional climate that will capitalize on the potentialities of workers and provide the basic satisfactions that people want. Keeping alert on the state of mind of teachers with respect to changes in school practices would seem to be necessary for maintaining a good working atmosphere and morale. Periodic attitude surveys stimulate morale in that teachers are led to believe that somebody is interested enough to try to find out how they feel.¹⁵

Since there has never been a well planned investigation of membership attitudes toward the Oklahoma Education Association, it is important that one be made. Such is the purpose of this study.

If the Oklahoma Education Association is to be the professional organization which represents the in-service educators of Oklahoma, it must be cognizant of the disposition of its members toward the organization and its activities. Without such awareness the Oklahoma Education Association is not likely to recognize and meet the needs of its membership nor to provide the over-all leadership for education that the state professional education organization should provide.

¹⁵E. C. Hunter, "Attitudes and Professional Relationships of Teachers: A Study of Teacher Morale," Journal of Experimental Education, XXIII (June, 1955), p. 345.

The Problem

The problem of this study was to discover the attitudes of public school superintendents and classroom teachers toward the state-level professional organization for teachers, the Oklahoma Education Association. More specifically, this study attempted to ascertain from secondary school teachers, elementary school teachers, and public school superintendents in Oklahoma who were employed in Oklahoma schools during the 1962-63 school year their attitudes toward the Oklahoma Education Association with regard to basic activities, problems, and issues related to the improvement of public education and the education profession categorized broadly as follows:

1. General actions on goals or activities.
2. Action on goals or activities concerned with teacher welfare.
3. Action on goals or activities concerned with curriculum.
4. Action on goals or activities concerned with political action.

Major Assumptions

1. It was assumed that the Oklahoma Education Association was the professional organization which represented Oklahoma in-service educators on the state level.
2. It was assumed that different attitudes toward the Oklahoma Education Association might be held by elementary classroom teachers, secondary classroom teachers, and superintendents of schools in Oklahoma.

3. It was assumed that utilization of a questionnaire was the most feasible and appropriate procedure for determining the attitudes of the in-service educators of Oklahoma toward the Oklahoma Education Association.
4. It was assumed that the stratified-random sampling technique outlined in this study was the most effective and efficient method of obtaining a normally distributed, but representative sampling.
5. It was assumed that attitudes of teachers and school administrators would be reflected on the questionnaires returned.

Definition of Terms

For the sake of effective communication there are certain terms which must be defined so that there can be a common understanding when these terms are used in this study. "The term 'attitude' has not been and probably cannot be distinguished clearly from such terms as trait, opinion, disposition, interest, value and temperament."¹⁶ "Attitudes may be inferred from the choice implicit in overt behavior. Attitude may also be inferred from expressive or symbolic behavior in which overt choice is implied or indirectly expressed, as on questionnaires. . . "¹⁷ Attitude, therefore, is the predisposition of a person to react in a certain way and may be inferred from a person's response to a questionnaire.

¹⁶Harry N. Rivlin (ed.), Encyclopedia of Modern Education, (New York: The Philosophical Library, Inc., 1943), p. 68.

¹⁷Chester W. Harris, (ed.), Encyclopedia of Educational Research (3rd. ed. New York: The MacMillan Company, 1961), pp. 1491-1493.

For purposes of this study, persons included in the survey and analysis were classified as elementary classroom teachers, secondary classroom teachers, or superintendents on the basis of their classification in the Oklahoma Education Directory, 1962-63. In case of conflict of level or function, the ruling criterion was that the person perform the function or operate on that level more than fifty per cent of the time.

Limitations

This study was limited to the opinions and attitudes of a stratified-random sampling of the elementary classroom teachers, secondary classroom teachers, and superintendents of schools in the State of Oklahoma whose services were contracted for during the 1962-63 school year. The data analyzed were further limited by the effectiveness of the instrument used to ascertain the opinions and attitudes of the groups mentioned above.

Only in-service educators in public schools who were currently employed in the Oklahoma school systems were considered. The school districts and number of teachers in each district listed in the 1962-63 Oklahoma Educational Directory, Bulletin Number 109L, were the schools used in the study. The names of superintendents were taken from a 1962-63 publication of the Teacher Personnel Department, Finance Division, State Board of Education.

Procedure

The instrument used to acquire the desired information was constructed by the investigator since no such instrument existed to the knowledge of this investigator. It consisted of a questionnaire four pages in length which secured classification information as well as reactions to scaled attitudinal questions. A cover letter accompanied the questionnaire, both of which appear in the Appendix.

A pilot survey which sampled the attitudes of teachers and administrators who were taking graduate courses in the College of Education at the University of Oklahoma during February, 1963, was made. After the data had been analyzed from the pilot survey, the instrument was mailed with appropriate covering letter to a stratified-random sampling of the in-service educators in Oklahoma who were employed in the Oklahoma Public Schools during the 1962-63 school year.

Statistical Analysis

The selection of sample and sample size was patterned after the procedure outlined in the December, 1960, issue of the NEA Research Bulletin. The minimum standard was a sample of sufficient size to give an accuracy of ± 5 percentage points with a 90 per cent level of confidence. This means that the chances were at least 9 in 10 that the answers reported in the survey did not vary more than 5 percentage points

from the true opinion of all in-service educators in the population sampled.¹⁸

The formula was applied to two populations: secondary and elementary classroom teachers, and high school superintendents. The formula was applied to the smallest subgroup of teachers, secondary school teachers. The proportional relationship established between the total number of secondary school teachers and the sample size found by the use of the formula was used to determine the sample size necessary to sample the elementary school teachers and maintain the standards set. The formula used to determine the sample size needed so that the level of confidence and degree of accuracy met the required standard was:

$$n = \frac{X^2 N p(1-p)}{d^2 (N-1) + X^2 p(1-p)}$$

where

n = the required sample size for the smallest subgroup

X^2 = the table value of chi-square for one degree of freedom and the desired confidence level (2.706)

N = the population size; the size of the smallest subgroup being used

p = the population proportion which was desired to estimate (assumed to be .50 since this would provide the maximum sample size)

d = the degree of accuracy expressed as a proportion (.05)¹⁹

¹⁸"Small-Sample Techniques," The NEA Research Bulletin, XXXVIII (December, 1960), p. 99.

¹⁹Ibid., p. 99

A simpler presentation of the preceding formula, with some substitutions, would be

$$n = \frac{.6765 (N)}{.0025 (N-1) + .6765}$$

(Table 1, of a report prepared for the Conference of Directors and Assistant Directors of Research, State Education Association, St. Louis, Missouri, April 3-4, 1962, was used in conjunction with the formulas listed above.)

Computation by use of the formula and interpolation of the tables provided by NEA revealed that a sample size of 261 for secondary classroom teachers and a sample size of 273 elementary classroom teachers was necessary to sample the attitudes of the public school teachers in Oklahoma, and maintain the standard set of a 90 per cent level of confidence with ± 5 percentage points. Thus, a total of 534 questionnaires was sent to the classroom teachers currently employed in the Oklahoma public schools.

By using the formula²⁰ and the tables²¹ prepared by the NEA Research Department, a sample size of 188 was established to sample the high school superintendents with an accuracy of ± 5 percentage points and a level of confidence of 90 per cent. The superintendents were

²⁰Ibid., p. 99

²¹Letter from Glen Robinson, Assistant Director, Research Division, National Education Association, November 14, 1962.

treated separately from the teachers in order that the responses of each could be considered as representative.

To reduce the variation in the size of school districts in Oklahoma (they range from districts with one teacher to two districts with over 2,000 teachers), districts were stratified according to the number of teachers in each school district. Since the Oklahoma City and Tulsa school districts contained so many more teachers than even the third largest district, they were treated as one stratum. The other districts were stratified in groups which provided the best probable representation. The table below shows the stratification.

TABLE 1. --Number and size of school districts and the number of teachers

Stratum	Size of District By Number of Teachers (1962-63)	Total Number of Districts (1962-63)	Total Number of Teachers
1	Over 600 ^a	2	4,600
2	100 - 600	25	5,327
3	50 - 99	37	2,521
4	21 - 49	132	3,958
5	11 - 20	204	2,948
6	4 - 10 ^b	250	1,771
TOTALS	---	650	21,170

^aOklahoma City and Tulsa.

^bThe 1962-63 Oklahoma Educational Directory did not include districts with fewer than four teachers.

By dividing the total number of teachers employed in Oklahoma public schools in 1962-63, (21,170) by the total sample size (534) it was determined that there was approximately one chance in forty of any

teacher being selected. The chances of the teachers' district being selected (d), times the chances of the teacher being selected in his district (t), equaled the chances of the teacher being selected from all the teachers included in this study, which is an application of a fundamental theorem of probability. The tables below show the sampling rates for teachers and districts.

TABLE 2. --Sampling rates for districts

Stratum	Number of Districts	Sampling Rate Per District	Number of Districts Selected for Sampling
1	2	1.1	2 ^a
2	25	1.1	25
3	37	1.2	25
4	132	1.5	25
5	204	1.8	25
6	250	1.10	25
TOTALS	650	----	125

^aOklahoma City and Tulsa

TABLE 3. --Sampling rates for teachers

Stratum	Sampling Rates For Teachers	Expected Sample Size ^a		
		Elementary	Secondary	Total
1	1:40	59	57	116
2	1:40	69	66	135
3	1:20	33	31	64
4	1:8	51	49	100
5	1:5	38	36	74
6	1:4	23	22	45
TOTALS	---	273	261	534 ^b

^aNumber of teachers as given in the preceding table divided by 40 (21, 170 ÷ 534).

^bCorrected for rounding.

A random selection of 25 school districts was made from each stratum, except for the first and the second strata. (See tables above.) Next, a random selection of the "Expected Sample Size" per stratum was taken. The names of the specific teachers selected in the sample were obtained from the records in the Teacher Personnel Department, Finance Division, State Board of Education. Questionnaires were addressed and sent to the teachers selected by the method outlined above.

The selection of high school superintendents was greatly simplified since an up-to-date list was available of the 554 superintendents eligible for inclusion in this study. A random selection of 188 of the 554 high school superintendents was made, which afforded approximately one chance in three that any superintendent would be selected for this study. The standard of a 90 per cent level of confidence ± 5 percentage points was maintained. County superintendents were not included since they were elected by popular vote and typically perform functions which are not homogeneous enough to be included with the school district superintendents in this study.

The Oklahoma State Department of Education, in its various divisions, has a wealth of information on status and central tendencies of such factors as age, sex, salary, years of experience, highest degree held, etc. These types of data were used to check the normalcy of data from the returned questionnaires. The data from the questionnaires were assembled into tables and charts which were analyzed by use of

percentages, percentiles, and appropriate measures of central tendency. The data on the questionnaires were coded and punched upon the cards. The information so analyzed was then verbalized in appropriate dissertation style.

Organization of the Study

Chapter I contains a statement of the problem, the purpose of the study, and the procedure and sources of information. Chapter II is composed of a review of related literature and studies which have been made. Chapter III is a detailed discussion of the construction of the instrument used and procedures followed in this study. Chapter IV is a report and analysis of the data secured from the mailed questionnaires. Chapter V is composed of a summary of the findings, some conclusions reached from the study, and recommendations for further investigation.

CHAPTER II

REVIEW OF RELATED LITERATURE AND RESEARCH

Introduction

Since this study concerned the attitudes of members of an important professional organization, it was appropriate here to ask: how may one judge whether or not an organization is to be considered a professional organization? Broadly speaking, one might state that a profession attempts to establish a set of conditions under which it can provide the highest quality of service to those whom it serves. A profession, also, should assume the responsibility for maintaining those conditions, or for changing them whenever change is desirable.¹

Criteria for Professional Organizations

In 1957, the Educational Policies Commission of the National Education Association published a list of six important characteristics of a professional organization. A paraphrased list of those characteristics follows:

¹Glenn R. Snider, "Good School Districts," The Oklahoma Teacher XXXIII (April, 1962), p. 13.

First, members of a profession should possess a body of knowledge which has unique social value. The body of knowledge and skills required prior to becoming a member of a specific profession must be attained through diligent and rigorous advanced study which demands a broad liberal education as well as specialized knowledge and skills.

It is generally assumed, also, that the body of knowledge and skills possessed must not be possessed by the society-at-large. Moreover, the use of this body of knowledge and skills must require judgment as opposed to automatic application of the knowledge and skills possessed. Furthermore, the members of the occupational group must consider themselves and be considered members of a professional group by other occupational groups, especially those generally identified as professions.

Second, a profession seeks competence in its membership. The profession, therefore, will concern itself with the selection of potential practitioners, appropriate professional training, and qualifications for entrance into the profession. Also, the profession will concern itself with the continued competence of the practitioners already in the profession.

Third, a profession serves the needs of its members. Since a person typically enters a profession to pursue a lifetime career rather than to enter a temporary occupation, the professional organization attempts in every way feasible to assist the members to direct their

energies to the use of the valuable knowledge and skills possessed. Such activity includes protection of each member from unjust attacks and control from outside interest which would use members of the profession for purposes other than those subscribed to by the members of the profession.

Fourth, the profession has high ethical standards which it enforces. The professional organization is concerned not only with the skills and knowledge possessed by its membership; it is concerned also with the attitudes and high degree of dedication to the service of mankind held by the membership.

Fifth, a professional organization influences public policy in its field. Since the professional group has the highest quality and quantity of knowledge in its field, it has both the right and the responsibility to influence public policy in the areas encompassed by its discipline. The professional organization should assist public officials in making good decisions, and should use every desirable means to deter any action by any public official which would hinder the profession in carrying out its service to the general welfare of the society it serves.

Sixth, a professional organization should have group solidarity. The membership should share common interest and knowledge. This criterion will be evidenced in the proportion of members who voluntarily join the professional organization to the total possible number who are qualified to join, but do not.²

²Educational Policies Commission, Professional Organizations in American Education, (Washington 6, D. C.: National Education Association and American Association of School Administrators, 1957), pp. 9-12.

It is not the purpose of this study to discuss exhaustively professional organizations. It should be stated, however, that it is not likely that all professional groups will agree regarding all criteria to be used in arriving at a judgment concerning whether or not a group is a profession.

Group Morale and Attitude

High morale appears to be evidenced by the willingness on the part of the members of a group involved to cooperate and to put forth their best efforts to carry out the purposes of the group. The task of the professional organization is to create and perpetuate those conditions which are most conducive to the expenditure of the best effort of each member of the professional organization.³

Most professional educators would probably agree that a teacher's effectiveness is affected by his attitude or morale. A very important factor in teacher morale appears to be whether or not the leadership meets its role expectancy held by the members of the group.⁴ One might understand some aspects of teacher morale by gauging the extent to which the administrator plays the role expected of him by the teachers under his leadership.

³E. C. Hunter, "Attitudes and Professional Relationships of Teachers: A Study of Teacher Morale," Journal of Experimental Education, XXIII (June, 1955), pp. 345-346.

⁴Martin L. Seeger, "A 20-Year Sampling of Teacher Attitudes," The School Executive, LXXV (December, 1955), pp. 46-48.

It seems reasonable to assume that a teacher's attitude toward teaching could be measured, to some extent, by the degree to which that teacher guides into teaching those of his students whom he deems good potential material for teaching. Dutton and Keislar found from their research that a very small percentage of students who enter the teacher-training programs to prepare to be teachers were directly influenced by their high school teachers to enter teaching.⁵

Also, it is interesting to compare the change in attitude of those college students who enter teaching with the attitude of those who do not, although both groups prepared to enter teaching. Day discovered from a study of 40 male and 156 female students at Florida University that there was a drastic change in the attitude of a teacher toward children and school work after the first year of actual teaching experience. Day found, however, that those who had prepared to teach and did not actually become teachers maintained almost the same attitude toward children and school work which they had had upon completion of their teacher-training program.⁶

Fisher made a study of 324 graduate students who possessed regular teaching credentials. He alleged that teachers are not professional

⁵Wilbur H. Dutton and Evan R. Keisler, "Attitudes Toward Teaching," Journal of Teacher Education, XII (June, 1961), pp. 165-71.

⁶Harry P. Day, "Attitude Changes of Beginning Teachers After Initial Teaching Experience," Journal of Teacher Education, X (September, 1959), pp. 326-328.

practitioners and concluded that education as a profession is an ideal rather than a reality.⁷

Huggett and Stinnett contended that there is a "growing movement to professionalize teaching. . . ." They maintained that beginning teachers are too often uninformed about the professional aspects of teaching as well as being indifferent to the goals of the profession. Huggett and Stinnett asserted that beginning teachers hinder the movement of teacher organizations toward professionalization.⁸

Parenthetically, it might be noted that, "strengthening of state teachers associations is under way through a program of Consultative Services for Self-Evaluation conducted by the National Association of Secretaries of State Teachers Associations (NASSTA)." Twelve states have been covered since the program began in 1959.⁹

To some extent the attitude of teachers affects and is affected by the weaknesses of their professional education organizations. The Research Division of the National Education Association, in 1960, published five reasons for the ineffectiveness of teacher organizations:

⁷Louis Fisher, "A Profession Without Members?" The Journal of Teacher Education, XII (June, 1961), pp. 139-42.

⁸Albert J. Huggett and T. M. Stinnett, Professional Problems of Teachers, (New York: The MacMillan Company, 1956), pp. v, vi, & 7.

⁹C. O. Wright, "A Bootstrap Project for State Associations," NEA Journal, LI (January, 1962), p. 62.

1. Most comprehensive teacher organizations are employer dominated since most permit unrestricted administrator membership which orientates away from vigorous action to advance the objectives of teacher organizations.

2. Nonpolitical means are traditionally used to achieve goals because of the desire of school boards to keep employees weak.

3. Teaching is predominantly a female occupation. Women who teach are typically working for a second family income or marking time until they marry.

4. There is a widely accepted false concept that a professional teacher should follow and not resist.

5. Too much emphasis is placed upon action at the local level where the organization is the weakest--the most susceptible to pressure on key officials.¹⁰

Teachers and Labor Unions

Fordyce determined that the most likely reason for teachers to associate with unions is that the professional education associations were lacking in aggressive policies and actions for teacher welfare.¹¹ Conversely, probably the major reason teachers do not join labor unions

¹⁰Research Division, National Education Association, Local Associations--Organizations, Practices, and Programs, 1958-59, (Washington: National Education Association, 1960), p. 200.

¹¹Wellington Fordyce, "Teachers' Unions and Labor's Weapons," American School Board Journal, CXIII (September, 1946), p. 31.

is that the teachers are opposed to, or have not fully decided upon, the use of "labor's weapons" to negotiate for higher salaries, for example. Not only are teachers typically opposed to such actions taken by the labor unions as strikes, the vast majority of teachers consider labor unions unprofessional and inappropriate organizations for teachers.

R. W. Clopton contended that a teacher's membership, as such, in any organization is neither professional nor unprofessional. He stated that "any means by which he can better the work to which he has dedicated himself, is by definition appropriate for a person who operates on a professional level."¹² It was Clopton's opinion that teaching on the common school level is not now a profession.

Of the 16,000 school administrators sampled in a survey made by the staff of The Nation's Schools, 92 per cent indicated that they believe it is unethical for teachers to use the strike as a weapon to enforce salary demands. However, 58 per cent said yes, 41 per cent said no, and 1 per cent had no opinion when asked whether voluntary teachers organizations should represent their members officially in salary negotiations with their respective school boards.¹³

The National School Boards Association went on record in 1961, as being opposed to teachers using collective bargaining. In the form of a

¹²Robert W. Clopton, "An Answer to the 'Unprofessional' Dodge About Unions," The American Teacher Magazine, XLVI (April, 1962), p. 8.

¹³"Should teachers Strike?--'No! Negotiate with Boards--'Yes!'" Nations Schools, LXVI (October, 1960), p. 79.

resolution, the National School Boards Association declared that it "would be an abdication of their decision making responsibility for school boards to enter into compromise agreements based on negotiation or collective bargaining, or to resort to mediation or arbitration, or to yield to threats of reprisal; and that concern for public welfare requires that school boards resist by lawful means the enactment of laws which would compel them to surrender any part of their responsibility."¹⁴

In view of the above statement by the National School Boards Association, it would seem that the attitude of teachers might turn in one of two possible directions: Teachers might continue the attitude of passive-resistance, or teachers might adopt the attitude of aggressive action either by joining a labor union or using labor union tactics within their present teachers organizations.

The affirmative and negative view as to whether or not teachers have the legal right to strike, which is one weapon of a labor union, was presented in the 1947 issue of the American School Board Journal. Green expressed the negative view when he contended that by virtue of the contractual relation of the teacher and the school board, and by virtue of public hostility toward teachers striking, teachers should not strike. Rogge, who took the affirmative view, contended that teachers have the legal and moral right to strike as citizens of the United States. Rogge

¹⁴"Collective Bargaining for Teachers?" Nations Schools, LXVIII (July, 1961), p. 42.

further asserted that the strike may be the only way to "awaken society" to the poor situation in which teachers live and work.¹⁵

From the research conducted by Oakes the following conclusions were drawn concerning public reaction to teachers' strikes:

1. The public is evenly divided for and against the right of teachers to strike.
2. The press is against teachers striking and acts as an outspoken objector to teachers striking.
3. The courts are split on the issue of whether teachers have the legal right to strike.
4. Legislatures in a number of states have outlawed teachers' strikes.
5. The American Federation of Labor and the National Education Association are in disagreement on the problem of teachers' strikes.¹⁶

Related Research

Whatever action is taken to improve the welfare and the educational situation in each state, it seems apparent that the state professional

¹⁵Harold D. Green and O. John Rogge, "Do Teachers Have the Legal Right to Strike?" American School Board Journal, CXIV (May, 1947), pp. 27-28.

¹⁶Russell C. Oakes, "Public Reactions to Teachers' Strikes, 1918-1954," (Unpublished Ed.D. dissertation, New York University, 1958), pp. 58-553.

education association should know what the attitudes of its membership are toward its goals and activities. As of this writing only two states were found in which the state professional organization had an independent agency survey the attitudes of the membership toward the state professional education organization. This investigator carefully perused the literature, contacted all state professional education organizations, and corresponded with the Assistant Director of Research of the National Education Association in the investigation of this problem.

The Iowa Commission on Teacher Education and Professional Standards in cooperation with the College of Education at the State University of Iowa investigated teacher attitudes on many problems, and sent 3,700 questionnaires to Iowa Educators who returned 1,700 of the questionnaires sent (approximately a 46 per cent return). This study was conducted by Frank N. Magid Associates of Cedar Rapids, Iowa. The questionnaire was sent to teachers, supervisors, principals and superintendents. A selected group of questions from the Iowa TEPS study follows, and numbers after questions are the per cents of "yes" answers to the respective questions:

1. Do you think your professional organization should black-list a school system, in extreme cases, and forbid member teachers to accept positions in that system? (30)
2. Do you think your professional organization should reprimand, publicly, a school system that had, in a fair and adequate investigation, been found to be unfair to member teachers? (75)

3. If a member teacher is brought up for a hearing before the board of education for any purpose whatsoever, do you think it the duty of a professional organization to intervene to the extent of assuring a fair hearing and fair and reasonable action? (85)
4. If a member is brought to trial on a school-connected charge in a court of law, do you think it is a responsibility of a professional organization to provide, if necessary, legal counsel in the interest of a fair hearing? (90)
5. Do you think a professional organization should, at the local and state levels, provide committees to hear grievances or complaints of member teachers in respect to the treatment of conditions of their work? (75)
6. Do you think a person should have to show a record of satisfactory competence over some length of time, say 1 to 3 years, before becoming eligible for membership in a professional organization? (45)
7. Do you think individual teachers have sufficient voice in determining the ends toward which their professional organization works? (40)
8. Do you think members have a right to criticize the work, policies, etc., of their professional organization? (90)
9. Should a professional organization serve as the official representative of its members on all welfare matters?¹⁷ (60)

The research consultant firm of Clark, Bradsley, and Haslacher, Portland, Oregon, sent questionnaires to a cross-section of Utah Education Association members throughout the state of Utah in a manner which gave each member of the Association an equal opportunity to

¹⁷Bill Robinson, "TEPS Study Reveals 'Attitudes' About Teaching," Midland Schools, LXXV (January, 1961), pp. 17-18.

receive a questionnaire. By use of machine tabulation, each school district received representation in the sample proportionate to its numerical membership. The sample was further stratified to insure that the proper number of men and women within the districts in the various job categories used would be included in the sample.

Questionnaires were sent to 1,150 persons selected by the method mentioned above. Of the total number of questionnaires mailed, 613, or 53.3 per cent, were completed and returned to the address on the envelope which was enclosed with each questionnaire. The research consultant firm employed by the Utah Education Association to carry out the afore mentioned survey stated that the returns could be generally considered "good" and indicative of the opinions and attitudes of the entire Utah Education Association membership because of the fairly high return from the survey and the homogeneity of the universe. The firm contended that the universe could be considered highly homogeneous because all respondents were engaged in substantially the same type of work and had common interests.

A presentation of appropriate parts of the Utah study will be paraphrased in the following paragraphs. It should be noted that all data were reported in percentage tables.

In answer to the question as to which organization should take the chief responsibility for salary negotiations with the local school board, 71 per cent indicated the local professional association, and 30 per cent

indicated the Utah Education Association. (It should be noted that greater than a 100 per cent response to this question was due to multiple response.) Approximately 30 per cent more persons in a supervisory capacity believed that the local professional association rather than classroom teachers should negotiate with the local school board for salary.

Only 5.3 per cent indicated that the UEA was doing a generally poor job. With a maximum of 100 per cent, 48 per cent indicated that the UEA was doing a fairly good job, whereas 46.7 per cent were disposed to think that the UEA was doing a generally good job.

In answer to the questions of what specific things the UEA had done best and in what specific ways the respondents thought the program of the UEA could be strengthened, a considerably larger per cent made no response or indicated indecision than gave suggestions or criticisms. The same pattern held in relation to the question of what services of the UEA the respondents thought should be eliminated or reduced; 63 per cent were undecided or did not respond.

The question, "How well do you think the UEA keeps its members up-to-date on what its officers and staff are doing?", was interesting. The response to this question was as follows: 32.6 per cent checked "very well, " 46.2 per cent checked "fairly well, " 17 per cent indicated "not very well, " and 4.2 per cent checked "no opinion. "

"Do you generally favor or oppose the suggestions that the UEA be reorganized to provide for a Department of Classroom Teachers?"

Of the 51.7 per cent who indicated that they favored the action, the smallest relative response was in the group classified as supervisory. Thirty-four per cent of the respondents to this question opposed the question.

It should be noted that Clark, Bradsley, and Haslacher, to this investigator's knowledge, made three studies in Utah pertaining to education. The first study (November, 1956) and the second study (November, 1959) were questionnaire studies which used approximately one-third of the questions to ascertain the attitudes of Utah educators toward the Utah Education Association. The December, 1960, study was concerned with the opinion of the public toward the public schools in Utah. The last study used the interview as the method of collecting data rather than the mailed questionnaire.¹⁸

Four other attempts were discovered which used some type of the questionnaire to ascertain the attitude of the membership of state professional education associations toward some aspect of the operation of the state professional education association. The characteristic that distinguished these studies from the preceding two was that they were not conducted by an independent agency.

In 1958, the Oregon Education Representative Council authorized the President of the Oregon Education Association to appoint a special committee to study the total program of the organization. The committee

¹⁸Clark, Bradsley, and Haslacher, Utah Education Association: Poll of Member Opinion, (Salt Lake City: Utah Education Association, January, 1960), pp. 42-67.

evolved a four-page questionnaire, which, in 1960, was mailed to a seven per cent random sample of the 15,100, 1959-60, Oregon Education Association members. The sample of 1,100 respondents was drawn by a system of random numbers from the total membership and was considered a representative sample. A total of 537 responses was received from the 1,100 questionnaires mailed, a return of over 48 per cent. This was a 3.34 per cent random sample of the 1959-60 Oregon Education Association membership.

The responses to the sixteen questions and their subdivisions were punched into IBM cards and a count of responses to all questions and subdivisions of each question was made by counties and by sex, with 195 male and 305 female respondents. The remaining five failed to report their sex. Thus the random sample was 39 per cent male and 61 per cent female. A reporting of selected responses follows:

1. "Should OEA membership be made as compulsory as possible?"

By total response, 59 per cent of the sample expressed a desire to make Oregon Education Association membership for certificated personnel as compulsory as possible. Forty-one per cent expressed a negative position. As to whether or not new members should be required to have completed a bachelor's degree, 69 per cent opposed such selective requirements for membership.

2. "Are OEA legislative efforts too intense?" Since 83 per cent said no to the question, there was a ratio of more than five to one of the

membership in favor of the current legislative effort.

3. "Should legislative enactments be the primary goal of our association?" Eighty-five per cent of the respondents said no.

4. In a question dealing with the effectiveness of the communication media concerning Oregon Education Association activities, 49 per cent of the respondents found the Oregon Education Association's newspaper the most effective medium for communicating with the membership. For comparison purposes, the next highest per cent was a 17 per cent who favored leaflets and pamphlets on specific topics.

