

when society has decided to educate all of the children of all the people. The pressures of an almost constant re-training program to meet increased requirements for certification by state and regional accrediting agencies serve to aggravate the situation.

Teachers are also expected to stretch the school dollar by becoming super efficient to meet the competition for the tax dollar occasioned by inflation, the demands of other governmental agencies, and a pleasure seeking society. Resentment runs high when funds that have been raised for education have been diverted to other areas of government that are not as popular with the people; therefore, difficulty is encountered when needs are presented to the voters. Teacher militancy through collective negotiations may be a counter offensive against these pressures.

The first reaction of most boards of education has been one of resistance to teacher demands. Their unwillingness in many cases to meet the needs of teachers has caused organizations such as the American Federation of Teachers, United Federation of Teachers, the National Education Association and state education associations to become more aggressive in efforts to speak for the profession. The situation has forced the National Education Association

and local education associations to develop measures to satisfy its membership and hold its position of leadership among educators throughout the nation.

Aiming point blank at the American Federation of Teachers without saying so, the Educational Policies Commission, (N.E.A. - A.A.S.A.) published a six page statement in June, 1964, which says among other things that teachers' organizations sacrifice independence by becoming affiliates of organized labor, that they sacrifice professional unity by tending to regard administrators and school board members as opponents rather than partners and that they get involved in conflicts of interests.

An organization of educators should have the following characteristics: It should perform many of the functions which contribute both to the betterment of the schools and to the welfare of the teachers; it should be organized independently; and it should promote unity of teachers, administrators and other educators.<sup>1</sup>

In membership drives in Oklahoma, representatives of the American Federation of Teachers denounced the National Education Association for allowing administrators to become members and control local education associations. The case was made clear that the administrator was considered as

---

<sup>1</sup>National Education Association, Educational Policies Commission Bulletin (Washington, D.C.: National Education Association, June, 1964), p. 4.

management. One of the identified advantages of union affiliation was that they were not bothered by the influence of the administration.

Many educators, however, feel that all members of the administrative team plus the teaching staff must work as one for the solution of problems in education. Educational decision-making must become an inclusive process, not an exclusive one. All professional members of the staff that are concerned and competent should have opportunities to participate in policy decisions and program development.

The administrator of the future will be forced to play a decidedly different role than his predecessor. Ohm's "analyses supports the prediction of others that the long range prospect is for a growing conflict between teachers and administrators and the plea of extensive and intensive research on the problem."<sup>1</sup>

#### Purpose of the Study

The purpose of this study was to determine the degree of agreement or disagreement among classroom teachers and district superintendents in the State of Oklahoma with regard to vital issues in collective negotiations.

---

<sup>1</sup>Ohm, "Implications for Research," p. 22.

### Statement of the Problem

This study investigated the opinions of Oklahoma elementary and secondary classroom teachers and public school district superintendents toward problems and issues related to collective negotiations. More specifically the problem attempted:

(1) To determine the degree of agreement between the classroom teachers and superintendents on issues pertaining to public school education in Oklahoma.

(2) To compare the opinions of classroom teachers and superintendents as they related to the perceived roles of superintendents, principals and classroom teachers.

(3) To ascertain the opinions of classroom teachers and superintendents toward state legislation regarding collective negotiations.

(4) To determine the opinions of classroom teachers and superintendents concerning grievance procedures in case of an impasse.

### Null Hypotheses

$H_{01}$  There are no significant differences between the opinions of classroom teachers and school district superintendents with regard to the role school district

superintendents should exercise in collective negotiations.

$H_{0_2}$  There are no significant differences between the opinions of classroom teachers and school district superintendents regarding subjects or problems which should be open to negotiations.

$H_{0_3}$  There are no significant differences in the opinions of classroom teachers and school district superintendents toward machinery and methods for the solution of impasses and stalemates.

$H_{0_4}$  There are no significant differences between the opinions of the classroom teachers and school district superintendents toward state collective negotiations legislation.

### Delimitation of the Study

The study was limited to Oklahoma public school teachers and superintendents during the school year 1967-68.

### Definition of Terms

Classroom Teacher. Any person who is certified by the Oklahoma State Department of Education and is currently employed full time as a teacher in the classroom.

Collective Bargaining. A set of procedures written and officially adopted by the local staff organization and

the school board which provides an orderly method for the school board and staff organizations to negotiate on matters of mutual concern. A close alliance with labor movements subjects procedures to labor laws and precedents. The term "collective negotiation" has been used frequently among labor leaders to describe the aforementioned term.

Collective Negotiations. A set of procedures written and officially adopted by the local staff organization and the school board which provides an orderly method for the school board and staff organization to negotiate on matters of mutual concern, to reach agreement on these matters and to establish educational channels for mediation and appeal in the event of an impasse.

Exclusive Negotiation. A right accorded solely to the majority organization to negotiate with the board of education or other agencies which are vested with the authority of the operation of the public school system.

Formal Mediation. A panel selected for the purpose of mediation. One panel member is selected by the school board and one by the association. The third member is selected by both organizations. The panel members serve as fact finders and work under a deadline to resolve impasses.

Grievance. The presentation of a complaint as the result of a perceived violation of an agreement between two or more parties.

Group Conflict. Those situations in which large numbers of persons in an organization may share perceived deprivations, frustrations or dissatisfactions and develop consensus on issues in opposition to consensus on another level in the hierarchy.

Impasse. Persistent disagreement between two or more parties requiring the use of mediation, fact finding or appeal procedures for resolution.

Informal Mediation. Mediation by a state or national association representative.

Opinion. A state of mind, behavior or conduct regarding some matters as indicating attitude or purpose.

Professional Channels. Passages through hierarchical structure or administrative channels.

Professional Negotiation. A set of procedures written and officially adopted by the local staff organization and the school board which provides an orderly method for the school board and staff to negotiate on matters of mutual concern, to reach agreement on these matters and to establish educational channels for mediation

and appeal in the event of an impasse. This term is commonly referred to as "collective negotiation" among members of the education profession.

Sanction. A coercive measure employed against an agency of state adjudged to have violated acceptable standards of the organization. .

Stalemate. A state of disagreement between two or more parties to the degree of causing a deadlock or standstill.

State Board Appeal. Both parties request the State Department of Education to mediate and recommend a solution to an impasse.

Strike. The act of a body of employees quitting work together in order to force or resist some change in the conditions of their employment.

Subjects of Collective Negotiation. The topics of mutual concern to a local professional organization and a local school board.

Types of Negotiation Agreements. Level I is recognition of the association as representative of the local staff. Level II is recognition plus an outline of negotiation procedures. Level III is recognition plus an outline of negotiation procedures and some provision for resolving



disagreement.

Withholding Services. To decline to grant acts of labor in the interest and under the direction of others.

### Development of the Instrument

Basic principles for the development of survey instruments similar to this were discussed by Rummel<sup>1</sup>. He included sixteen suggestions which could be described as mechanical since they deal with such items as sentence length and structure, simplicity of expression, relevance of the respondent, the avoidance of suggestive items, interpretation validity, etc. Due to the inexperience of Oklahoma educators in the field of collective negotiations, it was decided the approach of the investigation should be general in nature.

Extensive personal interviews with educational leaders, a systematic review of the literature in the area and an examination of more than one-hundred negotiation agreements from across the nation served as a basis for selection and preparation of the items on which opinions were to be garnered.

---

<sup>1</sup>J. Frances Rummel, An Introduction of Research Procedures In Education (New York: Harper & Brothers Publishers, 1958), pp. 126-127.

The decision was made to include four aspects of collective negotiations: (1) the role of the superintendent in the negotiation process, (2) issues most important and negotiable, (3) the resolution of grievances, and (4) the matter of mandatory state legislation regarding collective negotiation.

Incorporated in the construction and validation of the instrument were suggestions by Mouly<sup>1</sup>. Revision of the questionnaire was made several times with the assistance of selected professional educators and members of the investigator's doctoral committee.

Twenty-five public school classroom teachers and five public school superintendents were selected as a group to respond to the instruments in a pilot study. The purpose of the study was to test for clarity, objectivity and basic characteristics of good instrumentation as described earlier in this chapter. After further revisions, the instrument was printed and mailed to the selected respondents.

### The Sample

The selection of the sample and sample size was patterned after the procedure outlined in the December, 1960

---

<sup>1</sup>George J. Mouly, The Science of Educational Research (New York: American Book Company, 1963), p. 263.

issue of the N E A Research Bulletin<sup>1</sup>. The minimum standard was a sample size sufficient to give an accuracy of  $\pm 5$  percentage points with a 90 percent level of confidence. This meant the chances were at least 9 in 10 that 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.

A stratified random sample was gathered from a population of 25,625 in-service Oklahoma classroom teachers for the school year 1967-68. In order to fulfill the basic assumption of representativeness as described by Kerlinger<sup>2</sup> every twenty-fifth teacher was selected from a roster numerically according to the size and location of the district within the state. Each of the 77 counties were represented in the sample.

The same procedure was followed with regard to the sample of district superintendents. A stratified random sample was gathered from a population of 492 Oklahoma school district superintendents. One out of every two

---

<sup>1</sup>National Education Association, "Small-Sample Techniques," The N.E.A. Research Bulletin, XXXVIII (National Education Association, December, 1960), p. 99.

<sup>2</sup>Fred N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart and Winston, Inc., 1965), pp. 50-65.

superintendents was selected for a sample total of 246.

The names of classroom teachers and district superintendents were taken from the files of the Teacher Personnel Department, Finance Division, State Department of Education.

In order to check the normalcy of the data from the returned questionnaires, it was decided to use the information gathered by the State Department of Education as stated in the previous paragraph.

#### Method of the Study

A survey research design was utilized in the study.

Kerlinger described the design as

that branch of social scientific investigation that studies large and small populations (or universes) by selecting and studying samples chosen from the populations to discover the relative incidence, distribution, and interrelations of sociological and psychological variables.<sup>1</sup>

#### Procedure of the Study

The development of this study proceeded in the following manner.

1. A survey of the literature and research was made in the area of collective negotiations.

---

<sup>1</sup>Kerlinger, Foundations of Behavioral Research, p. 393.

2. A questionnaire was developed which consisted of scaled attitudinal questions. Assistance was received in the preparation of the instrument from the chairman of the committee and a selected group of educators.
3. The instrument was validated by a pilot study conducted among classroom teachers and district superintendents in selected schools in Oklahoma.
4. The questionnaire was mailed to a random sample of teachers and superintendents throughout Oklahoma with an appropriate cover letter to explain the purpose of the investigation and the questionnaire.
5. The data from the questionnaire were statistically analyzed and interpreted.
6. Conclusions and recommendations were made with regard to the current status of collective negotiations and implications of this process for the future of public education.