5. Of the 504 respondents 52 per cent, or 262, knew a Board of Trustees member by name or by sight. Seventy-six per cent of the representative sample felt that the Board of Trustees effectively represented the interest of the membership. The most satisfied group was the less-than-a-bachelor's-degree category with 90 per cent satisfied, while the second ranking group was the age group of 51 years or more in which 83 per cent of the respondents felt the Board of Trustees represented their interests effectively. Eighty-four per cent of the administrators and 82 per cent of the officials of the Association indicated that they were satisfied with the Board of Trustees.¹⁹

The Executive Secretary of the Maryland State Teachers Association, Milson C. Raver, sent this investigator a copy of the summary of the responses to a study conducted by the Maryland State Teachers'

¹⁹Report of the Findings of the OEA Services Evaluative Questionnaire, Oregon Education Association, May, 1961.

Association during a meeting on July 27, 1962. Each of the 96 participants to the 10 Circle Discussion Groups was asked to respond to the questionnaire. No effort was made to require any discussion group to strive for a consensus within the group. No member of the MSTA Executive Board, the MSTA staff or of the Committee on Field Service Study served as a leader of these discussion groups. A report of selected items follows with the number of persons who responded to the statements or questions placed in parenthesis:

1. "Have you seen an MSTA staff member or officer perform field work for your local association in the past year?" (80 stated yes)
2. "Should the MSTA field service be expanded?" (81 indicated yes)
3. "Have you discussed the topic, 'expanded MSTA field service' with members of your local association prior to this meeting?" (30 indicated yes)²⁰

The Pennsylvania State Education Association circulated two questionnaires to determine attitudes of its membership toward the program and toward the Pennsylvania State Education Association on May 23, 1962. The only information that David F. Staffor, Director of Research for the Pennsylvania State Association, would send for use in this study was a duplicated copy of sample responses to each of the two efforts. This investigator gained no further information of even the number of returns or the sampling technique used.

²⁰Summary of Responses to Circle Group Discussion Guide on Expanded MSTA Field Service, Maryland State Teacher's Association, July 27, 1962.

On February 19, 1963, the Michigan Education Association began a questionnaire study somewhat similar to the one used in this study. As of the date of this writing, however, only the letter of transmittal and the questionnaire used by the Michigan Education Association in its questionnaire study was obtained.

There were three studies made in Oklahoma concerning the attitude of educators which are of special interest to the study conducted by this investigator. The first was a study made by Lyle²¹ in 1956 entitled Opinions of Physicians, Lawyers, and College Professors in Oklahoma Concerning Recent Critical Judgments of Public Education.

One major problem encountered by Lyle in his study was the construction of the instrument to be used to collect the data for his study. Of the two hundred and eighty "criticisms" Lyle had listed as possible statements to be included in his study, only seventy-seven items were retained after a jury of six University of Oklahoma professors, two lawyers, and one physician had deleted items from the original list.

The physicians included in this study were members of the Oklahoma Medical Association, the lawyers included in this study were members of the Oklahoma Bar Association, and the professors included in this study were professors in Oklahoma institutions of higher education.

²¹Edwin L. Lyle, "Opinions of Physicians, Lawyers, and College Professors in Oklahoma Concerning Recent Critical Judgments of Public Education," (Unpublished Ed.D. dissertation, University of Oklahoma), 1956.

The respondents were to react to the seventy-seven statements in terms of their agreement, disagreement, or indicate that they did not know.

The mean percentage of all respondents on all items in the do-not-know category was found to be 16 per cent. None of the items which had a greater than 16 per cent response to a statement marked "do not know" was considered significant.

Two tests of significant difference were made. One type was the test of significant difference between the proportion that agreed with a statement in one professional group with the proportion that agreed with the statement in another professional group. The second test of significant difference, using the "t" test, was a test of the significant difference of each profession group's reaction to all seventy-seven statements.²²

In the spring of 1962, Monahan, a member of the University of Oklahoma staff, conducted a study which was sponsored by the Oklahoma Commission on Educational Administration. Of the seventeen hundred instruments mailed to superintendents, high school principals, and members of boards of education in Oklahoma, 35.9 per cent were returned. Of these returns, 63.2 per cent were selected at random for analysis.

The data analyzed were reported in response categories by the number of responses and by percentages. There was no attempt at statistical analysis other than the reporting of the frequency and percentage

²²Ibid., pp. 34-50

of response to each item.²³

Sweitzer and Hayes, Oklahoma State University, conducted a study of the attitudes and opinions of certain groups of people in Oklahoma toward the status and problems of educational administration in Oklahoma.²⁴ This study was stratified according to four major socioeconomic characteristics.

The first classification was one of the size school district in which the respondent lived. The districts were classified according to the number of teachers per school district as listed in the Oklahoma Educational Directory, 1961-62. Communities were classified according to their proximity to urban centers and their total population. Communities were also classified on an economic basis according to such categories as business and commercial agriculture, mining and industry, diversified farming and manufacturing, etc.

The questionnaires were sent to school principals in ninety-two districts to be distributed to about ten per cent of the local members of the Parent-Teachers Association, to a ten per cent sample of the teachers in ninety-two school districts, thirty-one officials in the Oklahoma State

²³William G. Monahan, Attitudes Toward School District Reorganization, sponsored by The Oklahoma Commission on Educational Administration, College of Education, The University of Oklahoma, 1962.

²⁴Robert E. Sweitzer and Larry K. Hayes, Educational Administration in Oklahoma: Status and Problems, The report of the 1961 survey sponsored by the Oklahoma Commission on Educational Administration, Published by the College of Education, Oklahoma State University, Stillwater, Oklahoma, 1961.

Department of Education, and to all school district superintendents who had held their current positions for the last two years. Questionnaires were also sent to seventy-seven county superintendents, to all secondary school principals, and to all elementary school principals.

Of the 4,492 who were sent questionnaires in the above study, approximately 12 per cent returned them. The smallest per cent of return was from State Department Personnel and county superintendents, respectively. The second highest per cent of return was received from the members of the local Parent-Teachers Association who were given questionnaires by the secondary principals in their area, teachers and secondary principals. The highest percentage of returns was received from elementary school principals. The statistical analysis was a simple tabulation of frequency and per cent of the individual category response to each item.²⁵

It seems apparent from the studies presented that a return of over fifty per cent on questionnaires mailed in an attitudinal study can be considered good. Therefore, this investigator considered the 57 per cent return received in this study sufficient to make inferences concerning the population from the questionnaires received from the population.

²⁵Ibid.

CHAPTER III

DESIGN OF THE STUDY

Since the success of this investigation rested on the development of an acceptable questionnaire and an adequate return of this instrument by the population sampled, the assumption was established that the identity of the respondents must remain anonymous. It was hoped that by eliciting responses from respondents who felt their identity would be unknown the response to each item would be more nearly representative of the real attitude of the respondents and of the population being studied.

One problem in maintaining anonymity of the recipient of a questionnaire is that any follow-up must necessarily include the entire sample. In an attempt, therefore, to be as certain as possible that no recipient of a questionnaire would return a second questionnaire, only one was mailed to each person included in the sample. Consequently, instead of a second mailing of a letter and accompanying questionnaire, a postal card was sent to each person who was included in the original mailing of the questionnaires.

The length and the type of items used on the questionnaire have a definite effect on the outcome of a study which uses questionnaires as the method of obtaining data. A survey of the literature and consultation

with individuals experienced in the construction and use of questionnaires led to the conviction that a questionnaire of from three to seven pages would be the most desirable length. The instrument used in this study, therefore, was four pages in length with items printed on both the front and back and it included a cover letter which explained the purpose of the study.

The structured type of item was chosen over the unstructured type of item. One reason for this choice was expressed by Rummel in his statement that "The unstructured item requires a respondee to do some hard, reflective thinking and necessitates a lengthy discussion on his part."¹ The structured item with categorical response was chosen over the unstructured item with open-end response because the scope of coverage for this study was wide. It was believed that more respondents would be more likely to complete more items and return the questionnaire if the items required a simple check-mark or short answer rather than a more time-consuming and demanding type of response.

The questionnaire was substantially revised many times before a pre-test was made. The pre-test questionnaire was submitted to over one hundred teachers and superintendents who were enrolled in three courses in the College of Education at the University of Oklahoma during the spring semester of 1963. After an analysis of the questionnaire used

¹J. Francis Rummel, An Introduction to Research Procedures in Education, (New York: Harper & Brothers, Publishers, 1958), p. 94.

in the pre-test was made and certain revisions effected, the instrument was printed and mailed to a stratified-random sample of the populations included in this study.

Three weeks after the mailing of the questionnaires, a postal card was mailed to all persons originally included in this study. Fifty-seven per cent of the questionnaires sent in the original mailing were returned in usable form.

Sampling Procedure

The small-sample technique for sampling a finite population explained in the December, 1960, issue of the NEA Research Bulletin was used in this study. This technique sets up a minimum accuracy of ± 5 percentage points with a 90 per cent level of confidence. In other words, the chances were at least 9 in 10 that the answers of the teachers in this opinion poll would not vary more than 5 percentage points from the true opinions of all teachers in the population being studied. The formula was applied to the number of secondary and elementary classroom teachers in Oklahoma. From this application of the formula, it was determined that 271 elementary classroom teachers and 263 secondary school teachers would satisfy the minimum accuracy established.² (The formula and its application was explained in detail in Chapter 1.)

²"Small-Sample Technique," The NEA Research Bulletin, XXXVIII (December, 1960), p. 99.

The Oklahoma Educational Directory, 1962-63, was used as the source from which the total number of elementary and secondary school teachers in Oklahoma was determined. Copies of this directory are available on demand in the Finance Division, Oklahoma State Department of Education, Oklahoma City, Oklahoma.

In order to reduce the variation of the size of school districts, the school districts were arbitrarily stratified into six strata. The Oklahoma City and Tulsa school districts were combined to form one stratum because they are considerably larger than the third largest school district. Using a random start, 25 school districts in each stratum (see Chapter I for explanation) were selected from the total number of districts in each stratum. Each of these 25 school districts selected from each stratum contained a proportion of the 534 classroom teachers who were later selected.

By dividing the 534 teachers (271 elementary school teachers and 263 secondary school teachers) necessary to sample the population being studied into the total number of public school elementary and secondary classroom teachers (21,170), the chance of any one teacher being selected was found to be one chance in forty. By dividing the number of districts selected from each stratum into the total number of districts in each stratum, the chances of any one district being selected was determined. By multiplying the chances of any one teacher being selected by the chances of any one district being selected an over-all probability of a teacher in a

district being selected in this study was calculated.

The expected sample size of teachers for each stratum was determined by dividing 40 into the number of teachers in each stratum. By dividing the expected sample size for a district into the total number of teachers in that district, it was learned that every "nth" teacher would be selected for the sample in a specific stratum. By use of a random start, it was found that every teacher in each district of each stratum had an equal probability selection. (See Chapter I for a quantitative explanation.)

There was a variation in the sampling of superintendents. In order that the superintendents might be considered representative of all public school district superintendents in Oklahoma, they were sampled separately from the classroom teachers. A current list of the 554 public school district superintendents was used. By use of a table provided by the Research Division of the National Education Association, 188 of the 554 public school district superintendents were selected. A 90 per cent level of confidence with an accuracy of ± 5 per centage points was maintained.

Per Cent of Returns in This and Related Studies

The Research Consultant firm of Clark, Bradsley, and Haslacher³ stated that a normal return for a mail questionnaire is from 10 to 20 per cent of the questionnaires sent, provided that an appropriate sampling

³Clark, Bradsley, and Haslacher, Utah Education Association: Poll of Member Opinion, (Salt Lake City: Utah Education Association, January, 1960), pp. 42-67.

technique is used. The same research firm considered a return of 50 per cent or better from a homogeneous group as ample for an indicative sample.

Glen Robinson, Assistant Director of the Research Division of the National Education Association, stated that the normal response received by the National Education Association on their major studies was in the neighborhood of 90 per cent or more. Robinson stated that "this is extremely high for a mail survey" concerned with the attitude of a population toward some event or thing. He explained that an individual can expect to receive a much smaller return than can an organization such as the National Education Association.

The Iowa Commission on Teacher Education and Professional Standards in cooperation with the College of Education at the State University of Iowa conducted a survey similar to the one conducted by this investigator in which a 46 per cent return was received. An independent agency conducted a survey for the Utah Education Association in which a 53.3 per cent return was received. The Oregon Education Representative Council authorized a study in which a 48 per cent return was obtained. Monahan, a staff member of the College of Education, the University of Oklahoma, conducted a study in which a 35.9 per cent return was received.

Since 57 per cent of the questionnaires sent in this study were returned in usable form, and since the respondents could be considered

highly homogeneous, the returns in this study were considered as indicative of the populations studied. The per cent of returns by groups were 67 per cent for superintendents, 49 per cent for elementary classroom teachers, and 59 per cent for secondary classroom teachers.

Normalcy of Data

It is important to note that the Oklahoma classroom teachers and superintendents selected in the sample were representative of the 77 counties in Oklahoma. At least one superintendent was selected in over 79 per cent of the 77 counties in Oklahoma. There was at least one secondary classroom teacher selected in over 63 per cent of the 77 counties in Oklahoma. There was at least one elementary classroom teacher selected in over 58 per cent of the 77 counties in Oklahoma.

The Finance Division of the Oklahoma State Department of Education gathers much information concerning the classroom teachers and superintendents in Oklahoma. By checking data on the questionnaires with the cumulative data maintained by the Oklahoma State Department of Education, it was determined that the questionnaire personal data were normal. The questionnaire data exhibited in the following tables are percentages of the total response for teachers and percentages of the total population according to the State Department data.

TABLE 4. --Comparison of questionnaire data for the total number years of experience in education with that of the total population

Source of Data	Number Years of Experience					
	0-5	6-10	11-15	16-20	21-30	Over 30
State Department Data	27.0%	13.8%	13.1%	14.7%	19.7%	11.6%
Questionnaire Data	21.6%	12.5%	16.7%	12.7%	20.6%	15.9%

TABLE 5. --Comparison of questionnaire data for the highest degree with that of the total population

Source of Data	Highest Degree Held		
	Bachelor	Master	Doctorate
State Department Data	68.5%	31.1%	.03%
Questionnaire Data	64.3%	35.3%	.34%

TABLE 6. --Comparison of questionnaire data for the salary range with that of the total population

Source of Data	Salary Ranges			Over
	\$3,000-\$3,999	\$4,000-\$4,999	\$5,000-\$6,000	\$6,000
State Department Data	7.3%	28.1%	50.8%	9.6%
Questionnaire Data	8.8%	31.6%	48.8%	10.9%

From Tables 4, 5, and 6 it can be seen that the data from the questionnaires varied by a small per cent from the data provided by the Oklahoma State Department of Education in the number of years of experience in education of classroom teachers, in the highest degree held by classroom teachers, and in the salary range of classroom teachers. It can be concluded that the personal data received in this study were representative of the population from whence the data were received.

Statistical Methods Used

In order to determine the meaning of the data derived from the questionnaires, selected statistical techniques were employed. The results of the application of percentages, Z-test of significant difference between proportions, and the chi-square test of significant difference are presented in Chapter IV. Along with the tabular presentation will be a discussion of the data as analyzed according to the selected statistical methods employed.

Percentages were used so that responses of each variable to each item could be compared. The total frequency of responses for each possible response for each variable was sub-totaled. The sub-total for each variable to each possible reaction was divided into the frequency of response for each variable to each possible response to ascertain the percentage of response for each variable to each possible response to each item. On several of the responses to selected items, the median was computed for different variables as a measure of central tendency.

The chi-square test of significant difference was used to determine if a significant difference existed between the position variables, elementary and secondary classroom teachers and school superintendents; the sex variable, male and female classroom teachers; and the salary variables, classroom teachers in the \$3,000 to \$4,999 and the \$5,000 and up salary ranges. Superintendents were not included in the sex variable because all school district superintendents in Oklahoma are males. Superintendents were also omitted from the salary variables since superintendents of school districts typically make \$6,000 or more in salary.

The Z-test of significant difference between proportions was utilized in order to determine the direction and location of significant difference found by use of the chi-square test of significant difference. The Z-test was used in conjunction with the chi-square test because of the tendency of the alpha risk to increase when the Z-test is made of two or more variables for two or more possible responses.

The Null hypothesis of no significant difference was used for each of the statistical tests. If the Null hypothesis of no significant difference was rejected, there was a significant difference evidenced by use of the chi-square and the Z-test which meant that the data in the cells were dependent. If the Null hypothesis of significant difference was accepted after computation of the chi-square and Z-test of significant difference, the data in the cells were independent.

One problem encountered in the use of the chi-square test of

statistical technique was the question of how to evaluate contingency tables in which there was a cell expectancy of less than 5. Lewis and Burke⁴ presented a conservative guide as to evaluation of cell expectancies of less than 5 in an article entitled, "The Use and Misuse of the Chi-Square Test." These two authors stated that a value of 5 is the smallest "value that should be used even when there are several other theoretical frequencies that are far greater than 10."⁵

Cochran presented a more liberal view than did Lewis and Burke. In an article entitled "The Chi-Square Correction for Continuity,"⁶ Cochran stated:

At the 5 per cent level, the tabular chi-square distribution may be used without undue error with an expectation as low as 0.5 and at the 1 per cent level with an expectation as low as 2.0.⁷

Please note that Cochran was speaking of a single cell expectancy below 5. The reader will also note in the data presented that if there were two or more cell expectancies of less than 5, an indication of such occurrence was clearly indicated. Also, if any computed

⁴Don Lewis and C. J. Burke, "The Use and Misuse of the Chi-Square Test," Psychological Bulletin, XXXVI (November, 1949), pp. 433-489.

⁵Ibid., p. 462.

⁶W. G. Cochran, "The Chi-Square Correction for Continuity," Iowa State College Journal of Science, XVI (July, 1942), pp. 421-436.

⁷Ibid., p. 436.

chi-square was not significant, neither chi-square nor the computed Z-score was reported in this study.

A 95 per cent level of confidence was chosen for both the chi-square and Z-test of significant difference. Since the direction of possible significance was not known, a two-tailed test was selected for both the chi-square and Z-tests of significant difference. If any computed chi-square was not significant, neither chi-square nor the computed Z-score was reported in this study. If the computed chi-square was within 1.0 per cent of either tail of the tabular chi-square such occurrence was indicated by an "R" in the appropriate table to represent rejection with reservation. If there was a significant chi-square and one or more of the computed Z-scores for that group of data were within 1.0 per cent of the tabular Z-score, such occurrence was indicated by an "R" to indicate rejection with reservation.

Programming of Data

In order to facilitate the handling of the large quantity of data obtained in this study, the data were punched on IBM cards and tallied on a statistical sorter. A member of the staff of programmers in the University of Oklahoma Computer Laboratory programmed the data for computation of both the Z-test of statistical difference and the chi-square test of significant difference. The programs were then run on the IBM 1620 in the Computer Laboratory. Without the use of the computer, a

considerably greater amount of time would have been necessary to compute both the chi-square and Z-test on the data analyzed.

CHAPTER IV

ANALYSIS OF THE DATA

Description of the Population

This study was designed to discover the relationship between certain factors regarding professional personnel in Oklahoma's schools and the attitudes of these professional personnel toward the Oklahoma Education Association and its program. The major factors considered were: sex, marital status, chronological age, occupation of spouse, years of education experience, grade levels of experience, and the highest degree held and salary earned.

Sex as a Factor

Even though female classroom teachers predominated in the elementary school, the converse was true in the secondary school. The reader should consider two important factors, however, as he compares the results of this study in Items A1 and A6 on the questionnaire. The discrepancy between the 64.0 per cent male-secondary school teachers in Item A1 and the 80.7 per cent secondary school teacher-males in Item A6, for example, was due to the two different bases used for division. By adding the 119 male classroom teachers (23 + 96) to the 160 female

Table 7.--Sex, marital status, and age of respondents

Questionnaire Items		Position Variables			Classroom Teachers			
		School Teachers		Super.	Sex Variables		Salary Variables	
		Elem.	Sec.		Male	Female	\$3,000 -\$4,999	\$5,000 up
		f	f	f	f	f	f	f
		%	%	%	%	%	%	%
Male	f	23	96	126	119		51	81
	%	17.8	64.0	100	100		45.9	48.5
Female	f	106	54	0		160	60	86
	%	82.2	36.0	0		100	54.1	51.5
Married	f	101	111	104	86	121	74	138
	%	80.8	79.3	98.1	80.4	80.1	67.9	86.2
Single	f	24	29	2	21	30	35	22
	%	19.2	20.7	1.9	19.6	19.9	32.1	13.8
Age:								
21-29	f	21	47	3	43	16	51	8
	%	17.5	36.2	2.9	43.4	11.2	50.0	5.7
30-39	f	31	26	26	21	24	25	22
	%	25.8	20.0	25.5	21.3	16.8	24.5	15.3
40-49	f	43	26	34	14	42	16	41
	%	35.8	20.0	33.3	14.1	29.4	15.7	28.9
50-60	f	8	21	33	13	51	8	55
	%	6.7	16.1	32.4	13.1	35.6	7.8	38.8
Over 60	f	17	10	6	8	10	2	16
	%	14.2	7.7	5.9	8.1	7.0	2.0	11.3

^aThe percentages are of those who responded on this item.

^bThere were no "female" school district superintendents.

^cOnly classroom teachers were classified in the "sex" and "salary" variables.

classroom teachers (106 + 54), a total of 279 classroom teachers was obtained. It may readily be seen that 42.6 per cent of the total number of classroom teachers were males and 57.4 per cent were females. The superintendents were not included in the sex variable because all school district superintendents in Oklahoma were males.

Males in the sample tended to be represented in greater number in the "\$5,000 and up" salary range. More females were represented in the "\$3,000 to \$4,999" salary range; it was interesting to note that no sharp differential seemed to exist in salaries between men and women teachers. Superintendents were not included in the salary category just discussed.

Marital Status as a Factor

The great majority of the classroom teachers indicated that they were married, and all of the superintendents responding to this item indicated that they were married. Interestingly enough, the teachers in the lower salary category had the smallest percentage of married teachers.

Age as a Factor

One might tentatively conclude that the majority of male classroom teachers were young, secondary school teachers who received a salary in the \$3,000 to \$4,999 range. This might be the reason that one-half of the beginning teachers in Oklahoma leave within five years after having earned their teaching certificate.

TABLE 8. -- "Occupation of spouse" selected by at least forty per cent of any one variable

Questionnaire Items	Position Variables			Classroom Teachers			
	School Teachers		Super.	Sex Variables		Salary Variables	
	Elem.	Sec.		Male	Female	\$3,000-\$4,999	\$5,000 up
	f	f	f	f	f	f	f
	%	%	%	%	%	%	%
Federal Civil Service	f 3	2	0	0	5	3	2
	% 3.1	1.7	0.0	0.0	4.4	3.4	1.6
Housewife	f 8	38	56	45	0	15	31
	% 8.2	32.3	46.3	47.4	0.0	16.8	25.4
School Principal	f 7	0	0	0	7	1	7
	% 7.1	0.0	0.0	0.0	6.1	1.1	5.7
Salesman	f 6	2	0	0	8	4	4
	% 6.1	1.7	0.0	0.0	7.0	4.5	3.3
Secretary	f 2	5	3	7	0	3	3
	% 2.0	4.3	2.5	7.4	0.0	3.4	2.4
Student	f 2	9	2	3	6	9	2
	% 2.0	7.6	1.6	3.2	5.3	10.1	1.6
Superintendent	f 1	4	0	0	5	1	0
	% 1.0	3.4	0.0	0.0	4.4	1.1	0.0
Classroom teacher	f 22	27	59	31	17	18	31
	% 22.4	23.3	48.8	32.6	14.9	20.2	25.4
Percentage of total who responded	53.0	75.0	99.2	90.5	42.1	60.7	65.6

^aThe percentages are of those who responded on this item.

^bOnly classroom teachers were classified in the "sex" and "salary" variables.

TABLE 9. -- Years of experience as an educator, highest degree held, and salary range of respondents

Questionnaire Items	Position Variables			Classroom Teachers			
	School Teachers		Super.	Sex Variables		Salary Variables	
	Elem.	Sec.		Male	Female	\$3,000 - \$4,999	\$5,000 up
	f	f	f	f	f	f	f
	%	%	%	%	%	%	%
Years of Experience as an Educator:							
0-5	f 25	61	2	52	31	75	11
	% 19.1	39.6	1.6	43.8	19.5	65.1	6.5
6-10	f 18	23	10	22	17	21	20
	% 13.7	14.9	8.1	18.5	10.7	18.3	11.8
11-15	f 19	21	28	16	24	11	29
	% 14.5	13.6	22.9	13.4	15.1	9.6	17.2
16-20	f 18	15	19	11	21	4	29
	% 13.7	9.7	15.4	9.2	13.2	3.5	17.2
21-30	f 30	16	38	10	37	4	42
	% 32.9	10.4	30.9	8.4	23.3	3.5	24.8
Over 30	f 21	18	26	8	29	0	38
	% 16.1	11.8	21.1	6.7	18.2	0.0	22.5
Highest Degree Held							
Bachelor's	f 94	90	2	68	112	97	86
	% 71.2	58.4	1.6	57.1	70.0	84.3	50.6
Master's	f 37	64	123	50	48	17	84
	% 28.0	41.6	97.6	42.0	30.0	14.8	49.4
Doctor's	f 1	0	1	1	0	1	0
	% 0.8	0.0	0.8	0.9	0.0	0.9	0.0
Salary Range							
\$3,000-3,999	f 16	9	0	8	16	90	0
	% 12.1	5.0	0.0	6.7	10.1	78.3	0.0
\$4,000-4,999	f 37	53	0	43	44	25	0
	% 28.0	34.6	0.0	36.1	27.7	21.7	0.0
\$5,000-6,000	f 71	68	6	50	86	0	139
	% 53.8	44.4	4.8	42.1	54.1	0.0	81.8
Over \$6,000	f 8	23	120	18	13	0	31
	% 6.1	15.1	95.2	15.1	8.1	0.0	18.2

^aThe percentages are of those who responded to this item.

^bOnly classroom teachers were classified in the "sex" and "salary" variables.

The majority of the secondary school teachers (56 per cent), male classroom teachers (65 per cent), and the classroom teachers in the lower salary range (74 per cent) fell into the 21 to 39 years age bracket. Sixty-two per cent of the elementary classroom teachers were from 21 to 49 years of age. The majority of the superintendents, female classroom teachers, and the teachers in the higher salary bracket were 40 to 60 years of age.

Occupation of Spouse as a Factor

For nearly all of the variables the occupation of the spouse was predominantly that of housewife or teacher. In the higher salary range there was an equal distribution of the respondent's spouse in the housewife and teacher category, and this was approximately true of the superintendents.

It might be noted that there were 48 different occupations listed by the respondents in this study. Only seven of these 48 occupations were selected with sufficient frequency to be considered for this analysis. The seven selected occupations are presented in Table 8.

Years of Education Experience as a Factor

The secondary school teachers, the male classroom teachers, and the teachers in the lower salary bracket, in ascending order of per cent, had the fewest number of years of experience in education. Teachers in the higher salary range followed closely the superintendents in greatest

number of years of experience. Even though a median of approximately 17 per cent of the respondents in this study had more than 30 years of education experience, not one teacher in the lower salary range indicated as great a number of years of education experience.

The median number of years of experience for the female classroom teachers compared rather closely with that of the teachers in the elementary school. The median years of experience indicated by the male and secondary teachers was also, approximately the same.

Highest Degree Held as a Factor

Almost without exception, the superintendents indicated that they possessed a Master's degree. Typically, the teachers in the higher salary category, the male teachers, and the secondary school teachers were more likely to have a Master's degree than were the teachers in the lower salary range, the female teachers, or the elementary school teachers. One elementary school teacher and one superintendent indicated that they possessed a doctorate.

The Bachelor's degree was the highest degree held by 71.2 per cent of the elementary school teachers, 70.0 per cent of the teachers in the female variable, and 84.3 per cent of the respondents in the lower salary range. The male respondents as well as the respondents in the higher salary range were usually as likely to have a Master's degree as they were to have a Bachelor's degree.

TABLE 10. -- Frequency and percentage of membership and the number of years respondents were members of the Oklahoma Education Association

		Position Variables			Classroom Teachers			
		School Teachers		Super.	Sex Variables		Salary Variables	
		Elem.	Sec.		Male	Female	\$3,000-\$4,999	\$5,000 up
		f	f	f	f	f	f	f
		%	%	%	%	%	%	%
Member of OEA								
Yes	f	128	154	126	117	158	112	164
	%	97.0	100	100	98.3	98.8	97.4	96.5
No	f	4	0	0	2	2	3	6
	%	3.0	0.0	0.0	1.7	1.2	2.6	3.5
Number of Years as OEA Member								
0-5	f	25	67	5	58	30	77	28
	%	20.2	44.7	4.1	49.1	19.9	68.2	17.5
6-10	f	29	28	16	24	32	25	20
	%	23.4	18.7	13.2	20.3	21.3	22.1	12.5
11-15	f	19	20	29	16	23	6	32
	%	15.3	13.3	24.0	13.6	15.2	5.3	20.0
16-20	f	14	11	15	10	15	3	21
	%	11.3	7.3	12.4	8.5	9.9	2.6	13.1
21-30	f	22	12	29	6	28	1	32
	%	17.7	8.0	24.0	5.1	18.5	0.9	20.0
Over 30	f	15	12	27	4	23	1	27
	%	12.1	8.0	22.3	3.4	15.2	0.9	16.9

^aThe percentages are of those who responded on this item.