#### Statistical Methods Used

Selected statistical techniques were used in order to determine the meaning of the data derived from the study.

In order to test  $H_{0_1}$  and  $H_{0_2}$  the investigator selected a two way analysis of variance for unequal groups. Winer<sup>1</sup> pointed out the appropriateness of this statistical treatment for data such as those obtained in this study.

The Chi-square test of significant difference (0.5) was used to determine significant differences existing between position variables, classroom teacher and district superintendents, with regard to the resolution of grievance variable and the compulsory collective negotiation legislation variable as expressed in  $H_{0_2}$  and  $H_{0_4}$  respectively.

The null hypothesis of no statistically significant difference was used for each of the statistical tests. If the null hypothesis of no statistically significant difference was rejected, there was a significant difference evidenced by the use of the two tests used which meant that the data in the cells were dependent. If the null hypothesis of no statistically significant difference was accepted after computation of the tests of significant difference, the data in the cells were independent.

The tabulation and programming for computation purposes was performed with permission and assistance of the

---

<sup>1</sup>B. J. Winer, Statistical Principles in Experimental Design (New York: McGraw-Hill, 1962), pp. 374-375.

Oklahoma City Public School System.

### Organization of the Study

Chapter I contained the background and need for the study, a statement of the problem, the purpose of the study and procedures to be followed in conducting the study. Chapter II was composed of a review of related literature and studies. Chapter III presented a historical review of collective negotiation throughout Oklahoma and the nation. Chapter IV detailed the design and procedure of the study including the construction of the instrument. Chapter V contained an analysis of the data. The paper was concluded with Chapter VI, which summarized and gave conclusions and recommendations for further investigation.

## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

Formal negotiation between local teacher's organizations and boards of education on a collective basis is a relatively recent development in the United States. The American Federation of Teachers advocated collective rather than individual negotiations as early as 1935.<sup>1</sup>

A review of the literature in the area of collective negotiations revealed a complex history of the inter-organizational developments regarding working relationships between teacher organizations and local school district boards of education in the United States during the twenty-year period since World War II.

#### Teacher Unrest In The Forties

During the six-year period from 1940 through 1945 there had been on the average no more than two work stoppages

---

<sup>1</sup>Myron Lieberman, Education As a Profession (Englewood Cliffs, N.J.: Prentice-Hall, 1956), p. 334.



a year involving teachers in the United States. In 1945 there was only one teacher strike and it had involved only fifteen teachers.<sup>1</sup> In 1946, however, there were sixteen teacher strikes throughout the nation; in 1947 there were twenty; and in 1948 there were twelve.<sup>2</sup> Of these postwar teacher work stoppages, approximately one-fourth was by American Federation of Teacher groups, one-fourth by local professional associations, and one-fourth by other teacher unions. In addition, about one-fourth had no union or professional association involved. Only a few of the postwar disputes resulted in the actual signing of formal group contracts between local school boards and teacher organizations.<sup>3</sup>

Stinnett, Kleinman, and Ware indicated that in 1946 Norwalk, Connecticut teachers negotiated what was "apparently the first collective negotiation agreement of an independent association."<sup>4</sup>

---

<sup>1</sup>Bernard Yarbrough and Lily Mary David, "Collective Bargaining and Work Stoppages Involving Teachers," Monthly Labor Review, 76:475-479 (May, 1953), p. 478.

<sup>2</sup>Ibid., p. 478-479.

<sup>3</sup>Ibid., p. 478.

<sup>4</sup>T. M. Stinnett, Jack H. Kleinman, and Martha L. Ware, Professional Negotiation in Public Education (New York: McMillan Co., 1966), p. 7.

Condemnation for the early work stoppages came from American educators; however, guarded support was given by the leaders of the national educational organizations.<sup>1</sup>

The executive council of the American Federation of Teachers made a statement deploring a St. Paul teachers' strike in the same year but declared that "because it was called to relieve intolerable conditions denying to the children of St. Paul adequate educational opportunity, no disciplinary action against the A.F.T. locals"<sup>2</sup> was contemplated by the A.F.T. in 1947.

Beginning in the early part of 1947 the annual convention of the A.F.T. adopted a new policy statement calling for "the negotiation of issues involved in teacher-employer relationships"<sup>3</sup> and resolving national A.F.T. support for its locals in the adoption of "methods of negotiation conformable to local needs and laws. . . in their efforts to secure adequate salaries and satisfactory working

---

<sup>1</sup>Myron Lieberman, "Teachers Strikes: An Analysis of the Issues," Harvard Educational Review, 26:37-70; Winter, 1965.

<sup>2</sup>The American Teacher, February, 1947, pp. 5-6, quoted in Yarbrough and David, "Collective Bargaining and Work Stoppages," p. 479.

<sup>3</sup>The American Teacher, April, 1951, p. 15, quoted in Yarbrough and David, "Collective Bargaining and Work Stoppages," p. 477.

conditions for the redress of legitimate grievances."<sup>1</sup>

The National Education Association executive committee issued a policy statement which proved to be far reaching on "The Professional Way to Meet the Educational Crises."<sup>2</sup> Included in this call for "an aggressive, nationwide professional program"<sup>3</sup> by the nation's teachers were these statements:

1. Teachers in all local school systems would seek adequate salaries through professional group action.
2. Action on such agreements should be achieved through democratic co-operation of teachers, administrators, board members and other community leaders.<sup>4</sup>

#### Teacher Unrest In The Fifties

In early 1952 Weber urged boards of education to accept the need for teachers "as a professional group rather than as hired hands. . . share in the determination of school policies."<sup>5</sup>

<sup>1</sup>Ibid.

<sup>2</sup>National Education Association, "The Professional Way To Meet The Educational Crises," N.E.A. Journal, 36: 77-80; National Education Association: February, 1947, p. 16.

<sup>3</sup>Ibid., p. 79.

<sup>4</sup>Ibid.

<sup>5</sup>Clarence A. Weber, "Teachers and Boards of Education," American School Board Journal, 124:25-27; February, 1952, pp. 25-27.

In a study by the National Education Association Research Division<sup>1</sup> it was reported that in 19 percent of cities having a population of 2,500 or over teachers' organizations were recognized as collective bargaining agents. Over 90 percent of the local teachers organizations reported were recognized as bargaining agents and affiliates of the National Education Association.<sup>2</sup>

Early contribution to the literature also included the 1953 analysis of "Collective Bargaining and Work Stoppages Involving Teachers" by Yarbrough and David<sup>3</sup> in which the reported data was recorded by the Bureau of Labor Statistics of the federal government.

In 1954, Eklund<sup>4</sup> completed a comprehensive account of the historical development, current status, and theoretical implications of collective bargaining by teachers.

<sup>1</sup>National Education Association, Research Division, For Your Information (Washington, D.C.: The National Educational Association, May, 1952).

<sup>2</sup>Clarence A. Weber, Personnel Problems of School Administrators (New York: McGraw-Hill Book Co., 1954), p. 326.

<sup>3</sup>Yarbrough and David, "Collective Bargaining and Work Stoppages," p 479.

<sup>4</sup>John M. Eklund, "Collective Negotiation Between Boards of Education and Teachers in the Determination of Personnel Policy in the Public Schools" (Unpublished doctoral dissertation, New York Teachers College, Columbia University, 1954).

In the same year Weber noted that particularly in larger school districts it was becoming "increasingly necessary to consider collective bargaining as a means for establishing teachers' salaries."<sup>1</sup>

The thirty-third yearbook of the American Association of School Administrators published in 1955 was devoted to the subject of staff relations in school administration. Included was a statement which indicated a deep concern for problems of the future when the yearbook commission stated:

It is becoming more and more evident that teacher participation is desirable in defining and determining work load, quality of working conditions, good building design, adequate salary schedules and public relations.<sup>2</sup>

Lieberman in 1956 dedicated one chapter of his book, Education As a Profession, to "Collective Bargaining and Professionalization" in which he endeavored to explore a number of "myths" concerning collective actions of teachers and predicted "that the use of collective bargaining in public education is likely to increase, and that it may become the customary procedure for handling employer-employee

---

<sup>1</sup>Clarence A. Weber, Personnel Problems of School Administrators, p. 326.

<sup>2</sup>American Association of School Administrators, Staff Relations in School Administration, Thirty-Third Yearbook (Washington, D.C.: American Association of School Administrators, a department of the National Education Association, 1955), p. 143.

relationships in public education."<sup>1</sup>

Lieberman<sup>2</sup> further discounted the suggestion that the education employees would continue to accept the idea that school boards should not be legally bound by state legislation to negotiate with them. He stated that "teachers might better begin at once to work for legislation requiring school boards to recognize and bargain with teachers' organizations."<sup>3</sup>

In a 1957 meeting of the National Association of Secretaries of State Teachers Associations the question was raised as to the advisability of seeking legal authority as the best way to implement the guidelines recommended by the National Education Association. The evasive tactics of some boards of education in their dealings with employees prompted one of the speakers to state that "greater effectiveness through legal authority is the best way to implement the recommended guidelines of the National Education Association."<sup>4</sup>

---

<sup>1</sup>Myron Lieberman, Education As a Profession.

<sup>2</sup>Ibid., p. 354.

<sup>3</sup>Ibid.

<sup>4</sup>T. M. Stinnett, Jack H. Kleinman and Martha L. Ware, Professional Negotiation in Public Education, p. 8.

A special memo was published by the National Education Association in 1958 explaining the status of current collective bargaining in the United States and it stated that "collective bargaining by public employees is in a state of flux."<sup>1</sup>

### Teacher Unrest In The Sixties

Goergen<sup>2</sup> reviewed the issues and outcomes of teachers' strikes between 1955 and 1965. The finding fell into six principal patterns (1) Dismissal of personnel; (2) Demand for a salary increase; (3) Unpaid back salary; (4) Poor state-tax structure for education; (5) Collective bargaining; and (6) Salary increases. Strikes tended to recur in the school districts studied. Still further and not too surprising was the fact that strikes were primarily called to further self-interests.

Piner<sup>3</sup> compared the history of unrest in Florida with that of the nation and found that the movement of formalized

---

<sup>1</sup>National Education Association, Research Division, Public School Teachers and Collective Bargaining (Washington, D.C.: National Education Association, March, 1958), p. 19.

<sup>2</sup>Joseph Henry Goergen, "Issues and Outcomes of Teachers' Strikes, 1955-65." (Unpublished Ph.D. dissertation, St. John's University, 1967).

<sup>3</sup>Rexford Eugene Piner, "A Descriptive Analysis of Professional Negotiations Agreements In Public School Districts of Florida" (Unpublished Ed.D. dissertation, Florida State University, 1967).

teacher-school board relationship in Florida is an outgrowth of a part of the broader nationwide movement.