^bOnly classroom teachers were classified in the "sex" and "salary" variables.

Salary Earned as a Factor

There was a slightly larger proportion of the female teachers in the \$3, 000 to \$4, 999 and the \$5, 000 to \$6, 000 salary ranges than there were males; conversely, there was a slightly larger proportion of males than females in the \$4, 000 to \$4, 999 and over \$6, 000 salary ranges. In general, however, it might be stated that the male and female respondents were receiving approximately the same salary. Superintendents were not included in the salary variable. It might be stated also that the elementary and secondary classroom teachers received about the same salary.

Only 4.8 per cent of the superintendents indicated that their salary was less than \$6, 000. Only 6.1 per cent of the elementary school teachers and 15.1 per cent of the secondary school teachers indicated that they earned an annual salary of over \$6, 000. Forty per cent of the elementary and secondary school teachers earned annual salaries below \$5, 000. There were 6.2 per cent more elementary than secondary classroom teachers who indicated that they made less than \$4, 000 each year.

Membership in the Oklahoma Education Association as a Factor

The variables indicating that the respondents were members of the Oklahoma Education Association approached 100 per cent. The secondary school teachers, the male teachers, and the respondents in the lower salary range had been members of the Oklahoma Education Association for fewer years than the elementary school teachers, the female

TABLE 11. -- Total number of teachers employed by the respondent's employer-school district

Questionnaire Items	Position Variables			Classroom Teachers				
	School Teachers		Super.	Sex Variables		Salary Variables		
	Elem.	Sec.		Male	Female	\$3, 000- \$4, 999	\$5, 000 up	
	f	f	f	f	f	f	f	
	%	%	%	%	%	%	%	
Number of class- room teachers em- ployed in your dis- trict								
4-10	f	15	21	26	15	19	16	27
	%	11. 4	13. 6	20. 6	12. 6	11. 9	13. 9	15. 9
11-20	f	19	14	40	12	20	11	41
	%	14. 4	9. 1	31. 7	10. 1	12. 5	9. 6	24. 1
21-49	f	21	35	37	31	25	25	22
	%	15. 9	22. 7	29. 5	26. 0	15. 6	21. 7	12. 9
50-99	f	12	21	15	14	18	15	17
	%	9. 1	13. 6	11. 9	11. 8	11. 2	13. 0	10. 0
100-600	f	30	39	8	31	37	28	38
	%	22. 7	25. 3	6. 3	26. 1	23. 1	24. 4	22. 4
Over 600	f	35	24	0	16	41	20	25
	%	26. 5	15. 7	0. 0	13. 4	25. 7	17. 4	14. 7

^aThe percentages are of those who responded.

^bOnly classroom teachers were classified in the "sex" and "salary" variables.

teachers, and the teachers in the higher salary range.

Half as many elementary classroom teachers as secondary classroom teachers, and approximately one-tenth as many superintendents as secondary classroom teachers, had been members of the Oklahoma Education Association from 0 to 5 years. There was also a difference between the response of the elementary and secondary classroom teachers in the 21 to 30 and over 30 years of OEA membership divisions. The superintendents had been members of the Oklahoma Education Association for a greater number of years than had either the elementary or secondary classroom teachers; the elementary classroom teachers had been members for a greater number of years than had the secondary school teachers.

Total Number of Teachers in the Employer District as a Factor

Secondary school teachers, male teachers, and teachers in the lower salary range indicated that they taught in school districts which employed fewer than 16 teachers; elementary school teachers, female teachers, and teachers in the higher salary range indicated that the school district in which they taught employed at least 16 teachers. It appeared from the data that the teachers in the lower salary range taught in the school districts which employed the fewest number of teachers; conversely, the teachers in the highest salary range taught in the school districts which employed the greatest number of teachers.

It can be seen from the data in Table 11 that 58.3 per cent of

TABLE 12. -- Attitude of respondents toward membership in the Oklahoma Education Association

Questionnaire Items		Position Variables						Classroom Teachers				
		School Teachers		Super. f %	Elem. vs Sec. (Z)	Elem. vs Super (Z)	Sec. vs Super (Z)	Sex Variables		Male vs Female (Z)	Salary Variables	
		Elem.	Sec.					Male	Female		\$3,000- 4,999	\$5,000 up
		f	f					f	f		f	f
		%	%					%	%		%	%
All educators should be OEA members?												
Yes	f	129	138	124	2.64		-3.35	109	151		91	161
	%	98.5	91.4	100				92.4	96.2		79.8	96.4
No	f	2	13	0	-2.64		3.35	9	6		23	7
	%	1.5	8.6	0.0				7.6	3.8		20.2	3.6
		Chi-square: 16.7 (2)									Chi-square: 18.3	
Have you ever felt coerced into joining OEA?												
Yes	f	21	49	4	-3.15	3.48	6.14	42	28	3.45	34	36
	%	16.0	32.2	3.2				35.9	17.6		29.8	21.4
No	f	110	103	122	3.15	-3.48	-6.14	75	131	-3.45	80	132
	%	84.0	67.8	96.8				64.1	82.4		70.2	78.6
		Chi-square: 39.8						Chi-square: 11.9				
Should all educators in Oklahoma be forced to join the OEA?												
Yes	f	50	44	55				31	61		32	63
	%	38.8	29.7	44.7				26.7	39.6		28.6	38.7
No	f	79	104	68				85	93		80	100
	%	61.2	70.3	55.3				73.3	60.4		71.4	61.3

^aThe percentages are of those who responded on this item.

^bOnly classroom teachers were classified in the "sex" and "salary" variables.

^cA "R" indicates that the computed chi-square of Z was 1.0 or less of the tabular chi-square or Z, and was rejected with reservation.

^dThe Z was not listed if there was no chi-square significant difference.

^eChi-squares which were not significant at either tail of a two tailed test using a 95 per cent level of confidence were not reported.

^fThe number of chi-square cell expectancies below 5 are listed in parenthesis to the right of the reported chi-square.

the elementary school teachers and 60.0 per cent of the female teachers taught in school districts which employed no fewer than 50 teachers.

Sixty-one per cent of the secondary school teachers, 64 per cent of the male teachers, and 59 per cent of the teachers in the lowest salary range taught in districts which employed from 21 to 600 teachers. Nearly 82 per cent of the superintendents and nearly 53 per cent of the teachers in the higher salary range were employed in school districts which employed from 4 to 49 classroom teachers.

Attitude Toward Membership in the Oklahoma Education Association

Prior to determining the attitude of Oklahoma educators toward selected goals and actions of the Oklahoma Education Association, some expression of attitude was elicited as to whether or not the populations thought Oklahoma educators should be members of the state professional education association. This section of the questionnaire contained:

"Should all educators in Oklahoma be members of the OEA? Have you ever felt coerced into joining the OEA? Should all educators in Oklahoma be forced to join the OEA?"

Attitude as to Whether or Not Educators in Oklahoma Should Be Members

The respondents left little doubt as to whether or not educators in Oklahoma should be members of the Oklahoma Education Association. With the exception of the 79.8 per cent response from the teachers in the

\$3, 000 to \$4, 999 salary category, over 91 per cent of the total respondents indicated that educators in Oklahoma should be members of the state professional education association.

Even though there was a significant difference between the classroom teachers and superintendents, there was no significant difference between the elementary school teachers and the secondary classroom teachers on this item. The respondents in the \$5, 000 and up salary range agreed to significantly greater degree that Oklahoma Educators should be members of the Oklahoma Education Association.

Coercion as a Factor in Membership

Male classroom teachers and secondary classroom teachers indicated a significantly greater feeling of coercion to join the Oklahoma Education Association than did any other group in either the position variable or the sex variable. Male secondary classroom teachers specifically felt more coerced into joining the state professional education association than did the female secondary school teachers.

Thirty-two per cent of the secondary classroom teachers indicated that they had felt coerced into joining the Oklahoma Education Association at one time, and this percentage was approximately twice that of the elementary classroom teachers and eight times that of superintendents who responded similarly to this item. The percentage of classroom teachers in the male variable who answered "Yes" on this statement was approximately twice that of the female teachers. Only 8.4 per

TABLE 13. --Attitude toward use of selected possible actions by Oklahoma educators

Questionnaire Items		Position Variables						Classroom Teachers						
		School Teachers		Super. f	Elem. vs Sec. (Z)	Elem. vs Super. (Z)	Sec. vs Super. (Z)	Sex Variables		Salary Variables				
		Elem. f	Sec. f					Male vs Female (Z)	\$3,000- 4,999 f	\$5,000 up f	\$3,000-4,999 vs \$5,000 up (Z)			
%	%	%	%	%	%	%	%	%	%	%	%			
1. Mediation														
Yes	f	94	116	96				88	117		77	132		
	%	72.9	76.4	76.2				77.9	74.0		68.1	78.6		-1.96
No	f	11	18	17				11	17		19	9		
	%	8.5	11.8	13.5				9.7	10.8		16.8	5.4		3.14
No Opinion	f	24	18	13		4.00	2.79	14	24		17	27		
	%	18.6	11.8	10.3				12.4	15.2		15.1	16.0		
		Chi-square: 16.7									Chi-square: 9.9			
2. Boycott														
Yes	f	12	18	16				16	14		13	16		
	%	9.6	12.4	13.0				14.5	9.3		11.8	10.0		
No	f	85	96	85				66	111		80	100		
	%	68.0	65.7	69.1				60.0	74.0		72.7	62.5		
No Opinion	f	28	32	22				28	25		17	44		
	%	22.4	21.9	17.9				25.5	16.7		15.5	27.5		
3. Blacklist														
Yes	f	9	10	16				7	12		8	11		
	%	7.2	6.8	13.0				6.3	7.9		7.3	6.9		
No	f	85	102	86				75	108		83	103		
	%	68.0	69.4	69.9				67.6	71.6		75.4	64.3		
No Opinion	f	31	35	21				29	31		19	46		
	%	24.8	23.8	17.1				26.1	20.5		17.3	28.8		
4. Strike														
Yes	f	12	22	10				21	13		14	20		
	%	9.6	14.9	8.1				18.9	8.6	2.47	12.5	12.6		
No	f	89	93	95				62	116		81	100		
	%	71.2	62.8	77.2				55.9	76.3	-3.50	72.3	63.3		
No Opinion	f	24	33	18				28	23		17	38		
	%	19.2	22.3	14.7				25.2	15.1	2.04	15.2	24.1		
								Chi-square: 12.7						

^aThe percentages are of those who responded on this item.

^bOnly classroom teachers were classified in the "sex" and "salary" variables.

^cA "R" indicates that the computed chi-square or Z was 1.0 or less of the tabular chi-square or Z, and was rejected with reservation.

^dThe Z was not listed if there was no chi-square significant difference.

^eChi-squares which were not significant at either tail of a two-tailed test using a 95 per cent level of confidence were not reported.

^fThe number of chi-square cell expectancies below 5 are listed in parenthesis to the right of the reported chi-square.

cent difference separated the response of the teachers in the \$3, 000 to \$4, 999 salary category from the response of the teachers in the \$5, 000 and up salary category.

Attitude Toward "Forcing" Oklahoma Educators to Join

Forty-two and six-tenths per cent of the respondents indicated a disposition toward forcing Oklahoma educators to join the state professional education association. It was evident that superintendents more than classroom teachers, and elementary school teachers more than secondary school teachers felt that Oklahoma educators should be forced to join the state professional education association. There was a significant difference between the attitude of secondary classroom teachers and superintendents as to whether or not Oklahoma educators should be forced to join the Oklahoma Education Association. The female teachers agreed to a significantly greater degree that Oklahoma educators should be forced to join the Oklahoma Education Association.

Attitude Toward the Use of Certain Possible Actions

The respondents were asked to give their reaction to the question of use of Mediation by an appropriate agency, the Boycott, the Blacklist, and Strikes should other methods of achieving the purposes of the profession prove unsuccessful.

Attitude Toward Mediation by an Appropriate Agency

Elementary classroom teachers indicated "no opinion" on this

action to a significantly greater extent than did secondary classroom teachers and secondary classroom teachers indicated "no opinion" on this action to a significantly greater degree than did superintendents. In total, the teachers and superintendents indicated approval of "Mediation by an appropriate agency" to achieve the purposes of the profession should other alternatives be exhausted.

The classroom teachers in the higher salary range agreed to mediation to a significantly greater degree than did the teachers in the \$3,000 to \$4,999 salary range. The teachers in both salary ranges did, however, approve the use of mediation.

Attitude Toward the Use of Boycotts

The use of "Boycott" by the Oklahoma Education Association was not approved by any of the variables. The classroom teachers in the higher salary range did express a significantly greater proportion of "no opinions" on the use of "Boycotts" than did the classroom teachers in the \$3,000 to \$4,999 salary range.

Attitude Toward the Use of Blacklists

The overall attitude expressed by all variables toward the use of the "Blacklist" by the Oklahoma Education Association was noticeably not one of approval. A significantly larger percentage of secondary school teachers than superintendents expressed "no opinion" on this action; a significantly larger proportion of male teachers than female teachers

TABLE 14. -- Attitude toward past "general" goals and actions of the Oklahoma Education Association

Questionnaire Items	Position Variables						Classroom Teachers					
	School Teachers		Super.	Elem. vs Super.	Elem. vs Super.	Sec vs Super.	Sex Variables		Male vs Female	Salary Variables		
	Elem.	Sec.					Male	Female		\$5,000-4,999	\$5,000 up	\$5,000-4,999 vs \$5,000 up
	f	f	f	Sec. (Z)	Super. (Z)	Super. (Z)	f	f	Female (Z)	f	f	f vs (Z)
Improvement of laws pertaining to public schools												
Approve	f 87	99	106				79	101		71	113	
	% 73.1	71.2	85.5				71.2	73.8		68.3	74.8	
Oppose	f 4	6	2				8	2		3	8	
	% 3.4	4.3	1.6				7.2	1.4		2.9	5.3	
No Opinion	f 28	34	16				24	34		30	30	
	% 23.5	24.5	12.9				21.6	24.8		28.8	19.9	
School district re-organization												
Approve	f 50	71	64				55	63		45	76	
	% 41.7	51.4	52.0				50.0	47.0		42.3	50.0	
Oppose	f 19	20	32		R	-2.33	21	17		15	23	
	% 15.8	14.5	26.0				19.1	12.7		14.4	15.1	
No Opinion	f 51	47	27		3.43	2.17	34	54		44	53	
	% 42.5	34.1	22.0				30.9	40.3		42.3	34.9	
	Chi-square: 15.0											
State-wide equalization of tax assessments												
Approve	f 60	65	87		-3.27	-3.98	58	66		47	77	
	% 51.3	47.4	71.9				53.7	48.5		45.2	51.3	
Oppose	f 10	17	13				15	12		13	15	
	% 8.5	12.4	10.7				13.9	8.8		12.5	10.0	
No Opinion	f 47	55	21		3.90	4.01	35	58		44	58	
	% 40.2	40.2	17.4				32.4	42.7		42.3	38.7	
	Chi-square: 21.5											
Federal Aid to education												
Approve	f 59	70	89		-3.54	-3.55	59	67		55	74	
	% 49.6	50.4	71.8				54.6	48.2		52.9	48.7	
Oppose	f 18	35	14	-1.99		2.89	30	21	2.44	24	28	
	% 15.1	25.2	11.3				27.8	15.1		23.1	18.4	
No Opinion	f 42	34	21	R	3.26		19	51	3.30	25	50	
	% 35.3	24.4	16.9				17.6	36.7		24.0	32.9	
	Chi-square: 22.9											
Improved certification standards												
Approve	f 93	102	97				75	116		80	114	
	% 76.8	73.9	78.2				69.4	82.3		76.9	74.5	
Oppose	f 6	5	8				8	3		6	5	
	% 5.0	3.6	6.4				7.4	2.1		5.8	3.3	
No Opinion	f 22	31	19				25	22		18	34	
	% 18.2	22.5	15.4				23.2	15.6		17.3	22.2	
	Chi-square: R											
In-service education												
Approve	f 89	84	95				66	103		74	99	
	% 74.2	60.4	76.6				60.6	73.7		70.5	65.1	
Oppose	f 4	9	3				8	4		4	8	
	% 3.3	6.5	2.4				7.3	2.7		3.8	5.3	
No Opinion	f 27	46	26				35	33		27	45	
	% 22.5	33.1	21.0				32.1	23.6		25.7	29.6	
Research activities												
Approve	f 72	79	89				61	86		67	83	
	% 60.0	57.2	72.4				57.0	62.3		64.4	55.0	
Oppose	f 2	5	5				4	3		2	5	
	% 1.7	3.6	4.0				3.7	2.2		1.9	3.3	
No Opinion	f 46	54	29				42	49		35	63	
	% 38.3	39.2	23.6				39.3	35.5		33.7	41.7	
Public relations												
Approve	f 82	92	97				72	97		68	105	
	% 68.9	64.8	78.2				66.1	68.8		64.2	69.1	
Oppose	f 4	8	5				8	4		5	7	
	% 3.4	5.6	4.0				7.3	2.8		4.7	4.6	
No Opinion	f 33	42	22				29	40		33	40	
	% 27.7	29.6	17.8				26.6	28.4		31.1	26.3	
Vigor in organizing local classroom teachers' associations												
Approve	f 71	65	68				69	78		60	75	
	% 60.2	46.4	54.8				62.8	56.5		57.1	49.7	
Oppose	f 10	14	13				6	11		8	15	
	% 8.4	10.0	10.5				5.4	8.0		7.6	9.9	
No Opinion	f 37	61	43				35	49		37	61	
	% 31.4	43.6	34.7				31.8	35.5		35.3	40.4	

^aThe percentages are of those who responded.

^bOnly classroom teachers were classified in the "sex" and "salary" variables.

^cA "R" indicates that the computed chi-square of Z was 1.0 or less of the tabular chi-square or Z, and was rejected with reservation.

^dThe Z was not listed if there was no chi-square significant difference.

^eChi-squares which were not significant at either tail of a two-tailed test using a 95 per cent level of confidence were not reported.

^fThe number of chi-square cell expectancies below 5 are listed in parenthesis to the right of the reported chi-square.

indicated "no opinion" on the use of "Blacklists." Furthermore, the male teachers expressed a significantly greater degree of approval on this action than did the female teachers; the female teachers expressed a significantly greater disapproval on this action than did the male teachers.

Attitude Toward Past Goals and Actions of the
Oklahoma Education Association

The respondents were asked to react to 29 items which were divided and grouped under "General," "Welfare," "Curriculum," and "Political." The respondents were requested to check whether they "Approved," "Opposed," or had "No Opinion" to each of the 29 items in terms of the "Past" actions or goals of the Oklahoma Education Association.

Attitudes Toward "General" Past Actions or Goals of the
Oklahoma Education Association

Attitude toward past actions or goals in terms of improvement of laws pertaining to public schools. Approval on this item was indicated by the respondents in each of the variables. With the exception of the superintendents, from 20 to 30 per cent of the respondents indicated that they had "No Opinion" on this item.

The classroom teachers differed significantly with the superintendents on "Approval" and "No Opinion" of past actions or goals of the Oklahoma Education Association in terms of improvement of laws pertaining to schools. Both the female teachers and the teachers in the \$5,000

and up salary category indicated a greater degree of approval than did the male teachers and teachers in the lower salary range.

Attitude toward past actions or goals of the Oklahoma Education Association in terms of school district reorganization. A reluctant approval on this item by secondary classroom teachers and superintendents was clouded somewhat by the high percentage of "no opinions." Actually, the elementary classroom teachers were as likely to indicate "no opinion" as they were to approve on this item.

There was a significantly greater opposition expressed on this item by superintendents than by classroom teachers. Furthermore, the classroom teachers indicated "no opinion" on this item to a significantly greater extent than did the superintendents.

Attitude toward past actions or goals of the Oklahoma Education Association in terms of state-wide equalization of tax assessments. The only significant difference divulged by the chi-square test of independence was between the classroom teachers and the superintendents. The Z-test indicated a significant difference between the 51.3 per cent affirmative response of the elementary school teachers and the 47.4 per cent affirmative response of the secondary school teachers. There also was a significant difference between the response of the secondary school teachers and the superintendents as to approval on this item. With the exception of the 71.9 per cent of the superintendents, the approval of the other variables was about the same.

Attitude toward past actions or goals of the Oklahoma Education

Association in terms of federal aid to education. The superintendents were significantly more favorably disposed toward this statement than were the classroom teachers classified under any of the other variables. The approval expressed by the variables other than that of superintendent was approximately 50 per cent of those who made a response of approval on this statement.

There was a chi-square significant difference indicated in both the position variables and the sex variables. Although this was a strongly contested issue in the state at the time of the survey, approximately one-fourth of the secondary school teachers and one-third of the elementary school teachers did not indicate an opinion on this statement.

Attitude toward past actions or goals of the Oklahoma Educa-

tion Association in terms of improved certification standards. The classroom teachers were favorably disposed toward the Oklahoma Education Association in regard to its past actions or goals pertaining to improved certification standards. The highest percentage of dissent on this statement was registered by the male teachers, 7.4 per cent. There was indicated, however, a better than 15 per cent "no opinion" by each of the variables.

Disposition of the educators toward "In-Service Education."

Analysis revealed that responses to this item were approximately the same as those on the preceding one. There was one chi-square result which had

to be rejected with reservation since it was within 1.0 or less of the tabular chi-square.

The female teachers were more favorably disposed toward this statement than were the male teachers. The secondary school teachers were significantly less favorably disposed toward this statement than were either the elementary school teachers or the superintendents. The reader will note that there existed a relatively large proportion of the respondents who were disposed to indicate "no opinion."

Attitude toward past actions and goals pertaining to "Research Activities." A larger proportion of the classroom teachers reacted favorably on this statement than did superintendents. The respondents in the position variables, the sex variables, and the salary variables were disposed favorably toward the past actions and goals of the Oklahoma Education Association in regard to "Research Activities."

Since there was no significant difference evidenced by use of the chi-square, it must be stated that there was independence of cells among the variables. A significant difference, however, was found between classroom teachers and superintendents on two of the three possible responses by use of the Z-test. The proportion of any variable which opposed on this statement ranged from 1.71 per cent for elementary school teachers to 4.0 per cent for superintendents. The "no opinion" response for all variables ranged from 23.6 per cent for the superintendents to 41.7 per cent for the teachers in the \$5,000 and up

salary category. Those respondents who approved by variable, ranged from 55.0 per cent for those teachers in the higher salary category to a high of 72.0 per cent for superintendents.

Attitude toward past actions and goals pertaining to "Public Relations." The only significant difference evidenced on this item was between the secondary school teachers and superintendents on both the most favorable reaction and the "no opinion" reaction. The superintendents indicated a greater tendency toward approval and a lesser tendency toward "no opinion" than did the secondary school teachers on either of these two reactions.

Six of the seven variables varied, in per cent of approval, by only 4.9 per cent, with superintendents extending only 9.1 per cent above the approval percentage of the teachers in the \$5,000 and up salary category. Even if the approximately twenty-five to thirty per cent "no opinions" were added to the "oppose" response, the approvals would still constitute a majority of the responses and twice the proportion of the "oppose" plus "no opinion."

Attitude toward "Vigor in organizing local classroom teacher associations." The approval of all members of each variable on this item was less pronounced than it was for the preceding item. Only the approval answer of the elementary school teachers and the male respondents remained sufficiently high to constitute a majority of the responses. The highest proportional approval was expressed by the members of the

TABLE 15. --Attitude toward past "welfare" goals and actions of the Oklahoma Education Association

Questionnaire Items	Position Variables						Classroom Teachers					
	School Teachers		Super	Elem.	Elem.	Sec.	Sex Variables			Salary Variables		
	Elem.	Sec.		vs	vs	vs	Male	Female	Male	\$3,000 -	\$5,000	\$3,000 - 4,999
	f	f	f	Sec.	Super.	Super.	f	f	vs	4,999	up	vs
	%	%	%	(Z)	(Z)	(Z)	%	%	Female (Z)	%	%	\$5,000 up (Z)
Minimum salary												
Approve	f 87	98	105				76	104		76	108	
	% 73.1	70.5	85.4				69.8	74.4		72.4	70.6	
Oppose	f 12	19	5				20	10	2.65	14	17	
	% 10.1	13.7	4.0				18.3	7.2		12.3	11.1	
No Opinion	f 20	22	13				13	24		15	28	
	% 16.8	15.8	10.6				11.9	17.4		14.3	18.3	
	Chi-square: R						Chi-square: 7.6					
Retirement												
Approve	f 88	89	110		-3.01	-4.80	73	101		71	107	
	% 74.6	64.0	89.4				67.6	73.2		68.3	70.9	
Oppose	f 10	21	4			3.26	18	12		15	15	
	% 8.5	15.1	3.2				16.7	8.7		14.4	9.9	
No Opinion	f 20	29	9		2.30	3.11	17	25		18	29	
	% 16.9	20.9	7.4				15.7	18.1		17.3	19.2	
	Chi-square: 23.8											
Tenure												
Approve	f 71	76	74				54	88		60	86	
	% 61.7	55.1	60.6				51.9	65.2		58.2	58.1	
Oppose	f 11	20	20				17	14		11	20	
	% 9.6	14.5	16.4				16.4	10.4		10.7	13.5	
No Opinion	f 33	42	28				33	33		32	42	
	% 28.7	30.4	23.0				31.7	24.4		31.1	28.4	
Protection from unfair dismissal of classroom teachers												
Approve	f 71	66	73				50	83	-2.21	59	77	
	% 62.9	48.5	59.3				48.1	62.4		57.3	53.5	
Oppose	f 4	12	14				12	4	2.60	8	8	
	% 3.5	8.8	11.4				11.5	3.0		7.8	5.6	
No Opinion	f 38	58	36				42	46		36	59	
	% 33.6	42.7	29.3				40.4	34.6		34.9	40.9	
							Chi-square: 9.0					
Protection from unfair dismissal of administrators												
Approve	f 65	60	76				47	76		55	70	
	% 57.5	44.1	61.8				45.2	57.2		53.4	49.0	
Oppose	f 5	11	11				11	4		7	8	
	% 4.4	8.1	8.9				10.6	3.0		6.8	5.6	
No Opinion	f 43	65	36				46	53		41	65	
	% 38.1	47.8	29.3				44.2	39.8		39.8	45.4	
	Chi-square: R											
Protection from unfair dismissal of other professional personnel												
Approve	f 63	57	69				44	74	-2.02	52	67	
	% 55.8	42.5	56.5				43.1	56.5		51.5	47.2	
Oppose	f 3	12	8				11	4	2.38	8	7	
	% 2.6	9.0	6.6				10.8	3.1		7.9	4.9	
No Opinion	f 47	65	45				47	53		41	68	
	% 41.6	48.5	36.9				46.1	40.4		40.6	47.9	
	Chi-square: 7.8											
Disciplining members of the profession												
Approve	f 46	50	56				41	54		44	23	4.79
	% 40.7	35.7	47.1				39.0	40.6		42.7	15.5	
Oppose	f 12	22	21				18	16		13	21	
	% 10.6	15.7	17.6				17.1	12.0		12.6	14.2	
No Opinion	f 55	68	42				46	63		46	104	4.07
	% 48.7	48.6	35.3				43.9	47.4		44.7	70.3	
							Chi-square: 23.5					
Seeking written personnel policies for Oklahoma Schools												
Approve	f 47	33	76		-3.18	-3.97	44	56		28	53	
	% 41.9	38.1	62.8				41.9	42.1		27.2	35.8	
Oppose	f 3	12	11	-1.98	-2.06		10	5		6	11	
	% 2.7	8.6	9.1				9.5	3.8		5.8	7.4	
No Opinion	f 62	74	34		4.22	4.10	51	72		69	84	
	% 55.4	53.3	28.1				48.6	54.1		67.0	56.8	
	Chi-square: 25.8											

TABLE 15.--Continued

Questionnaire Items	Position Variables						Classroom Teachers					
	School Teachers		Super. f	Elem. vs Sec. (Z)	Elem. vs Super. (Z)	Sec. vs Super. (Z)	Sex Variables		Salary Variables			
	f	Sec.					Male f	Female f	Male vs Female (Z)	\$3,000- 4,999 f	\$5,000 up f	\$3,000-4,999 vs \$5,000 up (Z)
	%	%								%	%	%
	%	%					%	%	%	%	%	%
Professional negotiations												
Approve	f	30	42	53			31	40		68	43	
	%	26.5	50.2	43.8			29.5	27.8		66.0	28.8	
Oppose	f	5	7	6			5	7		10	6	
	%	4.4	5.0	5.0			4.8	4.9		9.7	4.1	
No Opinion	f	78	90	62			69	97		25	100	
	%	69.1	64.8	51.2			65.7	67.3		24.3	67.1	
Insurance programs												
Approve	f	92	98	97			69	116	-3.29	61	121	
	%	77.3	68.5	79.9			63.9	82.3		58.7	77.1	
Oppose	f	7	9	7			11	5	2.12	10	6	
	%	5.9	6.3	5.7			10.2	3.5		9.6	3.8	
No Opinion	f	20	26	19			28	20	2.33	33	30	
	%	16.8	25.2	15.4			25.9	14.2		31.7	19.1	
							Chi-square: 11.3					
Credit union												
Approve	f	75	92	81			71	91		72	105	
	%	63.0	64.8	65.8			65.7	65.0		68.6	67.8	
Oppose	f	9	9	13			12	8		5	10	
	%	7.6	6.3	10.6			11.1	5.7		4.8	6.4	
No Opinion	f	35	41	29			25	41		38	40	
	%	29.4	28.9	23.6			23.2	29.3		26.6	25.8	
Job placement												
Approve	f	78	94	85			73	95		60	99	
	%	65.0	62.2	67.5			68.9	67.4		56.1	64.7	
Oppose	f	5	9	10			7	7		27	9	
	%	4.2	6.0	7.9			6.6	5.0		25.2	5.9	
No Opinion	f	37	48	31			26	39		20	45	
	%	30.8	31.8	24.6			24.5	27.6		18.7	29.4	

^aThe percentages are of those who responded on this item.