Sego<sup>1</sup> studied teacher organization for professional negotiation in the public schools of Texas and found that seventy-five of the respondents indicated a desire for negotiations at the local level. The study discovered a desire by seventy-two percent of the respondents to start a new organization for the purpose of obtaining legal authorization to organize. He further found that every item on the questionnaire which connected teachers with labor was rejected by the respondents.

Lieberman advocated organized methods of solving teacher-administration-school board relations. He predicted that "collective bargaining will be the established mode of resolving employer-employee problems in education in most of the states within a generation."<sup>2</sup> He further stated, "Teachers must secure legislation that would compel, not merely permit, school boards to negotiate with their representatives."<sup>3</sup>

---

<sup>1</sup>James Taylor Sego, Jr., "Teacher Organization for Professional Negotiations In The Public Schools of Texas" (Unpublished Ph.D. dissertation, East Texas State University, 1966).

<sup>2</sup>Myron Lieberman, The Future of Public Education. (Chicago: University of Chicago Press, 1960), pp. 160-161.

<sup>3</sup>Ibid.



The N. E. A. Board of Directors approved a preliminary draft of a "statement of principles with regard to professional negotiations,"<sup>1</sup> as a basis for widespread study and review prior to the convention in July, 1961.

Seitz stated in 1960 that "legislation may be tending toward mandatory collective bargaining,"<sup>2</sup> and suggested that effective teacher-school board relations might be established without legislation if "school boards voluntarily agree to bargain collectively with teacher groups."<sup>3</sup>

In 1961 the National Education Board of Directors voted to conduct a study of the need for legislation requiring school boards to meet and negotiate with teachers concerning salaries and other working conditions for professional service.<sup>4</sup>

---

<sup>1</sup>National Education Association. "N.E.A. Board and Executive Committee Consider Professional Negotiations," N.E.A. News, Vol. 14 (October 28, 1960), p. 1.

<sup>2</sup>Reynolds C. Seitz, "School Boards and Teacher Unions," American School Board Journal, Vol. 141 (August, 1960), pp. 11-13, 38.

<sup>3</sup>Ibid., p. 11.

<sup>4</sup>National Education Association. Addresses and Proceedings (Washington, D.C.: The National Education Association, 1961), p. 271.

In Philadelphia the 1961 Delegate Assembly of the National School Boards Association adopted its first official policy statement on teacher-board relations. This statement advised school boards to establish and use free channels of communications with all of their personnel and to resist professional negotiation, collective bargaining mediation, arbitration and to further resist by all lawful means the enactment of laws which would compel them to surrender any part of their responsibility.<sup>1</sup>

Fisher<sup>2</sup> conducted a study in the State of Oregon relating to the relationship of sex, professional level and position of educators regarding their attitudes toward collective negotiations and sanctions. Male teachers tended to be most favorable toward negotiations. There were no significant differences in the attitudes of Oregon educators toward negotiations based on the level at which they were employed.

---

<sup>1</sup>Elaine Exton, "N.S.B.A. Opposes Teachers' Strikes and Sanctions," The American School Board Journal, Vol. 146 (June, 1963), p. 44.

<sup>2</sup>James Ronald Fisher Ed.D. "The Relationships of Sex, Level and Position of Oregon Educators to Attitudinal Statements That Deal With Collective Negotiations and Sanctions." (Unpublished Ed.D. dissertation, University of Oregon, 1967).

Carlton<sup>1</sup> conducted a study in North Carolina regarding attitudes of certificated instructional personnel toward questions concerning "Collective Negotiations" and "Sanctions." Among the major findings were: (1) No significant relationship was observed between ideas dealing with collective action and traditionalism. (2) Female teachers tended to be neutral on the subject of collective negotiations. (3) Male teachers were more favorable to collective action than male principals.

Barstow commented upon the National Education Association philosophy regarding the teacher-school board relations when he asserted:

There are two principle means by which active teacher participation in the determination of policies affecting their professional employment can be achieved. The first is through the voluntary adoption and implementation of the principle of professional partnership by both boards of education and local teachers organizations at the local and state levels. The second is through the enactment by state legislatures of specific statutes establishing mandatory procedures for school boards and teachers to follow in the seeking of agreements on matters of common concern.<sup>2</sup>

---

<sup>1</sup>Patrick William Carlton, "Attitudes of Certificated Instructional Personnel In North Carolina Toward Questions Concerning Collective Negotiations and Sanctions." (Unpublished Ph.D. dissertation, University of North Carolina, 1966).

<sup>2</sup>Robbins Barstow, "Teachers and Boards of Education Need to Work Jointly to Determine Policies of Common Concern." N.E.A. Journal 50:61-64 (October, 1961), p. 63.

Hazard<sup>1</sup>, in a study of the legal status of collective negotiations in public schools, concluded that the development of educational objectives, curriculum, class size, and operational policies, had become as much the concern of teachers as of the administrators and boards of education. He further stated that informal, or de facto, negotiations had tended to become more formalized as more states have enacted negotiations bills.

Miller<sup>2</sup> conducted a 1964 study in Oklahoma regarding areas of professional interests as expressed by members of the Oklahoma Education Association. One variable examined the opinions of classroom teachers and superintendents with regard to professional negotiations. It was discovered that among elementary teachers 30.2 approved, 2.8 disapproved and 67 percent expressed no opinion. Among secondary teachers 37.9 approved, 3.0 percent disapproved and 59.1 expressed no opinion. Among superintendents 45.3 percent approved, 4.2 percent disapproved, and 52.5 percent expressed no opinion.

---

<sup>1</sup>William Robert Hazard, "The Legal Status of Collective Negotiations By Public School Teachers and Implications For Public School Administration." (Unpublished Ph.D. dissertation, Northwestern University, 1966).

<sup>2</sup>Jack Edwin Miller, "A Study of the Attitudes of Oklahoma Public School Elementary and Secondary Classroom Teachers and Public School District Superintendents Toward the Oklahoma Education Association." (Unpublished Ed.D. dissertation, University of Oklahoma, 1964), p. 78.

In May, 1962, the executive committee of the National Association of Secretaries of State Teachers Associations gave consideration to the contents of a state law on professional negotiation.<sup>1</sup>

The Representative Assembly discussed and adopted, in the 1962 National Education Association in Denver, a resolution regarding teacher-board of education relationships, giving it for the first time the title of "Professional Negotiation."<sup>2</sup>

The Professional Negotiations resolution incorporated in it a new paragraph which, for the first time, established the National Education Association as officially advocating legislation to assure negotiation rights for teachers. The new paragraph read:

The National Education Association calls upon its members and upon boards of education to seek state legislation and local board action which clearly and firmly establishes these rights for the teaching profession.<sup>3</sup>

---

<sup>1</sup>Howard L. Cherry, "Negotiations Between Boards and Teacher Organizations." American School Board Journal, Vol. 146 (March, 1963), p. 7.

<sup>2</sup>National Education Association, Addresses and Proceedings of the One-Hundredth Annual Meeting Held at Denver, Colorado. (Washington, D.C. The National Education Association, July, 1962), p. 174.

<sup>3</sup>Ibid., p. 175.

The National School Board Association adopted a resolution in 1963 rejecting the processes of the negotiation by professional associations and teachers unions.

The efforts of teachers unions to obtain collective bargaining rights and the activities and programs of professional teacher organizations calling for professional negotiations and sanctions will have significant effect upon the operation of our public schools in the years ahead. The National School Boards Association is opposed to sanctions, boycotts, strikes or mandated mediation against school districts and does not consider them to be proper remedies for use in problem situations. The authority of the board of education is established by law and this authority may not be delegated to others.<sup>1</sup>

An AASA publication reacting to the National Education Association professional negotiations resolutions stated that:

Both the board and the professional staff-teachers, principals, and other administrators--should at a time that is free from tension and controversy, develop together a plan to be used in case of persistent disagreement. In those few, highly unusual instances where major controversy threatens to disrupt the schools, an appeal to an unbiased body should be available to either the board or the teachers, or both. The function of this third party should be limited to fact finding and to advisory assistance.<sup>2</sup>

---

<sup>1</sup>Resolutions Adopted by the 1963 NSBA Delegate Assembly (Denver, April 27-30, 1963) Informational Service Bulletin, Vol. 1, No. 8. Chicago: National School Boards Association, 1963 (mimeographed).

<sup>2</sup>American Association of School Administrators, Roles, Responsibilities, Relationship of the School Board, Superintendent and Staff (Washington, D.C. American Association of School Administrators, 1963), p. 14.

Lesher<sup>1</sup> conducted a study of grievance procedures for certified personnel in the public school in the State of Iowa. Of the one-third of the school districts having grievance procedures, sixty-five percent of the superintendents reacted that their districts' grievance procedure were either "some value" or great value. It was also determined that grievance procedures escalate employee morale and provides more security for the employees.

In a 1967 study, Goe<sup>2</sup> reported that few educational mediators were being used. It appeared that either they were not available, state laws prescribed the selection of mediators, or educators are not preferred as mediators.

In a 1967 study of attitudes of teachers, school administrators and board members regarding collective activity, Queen<sup>3</sup> revealed that all groups favored referral of a dispute, when necessary, to a person or persons within the profession.

---

<sup>1</sup>Merle Ralph Leshner, "Grievance Procedures For Certified Personnel In The Public Schools of Iowa." (Unpublished Ph.D. dissertation, Iowa State University, 1967).

<sup>2</sup>Donald Kenneth Goe, "A Comparison of Behavior in Teacher Negotiations and the Character of Teacher-Administrator Relationships." (Unpublished Ed.D. dissertation, Colorado State College, 1967).

<sup>3</sup>Bernard Queen, "Relationship of Teacher Collectivity Activity To Attitudes of Classroom Teachers, School Administrators, and School Board Members." (Unpublished Ph.D. dissertation, Ohio State University, 1967).

The complex role of the superintendent was described in a document produced by the American Association of School Administrators. It identified the superintendent as having the dual function of "professional advisor to the board and as the leader of the staff."<sup>1</sup>

Heim<sup>2</sup> in a study regarding the role of the superintendent in the negotiation process found the managerial role received greatest support from board presidents. Selected superintendents, board presidents and teacher representatives definitely felt that the professional staff leader role is no longer practical.

Grant<sup>3</sup> studied the policies and procedures for negotiating with teacher organizations in California. Major findings indicated that the prevailing pattern was for school boards to delegate the responsibility for meeting and conferring with teacher organizations to the superintendent.

---

<sup>1</sup>American Association of School Administrators, Roles, Responsibilities, Relationship of the School Board, Superintendent and Staff, p. 4.

<sup>2</sup>Max Otto Heim, "A Study of What Selected Respondents Think The Role of The Superintendent Should Be In The Negotiating Process." (Unpublished Ed.D. dissertation, University of Kansas, 1967).

<sup>3</sup>Glen Harrison Grant, "Policies and Procedures For Negotiating with Teacher Organizations." (Unpublished Ed.D. dissertation, University of Southern California, 1966).



Administrators and teacher organizations have exhibited a lack of experience and skill in negotiation techniques. Some school boards chose to adopt policies which commit themselves to a negotiating relationship which is more formal than that required under law.

Short<sup>1</sup> conducted a study in 1966 which measured role expectation of school board members and superintendents regarding teacher collective negotiations. School board members were found to measure the most concrete in their feeling and the superintendents and first-year teachers were the most abstract. The superintendents' responses concerning political and economic items tended to be liberal.

The effects of professional negotiations on the role of the school superintendent was studied by Shreeve.<sup>2</sup> In general there were two major ideas emerging from the study: (1) The inexperienced superintendents perceived certain teacher organization practices as weakening their leadership role. (2) Those actually experiencing these same practices

---

<sup>1</sup>Verl Myron Short, "A Study of the Conceptual Systems and Role Expectation in Teacher Collective Negotiation in Selected School Districts in Northern Illinois." (Unpublished Ed.D. dissertation, Northern Illinois University, 1967).

<sup>2</sup>William Charles Shreeve, "The Effects of Professional Negotiations On The School Superintendent's Role." (Unpublished Ed.D. dissertation, Colorado State College, 1967).

perceive their role as strengthened.

In an analysis of trends in power relationships between boards of education and teacher organization, Strom<sup>1</sup> reported that the changing power relationships between boards of education and teachers' organizations have altered the role of the school superintendent, in that he is no longer the major teachers' spokesman. Also he discovered that superintendents are sharing decision-making power with teachers organizations.

Mosely<sup>2</sup>, in a study of Missouri teachers, superintendents and school boards, endeavored to identify areas of agreement and disagreement between them in twenty-eight Missouri school districts regarding forty-six selected statements. Superintendents and board members generally agree in their beliefs regarding the roles, functions and relationships of superintendents, board members, and teachers. A significant difference was observed between teachers,

---

<sup>1</sup>David W. Strom, "Analysis of Trends in Power Relationships Between Boards of Education and Teacher Organizations." (Unpublished Ed.D. dissertation, Wayne State University, 1967).

<sup>2</sup>Raymond Mosely, "Agreement and Disagreement Among Missouri Teachers, Superintendents and Board Members." (Unpublished Ed.D. dissertation, University of Missouri, 1967).

board members and superintendents on 18 issues.

The American Association of School Administrators expressed no direct position regarding the controversy between the National School Boards Association and the National Education Association over the desirability and need for negotiation legislation. However, the bulletin did contain the following statement:

We believe that if boards of education fail to make reasonable welfare provisions for all staff members and fail to provide machinery through which grievances can be given appropriate consideration, their respective state legislatures are likely to establish appeal procedures.<sup>1</sup>

This personal confrontation with the Representatives Assembly did not deter them from the position they had previously taken regarding negotiations and state legislation. Consequently they reaffirmed the Association's previous 1962 policy statement on professional negotiations, including the demand for state legislation, and simply changed the word "should" to "must" in one sentence.<sup>2</sup>

---

<sup>1</sup>American Association of School Administrations, Roles, Responsibilities, Relationship of the School Board, Superintendent and Staff, p. 13.

<sup>2</sup>Ibid., p. 237.

Clark<sup>1</sup> reported in a 1965 study of the roles and positions of the N.E.A. and AFT that teachers strongly supported the recommendations of both the N.E.A. and AFT with regard to the need for guaranteeing the right of teachers to negotiate collectively with boards of education.

During 1964 three independent researchers in the area of teacher-administration-board of education relationships appeared on the scene with analyses in National publications. Steffensen<sup>2</sup>, a specialist in school personnel administration with the United States Office of Education, completed a selective study on how teachers negotiate with their school boards, and authored a summary article on "Board-Staff Negotiations" in the October, 1964 issue of School Life.<sup>3</sup>

---

<sup>1</sup>Robert Lee Clark, "The Roles and Positions of the NEA and AFT of the AFT in Collective Negotiations: Opinions of Teachers and School Administrators of Five Selected School Districts in Illinois." (Unpublished dissertation, Southern Illinois University, 1965).

<sup>2</sup>James P. Steffensen, Teachers Negotiate With Their School Boards. U.S. Department of Health, Education, and Welfare, Office of Education, Bulletin 1964, No. 40. Washington, D.C. Government Printing Office, 1964.

<sup>3</sup>James P. Steffenson, "Board-Staff Negotiations," School Life, Vol. 47, October, 1964, pp. 6-8.

Moskow used data gathered in studies for the Industrial Research Unit of the Wharton School of Finance and Commerce, University of Pennsylvania, as the basis for an analysis of "Collective Bargaining for Public School Teachers" in the December, 1964 Labor Law Journal.<sup>1</sup>

Professional Negotiations In The Sixties

A pamphlet, Collective Bargaining For Teachers,<sup>2</sup> was widely distributed by the American Federation of Teachers. The publication was reprinted from an article by Robert G. Porter in the February, 1961 issue of American Teacher. Porter had made clear the AFT's early advocacy of legislation with the following assertion:

State Federations and each Local of the American Federation of Teachers should work for the adoption of state statutes requiring boards to bargain with the recognized agents in the school district. Although collective bargaining in some form is now legal in every state, a state law to that effect would help clear the confusion which is sometimes purposely created around the issue.<sup>3</sup>

---

<sup>1</sup>Michael H. Moskow, "Collective Bargaining for Public School Teachers," Labor Law Journal, Vol. 15, December, 1964, pp. 787-794.

<sup>2</sup>Robert G. Porter, Collective Bargaining for Teachers. Chicago: American Federation of Teachers. (Reprinted from American Teacher, February, 1961).

<sup>3</sup>Ibid., p. 4.

A practical manual for local federation leaders, "Winning Collective Bargaining,"<sup>1</sup> was written by Selden, Director of Organization for the United Federation of Teachers, the New York City local. The publication was based largely upon the experience gained in New York City and was geared to the American Federation of Teachers with primary emphasis on forcing and winning local collective bargaining elections in selected large cities, such as Detroit and Philadelphia.<sup>2</sup>

In October, 1962, the increasing conflict between the American Federation of Teachers and the National Education Association concerning working relationships with boards of education was reported and analyzed from outside both camps by Elam.<sup>3</sup> In November, 1962, the Department of Classroom Teachers conducted a national study conference on professional negotiations at the National Education

---

<sup>1</sup>David Selden, Winning Collective Bargaining. Chicago: American Federation of Teachers, 1963 (Mimeographed).

<sup>2</sup>Michael H. Moskow, Teachers and Unions. (Philadelphia: Industrial Research Unit, Wharton School of Finance and Commerce, University of Pennsylvania, 1966), pp. 106-114.

<sup>3</sup>Stanley Elam, "Collective Bargaining and Strikes or Professional Negotiation and Sanctions?" Phi Delta Kappan, Vol. 44, October, 1962, pp. 1-11.

Association central office in Washington, D. C. A report was made of this conference in a booklet entitled Classroom Teachers Speak on Professional Negotiation.<sup>1</sup> West summed the issues between the American Federation of Teachers and National Education Association Conflict in 1963.<sup>2</sup> Two other very important publications to the N.E.A. in their professional negotiations drive were Guidelines for Professional Sanctions<sup>3</sup> published in 1963 and Guidelines for Professional Negotiations<sup>4</sup> published in 1965. Both served to answer many questions posed by the membership.

Stinnett, Kleinman and Ware, endeavoring to make comparisons between professional negotiations and collective

---

<sup>1</sup>National Education Association, Department of Classroom Teachers. Classroom Teachers Speak on Professional Negotiations. Washington, D.C.: The Department of Classroom Teachers, 1963.

<sup>2</sup>Allen M. West, "Professional Negotiations for Collective Bargaining?" National Elementary Principal, Vol. 42, February, 1963, pp. 20-25.

<sup>3</sup>National Education Association, "Guidelines for Professional Sanctions," National Commission on Professional Rights and Responsibilities, Washington, D.C. National Education Association, November, 1963.

<sup>4</sup>National Education Association, "Guidelines for Professional Negotiations," Office of Professional Development and Welfare, National Education Association, Washington, D.C., 1965.

bargaining stated:

A list of similarities set down beside a list of differences would be the longer. If length is the deciding factor, then it must be said that professional negotiation is quite similar to, and perhaps only semantically different from, collective bargaining. But if the "kinds" of differences involved are crucial to large numbers of the teaching profession, then that is what is important, though there are only two or three crucial differences. Similarities and differences aside, it should be noted that teachers' associations and teachers' unions will undoubtedly continue to endeavor to represent teachers under whichever process is the rule or law in their jurisdiction.<sup>1</sup>

Lieberman commented on the proposed merger effort of the National Education Association and the American Federation of Teachers in 1968 when he stated:

The major problems of merger are not philosophical or ideological: they are practical, such as who gets what job in the merged organization. The practical problems will be complicated more by the political implications of any settlement than by the equities from a strictly organizational or employment point of view.<sup>2</sup>

In 1961 the term "Collective Negotiation" was used by Irene Thorne<sup>3</sup> in a follow-up doctoral dissertation completed

---

<sup>1</sup>Stinnett, Kleinman & Ware, Professional Negotiation in Public Education, pp. 15-16.

<sup>2</sup>Myron Lieberman, "Implications of the Coming NEA-AFT Member," Phi Delta Kappan, Vol. L, No. 3 (November, 1968), pp. 143-144.

<sup>3</sup>Irene Thorne, "Collective Negotiations: A Survey and Analysis of Teacher Group Collective Negotiations Contracts with School Boards." (Unpublished doctoral dissertation) New York: Teachers College, Columbia University, 1961.



at Teachers College, Columbia University. The term, "Collective Negotiation" was given currency by Steffenson, Wildman and Moskow to refer to and embrace a variety of formalized, group working relationships between teachers and boards of education. The term finally came to be accepted by leaders of both the National Education Association and the American Federation of Teachers as suitably applicable to the procedures advocated by each organization. Stinnett, Kleinman and Ware indicate this terminology trend in the following statement:

Such terms as collective bargaining, professional negotiation, strikes, sanctions or alternative terms of collective negotiations, cooperative determination, have become common in recent years, particularly since 1960. There is an evident trend to merge the nomenclature of professional negotiation and collective bargaining into collective negotiation.<sup>1</sup>

Beginning in April, 1962, the California Teacher Association applied sanctions against the Little Lake School District, primarily because of bad school board-superintendent-staff relationships. After nearly two years, a satisfactory adjustment of the problem was achieved and

---

<sup>1</sup>Stinnett, Kleinman and Ware, Professional Negotiation in Public Education, p. 1.

sanctions were lifted in March, 1964.<sup>1</sup>

Later, the Utah Education Association and the National Education Association invoked sanctions against the State of Utah. The "sanctions" lasted three hundred days and were lifted only after major improvements had been promised. Soon after, the 1965 legislature voted an increase in the state support of twenty-four and six-tenths millions' for the 1965-67 biennium.<sup>2</sup>

In a study regarding the administration of professional sanctions, Cheshier<sup>3</sup> found that private censure against individual member offenders of the education profession, national and state organizations, boards of education and other agencies were approved. No public censures were approved regardless of the violation.