^bOnly classroom teachers were classified in the "sex" and "salary" variables.

^cA "R" indicates that the computed chi-square or Z was 1.0 or less of the tabular chi-square or Z, and was rejected with reservation.

^dThe Z was not listed if there was no chi-square significant difference.

^eChi-squares which were not significant at either tail of a two-tailed test using a 95 per cent level of confidence were not reported.

^fThe number of chi-square cell expectancies below 5 are listed in parenthesis to the right of the reported chi-square.

male respondents, while the lowest proportional approval was indicated by the secondary school teachers. It should be noted that from 31.4 to 40.4 per cent of the responses represented a "no opinion" response.

Attitude Toward "Welfare" Past Actions or Goals
of the Oklahoma Education Association

Disposition toward "Minimum Salary." The superintendents indicated a significantly greater degree of approval of the past actions and goals of the Oklahoma Education Association in connection with minimum salary than did the classroom teachers. There was no more than approximately 5 per cent difference between the respondents in the sex variable and the respondents in the salary variable in their indication of approval on this item. The classroom teachers and superintendents were plainly in favor of the actions and goals taken and set by the Oklahoma Education Association in the past.

The chi-square test of significant difference indicated that there was a significant difference of attitude within the sex variable as to opposition to the past actions or goals of the state professional education association in trying to improve the "Minimum Salary" situation for public school educators. The computed chi-square was within 1.0 per cent of the tabular chi-square; therefore, the Null hypothesis of no significant difference was accepted with reservation.

Attitude toward "Retirement." A significantly larger proportion of the superintendents than classroom teachers were favorable to the past

actions and goals of the Oklahoma Education Association in their attempts to obtain a better retirement program for Oklahoma educators. More than a majority in each variable professed approval on this section of "Welfare."

With the exception of the 7.4 per cent of the superintendents, from 15 to 20 per cent of the respondents in each of the variables indicated that they had no opinion. Those who opposed on this item constituted only from 8.5 to 16.7 per cent of the respondents in their respective variable.

Attitude toward "Tenure." It was of interest to note that the responses of the different variables on the most favorable reaction to "Tenure" were within a range of 13.3 per cent, beginning with 51.9 per cent; the range of the responses of the different variables in the "oppose" and "no opinion" sections was approximately half that expressed in the "approval" section. For all variables there was a 51.9 per cent to 65.2 per cent "approval" with only 9.6 per cent to 16.4 per cent opposition, and from 23.0 per cent to 31.7 per cent who indicated "no opinion." Such a reaction seemed to indicate that classroom teachers and superintendents in Oklahoma were disposed to believe that the Oklahoma Education Association had done all it could in the area of "Tenure." Another possible explanation was that the classroom teachers and superintendents did not understand that they did not possess tenure.

Attitude toward "Protection from Unfair Dismissal." Since this

item was divided into classroom teachers, administrators, and other professional personnel, it was hypothesized that a difference would exist between the reaction of classroom teachers and that of superintendents on this section concerning their respective groups. Such a situation did not exist. Rather, percentage of response of each variable to each of the possible responses on each section of this item was approximately the same.

This investigator concluded, therefore, that, in view of the high percentage of "no opinions" expressed by each of the variables, and because of the slightly greater than a majority affirmative response, the teachers and superintendents of Oklahoma did not possess a particularly favorable attitude toward the past actions or goals of the Oklahoma Education Association in protection of administrators, classroom teachers, and other professional personnel from unfair dismissal.

Attitude toward "Disciplining Members of the Profession." The highest percentage of any variable to indicate "no opinion" to any item on this questionnaire was registered by the teachers in the higher salary range on this item, 70.3 per cent. With the exception of the higher salary range, there was no more than 13.0 per cent difference in the "approval" and "no opinion" responses for each of the variables.

There was a significant difference of response on the "approval" and "no opinion" sections of this item for the teachers in the salary variable. Whereas only 15.5 per cent of the respondents in the higher salary

category approved on this item, 42.7 per cent of the lower salary respondents "approved." Although it may not definitely be stated that Oklahoma educators were opposed to the Oklahoma Education Association's discipline of members, it could be stated that they did not approve.

Attitude toward "Seeking written personnel policies for Oklahoma Schools." More than a majority of the superintendents indicated "approval" on "Seeking of written personnel policies for Oklahoma schools", whereas a majority of the classroom teachers indicated "no opinion". Less than 10 per cent of any variable in this study opposed such a past action or goal of the Oklahoma Education Association.

The computed chi-square exceeded the tabular chi-square at the .975 level by 23.8 per cent. Computation of the Z-test of significant difference between proportions disclosed a significant difference between the classroom teachers and the superintendents on both the "approval" and "no opinion" responses.

The male and female teachers registered "no opinion" by approximately 50 per cent, their reaction between "no opinion" and "approval" was fairly evenly divided. The reaction of the teachers in the salary range variable was perhaps even less clear than that of the teachers in the sex variable.

Attitude toward "Professional Negotiation." With the exception of the teachers in the \$3,000 to \$4,999 salary range and the secondary school teachers, the classroom teachers and superintendents did not approve or oppose this past action or goal of the Oklahoma Education

Association. With the exception of the variables indicated, the classroom teachers and superintendents were more likely not to have an opinion than they were either to approve or oppose on this item.

Attitude toward "Insurance Programs." The classroom teachers and superintendents indicated approval of the past actions or goals of the Oklahoma Education Association on insurance programs. The highest percentage of approval, in descending order, was expressed by female teachers, superintendents, elementary school teachers, and teachers in the higher salary range.

There was a significant difference of attitude expressed by the teachers in the sex variable. The female teachers indicated a significantly greater percentage of approval; the male teachers indicated a significantly greater percentage of opposition and "no opinion."

Attitude toward the "Credit Union." The highest proportion of opposition was registered by the male teachers (11.1 per cent) with 4.8 per cent of the classroom teachers in the \$3,000 to \$4,999 salary range who indicated the lowest proportion of opposition. Even though approximately one-fourth of the respondents indicated "no opinion", approximately 65 per cent indicated approval.

Attitude toward "Job Placement." Although 25.2 per cent of the teachers in the \$3,000 to \$4,999 salary range indicated "no opinion," and from 18.7 per cent to 31.8 per cent of the other variables indicated "no opinion," from 56.1 per cent to 68.9 per cent of the variables expressed

TABLE 16. --Attitude toward past "curriculum" goals and actions of the Oklahoma Education Association

Questionnaire Items		Position Variables						Classroom Teachers						
		School Teachers		Super. f %	Elem. vs Sec. (Z)	Elem. vs Super. (Z)	Sec. vs Super (Z)	Sex Variables			Salary Variables			
		Elem.	Sec.					Male	Female	Male	\$3, 000- 4, 999	\$5, 000 up	\$3, 000-4, 999 vs \$5, 000 up (Z)	
		f	f					f	f	vs Female	f	f		
		%	%					%	%	%	%	%	%	
Free textbooks	Approve	f	80	59	98	4. 27	-2. 41	-6. 61	59	78		60	80	
		%	66. 6	40. 4	80. 3				53. 7	54. 9		56. 1	54. 4	
	Oppose	f	23	50	7	-2. 74	3. 17	5. 68	35	37		27	36	
		%	19. 2	34. 2	5. 7				31. 8	26. 1		25. 2	24. 5	
	No Opinion	f	17	37	17	-2. 25		2. 32	16	27		20	31	
		%	14. 2	25. 4	14. 0				14. 5	19. 0		18. 7	21. 1	
		Chi-square: 50. 9												
Better teaching aids and equipment	Approve	f	88	97	106		-2. 64	-3. 40	79	101		75	110	
		%	73. 3	69. 3	86. 9				73. 8	72. 6		71. 4	71. 4	
	Oppose	f	6	10	1			2. 54	8	8		5	10	
		%	5. 0	7. 1	0. 8				7. 5	5. 8		4. 8	6. 5	
	No Opinion	f	26	33	15			2. 35	20	30		25	34	
		%	21. 7	23. 6	12. 3				18. 7	21. 6		23. 8	22. 1	
		Chi-square: 13. 6												
Leadership in curriculum improvement	Approve	f	79	94	99				73	95		65	105	
		%	66. 9	66. 7	81. 1				68. 2	68. 3		62. 6	69. 1	
	Oppose	f	5	8	5				8	5		9	6	
		%	4. 2	5. 7	4. 1				7. 5	3. 6		8. 6	3. 9	
	No Opinion	f	34	39	18				26	39		30	41	
		%	28. 9	27. 6	14. 8				24. 3	28. 1		28. 8	27. 0	

^aThe percentages are of those who responded on this item.

^bOnly classroom teachers were classified in the "sex" and "salary" variables.

^cA "R" indicates that the computed chi-square or Z was 1.0 or less of the tabular chi-square or Z and was rejected with reservation.

^dThe Z was not listed if there was no chi-square significant difference.

^eChi-squares which were not significant at either tail of a two-tailed test using a 95 per cent level of confidence were not reported.

^fThe number of chi-square cell expectancies below 5 are listed in parenthesis to the right of the reported chi-square.

approval as to the past action or goals of the Oklahoma Education Association on the matter of "Job Placement."

Attitude Toward "Curriculum" Past Actions or Goals
of the Oklahoma Education Association

Disposition toward "Free Textbooks." With the single exception of the secondary school teachers, the respondents in the variables indicated from 53.7 per cent to 80.3 per cent approval. It might be noted that the superintendents expressed a significantly greater percentage of approval than did the classroom teachers.

The difference in responses to "Free Textbooks" by classroom teachers and superintendents was significant to all possible responses with the exception of elementary classroom teachers and superintendents on their "no opinion" reaction. The superintendents (80.3 per cent) indicated the greatest approval, while the elementary teachers were second by 13.7 percentage points. The respondents in the sex and salary variables indicated from 53.7 per cent to 56.1 per cent approval; the secondary school teachers, 40.41 per cent.

Attitude toward "Better teaching aids and equipment." All variables indicated approval on this item. The significant difference in response lay mainly between secondary classroom teachers and superintendents. Although the attitude of these two variables did not differ significantly by percentage of reaction to the "oppose" and "no opinion" responses, 27 per cent more of the superintendents than secondary

classroom teachers checked approval of the past actions or goals of the Oklahoma Education Association in the area of better teaching aids and equipment. There was a significant difference of attitude between elementary classroom teachers and superintendents in the percentage of each who indicated approval. Therefore, it might be concluded that superintendents were more favorably disposed toward the past actions or goals of the Oklahoma Education Association in the area of "Better teaching aids and equipment" than were the classroom teachers who used such aids and equipment in their teaching.

Disposition toward "Leadership in curriculum improvement."

There was very little opposition by any of the variables on this area of past actions or goals of the Oklahoma Education Association. There was a significant difference between the response of the classroom teachers and the superintendents in their approval and "no opinion" on this item: the superintendents indicated a significantly greater approval and a significantly smaller percentage of "no opinion" than did the classroom teachers. If one discounted the fact that approximately one-fourth of the respondents in each variable indicated "no opinion," one could state that the classroom teachers and superintendents had a favorable attitude toward the past actions and goals of the Oklahoma Education Association's "Leadership in curriculum improvement."

TABLE 17. -- Attitude toward past "political" goals and actions of the Oklahoma Education Association

Questionnaire Items	Position Variables						Classroom Teachers					
	School Teachers		Super.	Elem.	Elem.	Sec.	Sex Variables			Salary Variables		
	Elem.	Sec.		vs	vs	vs	Male	Female	Male	\$3,000-4,999	\$5,000 up	\$3,000-4999
	f	f	f	Sec. (Z)	Super. (Z)	Super. (Z)	f	f	vs Female (Z)	f	f	vs \$5,000 up (Z)
	%	%	%				%	%		%	%	
Meeting with candidates for state office to elicit views on educational system												
Approve	f 89	98	106		-2.24	-3.48	76	108		70	115	
	% 74.8	68.1	86.2				68.5	77.1		66.0	73.7	
Oppose	f 3	16	5	-2.68		2.13	14	5	2.71	9	10	
	% 2.5	11.1	4.1				12.6	3.6		8.5	6.4	
No Opinion	f 27	30	12		2.74	2.48	21	27		27	31	
	% 22.7	20.8	9.7				18.9	19.3		25.5	19.9	
	Chi-square: 18.8						Chi-square: 7.4					
Informing educators about the views of candidates on educational problems												
Approve	f 94	101	107		-3.22		80	112		73	121	-2.83
	% 79.0	71.0	87.0				72.1	80.6		68.9	78.6	
Oppose	f 4	21	5	-3.12		2.91	17	7	2.74	4	11	
	% 3.4	14.5	4.1				15.3	5.0		3.8	7.1	
No Opinion	f 21	21	11		2.00		14	20		29	22	2.23
	% 17.6	14.5	8.9				12.6	14.4		27.3	14.3	
	Chi-square: 19.6						Chi-square: 7.5			Chi-square: 8.0		
Lobbying with legislators on desired legislation												
Approve	f 74	99	103	-1.20	-3.66	-2.63	79	90		61	111	
	% 62.2	69.2	83.1				71.8	64.8		58.1	71.6	
Oppose	f 11	14	10				12	12		13	12	
	% 9.2	9.8	8.1				10.9	8.6		12.4	7.7	
No Opinion	f 34	30	11		3.95	2.74	19	37		31	32	
	% 28.6	21.0	8.8				17.3	26.6		29.5	20.7	
	Chi-square: 16.5											
Supporting or opposing legislative candidates												
Approve	f 54	63	78		-2.69	-3.15	51	63		38	79	
	% 46.2	44.1	63.4				46.4	45.7		36.2	51.3	
Oppose	f 28	44	26				36	34		31	37	
	% 23.9	30.8	21.1				32.7	24.6		29.5	24.0	
No Opinion	f 35	36	19		2.68	R	23	41		36	38	
	% 29.9	25.1	15.5				20.9	29.7		34.3	24.7	
	Chi-square: 13.8											
Supporting or opposing gubernatorial candidates												
Approve	f 45	54	67				42	54		31	67	
	% 38.5	38.3	54.5				38.2	39.1		29.8	44.1	
Oppose	f 28	41	26				32	35		32	36	
	% 23.9	29.1	21.1				29.1	25.4		30.8	23.7	
No Opinion	f 44	46	30				36	49		41	49	
	% 37.6	32.6	24.4				32.7	35.5		39.4	32.2	
	Chi-square: R											

^aThe percentages are of those who responded on this item.

^bOnly classroom teachers were classified in the "sex" and "salary" variables.

^cA "R" indicates that the computed chi-square or Z was 1.0 or less of the tabular chi-square or Z, and was rejected with reservation.

^dThe Z was not listed if there was no chi-square significant difference.

^eChi-squares which were not significant at either tail of a two-tailed test using a 95 per cent level of confidence were not reported.

^fThe number of chi-square cell expectancies below 5 are listed in parentheses to the right of the reported chi-square.

Attitude Toward "Political" Past Actions or Goals of the
Oklahoma Education Association

Disposition toward "Meeting with candidates for state office to elicit views on educational problems." There was found from the data received an expression of a favorable attitude on the part of the respondents in this study toward the past actions and goals of the Oklahoma Education Association in their "Meeting with candidates for state office to elicit views on educational problems." A greater percentage of superintendents than any of the variables containing public school teachers indicated a favorable attitude on this action or goal of the state professional education association.

The approval by 86.2 per cent of the superintendents was significantly greater than the approval of either the secondary classroom teachers or the elementary classroom teachers. Even though there was a significant difference between the negative response of the secondary classroom teachers and both the elementary classroom teachers and the superintendents, the actual percentage of opposition was no higher than 11.1 per cent for either group.

The male respondents had a significantly larger percentage of their group who opposed than did the female. It should be noted that only 12.6 per cent of the male teachers checked "oppose" on this item. Insofar as the teachers in the salary ranges were concerned, less than ten per cent opposed, less than 26 per cent had "no opinion," and at least

66 per cent were favorably disposed.

Attitude toward "Informing educators about the views of candidates on educational problems." The percentage of classroom teachers whose attitude was favorable ranged from 68.9 per cent to 80.6 per cent, while the percentage of superintendents whose response was favorable was 6.4 per cent above that of the percentage of the most favorable reaction indicated by any division of classroom teachers. There was, interestingly enough, a significant difference between the respondents in the position, sex, and salary variables.

Whereas the male and female respondents differed significantly only in their respective 15.3 per cent and 5.0 per cent opposition, the teachers in the salary variable differed significantly on both the "approve" and "no opinion" responses. In fact, the teachers in the higher salary range approved by a significantly greater percentage of respondents than did the teachers in the lower salary range; the teachers in the \$3,000 to \$4,999 salary range indicated "no opinion" by a significantly larger percentage than did the respondents in the \$5,000 and up salary category.

Even though the largest percentage who opposed in the position variable was 14.5 per cent, this reaction of the secondary school teachers differed significantly with the reaction of both the elementary school teachers and the superintendents. The approval reaction of the secondary school teachers was again significantly different from that of the superintendents, but this time the percentage of superintendents

surpassed that of the secondary school teachers. The reaction of the secondary classroom teachers was more nearly like that of the elementary school teachers on the "no opinion" response than that of the superintendents.

Disposition toward "Lobbying with legislators on desired legislation." The classroom teachers under position, sex, and salary variables agreed with the superintendents in their approval of the past actions or goals of the Oklahoma Education Association in "Lobbying with legislators on desired legislation." There was, however, a significant difference in attitude found in the position variable.

The favorable response of the classroom teachers differed significantly from the response of the superintendents. Actually, elementary classroom teachers registered less approval than did either the superintendents or secondary classroom teachers. Although elementary and secondary classroom teachers registered about the same percentage of opposition, the teachers indicated a significantly larger percentage of "no opinions" than did the superintendents. The attitude of the classroom teachers in the salary variables did not differ greatly from that expressed by the elementary and secondary classroom teachers separately.

Attitude toward "Supporting or opposing legislative candidates."

Only 51.3 per cent of the teachers in the \$5,000 and up salary range and 63.4 per cent of superintendents expressed their approval by greater than

46 per cent. An unusually large proportion of the respondents indicated their opposition on this item.

A significantly larger percentage of the superintendents than classroom teachers approved of the past action or goals of the Oklahoma Education Association in their support or opposition of legislative candidates. There was a significant difference indicated by use of the Z-test between the teachers in the \$3, 000 to \$4, 999 and \$5, 000 and up salary ranges. The reaction of the teachers in the sex variable was approximately the same.

Attitude toward "Supporting or opposing gubernatorial candidates." In opposition to the 54.5 per cent of the superintendents who were disposed to favor the past actions or goals of the Oklahoma Education Association in their "Supporting or opposing gubernatorial candidates," over 55 per cent of the classroom teachers did not indicate their approval. Although 23.7 per cent of the classroom teachers indicated opposition, from 32.2 per cent to 39.4 per cent of the classroom teachers revealed that they had "no opinion." It might be stated that classroom teachers did not approve, and superintendents did approve of the past action or goals of the Oklahoma Education Association in "Supporting or opposing gubernatorial candidates."

Attitude Toward "Ought To" Goals and Actions of the Oklahoma Education Association

The next 29 items were the same as the preceding 29 items.

TABLE 18. --Attitude toward ought to "general" goals and actions of the Oklahoma Education Association

Questionnaire Items	Position Variables						Classroom Teachers					
	School Teachers		Super.	Elem. vs Sec.	Elem. vs Super.	Sec. vs Super.	Sex Variables		Male vs Female	Salary Variables		
	Elem.	Sec.					Male	Female		\$3,000-4,999	\$5,000 up	\$3,000-4999 vs \$5,000 up
	f	f	f	(Z)	(Z)	(Z)	f	f	f	f	f	(Z)
	%	%	%				%	%	(Z)	%	%	
Improvement of laws pertaining to public schools												
Approve	f 69	95	73				81	82	2.76	69	94	
	% 65.1	70.9	62.4				80.2	63.6		70.4	66.2	
Oppose	f 4	2	2				3	2		3	2	
	% 3.8	1.5	1.7				3.0	1.6		3.1	1.4	
No Opinion	f 33	37	42				17	45	-3.06	26	46	
	% 31.1	27.6	35.9				16.8	34.8		26.5	32.4	
School district re-organization							Chi-square: 9.6 (2)					
Approve	f 50	81	58	-2.99		1.94	66	64		51	80	
	% 41.7	60.4	48.3				64.8	51.6		52.6	54.8	
Oppose	f 14	15	28		2.38	-2.58	13	17		12	17	
	% 11.7	11.2	23.3				12.7	13.7		12.4	11.6	
No Opinion	f 56	38	34	3.02	2.93		23	43		34	49	
	% 46.6	28.4	28.4				22.5	34.7		35.0	33.6	
State-wide equalization of tax assessments												
Approve	f 60	95	83				79	76	3.48	59	95	
	% 52.6	69.9	69.7				76.0	54.3		60.2	63.3	
Oppose	f 10	8	6				7	11		8	10	
	% 8.8	5.9	5.0				6.7	7.8		8.2	6.7	
No Opinion	f 44	33	30				18	53	-3.49	31	45	
	% 38.6	24.2	25.3				17.3	37.9		31.6	30.0	
Federal aid to education												
Approve	f 55	74	75	-1.99			64	64		58	71	
	% 50.0	54.4	63.0				61.5	48.5		58.0	50.0	
Oppose	f 20	34	11		1.98	3.29	25	29		20	33	
	% 18.2	25.0	9.2				24.1	22.0		20.0	22.3	
No Opinion	f 35	28	33	2.01			15	39	-2.74	22	44	
	% 31.8	20.6	27.8				14.4	29.5		22.0	29.7	
Improved certification standards												
Approve	f 62	90	66				69	81		63	89	
	% 56.4	65.2	57.4				67.6	62.3		63.0	61.0	
Oppose	f 11	10	13				12	9		11	10	
	% 10.0	7.2	11.3				11.8	6.9		11.0	6.8	
No Opinion	f 37	38	36				21	40		26	47	
	% 33.6	27.6	31.3				20.6	30.8		26.0	32.2	
In-service education												
Approve	f 72	94	79				77	88		75	93	
	% 64.9	69.1	66.9				76.3	67.2		75.0	63.7	
Oppose	f 6	6	1				6	6		4	8	
	% 5.4	4.4	0.8				5.9	4.6		4.0	5.5	
No Opinion	f 33	36	38				18	37		21	45	
	% 29.7	26.5	32.3				17.8	28.2		21.0	30.8	
Research activities												
Approve	f 66	93	75				80	76	3.10	70	89	
	% 59.5	68.4	63.0				77.7	58.5		70.0	61.4	
Oppose	f 3	1	2				2	2		2	2	
	% 2.7	0.7	1.7				1.9	1.5		2.0	1.4	
No Opinion	f 42	42	42				21	52	-3.20	28	54	
	% 37.8	30.9	35.3				20.4	40.0		28.0	37.2	
Public relations												
Approve	f 76	100	80				85	88	3.25	75	101	
	% 67.8	74.1	67.8				85.0	66.2		75.8	69.6	
Oppose	f 2	4	0				5	1	2.03	3	3	
	% 1.8	3.0	0.0				5.0	0.8		3.0	2.1	
No Opinion	f 34	31	38				10	44	-4.13	21	41	
	% 30.4	22.9	32.2				10.0	33.0		21.2	28.3	
Vigor in organizing local classroom teachers' associations												
Approve	f 61	81	61				69	71		64	79	
	% 53.5	60.4	51.7				69.0	54.2		64.0	54.1	
Oppose	f 10	7	9				6	11		8	9	
	% 8.8	5.2	7.6				6.0	8.4		8.0	6.2	
No Opinion	f 43	46	48				25	49		28	58	
	% 37.7	34.4	40.7				25.0	37.4		28.0	39.7	

^aThe percentages are of those who responded to this item.^bOnly classroom teachers were classified in the "sex" and "salary" variables.^cA "R" indicates that the computed chi-square of Z was 1.0 or less of the tabular chi-square or Z, and was rejected with reservation.^dThe Z was not listed if there was no chi-square significant difference.^eChi-squares which were not significant at either tail of a two-tailed test using a 95 per cent level of confidence were not reported.^fThe number of chi-square cell expectancies below 5 are listed in parenthesis to the right of the reported chi-square.

These items were similarly divided into "General, " "Welfare, " "Curriculum" and "Political." The respondents were again requested to indicate whether they did "Approve, " "Oppose, " or had "No Opinion" concerning each of the 29 items. In this section, however, the respondents were to consider the items in terms of what the Oklahoma Education Association "ought to" do.

Attitude Toward "General" "Ought To" Actions or Goals

Disposition toward "Improvement of laws pertaining to public schools. The percentage of approval checked by the teachers and superintendents revealed that the classroom teachers and superintendents approved of the Oklahoma Education Association's taking future action to improve laws which pertain to public schools. It was apparent from the data, however, that a large proportion of the respondents were not sure whether or not such action should be taken although the percentage of opposition was negligible--from 1.5 per cent to 3.8 per cent.

Even though computation of the chi-square test of significant difference revealed a significant difference between the male and female teachers, two of the expectancy cells were below 5. Further analysis through the application of the Z-test of significant difference revealed that the male respondents did feel more favorably disposed toward future action of the Oklahoma Education Association to improve state laws which pertain to public schools. Actually, the male approval on this

"ought to" action was a larger per cent than existed for any of the other variables.

Attitude toward "School District Reorganization" as an "Ought to" action. The classroom teachers and superintendents were disposed toward favoring school district reorganization by 50.5 per cent of their number. Less than 12 per cent of the classroom teachers expressed opposition to the Oklahoma Education Association taking future action in the important area of school district reorganization, and only 23.3 per cent of the superintendents expressed identical opinions. It is important to note that almost one-half of the elementary school teachers and over one-fourth of the secondary school teachers and superintendents expressed "no opinion" on this issue.

The reaction of approval of the secondary school teachers differed significantly from that of the elementary school teachers and the superintendents. The classroom teachers more nearly agreed in their lower percentage of opposition, which was significantly lower than the percentage of opposition indicated by the superintendents.

The female teachers and the teachers in the salary variable disclosed a very similar percentage of approval, opposition, and "no opinion" response to this possible future action by the Oklahoma Education Association. The reaction of the male teachers was very similar, however to that of the secondary school teachers.

Attitude toward "State-wide equalization of tax assessments"

as an "Ought to" action. There was a 60 per cent, or higher, approval on this item for all groups, with the exception of the elementary school teachers and the female school teachers, who indicated 52.6 per cent and 54.3 per cent approval, respectively. Even though the percentage in opposition was less than 10 per cent, the percentage of "no opinion" ranged from 17.3 per cent for the male teachers to 38.6 per cent for the elementary school teachers.

The response of the secondary classroom teachers and the superintendents on this item was within 1.0 per cent on each of the three possible reactions, with only approximately 30 per cent who did not approve. The elementary classroom teachers indicated an attitude which was very nearly significantly different from that of the secondary school teachers and the superintendents.

Male and female teachers differed significantly in both the approval and "no opinion" response to this action. There were 24.0 per cent of the male teachers who did not approve, and 45.7 per cent of the female teachers who did not approve. The classroom teachers classified in the salary range variable indicated with approximately the same percentage of response on each of the three possible reactions.

Attitude toward "Federal aid to education" as an "Ought to"

action. A significantly larger proportion of the superintendents expressed their approval on this "ought to" action than did classroom teachers

and a significantly lesser proportion of superintendents expressed opposition than did classroom teachers. Even though there was a significant difference between classroom teachers on "no opinion," the "no opinion" response of either of the three position variables ranged from 20.6 per cent to 31.8 per cent, which seemed rather high.

Approximately 54 per cent of the respondents in the sex and salary variables agreed with the 55.9 per cent of the respondents in the position variable that "Federal aid to education" was an "ought to" action of the Oklahoma Education Association. The lowest percentage of approval was indicated by the female classroom teachers while the school district superintendents expressed the highest percentage of approval on this item.

Attitude toward "Improved certification standards" as an "Ought to" action. A majority of the respondents indicated that they believed that the Oklahoma Education Association "Ought to" set goals and take action in attempting to improve "Certification standards" in Oklahoma. There was little opposition on this proposed action, however, from 20.6 per cent to 33.6 per cent of the respondents in the individual variables who indicated that they had "no opinion" on this proposed action.