New York City strikes have introduced a new dimension in the arena of teacher militancy. The move by the Board of Education to de-centralize the school system is objectionable

<sup>1</sup>Louise Paine, "Sanctions in Little Lake," National Education Association Journal, LI, December, 1962, pp. 54-55.

<sup>2</sup>Elaine Exton, "Pros and Cons of Sanctions Invoked By Utah's Public School Teachers," The American School Board Journal, CXLVII, July, 1963, pp. 35-37.

<sup>3</sup>Cavit Calvin Cheshier, "Professional Sanctions By The National Education Association And Its Affiliates." (Unpublished dissertation, George Peabody College, 1965).

to the teachers union and is predicted to be a continuing problem.<sup>1</sup>

In a study of leader behavior of school administrators in conflict with teachers' unions, Cave<sup>2</sup> found that lack of consideration, initiation of structure, integration, demand reconciliation, lack of tolerance of freedom, and productive emphasis were the behavior dimensions contributing to the most conflict.

The National Education Association President, Braulio Alonso, and American Federation of Teachers President, Charles Cogen, were in agreement in predicting the 1968 teacher strikes will triple the 1967 mark of one hundred. Executive Secretary Sam Lambert of the N.E.A. predicted a total of four to five hundred.<sup>3</sup>

<sup>1</sup>Donald W. Robinson, "A Talk with Albert Shanker," Phi Delta Kappan, Vol. XLIX, No. 5 (January, 1968), pp. 255-256.

<sup>2</sup>David Raymond Cave, "A Critical Study of the Leader Behavior of School Administrators in Conflict with Teachers' Unions." (Unpublished Ed.D. dissertation, Michigan State University, 1967).

<sup>3</sup>\_\_\_\_\_, "Sidelights on Militancy," Phi Delta Kappan, Vol. XLIX, No. 10 (June, 1968), p. 560.

### Summary

A review of the literature in the area of collective negotiations revealed a complex history of teacher unrest and inter-organizational developments regarding working relationships between teacher organizations and local school district boards of education in the United States. The following is a summarization of the general findings discovered in a review of related literature.

1. There is a pronounced movement by teachers seeking a greater share in policy making regarding those matters which affect their welfare in the operation of the school program.

2. The National Education Association and the American Federation of Teachers are involved in a real power struggle concerning who will represent the public school teachers.

3. The operational procedures of professional negotiations and collective bargaining are now similar. The term used generally by both organizations to describe this procedure is collective negotiations.

4. Local, state, and national board associations continue to resist the collective negotiations movement.

5. Permissive or mandatory collective negotiations legislation is in effect in approximately one-third of the states and more states are likely to be added to that number soon.

6. A proposed merger between the National Education Association and the American Federation of Teachers has developed and pledges by the AFT leadership promises a continuing effort to secure a merger.

The findings of this chapter have definite implications on teacher-school board relationships in the State of Oklahoma. An improved communications media has made teachers throughout the state aware of activities of the profession. Also, the teachers' eagerness to become involved in decision making with regard to the school program has been encouraged by the activity demonstrated by teachers throughout the United States.

## CHAPTER III

### HISTORICAL REVIEW OF TEACHER UNREST AND PROFESSIONAL NEGOTIATIONS IN OKLAHOMA

Throughout the latter 1950's frustration began to grip the teachers primarily because rising cost of living forced many male teachers to secure a secondary means of support<sup>1</sup> and an improvement in the professional attitudes of a majority of the teaching membership.<sup>2</sup>

Prior to this period, apathy towards educational conditions best describes the teaching profession. Due to a lack of interest and the availability of time, the classroom teacher allowed the administrator dominated executive committee of the OEA Board of Directors and the other professional organizations to make decisions regarding the

---

<sup>1</sup>Editorial, The Daily Oklahoman, December 28, 1963, p. 14.

<sup>2</sup>Jack Taylor, "O.U. Professor Seeks Revamping of OEA," The Daily Oklahoman, Saturday, March 14, 1964, sec. 1, p. 1.

future of education in the state with little apparent concern.<sup>1</sup>

The difficulty was, in part, a result of a pledge made by the incumbent governor, Henry Bellmon, to the electorate in 1962 to raise "no new taxes"<sup>2</sup> and a personal and political conflict between the governor<sup>3</sup> and the executive secretary of the Oklahoma Education Association, Ferman Phillips<sup>4</sup>. The problems were brought to a head on May 5, 1963, when the governor vetoed a teacher salary increase bill.<sup>5</sup>

On October 25, 1963, a group of Creek County and Sapulpa teachers made a presentation to the O.E.A. state convention requesting a special session of the legislature

---

<sup>1</sup>Glenn R. Snider, "The O.E.A. What Lies Ahead," The Oklahoma Teacher, Vol. 6 (April, 1965), p. 24.

<sup>2</sup>National Education Association, Oklahoma, A State-wide Study of Conditions Detrimental To An Effective Public Education Program, Washington, D.C., The National Education Association, 1965, p. 8.

<sup>3</sup>"Ferman Gets Slap From Bellmon," Sayre Daily Headlight Journal, November 28, 1962, p. 1.

<sup>4</sup>Robert Lorton, "Just a Political Amateur, School Bloc Leader Says," The Tulsa World, November 28, 1962, p. 2.

<sup>5</sup>"Bellmon Vetoes Pay Hike," The Tulsa World, May 7, 1963, p. 1.

for the purpose of considering a proposed one-thousand dollar teacher pay increase.<sup>1</sup>

Recognizing the seriousness of the plight of education, the state's education profession started working in countless meetings in an effort to find a solution to the worsening conditions. A state-wide two-day meeting of district representatives was called in Oklahoma City on December 13-14, 1963.<sup>2</sup> From this conference came a proposal for increasing the present salary schedule, a proposal for increasing local financial support, a recommendation on school district reorganization, and a proposal to increase the duties of the office of the County Superintendent of schools.<sup>3</sup> This was viewed by many as an indefensible proposal.<sup>4</sup> Also came a recommendation that the initiative and referendum be used in submitting the proposals to the

---

<sup>1</sup>"Group of State Teachers Request Legislation Hold Special Session - Threaten Sanctions," Enid Morning News, October 25, 1963, p. 1.

<sup>2</sup>Oklahoma Education Association, The Oklahoma Crisis Oklahoma City, Oklahoma Education Association, 1965 (pamphlet).

<sup>3</sup>Ibid.

<sup>4</sup>Glenn R. Snider, "Is Leadership in Oklahoma Abdicating?" The Sunday Oklahoman (April 9, 1967).



people of Oklahoma for their consideration.<sup>1</sup>

On March 14, 1964, the O.E.A. Board of Directors approved the proposals and ordered the circulation of the petitions calling for an election on the subjects. More than three-hundred thousand signatures were obtained for each of the four petitions.<sup>2</sup> The petitions were filed on March 14, 1964, with the Secretary of State.<sup>3</sup>

A request was made of the governor to call a special election; however, he refused and the petitions were automatically placed on the ballot at the next general election on November 13, 1964.<sup>4</sup> This date brought teacher morale to an all time low because all the petitions were defeated. The causes for defeat were directed toward the uncooperative governor, the unsupporting press and the apathy of the citizenry, the election was held in November at the general election and, also, because the county superintendent petition

---

<sup>1</sup>"OEA May Circulate Petition on Finance," Enid Morning News (November 22, 1963), p. 1.

<sup>2</sup>"Initiative Petitions to be Circulated in About Two Weeks," The Phoenix (Muskogee, March 17, 1964), p. 1.

<sup>3</sup>"OEA Files Petitions," Capitol Democrat (Wewoka, Oklahoma, April 2, 1964), p. 1.

<sup>4</sup>Oklahoma Education Association, The Oklahoma Crisis.

was a part of the O.E.A. petition package.<sup>1</sup> Requests came to the OEA office from teachers in all parts of the state asking that some form of protest action be taken, such as teachers withholding their services.<sup>2</sup>

An emergency session of the OEA Board of Directors on November 6th instructed a delegation to ask the governor to call a special session of the state legislature to consider school problems, including teachers' salaries.<sup>3</sup>

Teachers in two of the largest school systems in the state, Midwest City and Tulsa, requested and were granted a "professional day" to protest the defeat of the four petitions and to discuss possible solutions.<sup>4</sup>

Tulsa teachers held workshops on this day to formulate salary proposals and other recommendations. At Midwest City, twelve-hundred teachers representing seventy-five school systems throughout the state voted unanimously in favor of ten proposals, the most significant of which was

---

<sup>1</sup>Editorial, The Daily Oklahoman (Oklahoma City, Oklahoma, October 26, 1964), p. 8.

<sup>2</sup>National Education Association, Oklahoma, p. 12.

<sup>3</sup>Ibid.

<sup>4</sup>"Tulsa, Midwest City Teachers Set Protest Walkout, for Monday," Times Democrat (Muskogee, November 6, 1964), p. 1.

that the legislature grant a one-thousand dollar across-the-board salary increase. On November 12th, Oklahoma City teachers held a "professional day" at which time they voted in favor of a one-thousand dollar across-the-board salary increase and maintenance of salaries at one hundred percent of the national average. The teachers also voted to seek the application of state-wide sanctions if their requests were not met by March 1, 1965.<sup>1</sup>

The OEA Board of Directors met November 14, 1964, and established priority goals in accordance with the desires expressed in the three called meetings in Tulsa, Midwest City and Oklahoma City. They also approved a request for an investigation of Oklahoma school problems by the National Education Association's Professional Rights and Responsibilities Commission.<sup>2</sup>

Governor Bellmon refused to call a special session of the legislature. However, he invited the state's teachers to meet on December 5th with him in two meetings in Tulsa and Oklahoma City, to hear a budget proposal which he had prepared for the legislature which he referred to as

---

<sup>1</sup>National Education Association, Oklahoma, p. 12.

<sup>2</sup>Ibid., p. 13.

"Operation Giant Stride."<sup>1</sup> This proposal provided for a salary raise of eight hundred dollars over a two year period. He also called for a proposal to authorize local school districts to increase the nonchargeable school local support levy from five to fifteen mills.<sup>2</sup>

The OEA Board of Directors rejected the governor's proposals and claimed they were contingent on too many "if's."

Beginning March 6, 1965, the OEA imposed state-wide sanctions against Oklahoma. On May 11, 1965, during an Oklahoma City meeting of the OEA, eight-thousand teachers voted four to one to boycott schools in the fall. However, the OEA Board of Education refused to take this drastic step.<sup>3</sup> At the same meeting the National Education Association announced it would bring professional sanctions against the entire state.<sup>4</sup>

---

<sup>1</sup>Henry Bellmon, "Operation Giant Stride." (An unpublished copy of speech delivered December 5, 1964 in Tulsa, Oklahoma).

<sup>2</sup>Ibid.

<sup>3</sup>Shawn Kalkstein, "Oklahoma's Education War," Look (January 26, 1966), p. 86.

<sup>4</sup>Ibid.

Governor Bellmon declared the sanctions were "disgusting"<sup>1</sup> and threatened to sue the National Education Association in the name of the state for ten million dollars.<sup>2</sup>

The Oklahoma State School Boards Association took a position against strikes, sanctions, mediation, arbitration and boycotts.<sup>3</sup> The School Board Association reasserted its previous position that the control of public schools should continue to be vested in the state and local boards of education.<sup>4</sup>

Discussion continued among the leadership of the O.E.A. regarding a walkout for an indefinite number of days.<sup>5</sup> The strategy was reported to have been that of putting pressure on parents of school-age pupils, and to unify dissident elements within the professional members

---

<sup>1</sup>"Sanctions Blasted as Disgusting," The Tulsa World (May 12, 1965), p. 1.

<sup>2</sup>L. D. Ward, "Henry Cools on O.E.A. Suit?" The Oklahoma Journal (September 3, 1965), p. 1.

<sup>3</sup>"School Board's Stand Hit by N.E.A. Official," Oklahoma City Times (February 6, 1965).

<sup>4</sup>Ibid.

<sup>5</sup>"OEA May Close Schools," The Tulsa Star (Tulsa, Oklahoma, April 28, 1965), p. 1.

of the organization.<sup>1</sup> The threat of a temporary withholding of services continued during April and May of 1965 as a state legislatures' proposed sales tax increase was rejected by the voters on April 27th.<sup>2</sup>

A called O.E.A. meeting was held in early May to permit teachers from throughout the state to arrive at definite decisions and recommendations pertaining to plans for the next school year. Among those present were Governor Henry Bellmon, Clem McSpadden, President Pro-Tempore of the Senate and J. D. McCarty, Speaker of the House of Representatives.

Criticism continued from the press on the tactics used by the teaching profession of the state. Comparisons were drawn between the Oklahoma Education Association and the American Federation of Teachers.<sup>3</sup>

After the sales tax was defeated, a proposal was submitted to the voters by the legislature to allow local

---

<sup>1</sup>Ibid.

<sup>2</sup>"OEA Leaders Map Strategy After Defeat of Sales Tax Increase," Elk City Daily (April 28, 1965).

<sup>3</sup>Milt Phillips, "OEA-NEA Ape Methods of Unions," The Seminole Producer (May 13, 1965).

school districts to increase the local support levy by ten mills. This election, September 14, 1965, had the support of the governor, the legislature and the professional education associations. It passed by a two to one majority and two days thereafter the executive secretary of the OEA proposed an end to state and national sanctions.<sup>1</sup> The sanctions were lifted by both the OEA and the NEA the following week.<sup>2</sup>

Governor Dewey Bartlett was elected in the November, 1966 elections. He began immediately to reassure the teaching profession of his interest in solving the fiscal problems facing education.<sup>3</sup> The efforts of the OEA, however, met with little success during the 1967 session of the legislature and prompted the executive secretary to refer to the legislature as a "do nothing" group so far as education was concerned.<sup>4</sup>

---

<sup>1</sup>"School Question Wins 2-1," The Daily Oklahoman (September 15, 1965), p. 1.

<sup>2</sup>"NEA Takes Oklahoma From National Blacklist," The Tulsa Tribune (September 24, 1965), p. 1.

<sup>3</sup>Otis Sullivant, "Bartlett Repeats Promises to OEA," The Daily Oklahoman (December 9, 1966).

<sup>4</sup>"OEA Mulls Holiday, Legislature Rapped," Oklahoma Journal (April 11, 1967), p. 1.

Verbal conflict continued throughout 1967 between the leaders of government<sup>1</sup> and the education profession<sup>2</sup> with little progress made toward the solution of the problems facing the state.<sup>3</sup>

Interest began to build from 1965 through 1968 among educators of the state to become more involved in state politics. Two political action organizations were formed. Political Action Committee of Educators (PACE) and Teachers Incorporated for Progress (TIP) became very active in their efforts to convince those in government of the needs of education.<sup>4</sup>

On January 2, 1968, Governor Bartlett<sup>5</sup> proposed to the legislature an increase in teachers salary over a three

---

<sup>1</sup>"Bartlett Tells OEA No Tax for Teachers," Oklahoma Journal (October 23, 1967), p. 1.

<sup>2</sup>"OEA Threatens Massive Strike," The Tulsa Tribune (November 11, 1967), p. 1.

<sup>3</sup>"Militant Teachers Await State Action," The Oklahoma City Times (December 29, 1967), p. 2.

<sup>4</sup>Oklahoma Education Association, PACE, (Unpublished pamphlet, Spring, 1968).

<sup>5</sup>National Education Association, Oklahoma A Re-evaluation of Conditions Detrimental to an Effective Public Educational Program. National Education Association Commission on Professional Rights and Responsibilities, Washington, D.C., March 15, 1968, p. 2. (multilith copy).



year period. However, the increase was not satisfactory to the OEA. In mid-January, a special Ad Hoc Committee appointed by the president of the OEA recommended an immediate sanction alert to extend from February 7 to March 16, 1968, the next regularly scheduled meeting of the OEA Board of Directors. The second recommendation of the Ad Hoc Committee was that the National Education Association be notified of the sanctions alert and its Professional Rights and Responsibilities Commission be invited to make an immediate survey of educational conditions of the state. A third recommendation was that members of the Board of Directors secure undated, signed resignations effective July 1, 1968, from teachers in their OEA local units.<sup>1</sup>

The Urban-Rural Alliance came into existence during the fall of 1967 for the purpose of communication among interested educators in many large school districts. The major activities of this group led later to a revision of the OEA constitution and further pressure regarding selected issues in Oklahoma education.<sup>2</sup>

---

<sup>1</sup>Ibid., p. 3.

<sup>2</sup>Interview with Jim Wallace, Ex-President of Oklahoma City Education Association, December, 1968.

The decision in the February OEA Board of Directors meeting to accept the Ad Hoc Committee's recommendation was made and an unconfirmed number of resignations were received. However, in April they were burned after a salary increase was passed by the legislature.

The OEA Board of Directors, on May 15, 1968, again invoked professional sanctions on the State of Oklahoma after further setbacks in the teacher retirement program espoused by the professional organization.<sup>1</sup> State sanctions remain in effect at this writing.

#### Action For Professional Negotiations Legislation

Much interest in professional negotiations has been expressed by members of the teaching profession in Oklahoma. However, little official action has been taken at the state or local level. At this writing only three professional negotiation agreements are actually in effect in the state. Several local school districts, however, were in the planning or organizational stages.

Until the spring of 1968 the issue of professional negotiations was viewed by the OEA as a local unit matter

---

<sup>1</sup>Oklahoma Education Association, Oklahoma Sanctions (Offset), July, 1968.

and little effort was expended to involve the state or national professional organizations.

The first effort to pass permissive or mandatory professional negotiation came in the introduction of a legislative proposal during the 1968 session of the Oklahoma legislature. The sound defeat of the measure was attributed by Abbott to the apathy of the profession.<sup>1</sup> Many of those familiar with the bills, however, felt that its defeat was fortunate since it was regarded as a very inadequate bill.

Several affiliated departments of the OEA began to express interest in legislation as early as mid-1967, especially the Oklahoma Secondary School Principals whose Leadership Committee, working in conjunction with the Oklahoma Elementary School Principals adopted a position paper on the subject in September, 1968.<sup>2</sup> The statement called for mandatory professional negotiations that would involve teachers, principals and other professional employees

---

<sup>1</sup>Conference with Lonnie Abbott, State Senator from Ada, Oklahoma, December 12, 1968.

<sup>2</sup>Oklahoma Education Association, The Negotiating Process, The Principal and Professional Negotiations. The Departments of Secondary and Elementary School Principals, 1968 (Multilith).

through an established procedure satisfactory to them and in a climate of mutual respect.<sup>1</sup>

The Department of Classroom Teachers of the OEA through an Ad Hoc Committee appointed by the state Classroom Teachers' president developed a position paper on professional negotiations. The statement asserted that the unique role of the teacher, their nearness to the child, qualified them "to make recommendations as to curriculum, school location, building and room design, classroom furniture, discipline, school building personnel policies, welfare issues, or any other matter affecting the total educational program."<sup>2</sup> They further called for mandatory state legislation regarding professional negotiation.<sup>3</sup> The Executive Committee of the Association of Classroom Teachers approved the statement on December 14, 1968.<sup>4</sup>

Among the OEA goals for the 1969 session of the state legislature is a statement regarding professional negotiations.

---

<sup>1</sup>Ibid.

<sup>2</sup>Oklahoma Education Association, Position Paper on Professional Negotiations for the Association of Classroom Teachers of Oklahoma. The Department of Classroom Teachers. December 14, 1968 (Multilith).

<sup>3</sup>Ibid.

<sup>4</sup>Ibid.

The statement asserted "The Oklahoma Education Association pledges to work for legal procedures to insure an orderly method for professional staffs, organization and boards of education to negotiate on matters of common concern."<sup>1</sup> At this writing several proposed negotiation measures have been presented to the OEA Legislative Commission, but none have been accepted.

Reaction to the proposed professional negotiations has been mixed. Biscup commented, "Certainly teachers should be given a voice in school policies. But school boards are elected to run the schools, and the boards and the superintendents they employ should be allowed to administer them."<sup>2</sup> Smith endorsed a professional negotiations law before the Tulsa P.T.A. Council when he stated, "We need a professional negotiations law, and I favor it."<sup>3</sup>

The January 7, 1969 message to the legislature offered little new revenue for increases in educational spending.<sup>4</sup>

---

<sup>1</sup>Oklahoma Education Association, 1968-69 Legislative Goals, November, 1968 (Pamphlet).

<sup>2</sup>Walter Biscup, Editorial, The Tulsa World (November 19, 1968), p. 4.

<sup>3</sup>"Smith Backs Bargaining Law," The Tulsa Tribune (November 22, 1968), p. 4.

<sup>4</sup>"Fund Attacks Draw Reply From Governor," The Oklahoma City Times (January 8, 1969), p. 17.