Attitude toward "In-service education" as an "Ought to" action. The respondents approved of "In-service education" as an area in which the Oklahoma Education Association should plan to take action in the future. The classroom teachers classified as male and in the lower salary

range indicated the highest degree of approval of this proposed action.

Less than 6 per cent of any variable were opposed to the idea of the state professional education association taking future action in "In-Service Education."

Attitude toward "Research Activities" as an "Ought to" action.

Although there was general approval indicated, there was a significant difference in the "approve" and "no opinion" responses of the male and female respondents. There was some question as to the validity of the significant difference between male and female teachers evidenced by the chi-square since two of the cell expectancies were below 5.

Attitude toward "Public Relations" as an "Ought to" action. Here

again there was a greater than majority approval of this proposed action. Even though there were two cell expectations which were below five in the computation of the chi-square for the sex variable, computation of the Z-test indicated a significant difference on each of the three possible reactions. Almost 20 per cent of the male teachers indicated a more favorable response than did the female teachers. There existed, however, a greater than majority approval by each of the variables on this proposed action by the Oklahoma Education Association.

Attitude toward "Vigor in organizing local classroom teacher associations" as an "Ought to" action. Fifty-four and one-tenth per cent of the teachers in the higher salary range and 69.0 per cent of the male teachers evidenced their approval of the Oklahoma Education Association to set goals and take action to strive vigorously to organize local class-

TABLE 19. --Attitude toward ought to "welfare" goals and actions of the Oklahoma Education Association

Questionnaire Items	Position Variables						Classroom Teachers					
	School Teachers		Super	Elem. vs Sec. (Z)	Elem. vs Super. (Z)	Sec. vs Super. (Z)	Sex Variables			Salary Variables		
	Elem.	Sec.					Male	Female	Male vs Female (Z)	\$3,000-4,999	\$5,000 up	\$3,000-4,999 vs \$5,000 up (Z)
	f	f	f				f	f		f	f	
	%	%	%				%	%		%	%	
Minimum salary												
Approve	f 83	109	88				90	100	2.52	83	109	
	% 73.4	79.0	74.6				88.2	75.2		83.0	78.4	
Oppose	f 2	5	1				5	2		4	3	
	% 1.8	3.6	0.8				4.9	1.5		4.0	2.2	
No Opinion	f 28	24	29				7	31	-3.39	13	27	
	% 24.8	17.4	24.6				6.9	23.3		13.0	19.4	
							Chi-square: 13.1 (2)					
Retirement												
Approve	f 85	100	89				91	104	2.52	81	117	
	% 74.6	95.4	75.4				90.0	77.6		81.8	77.5	
Oppose	f 4	6	1				5	3		4	4	
	% 3.5	4.3	0.8				5.0	2.2		4.0	2.6	
No Opinion	f 25	21	28				5	27	-3.36	14	30	
	% 21.9	15.3	23.8				5.0	20.2		14.2	19.9	
							Chi-square: 12.1 (2)					
Tenure						2.05						
Approve	f 81	98	70				82	94		68	111	
	% 69.9	71.0	58.8		-3.06		78.8	69.1		69.7	72.1	
Oppose	f 2	9	14				7	4		3	8	
	% 1.7	6.5	11.8				6.8	2.9		3.0	5.2	
No Opinion	f 33	31	35				15	38	-2.50	28	35	
	% 28.4	22.5	29.4				14.4	28.0		28.3	22.7	
	Chi-square: 11.9						Chi-square: 7.5					
Protection from unfair dismissal of classroom teachers												
Approve	f 81	97	78				82	93		69	109	
	% 68.1	71.2	67.2				80.4	67.4		68.3	71.2	
Oppose	f 0	5	8				3	2		2	3	
	% 0.0	3.7	6.9				2.9	1.4		2.0	2.0	
No Opinion	f 38	34	30				17	43		30	41	
	% 31.9	25.1	25.9				16.7	31.2		29.7	26.8	
Protection from unfair dismissal of administrators												
Approve	f 75	92	77				79	86		65	102	
	% 63.6	67.6	66.4				77.4	62.3		64.4	67.1	
Oppose	f 1	5	7				2	3		3	3	
	% 0.8	3.7	6.0				2.0	2.2		3.0	2.0	
No Opinion	f 42	39	32				21	49		33	47	
	% 35.6	28.7	27.6				20.6	35.5		32.6	30.9	
Protection from unfair dismissal of other professional personnel												
Approve	f 67	89	69				75	82	2.27	63	96	
	% 57.8	65.4	59.5				73.5	59.4		63.0	63.2	
Oppose	f 0	5	7				1	4		2	3	
	% 0.0	3.7	6.0				1.0	2.9		2.0	2.0	
No Opinion	f 49	42	40				26	52	-1.99	35	53	
	% 42.2	30.9	34.5				25.5	37.7		35.0	34.8	
							Chi-square: .0072 (2) (left-tail)					
Disciplining members of the profession												
Approve	f 62	73	71				61	72		56	78	
	% 53.9	53.7	59.2				58.1	54.5		58.0	52.4	
Oppose	f 11	16	12				17	10		11	16	
	% 9.6	11.8	10.0				16.2	7.6		11.0	1.7	
No Opinion	f 42	47	37				27	50		33	55	
	% 36.5	34.5	30.8				25.7	37.9		33.0	36.9	
Seeking written personnel policies for Oklahoma schools												
Approve	f 58	84	82				69	71	1.95	57	85	
	% 50.9	62.2	68.3				66.4	53.8		57.0	57.8	
Oppose	f 1	3	4				4	0	2.27	2	2	
	% 0.9	2.2	3.3				3.8	0.0		2.0	1.4	
No Opinion	f 55	48	34				31	61	-2.56	41	60	
	% 48.2	35.6	38.4				29.8	46.2		41.0	40.8	
	Chi-square: R (3)						Chi-square: 10.6 (2)					

TABLE 19. --Continued

Questionnaire Items	Professional Variables						Classroom Teachers					
	School Teachers		Super f %	Elem vs Sec. (Z)	Elem. vs Super (Z)	Sec. vs Super (Z)	Sex Variables			Salary Variables		
	Elem.	Sec.					Male vs Female (Z)	\$3,000- 4,999	\$5,000 up	\$3,000-4,999 vs \$5,000 up (Z)		
	f	f										
	%	%										
Professional negotia- tions												
Approve	f	33	50	52			41	42		33	50	
	%	30.2	37.9	45.3			41.0	32.3		33.7	35.0	
Oppose	f	3	4	5			3	4		5	2	
	%	2.8	3.0	4.2			3.0	3.1		5.1	1.4	
No Opinion	f	73	78	63			56	84		60	91	
	%	67.0	59.1	52.5			56.0	64.6		61.2	63.6	
Insurance programs												
Approve	f	67	94	78			72	87		66	95	
	%	61.0	69.6	66.1			71.3	67.5		66.0	66.4	
Oppose	f	6	6	6			8	4		7	5	
	%	5.4	4.4	5.1			7.9	3.1		7.0	3.5	
No Opinion	f	37	35	34			21	38		27	43	
	%	33.6	26.0	28.8			20.8	29.4		27.0	30.1	
Credit Union												
Approve	f	53	87	69			73	65	3.30	56	84	
	%	48.2	64.4	58.5			72.3	50.8		56.0	58.7	
Oppose	f	7	8	10			9	6		8	7	
	%	6.4	5.9	8.5			8.9	4.7		8.0	4.9	
No Opinion	f	50	40	39			19	57	-4.10	36	52	
	%	45.4	29.7	33.0			18.8	44.5		36.0	36.4	
							Chi-square: 17.1					
Job placement												
Approve	f	74	102	82			84	90		76	100	
	%	65.5	76.1	68.9			83.2	68.7		76.7	67.6	
Oppose	f	2	3	6			2	3		1	4	
	%	1.8	2.2	5.0			2.0	2.3		1.2	2.7	
No Opinion	f	37	29	31			15	38		22	44	
	%	32.7	21.7	26.1			14.8	29.0		22.1	29.7	

^aThe percentages are of those who responded on this item.

^bOnly classroom teachers were classified in the "sex" and "salary" variables.

^cA "R" indicates that the computed chi-square of Z was 1.0 or less of the tabular chi-square or Z, and was rejected with reservation.

^dThe Z was not listed if there was no chi-square significant difference.

^eChi-squares which were not significant at either tail of a two-tailed test using a 95 per cent level of confidence were not reported.

^fThe number of chi-square cell expectancies below 5 are listed in parenthesis to the right of the reported chi-square.

room teacher associations in the future. Since only 7.1 per cent of the respondents in the position variable were in opposition and 58.2 per cent were disposed to approve, it was assumed that the classroom teachers and superintendents of Oklahoma favored "vigor in organizing local classroom teacher associations" as an "ought to" action of the Oklahoma Education Association. The lack of active classroom teacher groups in most Oklahoma schools would seem to indicate an area of future action for the Oklahoma Education Association.

Over 34.0 per cent of the respondents in each of the variables indicated "no opinion" with the exception of male classroom teachers and the classroom teachers in the lower salary range who indicated 25.0 per cent and 28.0 per cent "no opinion," respectively. It might be concluded that the respondents were not informed as to the situation in Oklahoma concerning local classroom teacher associations.

Attitude Toward "Welfare" "Ought to" Actions or Goals

Disposition as to "Minimum Salary" as an "Ought to" action or

goal: More than 73 per cent of the respondents were in favor of the Oklahoma Education Association's taking future action in regard to "Minimum Salary." The two highest percentages of approval were indicated by classroom teachers in the lowest salary range and the male classroom teachers, who indicated by 83.0 per cent and 88.2 per cent respectively that they would like to see their state professional education association take action in the future in relation to "Minimum Salary." Not only was

strong approval evidenced by the respondents, but the highest percentage of opposition indicated by the male teachers was only 4.9 per cent. It should be noted that a minimum of 13.0 per cent and a maximum of 24.8 per cent were the limits of the "no opinion" reactions of the respondents.

Attitude toward "Retirement" as an "Ought to" action. Since the lowest percentage of approval on this "Ought to" action was 74.6, it was concluded that the state professional education association of Oklahoma should devote a part of its effort to improvement of the present retirement program for Oklahoma educators. The male and secondary school teachers indicated the highest percentage of approval; the secondary school teachers revealed that a larger proportion of their group were without an expressed opinion. With the teachers in the \$3,000 to \$4,999 salary category as a fairly close third to the male teachers in approval, the remainder of the variables indicated a percentage of approval that ranged from 74.6 per cent to 77.6 per cent. Even though the opposition indicated was no greater than 5.0 per cent, the "no opinions" ranged from a low of 5.0 per cent for the male teachers to a high of 23.8 per cent for the superintendents.

Attitude of respondents toward "Tenure" as an "Ought to" action. It was surprising to discover that only 58.8 per cent of the superintendents, 69.9 per cent of the elementary classroom teachers, and 71.0 per cent of the secondary classroom teachers did "approve" on this item.

It might be that many classroom teachers and superintendents lacked understanding of the meaning of tenure or that many of the respondents in the position variable either did not approve of tenure as such, or might not have reached a firm decision at that time on tenure as a necessary practice in Oklahoma schools. The most significant factor revealed by analysis of this item, however, was the small per cent of opposition indicated: 6.7 per cent in the position variable, 4.6 per cent in the sex variable, and 4.3 per cent in the salary variable. This area is undoubtedly a ripe one for future Oklahoma Education Association activity.

The male and female teachers responded similarly on all but the "no opinion" response, in which case a significantly greater percentage of the female teachers indicated "no opinion" than did the male teachers. The attitude of the teachers in the two salary ranges were sufficiently similar not to be considered significantly different.

Attitude toward "Protection from unfair dismissal of classroom teachers, administrators, and other professional personnel" as an "Ought to" action. There was a pattern of response on this item which was divided into three parts under the same heading. Insofar as approval was concerned, the highest approval given by each variable was for protection from unfair dismissal of teachers; the next pertained to administrators; and the lowest per cent of approval of this "Ought to" action was for "other professional personnel." The difference between the highest and lowest indication of approval by each variable was not greater than 10.3 per cent.

The percentage of secondary classroom teachers who approved in regard to classroom teachers, administrators, and other professional personnel being protected from unfair dismissal was larger than that of either elementary school teachers or superintendents. Although the same situation was true for male and female teachers, it was not true for the teachers in the salary ranges in regard to "approve" and "oppose." The teachers in the higher salary range indicated a higher percentage of approval than did the teachers in the lower salary range toward protection from unfair dismissal of classroom teachers and administrators. The response of the teachers in the salary ranges was very similar on the approval reaction which concerned "Other professional personnel." There was little or no opposition expressed by any of the variables to protecting either classroom teachers or administrators, which was surprising, since administrative positions generally are characterized in the minds of many by lack of security.

In view of the favorable attitude of the respondents in this study toward "Protection from unfair dismissal of classroom teachers, administrators, and other professional personnel," which is an obligation of a professional organization, it was evident that the Oklahoma Education Association should improve its efforts in this field.

Attitude toward "Disciplining members of the profession" as an "Ought to" action. The classroom teachers and superintendents were something less than unanimous toward the disciplining of members of

the profession by the state professional education association. The opposition response ranged only from 9.6 per cent to 16.0 per cent. Just as disciplining members of a profession is generally considered to be an obligation of that profession, so it appeared in this study that the Oklahoma Education Association should make plans to discipline its membership where needed. It appeared from the data that the Oklahoma educators in the populations covered by this study would be receptive to such action if it were appropriately handled.

Attitude toward "Seeking written personnel policies for Oklahoma Schools" as an "Ought to" action. The secondary classroom teachers, superintendents, and the teachers in the male variable were more opinionated on this proposed action than were the other classroom teachers in the other four variables. The superintendents, more than any of the other variables, disclosed that they were favorable toward "Seeking of written personnel policies for Oklahoma schools" as a proposed future action of the Oklahoma Education Association. Although the respondents in the variables indicated a greater percentage of approval than a majority (with the exception of the elementary classroom teachers who indicated only a plurality with 50.9 per cent), only the superintendents and the secondary school teachers surpassed a 62.2 per cent approval.

The opposition on this proposed future action ranged from nothing to only 3.8 per cent. The range of the "no opinion" response, however,

was from 35.6 per cent to 48.2 per cent for the variables other than superintendents and male teachers who indicated a 28.4 per cent and a 29.8 per cent "no opinion" response, respectively. It would seem that greater activity in seeking adequate written personnel policies should be forthcoming from the state association in the near future.

Attitude toward "Professional Negotiations" as an "Ought to" action. The respondents to this proposed action left little doubt as to their indecision on this item. Not one variable indicated that less than 52.5 per cent had "no opinion." Even though the opposition response was below 6 per cent for any variable, the "approve" response ranged from only 30.2 per cent to not greater than 41.0 per cent. The Oklahoma Education Association apparently had not done much to inform its membership of the value and function of "Professional Negotiations." Without doubt many respondents did not even know the meaning of the term.

Attitude toward "Insurance Programs" as a possible future action. The respondents in the male variable and the lower salary variable indicated the greatest percentage of opposition on this proposed future action, even though the indicated opposition did not exceed 8.0 per cent for either variable. There was a clear majority of approval by all variables for the Oklahoma Education Association to take appropriate action pertaining to insurance programs for Oklahoma educators in the future. The preceding statement was true even if the fact was discounted that 20.8 per cent to 33.6 per cent of the respondents indicated "no opinion" on this proposed

future action.

Attitude toward "Credit Unions" as an "Ought to" action. There existed a difference of attitude among the variables on this proposed future action. The male teachers indicated a significantly greater percentage of approval than did the female teachers, but a significantly lesser percentage of "no opinion." The attitudes of the respondents in the salary ranges were approximately the same, whereas the attitude of the respondents in the position variable differed.

The elementary classroom teachers were approximately evenly divided between "approve" and "no opinion," with only 6.4 per cent "opposed although the opposition from all variables was small.

Attitude toward "Job Placement" as a proposed future action. There were approximately 76 per cent of the secondary classroom teachers and the teachers in the lower salary category who indicated approval on this proposed future action, with a high of 83.2 per cent indicated by the classroom teachers in the male variable. The highest percentage who checked "oppose" were the superintendents of whom only 5.0 per cent opposed. The elementary classroom teachers indicated the lowest percentage of approval with 65.5 per cent who so indicated. As a total, there was a clear indication of approval by all respondents.

Attitude Toward Ought To Action in the Area of "Curriculum"

Attitude toward "Free Textbooks" as an area of "Ought to" action.

There was a significant difference between the attitude of classroom

TABLE 20. --Attitude toward ought to "curriculum" goals and actions of the Oklahoma Education Association

Questionnaire Items		Position Variables						Classroom Teachers									
		School Teachers		Super. f %	Elem. vs Sec. (Z)	Elem. vs Super. (Z)	Sec. vs Super. (Z)	Sex Variables			Salary Variables						
		Elem.	Sec.					Male	Female	Male vs Female (Z)	\$3,000- 4,999	\$5,000 up	\$3,000-4,999 vs \$5,000 up (Z)				
		f	f					f	f	f	f	f	f				
		%	%					%	%	%	%	%	%	%	%		
Free textbooks																	
Approve	f	60	70	79		-2.06	-2.47	61	66		56	75					
	%	53.1	51.1	66.4				59.8	50.4		56.0	51.4					
Oppose	f	14	31	9	-2.10		3.31	24	20		17	28					
	%	12.4	22.6	7.6				23.5	15.3		17.0	19.2					
No Opinion	f	39	36	31				17	45	-3.03	27	43					
	%	34.5	26.3	26.0				16.7	34.3		27.0	29.4					
		Chi-square: 15.3						Chi-square: 9.7									
Better teaching aids and equipment																	
Approve	f	81	113	88				92	99	2.88	83	111					
	%	72.3	83.7	73.9				90.2	75.6		83.0	75.0					
Oppose	f	3	2	0				2	3		1	4					
	%	2.7	1.5	0.0				2.0	2.3		1.0	2.7					
No Opinion	f	28	20	31				8	29	-2.96	16	33					
	%	25.0	14.8	26.1				7.8	22.1		16.0	22.3					
								Chi-square: 8.9 (2)									
Leadership in curricu- lum improvement																	
Approve	f	78	108	87				88	95	2.70	79	109					
	%	69.6	80.0	73.1				87.2	72.5		79.8	74.7					
Oppose	f	0	3	2				2	1		1	2					
	%	0.0	2.2	1.7				2.0	0.8		1.0	1.4					
No Opinion	f	34	24	30				11	35	-3.00	19	35					
	%	30.4	17.8	25.2				10.8	26.7		19.2	23.9					
								Chi-square: 9.4 (2)									

^aThe percentages are of those who responded.

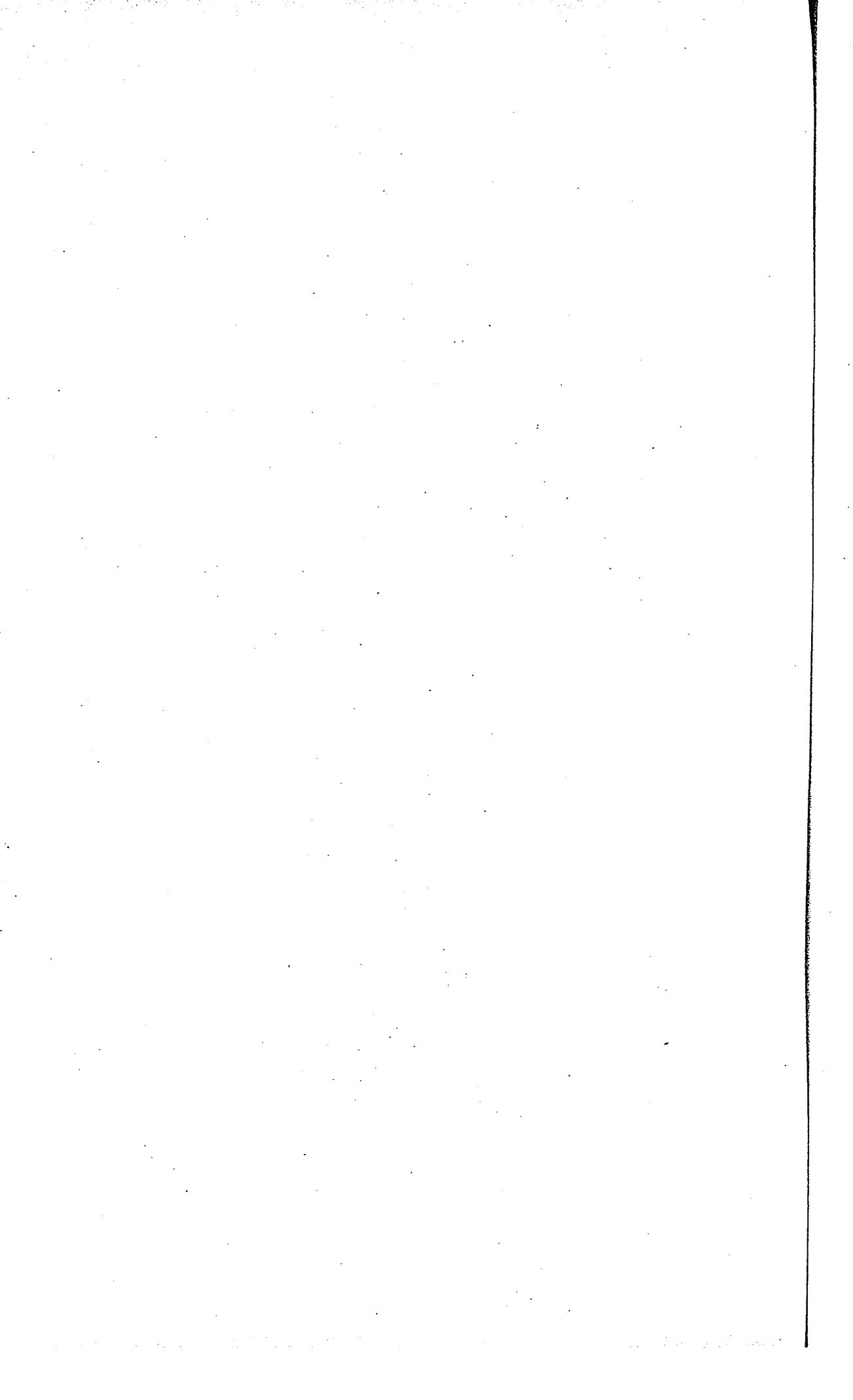
^bOnly classroom teachers were classified in the "sex" and "salary" variables.

^cA "R" indicates that the computed chi-square or Z was 1.0 or less of the tabular chi-square or Z, and was rejected with reservation.

^dThe Z was not listed if there was no chi-square significant difference.

^eChi-squares which were not significant at either tail of a two-tailed test using a 95 per cent level of confidence were not reported.

^fThe number of chi-square cell expectancies below 5 are listed in parenthesis to the right of the reported chi-square.



teachers and superintendents on their approval. The 66.4 per cent of the superintendents who indicated their approval was significantly higher than the indicated approval of the classroom teachers, although a majority of all position groups approved free textbooks with most opposition coming from secondary teachers who teach in schools in which free textbooks are less frequently found.

With the exception of the elementary school teachers and superintendents, there was from approximately 15 to 50 per cent who indicated "oppose." The range of respondents who indicated "no opinion" was from 16.7 per cent to a high of 34.5 per cent, with 29.4 per cent separating the two extremes. There was a significant difference between the 16.7 per cent of the male teachers and the 34.3 per cent of the female teachers who indicated "no opinion." There appeared to be a general lack of understanding on the part of the respondents to this proposed future action.

Attitude toward "Better teaching aids and equipment" as an "Ought to" action. On this item the respondents indicated high approval and low opposition. The highest percentage of "no opinions" was shown by the elementary school teachers and superintendents. The male school teachers evidenced a large 90.2 per cent approval, which differed significantly from the expressed attitude of the female teachers.

Attitude toward "Leadership in curriculum improvement" as a proposed future action of the Oklahoma Education Association. The reaction to this possible future action was roughly the same as that for the

TABLE 21. --Attitude toward ought to "political" goals and actions of the Oklahoma Education Association

Questionnaire Items	Position Variables						Classroom Teachers					
	School Teachers		Super	Elem.	Elem.	Sec.	Sex Variables		Salary Variables			
	Elem.	Sec.		vs Sec.	vs Super.	vs Super.	Male	Female	Male vs Female	\$3,000-4,999	\$5,000 up	\$3,000-4,999 vs \$5,000 up
	f	f	f	(Z)	(Z)	(Z)	f	f	Female (Z)	f	f	(Z)
	%	%	%				%	%		%	%	
Meeting with candidates for state office to elicit views on educational problems												
Approve	f	71	91	83			74	85		65	96	
	%	64.6	67.9	70.3			74.0	66.4		67.0	65.7	
Oppose	f	4	14	5			12	6	2.03	10	9	
	%	3.6	10.4	4.2			12.0	4.7		10.3	6.2	
No Opinion	f	35	29	30			14	37	-2.68	22	41	
	%	31.8	21.7	25.5			14.0	28.9		22.7	28.1	
Chi-square: 9.8												
Informing educators about the views of candidates on educational problems												
Approve	f	76	99	86			81	91		73	102	
	%	69.7	73.9	72.9			81.0	71.1		75.2	70.4	
Oppose	f	4	11	5			9	5		9	7	
	%	3.7	8.2	4.2			9.0	3.9		9.3	4.8	
No Opinion	f	29	24	27			10	32	-2.99	15	36	
	%	26.6	17.9	22.9			10.0	25.0		15.5	24.8	
Chi-square: 10.1												
Lobbying with legislators on desired legislation												
Approve	f	63	90	77			73	76	2.24	59	94	
	%	55.8	66.7	65.2			73.0	57.6		59.6	63.9	
Oppose	f	10	12	11			11	11		12	10	
	%	8.8	8.9	9.3			11.0	8.3		12.1	6.8	
No Opinion	f	40	33	30			16	45	-3.10	28	43	
	%	35.4	24.4	25.5			16.0	34.1		28.3	29.3	
Chi-square: 9.6												
Supporting or opposing legislative candidates												
Approve	f	44	58	63			51	49	2.14	39	63	
	%	39.6	43.6	53.4			51.5	37.4		39.4	43.4	
Oppose	f	26	40	22			34	32		33	33	
	%	23.4	30.1	18.6			34.3	24.4		33.3	22.8	
No Opinion	f	41	35	33			14	50	-4.02	27	49	
	%	36.9	26.3	28.0			14.2	38.2		27.3	33.8	
Chi-square: 16.2												
Supporting or opposing gubernatorial candidates												
Approve	f	39	49	56			45	41	2.26	34	53	
	%	35.4	36.8	47.9			45.9	31.3		34.8	36.8	
Oppose	f	25	40	21			32	32		32	33	
	%	22.7	30.1	17.9			32.7	24.4		32.6	22.9	
No Opinion	f	46	44	40			21	58	-3.60	32	58	
	%	41.9	33.1	34.2			21.4	44.3		32.6	40.3	
Chi-square: 13.0												

^aThe percentages are of those who responded on the item.

^bOnly classroom teachers were classified in the "sex" and "salary" variables.

^cA "R" indicates that the computed chi-square or Z was 1.0 or less of the tabular chi-square or Z, and was rejected with reservation.

^dThe Z was not listed if there was no chi-square significant difference.

^eChi-squares which were not significant at either tail of a two-tailed test using a 95 per cent level of confidence were not reported.

^fThe number of chi-square cell expectancies below 5 are listed in parenthesis to the right of the reported chi-square.

preceding one. In the sex variable a significant difference was found between "approve" and "no opinion": 4.7 per cent more males than females checked "approve" and 16.1 per cent more females than males checked "no opinion." Approximately 70 per cent of the classroom teachers and superintendents indicated "approve" on this item; therefore, leadership in curriculum improvement was considered a legitimate goal for the representative organization of the Oklahoma educators.

Attitude Toward Selected Proposed "Political" Action

Attitude toward representatives of the Oklahoma Education Association "Meeting with candidates for state office to elicit views on educational problems." No less than 64.6 per cent of the respondents in any variable evidenced "approve" to this proposed future action of the Oklahoma Education Association, and the "oppose" expressed by any of the variables did not exceed 12.0 per cent. More than 20 per cent of each of the variables, except 14.0 per cent of the male teachers, indicated "no opinion."

The male teachers' "no opinion" differed significantly from that of the female teachers, and this was also true of their "oppose" response. Respondents in the sex variable did, however, indicate approval by more than 66 per cent. The reaction of the respondents in the salary variable was approximately the same.

Attitude toward "Informing educators about the views of candidates on educational problems" as a proposed future action of the

Oklahoma Education Association. The 69.7 per cent response of the elementary classroom teachers and the 81.0 per cent response of the male teachers marked the respective low and high percentage of approval expressed by the respondents in this study. The "oppose" response was not selected by more than 9.3 per cent in any variable, and the "no opinion" response was not selected by more than 26.6 per cent in any variable, although the response of the female teachers was significantly greater than that of the male teachers as to their "no opinion" reaction.