The conflict between the education profession and the leaders of government is likely to continue.<sup>1</sup>

### Summary

A path of frustration, confusion, and apathy has been followed by the teaching profession in the State of Oklahoma. As indicated by the contents of this chapter, the struggle has been centered primarily at the state level between the Oklahoma Education Association, the legislature and the governor.

A move nationally has been made to involve the teacher in decision-making at the local school board level regarding the total school program and teacher welfare. However, through the years the education professional associations have provided little leadership in alerting teachers of the state to the need for policies at the local district level that protect the teacher and the conditions under which he provides effective instruction. Thus, in the state only a few school districts now have these policies which were developed with the collaboration of teachers.

This study has examined critical issues relating to the total educational program in an effort to determine the

---

<sup>1</sup>Ibid.

commitment of Oklahoma educators to a total involvement of professional public school personnel in decisions made regarding education in this state. The decisions of the profession regarding the coming issues in education in Oklahoma will be guided to a large degree by its commitment to become involved.

## CHAPTER IV

### DESIGN AND PROCEDURE

This study was designed to investigate the opinions of classroom teachers and school district superintendents in the State of Oklahoma toward collective negotiations.

Primary to the success of this investigation was the development of an adequate instrument and the election of teacher and superintendent samples which could be considered representative of the public school professional personnel in each field within the state.

#### Development and Validation of the Instrument

Basic principles for the development of this survey instrument were described by Rummel.<sup>1</sup> He included sixteen suggestions which could be described as mechanical since they deal with such items as sentence length and structure,

---

<sup>1</sup>Rummel, An Introduction of Research Procedures in Education, pp. 126-127.



simplicity of expression, relevance to the respondent, the avoidance of suggestive items, interpretative validity, etc. Due to a lack of knowledge and experience among Oklahoma educators in the field of collective negotiations, it was decided the approach should be general in nature.

Personal interviews with educational leaders over a period of five years, a review of the literature in the area and an examination of more than one hundred negotiation agreements from across the nation, served as a basis for the items on which opinions were to be garnered. The decision was made to include four basic areas in the study: (1) the role of the superintendent in the negotiation process, (2) the issues most important and negotiables, (3) the resolution of grievances, and (4) the matter of mandatory state legislation regarding collective negotiations.

In order to achieve the desired effectiveness a four page, highly objective form was used. Emphasis was placed on clarity of the items involved with short answer responses requested of the respondent. No open-ended questions or other time-consuming items were used in order to encourage maximum participation.

The achievement of anonymity was also uppermost in the desires of the investigator because of the need for

frank answers to the questions. To achieve this objective no identification was required or made.

Prior to the distribution of the instrument, a careful pre-test validation procedure was conducted. Incorporated in the construction and validation of the instrument were suggestions given by Mouly.<sup>1</sup> Revision of the questionnaire was made a number of times with the assistance of college staff members who were knowledgeable about collective negotiation and public school administration and members of the investigator's doctoral committee.

A group of twenty-five public school classroom teachers and five public school superintendents was carefully selected to whom the instrument was administered for the purpose of testing for clarity, objectivity and basic characteristics of good instrumentation as described earlier in this chapter. After further revisions, the instrument was printed and mailed to the selected respondents.

### The Sample

The selection of the sample and sample size was patterned after the procedure outlined in the December, 1960

---

<sup>1</sup>Mouly, The Science of Educational Research, p. 263.

issue of the N E A Research Bulletin.<sup>1</sup> The minimum standard was a sample size sufficient to give an accuracy of  $\pm 5$  percentage points with a 90 percent level of confidence. This meant the chances were at least 9 in 10 that 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.

A stratified random sample was gathered from a population of 25,625 in-service Oklahoma classroom teachers for the school year 1967-68. In order to fulfill the basic assumptions of representativeness as described by Kerlinger<sup>2</sup> every twenty-fifth teacher was selected from a roster numerically according to the size and location of the district within the state. Each of the 77 counties were represented in the sample.

The same procedure was followed with regard to the sample selection of the district superintendents. A stratified random sample was gathered from a population of 492 Oklahoma school district superintendents. One out of every

---

<sup>1</sup>"Small-Sample Techniques," The N.E.A. Research Bulletin, XXXVIII (December, 1960), p. 99.

<sup>2</sup>Kerlinger, Foundations of Behavior Research, pp. 51-65.

two superintendents was selected for a sample total of 246.

The names of classroom teachers and district superintendents were taken from the files of the Teacher Personnel Department, Finance Division, State Department of Education.

In order to check the normalcy of the data from the returned questionnaires, it was decided to use the information gathered by the State Department of Education as stated in the previous paragraph.

#### Questionnaire Return Percentage

Responses to mail questionnaires are normally poor. Kerlinger<sup>1</sup> reports that returns of less than forty to fifty percent are common. Clark, Bradley and Haslacher, research consultants, stated that the normal return for a mail questionnaire is from ten to twenty percent of the questionnaires mailed, provided an appropriate sampling technique is used. The research firm further stated that a return of fifty percent or better from a homogeneous group is sufficient to perform the study.<sup>2</sup>

---

<sup>1</sup>Ibid., p. 397.

<sup>2</sup>Clark, Bradley and Haslacher, Utah Education Association Poll of Member Opinion (Salt Lake City: Utah Education Association, January, 1960), pp. 42-67.

Fifty-five percent of the questionnaires mailed to classroom teachers and sixty-one percent mailed to district superintendents were returned in usable form. This, coupled with the indication that the respondents were highly homogeneous with personnel data supplied by the Oklahoma State Department of Education (Tables 1-6), led to the decision to accept this study as indicative of the population studied.

#### Normalcy of the Data

A comparison of the data regarding classroom teachers and superintendents as supplied by the Oklahoma State Department of Education and that secured from the questionnaires in this study indicated the personal data acquired was normal. The data illustrated in Tables 1 through 6 indicate a close similarity between the sample as compared with the population. The data regarding the population were furnished by the Oklahoma State Department of Education.

It was, therefore, determined by the investigator that personal data utilized in this study provided acceptable evidence to verify the assumptions regarding the representativeness of the sample.

TABLE 1

A COMPARISON OF QUESTIONNAIRE DATA RELATING TO THE  
SEX VARIABLE WITH THAT OF THE TOTAL POPULATION

Source	Classroom Teachers		District Superintendents	
	Male	Female	Male	Female
	%	%	%	%
State Department Data	29.6	70.4	100	0.0
Questionnaire Data	31.1	68.9	100	0.0

TABLE 2

A COMPARISON OF QUESTIONNAIRE DATA RELATING TO THE  
MARITAL STATUS VARIABLE WITH THAT  
OF THE TOTAL POPULATION

Source	Classroom Teachers		District Superintendents	
	Married	Single	Married	Single
	%	%	%	%
State Department Data	87.2	12.8	99.0	1.0
Questionnaire Data	84.5	15.5	99.6	.4

TABLE 3

**A COMPARISON OF QUESTIONNAIRE DATA RELATING TO THE  
AGE VARIABLE WITH THAT OF THE TOTAL POPULATION**

Source	Classroom Teachers				
	0-29	30-39	40-49	50-59	60 or more
	%	%	%	%	%
State Department Data	20.4	19.4	22.6	25.8	11.8
Questionnaire Data	23.6	21.2	21.8	24.7	8.7
	District Superintendents				
	0-29	30-39	40-49	50-59	60 or more
	%	%	%	%	%
State Department Data	2.8	11.1	30.2	30.6	25.3
Questionnaire Data	1.9	14.5	27.9	33.8	21.9

TABLE 4

**A COMPARISON OF QUESTIONNAIRE DATA RELATING TO THE  
TOTAL EXPERIENCE VARIABLE WITH THAT OF  
THE TOTAL POPULATION**

Source	Classroom Teachers			
	0-3	4-9	10-19	20 or more
	%	%	%	%
State Department Data	24.1	18.8	25.8	31.3
Questionnaire Data	18.3	24.6	25.6	31.5
	District Superintendents			
	0-3	4-9	10-19	20 or more
	%	%	%	%
State Department Data	0.0	6.4	33.5	60.1
Questionnaire Data	0.0	7.3	30.4	62.3

TABLE 5

A COMPARISON OF QUESTIONNAIRE DATA RELATING TO THE  
HIGHEST DEGREE VARIABLE WITH THAT OF  
 THE TOTAL POPULATION

Source	<u>Classroom Teachers</u>		
	<u>Bachelor</u>	<u>Master</u>	<u>Doctorate</u>
	%	%	%
State Department Data	62.3	37.6	.1
Questionnaire Data	59.2	40.5	.3
<u>District Superintendents</u>			
State Department Data	0.0	94.5	5.5
Questionnaire Data	0.0	94.0	6.0

TABLE 6

A COMPARISON OF QUESTIONNAIRE DATA RELATING TO THE  
SALARY RANGE VARIABLE WITH THAT OF  
 THE TOTAL POPULATION

	<u>Classroom Teachers</u>				
<u>Source</u>	<u>4000- 4999</u>	<u>5000- 5999</u>	<u>6000- 6999</u>	<u>7000- 7999</u>	
	%	%	%	%	
State Department Data	12.2	39.3	31.1	17.4	
Questionnaire Data	10.8	34.6	34.7	19.9	
	<u>District Superintendents</u>				
<u>Source</u>	<u>5000- 5999</u>	<u>6000- 6999</u>	<u>7000- 7999</u>	<u>10000- 13999</u>	<u>14000 &amp; more</u>
	%	%	%	%	%
State Department Data	.3	1.7	53.3	37.4	8.3
Questionnaire Data	.1	1.4	49.2	40.5	8.8



### Statistical Treatment

The opinions of Oklahoma public school superintendents and classroom teachers were compared with regard to roles they perceived superintendents, principals and classroom teachers should play in policy making regarding selected issues subject to collective negotiations.

The first two questions of the instrument were expressed in descriptive units on a 5 point continuum. They were treated by the use of analysis of variance for unequal groups.

Since each superintendent and classroom teacher evaluated the relative degree of perceived involvement of each of the professional groupings, it was possible to determine the consensus of each sample (superintendents and classroom teachers). If the pattern differed significantly the inference followed that the two samples perceived the degree of involvement or role of the three professional groups to differ. Conversely, if a striking similarity in the pattern of mean responses for the three professional groupings existed for the two samples, the inference was made that there was agreement in the perception of relative roles in decision-making regarding that issue. These

relationships were shown quite clearly by graphic presentation.

Since the responses were made on a five point rating scale the assumption of interval measurement was made. Guilford<sup>1</sup> supports this assumption by offering parametric procedures for analyzing and identifying error contributions in this form of rating scale.