Attitude toward the Oklahoma Education Association "Lobbying with legislators on desired legislation" as an "Ought to" action. The elementary school teachers, female teachers, and the teachers in the lower salary range indicated "approve" by no greater than 60.6 per cent. The secondary classroom teachers, superintendents, and teachers in the higher salary range checked a response which was as high as 69.5 per cent. The highest percentage of approval, 73.0 per cent, indicated by any variable was provided by the male teachers.

There was a significant difference of attitude between the teachers in the male and female variables. A higher percentage of teachers in the male variable favored this item than did the teachers in the female variable. No group of respondents, however, showed more than 12.1 per cent "oppose" on this item.

Attitude toward the Oklahoma Education Association "Supporting or opposing legislative candidates" for state office in the future. Only

the superintendents and the classroom teachers in the male variable indicated more than a majority who approved of this "Ought to" action. The response of the teachers in the male variable was significantly different from that of the teachers in the female variable in their "approve" and "no opinion" reactions.

The respondents to this item chose this as one of those in which they expressed the greatest proportion of opposition. Only the superintendents (18.6 per cent) did not indicate greater than 22 per cent in opposition. Thirty-four and three-tenths per cent of the male teachers checked "oppose" on this proposed future action of the Oklahoma Education Association. It might, therefore, be stated that many members of the state professional education association do not favor endorsing or opposing future candidates for the state legislature.

Attitude toward the Oklahoma Education Association "Supporting or opposing gubernatorial candidates." The greatest percentage of respondents who approved on this proposed action was indicated by the 47.9 per cent of the superintendents who made such an indication of attitude. From 30.1 per cent to 32.7 per cent of the male teachers, teachers in the lower salary range, and secondary school teachers responded in opposition. From 22.7 per cent to 24.4 per cent of the female teachers, elementary school teachers, and teachers in the higher salary range indicated their opposition. Only 17.9 per cent of the superintendents were disposed to oppose future action of the Oklahoma Education

Association in "Supporting or opposing gubernatorial candidates." The data indicated, however, that the state professional education association to represent its membership, should avoid supporting or opposing gubernatorial candidates for the governorship in Oklahoma.

Attitude Toward the Representation on the Executive Committee and the Board of Directors of the Oklahoma Education Association

In this section of the questionnaire, the study sought the attitude of classroom teachers and superintendents toward the representation of different segments of the professional public school educators in Oklahoma on the Board of Directors and Executive Committee of the Oklahoma Education Association. Since the Board of Directors makes general policy and the Executive Committee does long-range planning and carries out policies of the Oklahoma Education Association, it was considered important to ascertain the attitude of the membership toward the "ought to" and actual representation on these two important executive groups within the state professional education association.

The respondents were asked to indicate whether or not they believed that teachers, principals, superintendents and other professional personnel should be proportionally represented, and what degree of representation was held by these selected divisions of the Oklahoma public school educators on the Board of Directors and the Executive Committee. Finally, the respondents were asked whether or not they knew that the members of the Executive Committee were selected by the

TABLE 22. -- Attitude toward proportional representation on the Board of Directors and Executive Committee of the Oklahoma Education Association

Questionnaire Items	Position Variables						Classroom Teachers						
	School Teachers		Super.	Elem. vs Sec. (Z)	Elem. vs Super. (Z)	Sec. vs Super. (Z)	Sex Variables		Salary Variables				
	Elem.	Sec.					Male vs Female (Z)	\$3,000- 4,999	\$5,000 up	\$3,000-4,999 vs \$5,000 up (Z)			
	f	f	f	f	f	f		f					
	%	%	%	%	%	%	%	%	%	%			
Should teachers, principals, school district superintendents, and other professional personnel be proportionally represented on the:													
Board of Directors?													
Yes	f	119	140	100		2.42	2.74	107	144		99	158	
	%	90.2	90.9	79.4				89.9	90.6		86.1	92.9	
No	f	2	3	13		-3.02	-3.00	1	4		1	4	
	%	1.5	1.9	10.3				0.8	2.5		0.9	2.4	
No Opinion	f	11	11	13				11	11		15	8	
	%	8.3	7.2	10.3				9.3	6.9		13.0	4.7	
		Chi-square: 16.8									Chi-square: R (2)		
Executive Committee?													
Yes	f	118	138	98		2.53	2.71	105	144		96	159	-2.71
	%	89.4	89.6	77.8				88.2	90.6		83.5	93.5	
No	f	3	2	15		-3.02	-3.70	2	3		2	3	
	%	2.3	1.3	11.9				1.7	1.9		1.7	1.8	
No Opinion	f	11	14	13				12	12		17	8	2.95
	%	8.3	9.1	10.3				10.1	7.5		14.8	4.7	
		Chi-square: 20.4									Chi-square: 8.7 (2)		

^aThe percentages are of those who responded on the item.

^bOnly classroom teachers were classified in the "sex" and "salary" variables.

^cA "R" indicates that the computed chi-square or Z was 1.0 or less of the tabular chi-square or Z, and was rejected with reservation.

^dThe Z was not listed if there was no chi-square significant difference.

^eChi-squares which were not significant at either tail of a two-tailed test using a 95 per cent level of confidence were not reported.

^fThe number of chi-square cell expectancies below 5 are listed in parenthesis to the right of the reported chi-square.

members of the Board of Directors. A statistical presentation of the findings for this section of the questionnaire were presented in Tables 22, 23, 24 and 25.

Attitude Toward Proportional Representation on the Board
of Directors and Executive Committee of the Oklahoma
Education Association

Disposition as to proportional representation of principals, school district superintendents, and other professional personnel on the Board of Directors. From Table 22 it can be seen that 87 per cent of the classroom teachers and superintendents approved the idea that teachers, principals, school district superintendents, and other professional personnel should be proportionately represented on the Board of Directors of the Oklahoma Education Association. Considered separately, the elementary classroom teachers indicated 90.2 per cent approval, the secondary classroom teachers indicated 90.9 per cent approval, and the superintendents indicated only 79.4 per cent approval (which differed significantly from the reaction of the classroom teachers). It might also be noted that the 10.3 per cent opposition expressed by the superintendents differed significantly from the 1.5 per cent and 1.9 per cent opposition expressed by the elementary and secondary school teachers, respectively.

There was little doubt that the classroom teachers classified by sex and salary approved of proportional representation on the Board of Directors of the Oklahoma Education Association. There was no

indication of opposition in either the sex or salary variable above 2.5 per cent, and there was no indication of "no opinion" above 13.0 per cent.

Attitude toward proportional representation on the Executive Committee of the Oklahoma Education Association. Eighty-six per cent of teachers and superintendents combined indicated approval of proportional representation on the Board of Directors, and also approved proportional representation on the Executive Committee of the Oklahoma Education Association. Once again the superintendents indicated a significantly smaller percentage of respondents who approved of such proportional representation, as well as a significantly larger per cent of respondents who indicated "oppose" on this item. As noted in Table 22, no greater than 12 per cent indication was made in either the "oppose" or "no opinion" responses.

The classroom teachers in both the sex variable and the salary variable had 89 per cent in each of the two variables who approved of proportional representation on the Executive Committee of the Oklahoma Education Association. No greater than 1.9 per cent in either the sex or salary variable checked "oppose" and no greater than 14.8 per cent checked "no opinion" as their attitude toward proportional representation on the Executive Committee of the state professional education association.

Opinion of the Degree of Representation on the Board of Directors of the Oklahoma Education Association

The purpose of this section of the questionnaire was to ascertain the opinion of the respondents as to whether or not selected groups of

TABLE 23. --Attitude toward the representation of selected public school educators on the Board of Directors of the Oklahoma Education Association

Questionnaire Items	Position Variables						Classroom Teachers					
	School Teachers		Super.	Elem. vs Sec. (Z)	Elem. vs Super. (Z)	Sec. vs Super. (Z)	Sex Variables		Male vs Female (Z)	Salary Variables		
	Elem.	Sec.					Male	Female		\$3,000-4,999	\$5,000 up	\$3,000-4,999 vs \$5,000 up (Z)
	f	f	f				f	f		f	f	
	%	%	%				%	%		%	%	
Classroom teachers:												
Over Represented f	2	4	3				2	3		4	2	
%	1.8	3.1	2.7				1.9	2.3		4.3	1.3	
Represented about right f	55	48	67		R	-3.65	36	63		42	59	
%	48.2	37.2	60.9				34.3	48.1		45.7	39.6	
Under Represented f	57	77	40		2.06	3.60	67	65		46	88	
%	50.0	59.7	36.4				63.8	49.6		50.0	59.1	
	Chi-square: 13.9 (3)											
School principals:												
Over Represented f	6	10	3				5	10		5	11	
%	5.5	8.1	2.8				5.0	8.1		5.7	7.7	
Represented about right f	87	98	85				84	97		72	111	
%	79.8	79.7	78.7				83.2	78.2		81.8	77.6	
Under Represented f	16	15	20				12	17		11	21	
%	14.7	12.2	18.5				11.8	13.7		12.5	14.7	
School district superintendents:												
Over Represented f	30	45	36				42	32	2.34	22	53	
%	27.5	36.0	32.4				40.4	25.8		25.0	36.8	
Represented about right f	72	73	70				56	87	-2.54	57	87	
%	66.1	59.2	63.1				53.8	70.2		64.8	60.4	
Under Represented f	7	6	5				6	5	2.39	9	4	
%	6.4	4.8	4.5				5.8	4.0		10.2	2.8	
	Chi-square: 7.9											
Other professional personnel:												
Over Represented f	10	24	3	-2.32		3.88	22	10		13	21	
%	10.3	22.4	3.3				23.2	9.6		15.5	17.6	
Represented about right f	63	62	64			R	52	71		51	72	
%	64.9	57.9	71.1				54.7	68.3		60.7	60.6	
Under Represented f	24	21	23				21	23		20	26	
%	24.8	19.7	25.6				22.1	22.1		23.8	21.8	
	Chi-square: 17.0											
	Chi-square: R											

^aThe percentages are of those who responded on the item.

^bOnly classroom teachers were classified in the "sex" and "salary" variables.

^cA "R" indicates that the computed chi-square or Z was 1.0 or less of the tabular chi-square or Z, and was rejected with reservation.

^dThe Z was not listed if there was no chi-square significant difference.

^eChi-squares which were not significant at either tail of a two-tailed test using a 95 per cent level of confidence were not reported.

^fThe number of chi-square cell expectancies below 5 are listed in parenthesis to the right of the reported chi-square.

Oklahoma educators were "represented about right," "over represented," or "under represented" on the Board of Directors. The data received were presented in Table 23.

Opinions as to the representation of "classroom teachers" on the Board of Directors. Although no greater than 3.1 per cent of the respondents in the position variable expressed the attitude that classroom teachers were "over represented," 49.3 per cent indicated that they had no opinion. A large 60.9 per cent of the superintendents, 48.2 per cent of the elementary classroom teachers, and 37.2 per cent of the secondary school teachers indicated that they believed that classroom teachers were "represented about right" on the Board of Directors of the Oklahoma Education Association.

The classroom teachers in the lower salary category evidenced the greatest belief that the classroom teachers were "over represented," and this per cent was only 4.3. The respondents in both the sex and salary variables were at least as likely to indicate "no opinion" as they were to indicate the opinion that classroom teachers were "represented about right" on the Board of Directors of the Oklahoma Education Association.

The reaction of the respondents to this item made it clear that they were not well-informed as to the actual representation of classroom teachers on the Board of Directors of the Oklahoma Education Association. Classroom teachers comprised 84.6 per cent of the professional personnel in the Oklahoma public schools in 1962-63, but only 24.0 per cent of

the members of the 1962-63 Board of Directors were from this group.

Attitude as to the representation of "school principals" on the Board of Directors. All respondents clearly disclosed a disposition to consider the representation of school principals as "represented about right." The highest percentage of respondents who felt that the school principals were "over represented" was shown as 8.1 per cent by the female teachers. With the exception of the 18.5 per cent in the superintendent variable, no more than 14.7 per cent in any variable considered the school principals as being "over represented."

Attitude as to the representation of the "school district superintendent" on the Board of Directors. Whereas only 5.2 per cent of the respondents in the position variable indicated a belief that superintendents were "under represented," 32.2 per cent indicated that superintendents were "over represented." The largest per cent, however, was the 70.2 per cent who felt that the superintendents were represented "about right" on the Board of Directors of the Oklahoma Education Association. On this item there was fairly close agreement between the divisions in the position variable.

There existed a significant difference between the classroom teachers in the salary variable as to whether or not the superintendents were "under represented." This was a significant difference, however, since the highest percentage of respondents who chose to express the attitude that superintendents were "under represented" was 10.2 per cent

of the teachers in the lower salary range. Since this Z-score significant difference was not supported by a chi-square indication of significant difference, there was some question as to its validity.

The male teachers were significantly in greater agreement that the superintendents were "over represented" than were the female teachers; however, the female teachers were in significantly greater agreement than were the male teachers that the superintendents were "represented about right." Forty-eight and four-tenths per cent of the 1962-63 Board of Directors were school district superintendents although superintendents in the Oklahoma schools represented only 2.6 per cent of the total public school force in the state in 1962-63.

Attitude as to the representation of "other professional personnel" on the Board of Directors. There was a significant difference of opinion between secondary classroom teachers (22.4 per cent) and elementary school teachers (10.3 per cent) and superintendents (3.3 per cent) as to whether or not "other professional personnel" were "over represented" on the Board of Directors. The majority of opinion expressed by each variable was that "other professional personnel" were "represented about right."

Attitude as to the Representation on the Executive Committee of the Oklahoma Education Association

Before presenting an analysis of the responses to the following section of the questionnaire, the facts covering the actual representation

TABLE 24. --Attitude toward the representation of selected public school educators on the Executive Committee of the Oklahoma Education Association

Questionnaire Items	Position Variables						Classroom Teachers						
	School Teachers		Super. f	Elem. vs Sec. (Z)	Elem. vs Super. (Z)	Sec. vs Super. (Z)	Sex Variables		Male vs Female (Z)	Salary Variables			
	Elem.	Sec.					Male	Female		\$3,000-4,999	\$5,000 up	\$3,000-4,999 vs \$5,000 up (Z)	
	f	f					f	f		f	f	f	
	%	%					%	%		%	%	%	
Classroom teachers:													
Over Represented	f 0	1	3				0	0		1	0		
	% 0.0	0.8	2.8				0.0	0.0		1.2	0.0		
Represented about right	f 53	55	60				40	63		43	63		
	% 49.5	45.4	57.2				40.8	51.2		51.8	44.1		
Under Represented	f 54	65	42				58	60		39	80		
	% 50.5	53.8	40.0				59.2	48.8		47.0	55.9		
School principals:													
Over Represented	f 6	10	3				3	13		1	15		
	% 5.8	8.5	2.8				3.1	10.9		1.2	10.9	-2.68	
Represented about right	f 78	97	74			2.07	81	90		67	106		
	% 75.8	82.2	70.5				83.5	73.6		81.7	77.4		
Under Represented	f 19	11	28	1.98		-3.40	13	16		14	16		
	% 18.4	9.3	26.7				13.4	13.5		17.1	11.7		
	Chi-square: 13.4									Chi-square: 7.8			
School district super- intendents:													
Over Represented	f 27	44	38				39	32		20	51		
	% 26.2	36.9	35.8				39.8	26.9		24.7	36.7		
Represented about right	f 69	69	64				55	80		51	85		
	% 67.0	58.0	60.4				56.1	67.2		63.0	61.1		
Under Represented	f 7	6	4				4	7		10	3	3.09	
	% 6.8	5.1	3.8				4.1	5.9		12.3	2.2		
										Chi-square: 11.3			
Other professional personnel:													
Over Represented	f 9	14	4	-1.99	-6.08	-4.62	15	7		12	11		
	% 9.9	13.3	4.6				16.9	6.9		15.8	9.2		
Represented about right	f 63	73	58		6.06	4.96	57	76		52	82		
	% 69.2	69.5	66.7				64.0	74.5		68.4	68.9		
Under Represented	f 19	18	25				17	19		12	26		
	% 20.9	17.2	28.7				19.1	18.6		15.8	21.9		
	Chi-square: 40.5												

^aThe percentages are of those who responded on the item.

^bOnly classroom teachers were classified in the "sex" and "salary" variables.

^cA "R" indicates that the computed chi-square or Z was 1.0 or less of the tabular chi-square or Z, and was rejected with reservation.

^dThe Z was not listed if there was no chi-square significant difference.

^eChi-squares which were not significant at either tail of a two-tailed test using a 95 per cent level of confidence were not reported.

^fThe number of chi-square cell expectancies below 5 are listed in parenthesis to the right of the reported chi-square.

of members of the education profession in Oklahoma on the Executive Committee of the Oklahoma Education Association should be stated. Of the twelve members of the 1962-63 Executive Committee of the Oklahoma Education Association, eleven were school district superintendents and one was the president of an Oklahoma college.

Disposition as to the representation of classroom teachers. There was an overwhelming majority of opinion that the classroom teachers were not "over represented" on the Executive Committee of the Oklahoma Education Association. Less than 1.0 per cent of the classroom teachers, 2.8 per cent of the superintendents, not one single teacher in the sex variable, and less than 1.3 per cent of the teachers in the salary variable indicated that classroom teachers were "over represented." However, 50.4 per cent in the position variable, 46.6 per cent in the sex variable, and 47.0 per cent in the salary variable indicated the opinion that "classroom teachers" were "represented about right." The respondents in the position variable had 48.3 per cent, the teachers in the sex variable had 53.4 per cent, and the teachers in the salary variable had 52.7 per cent who were of the attitude that the classroom teachers were "under represented" on the Executive Committee of the Oklahoma Education Association.

Attitude toward the representation of the "school principals" on the Executive Committee. There appeared to be a pattern of response evident on this item which was shown on many of the other items. The reader's attention is called to the "represented about right" response on

item E, 2, b, Table 23. Note that approximately 82 per cent of the secondary school teachers, the classroom teachers in the "male" variable, and the classroom teachers in the lower salary range checked "represented about right" on this item. Note also that 75 per cent of the elementary school teachers, female teachers, and classroom teachers in the higher salary range checked "represented about right."

There were 76.4 per cent of the respondents in the position variable who indicated that "school principals" were "represented about right." The same was approximately true for the sex variable; the response in the salary variable was closer to 80 per cent. It should be noted that not one member of the 1962-63 Executive Committee was a school principal.

Attitude toward the representation of "school district superintendents" on the Executive Committee. There were 61.6 per cent of the respondents in the position variable who believed that the "school district superintendents were "represented about right"; however, 33.2 per cent of the respondents in the same variable checked "over represented" for superintendents. Approximately the same per cent of the respondents in the sex and salary variables as in the position variable indicated that superintendents were "represented about right."

Although school district superintendents comprised only 2.6 per cent of the total professional personnel in the public schools in 1962-63, eleven of the twelve members of the Executive Committee in 1962-63 were superintendents. Since a significant majority of all respondents

TABLE 25. --Awareness of the respondents regarding who selects the members of the Executive Committee of the Oklahoma Education Association

Questionnaire Items	Position Variables						Classroom Teachers					
	School Teachers		Super. f %	Elem. vs. Sec. (Z)	Elem. vs Super. (Z)	Sec. vs Super. (Z)	Sex Variables		Salary Variables			
	Elem.	Sec.					Male	Female	Male vs Female (Z)	\$3, 000- 4, 999	\$5, 000 up	\$3, 000-4, 999 vs \$5, 000 up (Z)
	f	f					f	f		f	f	f
	%	%	%	%	%	%	%	%	%	%		
Are you aware that members of the Executive Committee are elected by the Oklahoma Education Association Board of Directors?												
Yes	f	55	65	102		-6.61	-7.02	52	64		41	78
	%	45.8	44.5	86.4				45.2	44.1		37.3	50.3
No	f	65	81	16		6.61	7.02	63	81		69	77
	%	54.2	55.5	13.6				54.8	55.9		62.7	49.7
		Chi-square: 57.3						Chi-square: .030 (left-tail)			Chi-square: R	

^aThe percentages are of those who responded on the item.

^bOnly classroom teachers were classified in the "sex" and "salary" variables.

^cA "R" indicates that the computed chi-square or Z was 1.0 or less of the tabular chi-square or Z, and was rejected with reservation.

^dThe Z was not listed if there was no chi-square significant difference.

^eChi-squares which were not significant at either tail of a two-tailed test using a 95 per cent level of confidence were not reported.

^fThe number of chi-square cell expectancies below 5 are listed in parenthesis to the right of the reported chi-square.

earlier indicated a belief in proportional representation and 61.6 per cent indicated here that superintendents were "represented about right" on this important policy-making committee, it must be concluded that the respondents were not aware of the make-up of the 1962-63 Executive Committee of the Oklahoma Education Association.

Attitude toward the representation of "other professional personnel" on the Executive Committee. There was common agreement among the variables that "other professional personnel" were "represented about right." There was a significantly smaller per cent of the classroom teachers than superintendents who checked "over represented"; however, a significantly larger per cent of the classroom teachers than superintendents indicated a belief that "other professional personnel" were "represented about right" on the Executive Committee of the Oklahoma Education Association.

Awareness of the Respondents Concerning Who Selects
Members of the Executive Committee of the
Oklahoma Education Association

From Table 25, it can be seen that the 86.4 per cent affirmative reaction of the superintendents was significantly higher than the reaction of the classroom teachers in the position variable. Actually, only 45.1 per cent of the school teachers indicated the affirmative; 54.9 per cent of the classroom teachers revealed that they were not aware of the fact that the members of the Executive Committee of the Oklahoma Education Association were elected by the members of the Board of Directors of

TABLE 26. --Attitudes regarding the Oklahoma Education Association in terms of criteria characterizing professional organizations

Questionnaire Items	Position Variables						Classroom Teachers					
	School Teachers		Super.	Elem.	Elem.	Sec.	Sex Variables		Salary Variables			
	Elem.	Sec.		vs	vs	vs	Male	Female	Male vs Female	\$3,000-4,999	\$5,000 up	\$3,000-4,999 vs \$5,000 up
	f	f	f	Sec. (Z)	Super. (Z)	Super. (Z)	f	f	(Z)	f	f	(Z)
	%	%	%				%	%		%	%	
Members possess a specialized body of knowledge and skills not common to those outside the profession												
Well to very well	f 105	117	112				89	128		87	134	
	% 81.4	77.0	88.9				77.4	82.1		77.0	80.2	
Poorly to not at all	f 7	14	3				12	8		11	10	
	% 5.4	9.2	2.4				10.4	5.1		9.7	6.0	
No Opinion	f 17	21	11				14	20		15	23	
	% 13.2	13.8	8.7				12.2	12.8		13.3	13.8	
The body of knowledge and skills possessed has unique social value												
Well to very well	f 97	95	101	2.10		-3.14	79	109		75	116	
	% 74.6	62.9	80.2				68.7	71.7		66.4	69.5	
Poorly to not at all	f 11	22	5			2.96	18	14		11	22	
	% 8.5	14.6	4.0				15.6	9.2		9.7	13.2	
No Opinion	f 22	34	20				18	32		27	29	
	% 16.9	22.5	15.8				15.7	21.1		23.9	17.3	
Chi-square: 13.4												
Seeks competence in its membership												
Well to very well	f 87	95	89				65	111	-2.82	66	115	
	% 66.4	62.9	70.6				55.6	72.1		58.4	68.8	
Poorly to not at all	f 22	34	25				35	20	3.43	25	31	
	% 16.8	22.5	19.9				29.9	13.0		22.1	18.6	
No Opinion	f 22	22	12				17	23		22	21	
	% 16.8	14.6	9.5				14.5	14.9		19.5	12.6	
Chi-square: 12.2												
Serves the needs of its members:												
Well to very well	f 110	105	104	2.97		-2.50	78	134	-3.66	82	132	
	% 84.6	69.5	82.6				66.7	85.4		71.9	79.0	
Poorly to not at all	f 3	31	10	3.48		2.94	26	11	3.64	18	21	
	% 6.2	20.5	7.9				22.2	7.0		15.8	12.6	
No Opinion	f 12	15	12				13	12		14	14	
	% 9.2	10.0	9.5				11.1	7.6		12.3	8.4	
Chi-square: 17.0												
Has ethical standards it enforces:												
Well to very well	f 67	46	57	3.49		-3.12	33	78	-3.63	41	72	
	% 51.1	30.7	45.3				28.2	50.0		36.3	43.1	
Poorly to not at all	f 36	75	54	-3.85		-2.11	61	48	3.57	47	63	
	% 27.5	50.0	42.8				52.1	30.8		41.6	37.7	
No Opinion	f 28	29	15			2.30	23	30		25	32	
	% 21.4	19.3	11.9				19.7	19.2		22.1	19.2	
Chi-square: 22.2												
Protects and disciplines its membership												
Well to very well	f 51	33	30		2.74		23	59	-3.35	33	51	
	% 39.8	21.8	23.8				19.6	38.6		29.5	30.4	
Poorly to not at all	f 45	78	68		-3.02	-3.98	66	54	3.46	48	74	
	% 35.2	51.7	54.0				56.5	35.3		42.8	44.0	
No Opinion	f 32	40	28	-2.36		2.84	28	40		31	43	
	% 25.0	26.5	22.2				23.9	26.1		27.7	25.6	
Chi-square: 22.6												
Creates conditions which make possible high quality service:												
Well to very well	f 83	81	73				41	101	-4.92	61	103	
	% 64.8	53.6	57.9				35.0	65.2		55.0	62.0	
Poorly to not at all	f 18	37	28				51	19	5.85	22	32	
	% 14.1	24.5	22.3				43.6	12.2		19.8	19.3	
No Opinion	f 27	33	25				25	35		28	31	
	% 21.1	21.9	19.8				21.4	22.6		25.2	18.7	
Chi-square: 37.1												

TABLE 26. --Continued

Questionnaire Items	Position Variables						Classroom Teachers					
	School Teachers		Super.	Elem. vs Sec.	Elem. vs Super.	Sec. vs Super.	Sex Variables			Salary Variables		
	Elem.	Sec.					Male	Female	Male vs Female	\$3,000-4,999	\$5,000 up	\$3,000-4,999 vs \$5,000 up
	f	f	f	(Z)	(Z)	(Z)	f	f	(Z)	f	f	(Z)
	%	%	%				%	%		%	%	
Influences public policy in its field:												
Well to very well	f 90	90	95				63	113	-3.17	61	113	
	% 69.2	59.6	75.4				54.3	72.9		57.5	67.3	
Poorly to not at all	f 23	40	15				38	24	3.35	28	34	
	% 17.7	26.5	11.9				32.8	15.5		26.4	20.2	
No Opinion	f 17	21	16				15	18		17	21	
	% 13.1	13.9	12.7				12.9	11.6		16.1	12.5	
	Chi-square: R						Chi-square: 12.3					
Has group solidarity:												
Well to very well	f 66	61	71				42	84	-3.05	46	81	
	% 51.2	40.7	56.3				35.9	54.5		41.1	48.8	
Poorly to not at all	f 35	62	37				55	40	3.59	36	60	
	% 27.1	41.3	29.4				47.0	26.0		32.1	36.1	
No Opinion	f 28	27	18				20	30		30	25	
	% 21.7	18.0	14.3				17.1	19.5		26.8	15.1	
	Chi-square: R						Chi-square: 13.6					
Is accepted by the public as a profession:												
Well to very well	f 60	73	65				49	81		49	84	
	% 46.2	48.0	51.6				41.5	52.2		43.4	50.3	
Poorly to not at all	f 44	57	52				49	50		41	59	
	% 33.8	37.5	41.3				41.5	32.2		36.3	35.3	
No Opinion	f 26	22	9				20	24		23	24	
	% 20.0	14.5	7.1				17.0	15.6		20.3	14.4	

^aThe percentages are of those who responded on the item.

^bOnly classroom teachers were classified in the "sex" and "salary" variables.

^cA "R" indicates that the computed chi-square or Z was 1.0 or less of the tabular chi-square or Z, and was rejected with reservation.

^dThe Z was not listed if there was no chi-square significant difference.

^eChi-squares which were not significant at either tail of a two-tailed test using a 95 per cent level of confidence were not reported.

^fThe number of chi-square cell expectancies below 5 are listed in parenthesis to the right of the reported chi-square.

the same professional organization. Although the reaction of the respondents in the sex variable was very nearly the same as that of the school teachers in the position variable, the classroom teachers in the lower salary range revealed that 62.7 per cent of their number had been unaware of who actually elected the members of the Executive Committee.

Attitude Toward the Oklahoma Education Association as a Professional Organization

There were three parts to this section: (1) Respondents were asked to give their opinion concerning the degree to which the Oklahoma Education Association met ten criteria of a professional organization. (2) The respondents were asked to disclose whether or not they thought the Oklahoma Education Association was a professional organization. (3) There was an attempt made to determine whether or not the respondents believed that classroom teachers, administrators, and personnel in higher education should belong to the state professional educational association. The data are presented in Tables 26 and 27.

Attitude Regarding Oklahoma Education Association in Terms of Criteria Characterizing Profes- sional Organizations

"Members possess a specialized body of knowledge and skills not common to those outside the profession." By variable groups, 82.1 per cent in the position variable, 80.1 per cent in the sex variable, and 78.9 per cent in the salary variable agreed that the Oklahoma Education Association met this criterion from "well to very well." There was no

significant difference revealed by the chi-square technique, and no response greater than 13.8 per cent was made by any variable in the "poorly to not at all" or "no opinion" responses. Superintendents were most favorably inclined toward Oklahoma Education Association and secondary teachers most critical with regard to this criterion.

"The body of knowledge and skills possessed has unique social value." In the position variable, only the secondary school teachers indicated that less than 74.6 per cent of their number were of the opinion that the Oklahoma Education Association met this criterion from "well to very well." Actually, the 62.9 per cent response of the secondary school teachers was significantly lower than the 74.6 per cent of elementary school teachers and 80.2 per cent of the superintendents. The reaction to this most favorable possible response on this criterion of the teachers in the sex variable was 71.4 per cent, whereas the reaction of the classroom teachers in the salary variable was 68.2 per cent.

From 13.2 per cent to 15.6 per cent of the classroom teachers in the secondary classroom teacher variable, the male classroom teachers, and the school teachers in the \$3,000 to \$4,999 salary range indicated the least favorable response to this criterion. The reaction of the remaining variables was less than 10 per cent who indicated that the Oklahoma Education Association met this criterion from "poorly to not at all."

"Seeks competence in its membership." In the position variable, there were 66.4 per cent of the respondents who indicated their

opinion that the Oklahoma Education Association met the above criterion from "well to very well." In the same group of variables, 19.8 per cent chose "poorly to not at all" as their attitude; 13.8 per cent had "no opinion."

Seventy-two per cent of the female classroom teachers checked the most favorable response, which differed significantly from the response of their counterpart, the male classroom teachers. Sixty-one per cent of the teachers in the salary variable checked the most favorable response, 20 per cent of their number checked the least favorable response, and 19 per cent revealed that they had "no opinion." As in the two previous items the superintendents favored and the secondary teachers were the most opposed.

"Serves the needs of its membership." The 84.6 per cent of elementary school teachers and the 82.6 per cent of the superintendents who selected "well to very well" as their attitude on this criterion, were significantly higher than the 69.5 per cent of the secondary school teachers who made the same response. The 85.4 per cent of the female teachers was significantly higher than that of the male teachers. There were at least 71.9 per cent who indicated this favorable response to "serves the needs of its membership," although 7.1 per cent more teachers in the higher salary range made this response than did the teachers in the lower salary range.

"Poorly to not at all" was the response chosen by 15.8 per cent of the teachers in the lower salary variable, 20.5 per cent of the

secondary school teachers, and 22.2 per cent of the male classroom teachers; a similar response was not indicated by more than 7.9 per cent in the remaining variables. As a total, at least 66.7 per cent of the respondents in each of the variables selected "well to very well" as their attitude; no greater percentage than 22.2 selected "poorly to not at all" and not more than 12.3 per cent indicated that they had "no opinion" on how well the Oklahoma Education Association "serves the needs of its membership."

"Has ethical standards it enforces." This criterion almost evenly separated the respondents in the position variable: 41.5 per cent indicated "well to very well" and 40.5 per cent checked "poorly to not at all." The remaining 18.0 per cent revealed that they had "no opinion." Actually, the secondary school teachers (30.7 per cent) were less favorably disposed toward how well the state professional education association enforced its ethical standards than were 45.3 per cent of the superintendents and 51.1 per cent of the elementary teachers, which was statistically significant. Less than 50 per cent of all position groups felt that the Oklahoma Education Association met this criterion well to very well.

With their response of "no opinion" remaining at 19 per cent, the male and female teachers gave approximately opposite indications of attitude on the remaining two responses in this item: 28.2 per cent of the male teachers and 50.0 per cent of the female teachers checked "well to very well"; 30.8 per cent of the female teachers and 52.1 per

cent of the male teachers checked "poorly to not at all" as their attitude. Only 36.3 per cent in the lower salary variable and 43.1 per cent in the higher salary variable expressed their attitude as being "well to very well" on the Oklahoma Education Association's maintenance and enforcement of ethical standards.

"Protects and disciplines its membership." The 39.8 per cent of the elementary school teachers who chose "well to very well" as their response was significantly different from the 23.8 per cent response of the superintendents who made the same choice. There was a significantly smaller percentage of classroom teachers than superintendents who chose "poorly to not at all" as their attitude on this criterion. The division of response for the position variable was 28.2 per cent "well to very well," 47.1 per cent "poorly to not at all," and 24.7 per cent "no opinion." It may be concluded that the majority of classroom teachers and superintendents were not of the attitude that the Oklahoma Education Association "protects and disciplines its membership." Over one-half of the respondents in the superintendent and secondary teachers groups felt that the Oklahoma Education Association met this criterion "poorly to not at all."

"Creates conditions which make possible high quality service."

The median percentage of respondents in the position variable who selected "well to very well" as their attitude on this criterion was 28.2 per cent with a range from 53.6 per cent for the secondary classroom

teachers to 64.8 per cent for the elementary classroom teachers. Using the median per cent as a measure of central tendency, the response of the superintendents (22.3 per cent) became the median on the "poorly to not at all" response; the range was from 14.1 per cent for elementary school teachers to 24.5 per cent for secondary school teachers. It may be noted that 19.8 per cent of the superintendents, 21.1 per cent of the elementary school teachers, and 21.9 per cent of the secondary school teachers had "no opinion" about how adequately the Oklahoma Education Association met the criterion of "Creates conditions which make possible high quality of service."

In the sex variable, the 65.2 per cent of the female teachers who selected "well to very well" as their attitude, differed significantly from the 35.0 per cent of the male teachers on this same response. Even though 62.0 per cent of the teachers in the higher salary range selected the most favorable response to this criterion, only 7.0 per cent fewer classroom teachers in the lower salary range made the same selection.

"Influences public policy in its field." The per cent of response for "well to very well" in the position variable was 67.2 per cent, in the sex variable 64.9 per cent, and in the salary variable 63.5 per cent. The "poorly to not at all" response was made by 16.6 per cent in the position variable, 22.9 per cent in the sex variable, and 23.0 per cent in the salary variable. From the preceding analysis, it can be concluded that a median of 13.5 per cent of all the respondents indicated "no opinion,"

with a range of from 12.2 per cent to 16.2 per cent.

"Has group solidarity." There was a significantly different reaction made by the respondents in the sex variable to this item. The 54.4 per cent response of the female classroom teachers was significantly higher than the 35.9 per cent response made by the male classroom teachers on the "well to very well" response to this criterion. The reaction of both sexes to the "no opinion" response was approximately the same, but the male teachers indicated a significantly higher percentage of response on the "poorly to not at all" category.

"Is accepted by the public as a profession." The response made by each of the variables on each of the possible responses was very similar on this criterion: The reaction by variables on "well to very well" was 48.5 per cent for the salary variable. The reaction by variables to "poorly to not at all" was 37.5 per cent for the position variable, 36.9 per cent for the sex variable, and 35.7 per cent for the salary variable. The reaction by variables on "no opinion" was 14.0 per cent for the position variables, 15.5 per cent for the sex variables, and 16.8 per cent for the salary variables. The classroom teachers and superintendents of Oklahoma indicated that the Oklahoma Education Association was not "accepted by the public as a profession." The implication of this finding may be significant.

TABLE 27. -- Attitude toward the Oklahoma Education Association as a professional organization and its scope of membership

Questionnaire Items	Position Variables						Classroom Teachers					
	School Teachers		Super.	Elem.	Elem.	Sec.	Sex Variables			Salary Variables		
	Elem.	Sec.		vs	vs	vs	Male	Female	Male	\$3,000-4,999	\$5,000 up	\$3,000-4,999 vs \$5,000 up
	f	f	f	Sec. (Z)	Super. (Z)	Super. (Z)	f	f	vs Female (Z)	f	f	f
	%	%	%				%	%		%	%	(Z)
Do you believe that the Oklahoma Education Association is a professional organization?												
Yes	f 115	117	108				89	137		89	143	
	% 84.5	77.0	87.1				77.4	87.8		79.5	85.1	
No	f 6	13	4				13	6		11	7	
	% 4.6	8.6	3.2				11.3	3.8		9.8	4.2	
No Opinion	f 9	22	12				13	13		12	18	
	% 6.9	14.4	9.7				11.3	8.4		10.7	10.7	
Should teachers, administrators, and other professional personnel belong to the same professional organization?												
Yes	f 108	126	116				91	136	-2.06	93	140	
	% 83.0	81.8	92.1				77.2	86.6		83.0	82.4	
No	f 11	17	4				18	10	2.41	11	17	
	% 8.5	11.1	3.2				15.2	6.4		9.8	10.0	
No Opinion	f 11	11	6				9	11		8	13	
	% 8.5	7.1	4.7				7.6	7.0		7.2	7.6	
							Chi-square: .029 (left-tail)					
Should professional personnel in higher education belong to the Oklahoma Education Association?												
Yes	f 116	125	116				94	140		96	144	
	% 89.2	81.2	92.1				79.7	89.2		85.7	84.7	
No	f 7	13	6				11	9		6	14	
	% 5.4	8.4	4.8				9.3	5.7		5.4	8.2	
No Opinion	f 7	16	4				13	8		10	12	
	% 5.4	10.4	3.1				11.0	5.1		8.9	7.1	
Do you feel that the Oklahoma Education Association should work with equal diligence for both higher education and public elementary and secondary education?												
Yes	f 115	135	112				100	143		101	148	
	% 88.5	87.7	89.9				84.7	90.5		90.1	87.0	
No	f 5	13	9				12	6		7	11	
	% 3.8	8.4	7.1				10.2	3.8		6.2	6.5	
No Opinion	f 10	6	5				6	9		4	11	
	% 7.7	3.9	4.0				5.1	5.7		3.7	6.5	

^aThe percentages are of those who responded on the item.

^bOnly classroom teachers were classified in the "sex" and "salary" variables.

^cA "R" indicates that the computed chi-square or Z was 1.0 or less of the tabular chi-square or Z, and was rejected with reservation.

^dThe Z was not listed if there was no chi-square significant difference.

^eChi-squares which were not significant at either tail of a two-tailed test using a 95 per cent level of confidence were not reported.

^fThe number of chi-square cell expectancies below 5 are listed in parenthesis to the right of the reported chi-square.

Attitude Toward the Oklahoma Education Association
and its Membership

Four items from the questionnaire were combined for discussion here. The data from the findings appropriate to this section were presented in Table 27.

"Do you believe that the OEA is a professional organization?" Interestingly enough, there was no significant difference between the responses of the variables on this item. Much more than a majority of the respondents answered "yes"; no greater than 11.3 per cent in any variable answered "no." The largest percentage of "no opinion" was the 14.4 per cent recorded for the secondary school teachers.

Of the total number in the position variable who responded on this item, 83.7 per cent checked "yes," 5.7 per cent checked "no," and 10.6 per cent checked "no opinion." In the sex variable, 83.4 per cent marked "yes," 7.0 per cent marked "no," and 9.6 per cent indicated "no opinion." The affirmative response was chosen by 82.9 per cent in the salary variable; 6.4 per cent chose the negative response, and 10.7 per cent revealed that they had "no opinion." It can be stated that the respondents did believe that the Oklahoma Education Association was a professional organization, but it is difficult to reconcile this fact with the responses of the respondents on some of the criteria for professional organizations previously analyzed.

"Should teachers, administrators, and other professional personnel belong to the same professional organization?" Although the classroom teachers in the sex variable under "female" indicated a greater percentage of affirmative response than did the teacher under "male," as much as 77.2 per cent of the teachers in the "male" variable selected "yes" as their attitude toward the inclusion of teachers, administrators, and other professional personnel in the Oklahoma Education Association. The respondents in each of the other variables revealed that at least 81.8 per cent of their number were disposed to agree on this item. Ninety-two and one-tenth per cent of the superintendents checked the "yes" response on this item indicating a greater unanimity toward a "single" profession than was shown by the teacher groups.

"Should professional personnel in higher education belong to the OEA?" Although 79.7 per cent of the classroom teachers who were classified as "male" responded "yes" to this question, the affirmative response of the "male" teachers was the lowest percentage of "yes" response. A median of 85.7 per cent of the respondents in each of the variables chose "yes" as their response to the question, "Should professional personnel in higher education belong to the OEA?"

"Do you feel that OEA should work with equal diligence for both higher education and public elementary and secondary education?" The pattern of favorable response to this question is repetitious of the two preceding questions. The median percentage of affirmative response

TABLE 28. --Frequency and Percentages of those respondents who have participated in at least one of the One-Day Workshops held annually by the Oklahoma Education Association

Questionnaire Items	Position Variables				Classroom Teachers			
	School Teachers		Super.	Sex Variables		Salary Variables		
	Elem.	Sec.	f	Male	Female	\$3, 000- \$4, 999	\$5, 000 up	
	f	f		f	f	f	f	
	%	%	%	%	%	%	%	
Have you ever participated in one of the One-Day Workshops held by the Oklahoma Education Association?								
Yes	f	123	143	125	110	149	101	164
	%	96.9	94.7	99.2	94.8	96.1	93.5	98.2
No	f	4	8	1	6	6	7	3
	%	3.1	5.3	0.8	5.2	3.9	6.5	1.8

^aThe percentages are of those who responded on the item.

^bOnly classroom teachers were classified in the "sex" and "salary" variables.

was higher on this item than it was on the two preceding items, 88.5 per cent. The range was from 84.7 per cent to 90.5 per cent. The respondents in this study were very definite in their "yes" responses to the question, "Do you feel that OEA should work with equal diligence for both higher education and public elementary and secondary education?"

Attitude Toward the One-Day Workshop

One purpose of this section of the questionnaire was to determine first, what percentage of the respondents had participated in a One-Day Workshop, and therefore, were in a position to judge its value. The second purpose was to ascertain the attitude of the respondents in this study toward the degree of adequacy with which the attitudes of selected segments of the professional personnel in Oklahoma education were effectively assessed in the One-Day Workshops. Finally, an attempt was made to elicit from the respondents their opinion of whether or not the really important issues and problems which face the education profession in Oklahoma were identified and discussed in the One-Day Workshops. The data obtained in the study which was appropriate to this section of the analysis was presented in Tables 28 and 29.

Participation in the One-Day Workshops

"Have you ever participated in one of the One-Day Workshops held by the OEA?" Since a median of 96.1 per cent indicated the affirmative, and from 93.5 per cent to 99.2 per cent of the respondents

TABLE 29. --Attitude of respondents toward how effectively the disposition of Oklahoma educators has been assessed in the One-Day Workshops

Questionnaire Items	Position Variables						Classroom Teachers						
	School Teachers		Super.	Elem. vs Sec. (Z)	Elem. vs Super. (Z)	Sec. vs Super. (Z)	Sex Variables		Male vs Female (Z)	Salary Variables			
	Elem.	Sec.					Male	Female		\$3,000-4,999	\$5,000 up	\$3,000-4,999 vs \$5,000 up (Z)	
	f	f					f	f		f	f	f	f
	%	%	%				%	%		%	%		
Elementary school teachers:													
Adequately to very well	f 92	63	107	4.62	-2.52	-6.93	50	101	-3.09	55	100		
	% 71.8	44.1	84.9				47.2	66.4		51.4	61.4		
Inadequately to not at all	f 23	29	12		R	2.45	21	29		20	31		
	% 18.0	20.3	9.5				19.8	19.1		18.7	19.0		
No Opinion	f 13	51	7	-4.94		5.99	35	22	3.53	32	32		
	% 10.2	35.6	5.6				33.0	14.5		29.9	19.6		
	Chi-square: 63.4						Chi-square: 13.7						
Secondary school teachers:													
Adequately to very well	f 67	92	107		-5.31	-4.21	64	92		53	106	2.32	
	% 54.0	62.2	84.9				58.2	62.2		50.0	64.2		
Inadequately to not at all	f 14	40	13	-3.24		3.49	30	21	2.61	21	32		
	% 11.3	27.0	10.3				27.3	14.2		19.8	19.4		
No Opinion	f 43	15	6	4.76	5.96		16	35		32	27	2.69	
	% 34.7	10.8	4.8				14.5	23.6		30.2	16.4		
	Chi-square: 62.9						Chi-square: 8.3			Chi-square: 7.9			
Elementary school principals:													
Adequately to very well	f 68	54	102	2.76	-4.35	-7.06	44	75		40	82	-2.13	
	% 55.3	38.3	81.0				42.3	51.4		38.5	51.9		
Inadequately to not at all	f 10	24	15	-2.15			17	15		12	31		
	% 8.1	17.0	11.9				16.3	10.3		11.5	19.6		
No Opinion	f 45	63	9		5.64	6.90	43	56		52	45	3.53	
	% 36.6	44.7	7.1				41.4	38.3		50.0	28.5		
	Chi-square: 59.3						Chi-square: 12.8						
Secondary school principals:													
Adequately to very well	f 58	57	104	-5.79	-7.02		45	68		36	79	-2.52	
	% 47.5	40.4	82.5				43.3	46.9		34.3	50.0		
Inadequately to not at all	f 8	22	14	-2.30			15	12		11	18		
	% 6.6	15.6	11.1				14.4	8.3		10.5	11.4		
No Opinion	f 56	62	8		7.12	6.98	44	65		58	61	2.65	
	% 45.9	44.0	6.4				42.3	44.8		55.2	38.6		
	Chi-square: 67.2						Chi-square: 7.5						
School district superintendents:													
Adequately to very well	f 52	53	104	-6.63	-7.50		42	61		33	72	-2.21	
	% 41.9	37.3	82.5				40.0	41.2		31.4	45.0		
Inadequately to not at all	f 9	21	15		R		13	15		9	20		
	% 7.2	14.8	11.9				12.4	10.1		8.6	12.5		
No Opinion	f 63	68	7		7.97	7.70	50	72		63	68	2.79	
	% 50.9	47.9	5.6				47.6	48.7		60.0	42.5		
	Chi-square: 79.8						Chi-square: 7.8						
Professional personnel in higher education:													
Adequately to very well	f 30	33	56	-3.28	-3.68		24	37		23	40		
	% 24.6	23.2	44.4				23.1	25.3		21.9	24.7		
Inadequately to not at all	f 20	35	38	-2.56			28	25		16	38		
	% 16.4	24.6	30.2				26.9	17.1		15.2	23.4		
No Opinion	f 72	74	32		5.36	4.46	52	84		66	84		
	% 59.0	52.2	25.4				50.0	57.6		62.8	51.9		
	Chi-square: 34.3						Chi-square: 9.9						
Other professional personnel:													
Adequately to very well	f 22	25	41	-2.59	-2.89		17	29		16	31		
	% 18.6	17.8	33.3				17.5	20.3		15.5	20.1		
Inadequately to not at all	f 15	31	24	-1.97			22	22		13	32		
	% 12.7	22.1	19.5				22.7	15.4		12.6	20.8		
No Opinion	f 81	84	58		3.38	2.08	58	92		74	91	2.09	
	% 68.7	60.1	47.2				59.8	64.3		71.9	59.1		
	Chi-square: 16.3						Chi-square: 9.9						

^aThe percentages are of those who responded on the item.

^bOnly classroom teachers were classified in the "sex" and "salary" variables.

^cA "R" indicates that the computed chi-square or Z was 1.0 or less of the tabular chi-square or Z, and was rejected with reservation.

^dThe Z was not listed if there was no chi-square significant difference.

^eChi-squares which were not significant at either tail of a two-tailed test using a 95 per cent level of confidence were not reported.

^fThe number of chi-square cell expectancies below 5 are listed in parenthesis to the right of the reported chi-square.

disclosed that they had participated in one of the One-Day Workshops held annually by the Oklahoma Education Association, it was concluded that the respondents in this study were acquainted with the One-Day Workshops.

Table 28 shows this distribution.

Attitude as to How Effectively the Disposition of Oklahoma Educators was Assessed in the One-Day Workshops

The respondents were requested to check whether or not the attitude of classroom teachers, administrators, professional personnel in higher education, and other professional personnel was assessed "adequately to very well," "inadequately to not at all," or whether the respondents had "no opinion." The data pertinent to this section of the study were presented in Table 29.

How effectively were the attitudes of "elementary school teachers" assessed? Only 44.1 per cent of the secondary school teachers agreed with 71.8 per cent of the elementary school teachers and 84.9 per cent of the superintendents that the attitude of "Elementary School Teachers" was effectively assessed in the One-Day Workshops. A significantly greater percentage of the secondary classroom teachers indicated "no opinion" than did either elementary school teachers or superintendents. However, the classroom teachers more nearly agreed on "inadequately to not at all"; whereas the response of the superintendents preponderantly indicated the workshops adequately assessed teacher attitudes.

The male teachers approximated the response of the secondary school teachers, 47.2 per cent and 44.1 per cent, respectively. The

The female teachers, on the other hand, expressed their attitude as "adequately to very well," by almost 20 per cent more than did the male teachers. The two sex variables again disagreed significantly on their "no opinion" response, in which case, the male teachers contained a significantly larger proportion of their number who indicated "no opinion."

The 57.9 per cent of the respondents in the salary variable who checked the most favorable response agreed closely with the 58.5 per cent in the sex variable who made the same indication. There were 68.5 per cent of the respondents in the position variable, however, who indicated that the attitude of the elementary classroom teachers was assessed "adequately to very well," in the One-Day Workshops.

How effectively were the attitudes of "secondary classroom teachers" assessed? Although 54.0 per cent of the elementary classroom teachers and 62.2 per cent of the secondary classroom teachers selected the most favorable response as their attitude, a significantly large 84.9 per cent of the superintendents made a similar choice. The elementary classroom teachers and the superintendents, however, had a closer agreement of percentage of respondents who indicated "inadequately to not at all" as their attitude; whereas the secondary school teachers reacted by a significantly larger percentage on this response. In total, however, the respondents in the position variable reacted with a median of 62.2 per cent and a range of from 54.0 per cent to 84.9 per cent to "adequately to very well."

A larger proportion of the female teachers chose the most favorable response as their attitude; however, a significantly larger percentage of the male teachers chose the least favorable response as their attitude.

The data in Table 29 revealed that there was some doubt concerning the attitude of the majority of the teachers in the lower salary range; a significantly larger 64.2 per cent of the classroom teachers in the higher salary range indicated "adequately to very well" as their attitude.

How effectively is the attitude of "elementary school principals" assessed? There was a significant difference of response made between the respondents in the position variable as to how effectively the attitudes of the "elementary school principals" was assessed. The attitude of 38.3 per cent of the secondary teachers differed significantly from the attitude of 55.3 per cent of the elementary classroom teachers, which differed significantly with the attitude of 81.0 per cent of the superintendents. There were 36.6 per cent of the elementary teachers and 44.7 per cent of the secondary teachers whose "no opinion" response differed significantly with the attitude of 7.1 per cent of the superintendents. Only 46.2 per cent of the classroom teachers agreed that the attitude of the "elementary school principals" was effectively assessed in the One-Day Workshop, whereas 81.0 per cent of the superintendents made such an indication.

How effectively is the attitude of the "secondary school principals" assessed? There was approximately as large a percentage of

classroom teachers who indicated "no opinion" as there was of those who indicated that the attitude of the "secondary school principals" were effectively assessed in the One-Day Workshops. The superintendents disagreed significantly with the classroom teachers when 82.5 per cent of their number felt that the views of the "secondary school principals" were effectively assessed in the One-Day Workshops. The much lower percentage of superintendents who indicated "no opinion" was significantly less than the "no opinion" response of the classroom teachers. It should be noted that the respondents in the sex and salary variable indicated an attitude much closer to that of the elementary and secondary teachers than the superintendents.

How effectively were the attitudes of "school district superintendents" assessed? Although 39.5 per cent of the classroom teachers selected "adequately to very well" as their attitude on this item, a significantly larger 82.5 per cent of the superintendents made a similar choice. Since the attitude of the classroom teachers in the position variable compared closely with the classroom teachers in the sex and salary variable, it might be stated that approximately half as many of the classroom teachers as superintendents were disposed to indicate that the attitude of the school district superintendents was effectively assessed in the One-Day Workshops. It seemed reasonable to assume that the superintendents would be better qualified to make a judgment on this item than would the classroom teachers, but it should be noted that most superintendents consistently

felt that the attitudes of most professional groups were adequately assessed.

How effectively was the attitude of "professional personnel in higher education" assessed? Approximately one-half of the classroom teachers in each of the variables indicated that the attitude of "professional personnel in higher education" was effectively assessed in the One-Day Workshops, whereas from 50.0 per cent to 59.0 per cent of the classroom teachers indicated "no opinion." Although 44.4 per cent of the superintendents checked "adequately to very well," 30.2 per cent checked "poorly to not at all," and 25.4 per cent indicated "no opinion" concerning how effectively the attitude of "professional personnel in higher education" was assessed in the One-Day Workshops. The response of the superintendents did differ significantly from that of the classroom teachers.

How effectively was the attitude of "other professional personnel" assessed? Even though approximately 64 per cent of the classroom teachers in the position variable indicated "no opinion," approximately 47 of the superintendents indicated that "no opinion" was also their attitude toward how effectively the attitude of "other professional personnel" was assessed in the annual One-Day Workshops.

In the sex variable, 62.5 per cent of the respondents agreed with 64.2 per cent of the respondents in the salary variable that they had "no opinion" of whether or not the attitude of "other professional personnel" was effectively assessed in the annual One-Day Workshops. Actually,

TABLE 30. -- Attitude of respondents toward whether or not the really important issues and problems facing the profession were selected and discussed in the One-Day Workshops

Questionnaire Items		Position Variables						Classroom Teachers					
		School Teachers		Super.	Elem. vs Sec. (Z)	Elem. vs Super. (Z)	Sec. vs Super. (Z)	Sex Variables		Salary Variables			
		Elem.	Sec.					Male	Female	Male vs Female (Z)	\$3,000- 4,999	\$5,000 up	\$3,000-4,999 vs \$5,000 up (Z)
		f	f					f	f		f	f	
		%	%					%	%		%	%	%
Yes	f	79	80	102		-3.55	-5.00	61	95		51	108	-3.04
	%	60.8	52.3	81.0				51.7	60.5		45.5	63.9	
No	f	33	50	14		2.95	4.26	38	41		39	43	2.11
	%	25.4	32.7	11.1				32.2	26.1		34.8	25.4	
No Opinion	f	18	23	10				19	21		22	18	
	%	13.8	15.0	7.9				16.1	13.4		19.7	10.7	
		Chi-square: 26.0									Chi-square: 9.9		

^aThe percentages are of those who responded on the item.

^bOnly classroom teachers were classified in the "sex" and "salary" variables.

^cA "R" indicates that the computed chi-square or Z was 1.0 or less of the tabular chi-square or Z, and was rejected with reservation.

^dThe Z was not listed if there was no chi-square significant difference.

^eChi-squares which were not significant at either tail of a two-tailed test using a 95 per cent level of confidence were not reported.

^fThe number of chi-square cell expectancies below 5 are listed in parenthesis to the right of the reported chi-square.

only the superintendents had as much as 33.3 per cent of their number who disclosed an attitude that the disposition of "other professional personnel" was effectively assessed in the One-Day Workshops.

Attitude as to Whether the Really Important Problems
and Issues Facing the Profession were Identified and
Discussed in the One-Day Workshops

The respondents were asked to indicate whether or not they believed that the One-Day Workshops identified and discussed the really important issues and problems facing the profession. The response to this question was presented in Table 30.

Although 63.8 per cent of the respondents in the position variable agreed that the really important issues facing the profession were identified and discussed in the One-Day Workshops, only 56.2 per cent of the classroom teachers agreed in this opinion; 81.0 per cent of the superintendents indicated such an attitude. Not only did the classroom teachers differ significantly to the "yes" response, they differed significantly to the negative response: 32.7 per cent of the secondary teachers and 25.4 per cent of the elementary teachers in comparison with 11.1 per cent of the superintendents. As a total response, the respondents in the position variable had 23.7 per cent who checked the negative reaction and 13.5 per cent who indicated "no opinion."

Even though the female teachers' response to "yes" was larger than the male teachers' response, the combined response in the sex variable was 56.7 per cent in the affirmative, 28.9 per cent who checked

the negative response, and 14.4 per cent who indicated that they had "no opinion" to the question as to whether or not the really important issues and problems were identified and discussed in the One-Day Workshops.

The 63.9 per cent of the teachers in the higher salary range differed significantly in size with the 45.5 per cent of the classroom teachers in the lower salary range on their expression of an affirmative attitude toward whether or not the really important issues and problems facing the profession are identified and discussed at the One-Day Workshops. The total percentage of respondents in the salary variable who indicated "yes" to the question on this item, was 56.6 per cent; whereas, 29.2 per cent checked "no" and 14.2 per cent indicated "no opinion." It should be noted that superintendents were much more certain that really important problems were discussed in the One-Day Workshops than were the teachers.

Response To Request To Elaborate

A portion of the space on the questionnaire was provided for the respondents to express their attitude toward the Oklahoma Education Association, whether it was to elaborate upon matters covered by the questionnaire or matters which were not covered by the questionnaire. Since the response on this item was small, and since almost any detailed grouping of the comments would yield only a very small per cent, in any given item, the comments were grouped under "critical of the Oklahoma Education Association," or "complimentary toward the Oklahoma Education

Association." It should be noted that a single respondent might have made one or more "critical" and/or "complimentary" remarks; therefore it will be noted that 88 "critical" remarks were made and 73 "complimentary" remarks were made concerning the Oklahoma Education Association. There were more "critical" remarks concerning the action of the Oklahoma Education Association in the last election than there were concerning any other topic. The majority of the "complimentary" remarks were very general remarks which lauded the Oklahoma Education Association as having been very instrumental in the attainment of the present position in which the public schools now find themselves.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The problem of this study was to ascertain the attitude of classroom teachers and school district superintendents toward the Oklahoma Education Association. The instrument used to elicit the attitude of the respondents from a stratified-random sample of elementary school teachers, secondary school teachers, and school district superintendents was four pages in length and so designed that the respondents needed only to check their response or write brief answers to 112 items. The 112 items were classified under "Status Information, " "Oklahoma Education Association Membership, " "Use of Possible Actions by an Occupational Group, " "Attitude Toward Oklahoma Education Association Past and Ought to Goals and Actions, " "Representation on the Oklahoma Education Association Board of Directors and Executive Committee, " the "Oklahoma Education Association as a Professional Organization, " and the "One-Day Workshop" of the Oklahoma Education Association.

Of the 722 questionnaires sent to classroom teachers and school district superintendents, 412 were returned in usable form. There were 132 questionnaires returned by the elementary classroom teachers, 154 questionnaires returned by the secondary school teachers, and 126

questionnaires returned by the school district superintendents. Since the percentage of returns by all respondents was 57.0 per cent, and since the data were considered representative of the populations studied, the attitudes of the respondents were considered representative of their respective groups.

Summary of Findings

Classification Data

The typical elementary classroom teacher in Oklahoma was a married female, 30-49 years of age, whose spouse was a teacher. This typical Oklahoma elementary school teacher had been teaching from 16 to 30 years in a school district which employed 100 or more classroom teachers. She had a Bachelor's degree and made from \$5,000 to \$6,000 in salary for teaching.

The typical secondary classroom teacher was a 21 to 39 year old male whose spouse was either a housewife or a teacher. This typical secondary classroom teacher was about as likely to have a Master's degree as a Bachelor's degree, had been in education for ten or less years, and worked in a school district which had either 21 to 49 teachers or 100 to 600 classroom teachers. This secondary classroom teacher earned from \$5,000 to \$6,000 each year for teaching.

The typical superintendent was a male 40 to 60 years of age whose wife was either a teacher or a housewife. He had a Master's

degree, had 21 to 30 years of experience as an educator, and was superintendent of a school district which employed from 11 to 49 teachers. This typical superintendent received over \$6,000 a year for his services as superintendent.

Oklahoma Education Association Membership

The typical classroom teacher and superintendent of Oklahoma belonged to the Oklahoma Education Association. The typical elementary classroom teacher had been a member of the Oklahoma Education Association for ten years or less; whereas the typical secondary classroom teacher had been a member of the Oklahoma Education for five years or less. The typical superintendent had been a member of the Oklahoma Education Association for 21 years or more. Although over 90 per cent of the classroom teachers and superintendents agreed that all educators in Oklahoma should be members of the Oklahoma Education Association, only approximately 40 per cent indicated a belief that all educators in Oklahoma should be forced to join the Oklahoma Education Association.

Even though only 3 per cent of the superintendents indicated that they had ever felt coerced into joining the Oklahoma Education Association, 32 per cent of the secondary classroom teachers made such an indication. Sixteen per cent of the elementary classroom teachers indicated that they had at one time felt coerced into joining the Oklahoma Education Association.

Use of Possible Actions by an Occupational Group

In response to a question concerning the use of mediation by an appropriate agency, the boycott, the blacklist, or strikes, only the use of mediation by an appropriate agency was approved by a majority of the classroom teachers and superintendents as an action appropriate to achieve the purposes of the profession should other alternatives be exhausted. Since more than 70 per cent of the classroom teachers and superintendents were in favor of mediation by an appropriate agency, it seemed clear that the Oklahoma Education Association should lead the way for Oklahoma educators in this regard. Substantial influence exists inside the Oklahoma Education Association at present in opposition to professional negotiation. It was equally clear that classroom teachers and superintendents of Oklahoma did not approve boycotts, blacklists, or strikes by the education profession.

Attitude toward "Past" and "Ought To" Action of the Oklahoma Education Association

General: Over 65 per cent of the classroom teachers and superintendents of Oklahoma approved as both a "past" and "ought to" action the Oklahoma Education Association taking action and setting goals to improve the laws which pertain to public schools. However, only the superintendents responded with over 65 per cent in favor of state-wide equalization of taxes as a past action of the Oklahoma Education Association. The secondary classroom teachers did join with the superintendents in a

70 per cent respondent approval of state-wide equalization of taxes as an "ought to" action. The classroom teachers barely gathered a greater than 50 per cent majority on this item which indicated that these persons appeared to have but little understanding of school finance in Oklahoma.

The clear approval of improved certification standards as a past action was somewhat lessened in the "ought to" action section by classroom teachers and superintendents. The same situation existed on research activities, but the reverse was true on in-service education.

Even though the elementary school teachers maintained about the same per cent in favor of the way in which the Oklahoma Education Association has handled public relations in the past and as an "ought to" action, the secondary classroom teachers indicated more clearly their approval of this item as an "ought to" action. Although there was a clear majority in favor of this item as both a "past" and "ought to" action, over 30 per cent of classroom teachers and superintendents indicated "no opinion."

Fifty-five to 60 per cent of the elementary classroom teachers favored a vigorous effort by the Oklahoma Education Association in the area of organization of local classroom teacher associations; however, only 46 per cent of the secondary school teachers approved such effort as a "past" action. With the percentage of elementary school teachers and superintendents remaining about the same on this item under "ought to" action, the secondary classroom teachers increased their approval by about 16 per cent.

The classroom teachers and school superintendents indicated less than 12 per cent opposition with a majority of approval of future action toward school district reorganization. It should be noted that almost one-half of the elementary school teachers and more than one-fourth of the secondary teachers and superintendents expressed "no opinion" on this item.

Approximately 54 per cent of the classroom teachers in the sex and salary variables agreed with 55.9 per cent of the respondents in the position variable that the Oklahoma Education Association should take future action in the area of Federal aid to education. Since a minimum of 20.6 per cent and a maximum of 31.8 per cent in the position variable expressed "no opinion" on this issue, it appeared that a relatively large proportion of the respondents were either undecided or were not informed on Federal aid to education.

The opposition to organization of local classroom teacher associations was expressed by no more than 7.1 per cent of the respondents in the position variable. The low percentage of opposition plus the 58.2 per cent who expressed a favorable attitude toward this item indicated that the Oklahoma Education Association should take future action in this area.

Welfare. There was a definite majority of classroom teachers and superintendents in favor of provisions for minimum salary, retirement, and tenure. The secondary classroom teachers and superintendents expressed a greater approval on this item as an "ought to" action than they did as a "past" action of the Oklahoma Education Association. All three position

variables increased the favorableness of their response on the tenure item as a "ought to" action over "past" action.

There was definite approval of the attitude of classroom teachers and superintendents on the item of protection from unfair dismissal from "past" action to "ought to" action. However, approximately 30 to 40 per cent of the respondents indicated "no opinion" on this item in its three subsections.

The respondents felt that the Oklahoma Education Association had not done well in disciplining its members in the past, but the response to "no opinion" on this item was greater than either approval or opposition. Fifty-four per cent of the classroom teachers and 59 per cent of the superintendents agreed to this item as an "ought to" action.

Only the superintendents definitely favored, as a "past" action, seeking written personnel policies for Oklahoma schools by the Oklahoma Education Association. All three positional variables did, however, indicate over a majority of approval on this item as an "ought to" action.

A much higher percentage of the classroom teachers and superintendents of Oklahoma indicated "no opinion" than indicated "approval," with a negligible per cent responding in opposition, on the item concerning professional negotiation. It was concluded that the classroom teachers and superintendents of Oklahoma were not well-informed as to the meaning and function of the Oklahoma Education Association in professional negotiation.

There was a clear approval of insurance programs, credit unions, and job placement as a "past" and "ought to" action. There were more "no opinions" indicated for credit union and job placement than there were for insurance programs.

The classroom teachers disclosed that approximately 70 per cent of their number favored tenure as a future action of the Oklahoma Education Association while only 58.8 per cent of the superintendents gave the same response. The approval of tenure as a future action to be taken by the Oklahoma Education Association was made more clear by the fact that no greater than 6.7 per cent of the classroom teachers and superintendents indicated opposition on this issue.

"Protection from unfair dismissal" of professional public school educators was approved by a minimum of 67.4 per cent in any variable while a maximum of 6.9 per cent chose to oppose this item. It was evident that the Oklahoma Education Association should improve its efforts in this field.

The respondents were less favorable toward the Oklahoma Education Association "disciplining its membership" than they were on the issue of protecting the membership of the Oklahoma Education Association from "unfair dismissal." The respondents did, however, indicate their approval by approximately 54 per cent and their opposition by a maximum of 16.2 per cent. There were approximately 30 per cent of the respondents who revealed that they had "no opinion" regarding the

proposed "disciplining of its membership" by the Oklahoma Education Association in the future.

It was apparent from the data that the classroom teachers and superintendents in this study did not know the meaning of the word, "professional negotiation." This statement was based upon the fact that at least 30.2 per cent of the respondents checked "no opinion" as their attitude toward professional negotiations.

With the exception of the 50.9 per cent of the elementary school teachers, a minimum of 62.2 per cent of the respondents in this study disclosed that "seeking of written personnel policies" in the future by the state professional education association met with their approval. The approval on this item was supported by a maximum of 3.3 per cent who indicated opposition, but no less than 28.4 per cent of the superintendents and as large a percentage as 48.2 per cent of the elementary classroom teachers checked "no opinion" on this issue.

Curriculum. There was a substantial indication of approval by classroom teachers and superintendents on the items concerned with curriculum improvement in the "ought to" action section, but the secondary classroom teachers gave less than a majority of approval of the item relating to free textbooks in the "past" action section.

Political. The classroom teachers and superintendents approved of the action and goals of the Oklahoma Education Association in the area of political goals and endeavors, with the exception of supporting or opposing legislative or gubernatorial candidates. The classroom teachers

and superintendents of Oklahoma did not approve of the manner in which the Oklahoma Education Association had supported or opposed gubernatorial candidates in the past and do not approve of such action in the future. A majority of the superintendents did indicate, however, that the Oklahoma Education Association should support or oppose legislative candidates in the future.

The following were the "political" actions of the Oklahoma Education Association to which the respondents revealed greater than a majority of approval and very little opposition: "meeting with candidates for their views on educational problems," "informing Oklahoma educators about the views of state political candidates," and "lobbying with legislators on desired legislation." Approximately 13 per cent more of the school district superintendents than classroom teachers revealed that they favored their state professional education association's "supporting or opposing legislative candidates." Although the school district superintendents indicated the highest percentage of approval, only 47.9 per cent of the school district superintendents made it known that they would be in favor of the Oklahoma Education Association's "supporting or opposing gubernatorial candidates" in the future.

Representation on the Board of Directors and Executive
Committee of the Oklahoma Education Association

A very high majority of the classroom teachers and superintendents indicated that the Board of Directors and the Executive Committee

of the Oklahoma Education Association should be composed of a proportional representation of teachers, principals, school district superintendents, and other professional personnel of Oklahoma. It was agreed, however, by classroom teachers and school district superintendents that these groups were "represented about right" on the Oklahoma Education Association Board of Directors and Executive Committee. The classroom teachers did differ significantly from the superintendents in the matter of the representation of classroom teachers on both the Board of Directors and the Executive Committee. It was the opinion of classroom teachers that classroom teachers were "under represented" on these two bodies of the Oklahoma Education Association.

The respondents made it very clear that they were unaware of the actual representation of the different segments of the state's professional public school personnel. For example, greater than a majority of the respondents indicated that the school district superintendents were "represented about right" on both the 1962-63 Board of Directors and the Executive Committee of the Oklahoma Education Association. Actually school district superintendents comprised 48.2 per cent of the 166 members Board of Directors and 91.7 per cent of the 12 member Executive Committee; whereas only 2.6 per cent of the total number of professional educators in the public schools of Oklahoma were school district superintendents during the same 1962-63 school year.

The superintendents indicated by 86 per cent of the total who

responded that they knew the members of the Executive Committee of the Oklahoma Education Association were elected by the members of the Board of Directors. A majority of the classroom teachers indicated that they had no such knowledge.

Oklahoma Education Association as a Professional Organization

The classroom teachers and superintendents of Oklahoma agreed by a large per cent over a majority that the Oklahoma Education Association was a professional organization. They did indicate that they felt some reservation as to the degree to which the Oklahoma Education Association met four of the ten criteria for a professional organization listed on the questionnaire. As to the Oklahoma Education Association having ethical standards it enforced, the superintendents were about equally divided as to whether or not this criterion was met "well to very well" or whether it was met "poorly to not at all." The elementary school teachers agreed by only 51 per cent that this criterion was met by the Oklahoma Education Association, whereas 50 per cent of the secondary classroom teachers indicated a belief that if it was met, it was met poorly.

Fifty-two per cent of the secondary classroom teachers and 54 per cent of the superintendents believed that the Oklahoma Education Association met the criterion of "protects and disciplines its membership" from "poorly to not at all." The opinion of the elementary classroom teachers was split into 39 per cent who believed that this criterion was met "well to very well," 35 per cent who believed it was met "poorly or

not at all, " and 25 per cent who indicated "no opinion. "

A majority of the elementary classroom teachers and superintendents indicated the most favorable response on the group solidarity criterion, whereas only the superintendents agreed by a majority that the Oklahoma Education Association adequately met the criterion of "acceptance by the public as a profession. "

A definite majority of the classroom teachers and superintendents of Oklahoma agreed that all educators, teachers, and administrators should belong to the same professional organization. This same agreement was expressed as to whether or not personnel in higher education should be included and equal diligence exerted for higher education and public elementary and secondary schools.

Attitudes Toward the One-Day Workshop of the Oklahoma Education Association

Over 95 per cent of the classroom teachers and superintendents of Oklahoma had participated in the One-Day Workshops. It was believed by 61 per cent of the elementary classroom teachers, 52 per cent of the secondary classroom teachers, and 81 per cent of the superintendents that the One-Day Workshops did identify and discuss the really important issues and problems facing the profession.

Only the secondary school teachers indicated that the attitude of elementary school teachers was not effectively assessed in the workshops. The superintendents felt that the attitude of all groups except

that of the professional personnel in higher education and that of other professional personnel was effectively assessed in the One-Day Workshops.

Note was taken of the number of times a significant difference of response occurred on sections of the questionnaire between the different variables tested by the Z-test. There was a significant difference in attitude between secondary school teachers and superintendents more often than there was a significant difference between any other two variables. In descending order, there was a significant difference found by use of the Z-test of significant difference between the following variables for the following number of times: between secondary teachers and superintendents, 110; between male and female classroom teachers, 108; between elementary school teachers and superintendents, 83; between elementary school teachers and secondary school teachers, 56; and between classroom teachers in the \$3,000 to \$4,999 salary range and classroom teachers in the \$5,000 and up salary range, 42.

Conclusions

Probably one of the most significant discoveries of this study was that the classroom teachers and superintendents of Oklahoma were not well-informed on the actions and goals of the Oklahoma Education Association. Included in the evidence to support this statement was the percentage of classroom teachers and superintendents who indicated "no

opinion" on the items in Section D of the questionnaire used in this study.

For example, the range of "no opinion" indicated for the items in Section D of the questionnaire used for this study was from 14 to 69 per cent for "past" action and 15 to 67 per cent of the respondents for "ought to" actions. The median per cent of response under "past" action for elementary school teachers was 31 per cent, for secondary school teachers was 33 per cent, and for superintendents was 21 per cent. The median per cent who indicated no opinion in the "ought to" action section was as follows: 34 per cent for elementary school teachers, 26 per cent for secondary school teachers, and 31 per cent for superintendents. Many of these items should, in this investigator's opinion, have been common knowledge among the classroom teachers and superintendents of Oklahoma. Other conclusions reached through analysis of the data compiled in this study were enumerated and presented on the following pages.

1. Approximately 91 per cent of the respondents indicated that they believed Oklahoma educators should be members of the Oklahoma Education Association; however, only 42.6 per cent of the respondents indicated a favorable attitude toward forcing Oklahoma educators to join the state professional education association.

2. Although only 3.2 per cent of the school district superintendents and 16.0 per cent of the elementary school teachers disclosed that they had at one time felt coerced into joining the Oklahoma Education

Association, 32.2 per cent of the secondary school teachers made such an indication.

3. The respondents approved of "mediation by an appropriate agency, " but did not approve of "strikes, " "blacklists, " or "boycotts" as a method of attaining the goals of the profession should other methods prove unsuccessful.

4. The respondents disclosed a favorable attitude toward "school district reorganization, " "state-wide equalization of tax assessments, " "Federal aid to education, " and "vigor in organization of local classroom teacher associations" as general, future goals and actions of the Oklahoma Education Association.

5. The respondents indicated their approval of the Oklahoma Education Association's taking future action on the issues of "minimum salary, " "retirement, " "tenure, " "protecting members from unfair dismissal, " "disciplining members of the profession, " and "seeking written personnel policies for Oklahoma schools." The respondents did reveal lack of understanding of the meaning of "professional negotiation."

6. The respondents approved all items under "curriculum" as proposed future action of the Oklahoma Education Association.

7. The only item under future "political" action of the Oklahoma Education Association which did not meet the approval of the respondents was "supporting or opposing legislative and gubernatorial candidates." However, the superintendents disclosed that 53.4 per cent

of their number approved of the Oklahoma Education Association's "supporting or opposing legislative candidates" in the future.

8. Although the respondents indicated a high percentage who favored proportional representation on both the Executive Committee and the Board of Directors of the Oklahoma Education Association, they made it clear that they were unaware of the actual current representation on these two important bodies of the state professional education association.

9. Only the school district superintendents indicated at least a majority of their number who were aware that the members of the Executive Committee of the Oklahoma Education Association were elected by the Board of Directors of that same organization.

10. A large percentage of the respondents disclosed that they believed the Oklahoma Education Association was a professional organization. There was some question as to whether or not four of the ten criteria listed were met "well to very well." A majority of the respondents indicated that they did not feel the Oklahoma Education Association met the criterion of "protects and disciplines its membership" from "well to very well." The secondary school teachers indicated by less than a majority that the criterion of "has ethical standards it enforces" and "has group solidarity" were met "well to very well." The classroom teachers disagreed with the superintendents, a majority of whom, indicated by at least a majority that the criterion of "is accepted by the

public as a profession" was met from "well to very well" by the Oklahoma Education Association.

11. The respondents were in strong agreement that all Oklahoma educators should belong to the same professional education association. They also agreed that the Association should work with equal diligence for elementary, secondary, and higher education.

12. Over 94 per cent of the respondents had participated in a One-Day Workshop at one time. It was the opinion of the respondents that the One-Day Workshops did "identify and discuss the really important issues and problems which face the profession."

13. A majority of all groups except secondary teachers believed that the attitudes of the elementary teachers and principals were assessed from "adequately to very well" in the One-Day Workshops.

Recommendations

1. In view of the apparent lack of information possessed by the respondents concerning goals and actions of the Oklahoma Education Association, it is recommended that the Association take action to rectify this situation. It is further recommended that a study be made of the means and effectiveness of the methods used by the Oklahoma Education Association to communicate with its membership.

2. It is recommended that the Oklahoma Education Association take appropriate steps to determine why each year half of the teachers

who began teaching in Oklahoma five years earlier leave the state.

3. It is recommended that the Oklahoma Education Association take appropriate action to make of itself an effective agency of negotiation for its membership especially in matters involving welfare.

4. It is recommended that the Oklahoma Education Association provide effective financial aid, guidance service, and legal counsel to its members who have been unfairly dismissed.

5. It is recommended that the Oklahoma Education Association assume greater responsibility for protecting and disciplining its membership.

6. It is recommended that the Oklahoma Education Association vigorously pursue programs of teacher tenure, professional negotiation, protection from unfair dismissal of professional personnel, disciplining of its membership, and seek written personnel policies for all school districts in Oklahoma.

7. It is recommended that the leadership of the Oklahoma Education Association take the initiative in revising the constitution of the state professional education association so that proportional representation is present on the Executive Committee and the Board of Directors of that organization.

8. It is recommended that the membership by name and position on the Board of Directors and Executive Committee of the Oklahoma Education Association be communicated to all members annually.

9. It is recommended that the Oklahoma Education Association pursue a program leading to organization of local classroom teacher associations, school district reorganization, and state-wide equalization of tax assessments.

10. It is recommended that the state professional education association in Oklahoma re-examine its policies and actions concerning the supporting or opposing of legislative or gubernatorial candidates for state office in Oklahoma. The Oklahoma Education Association should, however, continue to elicit and inform its membership of the views toward educational problems held by political candidates for state office. Furthermore, the Oklahoma Education Association should "lobby" with legislators on desired legislation.

11. It is recommended that the One-Day Workshops held each year by the Oklahoma Education Association be continued since they were considered effective by the classroom teachers and superintendents in this study.

12. It is recommended that a study similar to this study be made every three to five years by an independent group or organization employed by the Oklahoma Education Association.

13. It is recommended that the attitude of groups other than the ones used in this study be used in future research.

14. It is recommended that the sampling procedure followed in this study be used in studies which require the sampling of a finite

population. This sampling technique developed by the Research Division of the National Education Association has proved effective for the national surveys conducted by the National Education Association as well as for this state-wide study.

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APPENDIX

AN INVESTIGATION OF THE ATTITUDES OF ELEMENTARY AND SECONDARY CLASSROOM TEACHERS, AND SCHOOL DISTRICT SUPERIN- TENDENTS TOWARD THE OKLAHOMA EDUCATION ASSOCIATION

PLEASE NOTE: It is important that each questionnaire be completely filled out and returned promptly.

A. STATUS INFORMATION: Please check or write the appropriate answer to each of the following:

1. Male:___ Female:___ 2. Married:___ Single:___ 3. Age:___
4. Occupation of your spouse:_____
5. Total number of years of experience as an educator:_____
6. Your present position: Elementary school teacher:___, Secondary school teacher:___, Superintendent of schools:___
7. The total number of teachers who are presently employed by the same school district that employs you: 4-10:___ 11-20:___ 21-49:___ 50-99:___
100-600:___ Over 600:___
8. What is the highest degree that you now hold? Bachelor:___ Master:___
Doctor:___
9. In which of the following ranges does your present salary fall?
\$3,000-3,999:___ \$4,000-4,999:___ \$5,000-6,000:___ Over \$6,000:___

B. OEA MEMBERSHIP: Please use a check-mark to answer each of the following:

1. Are you now a member of the OEA? Yes:___ No:___
2. What is the total number of years that you have been a member of OEA?___
3. Should all educators in Oklahoma be a member of OEA? Yes:___ No:___
4. Have you ever felt coerced into joining the OEA? Yes:___ No:___
5. Should all educators in Oklahoma be forced to join OEA? Yes:___ No:___

C. USE OF POSSIBLE ACTIONS BY AN OCCUPATIONAL GROUP: Do you favor utilizing any of the following actions to achieve the purposes of the profession when other alternatives have been exhausted?

POSSIBLE ACTIONS	YES	NO	NO OPINION
1. Mediation by appropriate agency			
2. Boycott			
3. Blacklist			
4. Strike			

D. YOUR ATTITUDE TOWARD OEA GOALS AND ACTIONS: Please use a checkmark to indicate your attitude toward the past actions of the OEA on the activities listed in the chart below, and whether or not you think OEA "ought to" take action on these activities in the immediate future.

ACTION ON GOAL OR ACTIVITY	**PAST ACTION			"OUGHT TO" ACTION		
	Approve	Oppose	No Opinion	Approve	Oppose	No Opinion
***"Past Action" includes the 1962-63 school year						
GENERAL						
1. Improvement of laws pertaining to public schools						
2. School district reorganization						
3. State-wide equalization of tax assessments						
4. Federal aid to education						
5. Improved certification standards						
6. In-service education						
7. Research activities						
8. Public relations						
9. Vigor in organizing local classroom teachers associations						
10. Others:						
WELFARE						
11. Minimum salary						
12. Retirement						
13. Tenure						
14. Protection from unfair dismissal of						
a. classroom teachers						
b. administrators						
c. other professional personnel						
15. Disciplining members of the profession						
16. Seeking written personnel policies for Oklahoma Schools						
17. Professional Negotiation (see Nov., 1962, NEA JOURNAL)						
18. Insurance programs						
19. Credit union						
20. Job placement						
21. Others:						
CURRICULUM						
22. Free textbooks						
23. Better teaching aids and equipment						
24. Leadership in curriculum improvement						
25. Others:						
POLITICAL						
26. Meeting with candidates for state office to elicit views on educational problems						
27. Informing educators about the views of candidates on educational problems						
28. Lobbying with legislators on desired legislation						
29. Supporting or opposing: a. legislative candidates						
b. gubernatorial candidates						
30. Others:						

E. REPRESENTATION ON THE OEA BOARD OF DIRECTORS AND EXECUTIVE COMMITTEE:

1. Should teachers, principals, school district superintendents, and other professional personnel be proportionately represented on the
 - a. OEA Board of Directors Yes:___ No:___ No Opinion:___
 - b. OEA Executive Committee? Yes:___ No:___ No Opinion:___
2. Please indicate by a check-mark the degree to which you believe the following groups are represented on the OEA Board of Directors, which makes general policy for the OEA:

GROUPS	OVER REPRESENTED	REPRESENTED ABOUT RIGHT	UNDER REPRESENTED
a. Classroom teachers			
b. School principals			
c. School district superintendents			
d. Other professional personnel			

3. Please indicate by a check-mark the degree to which you believe the following groups are represented on the OEA Executive Committee, which does long-range planning and carries out policies for the OEA:

GROUPS	OVER REPRESENTED	REPRESENTED ABOUT RIGHT	UNDER REPRESENTED
a. Classroom teachers			
b. School principals			
c. School district superintendents			
d. Other professional personnel			

4. Are you aware that members of the Executive Committee are elected by the OEA Board of Directors? Yes:___ No:___

F. OEA AS A PROFESSIONAL ORGANIZATION:

1. Please indicate by a check-mark the degree to which you believe the OEA meets the following criteria of a professional organization.

CRITERIA	Well to Very Well	Poorly to Not At All	No Opinion
a. Members possess a specialized body of knowledge and skills not common to those outside the profession			
b. The body of knowledge and skills possessed has unique social value			
c. Seeks competence in its membership			
d. Serves the needs of its members			
e. Has ethical standards it enforces			
f. Protects and disciplines its membership			
g. Creates conditions which make possible high quality service			
h. Influences public policy in its field			
i. Has group solidarity			
j. Is accepted by the public as a profession			

2. Do you believe that OEA is a professional organization? Yes:___ No:___ No Opinion:___

3. Should teachers, administrators, and other professional personnel belong to the same professional organization? Yes: ___ No: ___ No Opinion: ___
4. Should professional personnel in higher education belong to the OEA? Yes: ___ No: ___ No Opinion: ___
5. Do you feel that OEA should work with equal diligence for both higher education and public elementary and secondary education? Yes: ___ No: ___ No Opinion: ___

G. OEA's ONE-DAY WORKSHOP:

1. Have you ever participated in one of the One-Day Workshops held by the OEA? Yes: ___ No: ___
2. Please use a check-mark to indicate the degree to which you believe the OEA's One-Day Workshop effectively assesses the attitude of the following groups:

GROUPS	Adequately to Very Well	Inadequately To Not At All	No Opinion
a. Elementary school teachers			
b. Secondary school teachers			
c. Elementary school principals			
d. Secondary school principals			
e. School district superintendents			
f. Professional personnel in higher education			
g. Other professional personnel			

3. Do you believe that the One-Day Workshops identify and discuss the really important issues and problems facing the profession? Yes: ___ No: ___ No Opinion: ___

H. ELABORATION: Please use the space below (or attach additional sheets if you desire) to express your attitude toward the OEA, whether it be to enlarge upon matters covered by this questionnaire or matters which were not covered by this questionnaire.

1522 Barkley
Norman, Oklahoma
March 2, 1963

Dear Educator:

A state professional education organization should represent, as well as possible, all of its members in its policies and actions if it is to provide effective leadership in creating the conditions under which its members can offer the highest quality of service.

Therefore, I am undertaking a comprehensive study of the attitudes of the members of the education profession in Oklahoma toward the policies and practices of the OEA and I hope that the findings of this study may be used for the improvement of the OEA's services to education, to the State of Oklahoma, and to the individual membership of the organization.

A carefully drawn sample of elementary and secondary school teachers and public school superintendents included your name. Your cooperation in filling out the enclosed questionnaire will be especially appreciated in this study since a large return is necessary in order that conclusions may be drawn.

You may feel free to answer the enclosed questionnaire with assurance that you cannot be identified by name, school, or school district. It should take you approximately 10 minutes to complete all the items on the enclosed questionnaire.

I will certainly appreciate your courtesy in completing and returning the attached questionnaire as soon as possible.

Very truly,

Jack E. Miller
Doctoral Candidate
The University of Oklahoma

Enclosures:

1. Return envelope
2. Questionnaire