Statistical comparison of more than two means at a time was generally accomplished by the analysis of variance design for unequal groups. In this study each graphical presentation of means was accomplished by identifying two independent variables, superintendent versus classroom teachers, and professional groups that were evaluated (superintendents, principals and classroom teachers). In each analysis the dependent variable was the judged degree of involvement in decision-making. The analysis of variance design was a two factor design with repeated measures on one factor for unequal group size. This design was necessary because each respondent evaluated each of the professional groupings' involvement. This was called a "nested" design

---

<sup>1</sup>J. P. Guilford, Psychometric Methods (New York: McGraw-Hill Co., 1954), pp. 278-292.

because theoretically respondents stay in one nest (group) and never get out, thus requiring a special technique for testing interaction. The unequal group size, but proportional frequency over data columns, necessitated a least-squares solution for the effects and the sums of squares. The statistical theory and computational procedure for this form of analysis was provided by Winer.<sup>1</sup> Three F tests were made in each analysis of variance: one to test the difference between respondents of the relative involvement of the professional groupings, and the last to test the interaction between these two variables. The pattern of significance or non-significance for the three F ratios verified or did not verify the observed graphical discrepancies or consistencies.

Question 3 requested respondents to select their preference among 4 "line of grievance" procedures. The fourth inquiry requested the opinions (yes or no) of the respondents regarding mandatory state collective negotiations legislation.

---

<sup>1</sup>Winer, Statistical Principles in Experimental Design, pp. 374-378.

The Chi-square statistic was used to treat the data collected. Weinberg and Schumaker<sup>1</sup> described the appropriateness of this statistical treatment when used to determine significant differences existing between position variables such as classroom teachers and district superintendents with regard to the resolution of grievances and compulsory collective negotiation legislation.

The null hypothesis of no statistically significant difference was used for each of the statistical tests. If the null hypothesis of no statistically significant difference was rejected, there was a significant difference evidenced. This meant the data in the cells were dependent. If the null hypothesis of no statistically significant differences was accepted, the data in the cells were independent.

The tabulation and programming for computation purposes was performed by computer with permission and assistance from the Oklahoma City Public School System.

---

<sup>1</sup>George H. Weinberg and John A. Schumaker, Statistics An Intuitive Approach (Belmont, California: Wadworth Publishing Company, 1962), pp. 217-225.

## CHAPTER V

### ANALYSIS OF THE DATA

The problem of this study was to determine the opinions of classroom teachers and school district superintendents regarding collective negotiations in the State of Oklahoma. The purpose of the study was to determine the degree of agreement or disagreement among the respondents regarding collective negotiations issues. In keeping with the general design, the following null hypotheses were tested.

1. There are no statistically significant differences between opinions of classroom teachers and school district superintendents with regard to the role school district superintendents should exercise in collective negotiations.

2. There are no statistically significant differences between the opinions of classroom teachers and school district superintendents regarding subjects or problems which should be open to negotiation.

3. There are no statistically significant differences between the opinions of classroom teachers and school district superintendents toward methods and procedures for the resolution of grievances and stalemates.

4. There are no statistically significant differences between the opinions of the classroom teachers and school district superintendents toward the initiation of state collective negotiations legislation.

#### An Analysis of the Educator Sample

Table 7 shows that a total of 1022 questionnaires were distributed to the sample of classroom teachers, and 563 were returned for a percentage response of 55.1. There were 246 questionnaires distributed to the sample of school district superintendents with a return of 61.4 percent. A total of 714 responses were received from the two populations sampled. The total sample size was 1268 for an average return of 58.2 percent.

A further description of the sample, as shown by Table 8, indicated 175 classroom teacher respondents were male, a percentage of 31.1, and 388 female respondents for a 68.9 percentage total. According to Table 1 in Chapter III, it was expected females would outnumber males by more than 2 to 1.

TABLE 7

NUMBER AND PERCENTAGE OF QUESTIONNAIRES DISTRIBUTED  
TO AND RETURNED BY CLASSROOM TEACHERS  
AND DISTRICT SUPERINTENDENTS

<u>Position</u>	<u>Number in Position</u>	<u>Distri- bution</u>	<u>Returned</u>	<u>Percent Returned</u>
Classroom Teachers	25,625	1022	563	55.1
District Superintendents	500	246	151	61.4
Total	26,125	1268	714	58.2

TABLE 8

SEX OF RESPONDENTS

<u>Questionnaire Items</u>		<u>Position Variables</u>	
		<u>Classroom Teachers</u>	<u>District Superintendents</u>
Male	f	175	151
	%	31.1	100
Female	f	388	0
	%	68.9	0

Table 9 showed that 476 or 84.5 percent of the teacher respondents were married, whereas 87 or 15.5 percent were single. Among superintendents 150 or 99.6 were married with only 1 or .4 percent indicating single status. Slightly

more than 5 to 1 ratio among classroom teachers revealed a married rather than single status.

TABLE 9  
MARITAL STATUS OF RESPONDENTS

Questionnaire Items		Position Variables	
		Classroom Teachers	District Superintendents
Married	f	476	150
	%	84.5	99.6
Single	f	87	1
	%	15.5	.4

An examination of the academic preparation of the respondents, illustrated in Table 10, showed that 333 or 59.2 percent held bachelor's degrees while 228 or 40.5 percent revealed they had received at least a master's degree. Only 2 teachers or .3 percent held doctoral degrees. Among superintendent respondents 142 or 94 percent had received master's degrees. A total of 9 or 6 percent stated that their highest academic preparation was a doctor's degree.

The salary range of teachers varied widely. A total of 61 or 10.8 percent received less than \$5000 per year. The greater number of teachers received salaries ranging from \$5000 to \$6999. There were 390 or 69.2 percent of the



respondents receiving financial remuneration within the aforementioned salary range. Almost 20 percent of the respondents indicated their income from teaching exceeded \$7000.00.

TABLE 10  
HIGHEST DEGREE OF RESPONDENTS

Questionnaire Items		Position Variables	
		Classroom Teachers	District Superintendents
Bachelor	f	333	0
	%	59.2	0.0
Master	f	228	142
	%	40.5	94.0
Doctorate	f	2	9
	%	.3	6.0

Table 11 indicates that salaries of superintendents varied greatly. There were 89.7 percent or 135 superintendents stating remuneration received to be in excess of \$7000, but not exceeding \$13999. The remainder indicated a salary of less than \$7000 (2.5 percent) whereas 8.8 percent received \$14000 or more.

TABLE 11

## SALARY RANGE OF RESPONDENTS

Questionnaire Items	Position Variables	
	Classroom Teachers	District Superintendents
4000-4999	f	61
	%	10.9
5000-5999	f	195
	%	34.6
6000-6999	f	195
	%	34.6
7000-7999	f	112
	%	19.9
10000-13999	f	0
	%	0.0
14000 and more	f	0
	%	0.0

The apparent balance in the ages of the respondents as revealed in Table 12, was striking. There were 44.8 percent of the respondents who were less than 40 years. A total of 46.5 percent were over 40 years of age but less than 60. Only 8.7 percent were over 60 years of age.

TABLE 12  
AGE OF RESPONDENTS

Questionnaire Items	Position Variables	
	Classroom Teachers	District Superintendents
0-29	f	133
	%	23.6
30-39	f	119
	%	21.2
40-49	f	123
	%	21.8
50-59	f	139
	%	24.7
60 or more	f	49
	%	8.7

Among superintendents there were 3 or 1.9 percent less than 30 years of age. A total of 42 or 27.9 percent stated they were between 40 and 49 years of age. By far the largest number of superintendent respondents were over 50 years of age.

Table 13 shows that 57.1 percent of the respondents had 10 or more years of educational experience. However, 42.9 percent of the teachers had less than 10 years total

experience. Those teachers having 3 years or less experience totaled 18.3 percent.

TABLE 13  
TOTAL EXPERIENCE OF RESPONDENTS

Questionnaire Items	Position Variables	
	Classroom Teachers	District Superintendents
0- 3	f	103
	%	18.3
4- 9	f	139
	%	24.6
10-19	f	144
	%	25.6
20 or more	f	177
	%	31.5

Superintendents with 20 or more years of total experience were 62.3 percent of those responding. There were 46 or 30.4 percent with 10 to 19 years of experience. Only 11 or 7.3 percent of the respondents had less than 10 years of professional experience in education.

#### An Analysis of Questionnaire Items

The questionnaire was divided into five divisions. The first division was concerned with personal data relating

to the respondents. The second examined the respondents opinions regarding the role of the district superintendent in collective negotiations as perceived by classroom teachers and district superintendents. A third division examined opinions of the two groups of respondents regarding 21 selected issues which were negotiated in negotiation agreements throughout the United States. The fourth requested opinions from respondents regarding four selected models for resolving grievance disputes. Finally, a response was requested regarding the respondents' opinions with respect to mandatory state negotiations legislation.

Table 14 illustrates the mean rankings of respondents regarding their perception of the role of the district superintendent during the process of negotiation.

The differences in mean rankings, as viewed by the two separate groups, were very slight. Differences between the high and low mean ranks of classroom teachers were 1.68, whereas, for district superintendents variation was 1.71.

It was interesting to discover that classroom teachers preferred district superintendents to be nonparticipants in the negotiation process. The superintendents' last choice was to become a non-participant, indicating the

TABLE 14

**ROLE OF SUPERINTENDENT IN COLLECTIVE NEGOTIATIONS  
AS PERCEIVED BY CLASSROOM TEACHERS  
AND SUPERINTENDENTS**

<b>Classroom Teacher Respondent Choices In Rank Order</b>	<b>Sum of Ranks</b>	<b>Mean</b>
1 - As a Non-Participant	1160	2.06
2 - As an Advisor to the Teacher	1366	2.42
3 - As a Negotiation for the Teacher	1401	2.48
4 - As an Advisor to the Board of Education	1629	2.89
5 - As a Negotiator for the Board of Education	2109	3.74
<b>N = 563</b>		
<b>Superintendent Respondent Choices In Rank Order</b>	<b>Sum of Ranks</b>	<b>Mean</b>
1 - As an Advisor to the Board of Education	297	1.96
2 - As an Advisor to the Teacher	420	2.78
3 - As a Negotiator for the Board of Education	448	2.96
4 - As a Negotiator for the Teacher	546	3.61
5 - As a Non-Participant	555	3.67
<b>N = 151</b>		

desire to be active in the negotiation process. Teachers preferred that the superintendent serve as an advisor or negotiator rather than to become closely allied with the local board of education. The opposite was true as superintendents chose to ally themselves predominately with the local board of education in the negotiation process.

The analysis of variance between the responses of classroom teachers and district superintendents, as shown in Table 15 regarding the perceived role of superintendents was not significant since an F value of 1.90 did not exceed 3.85 as required for significance. This indicated the mean responses of classroom teachers did not differ significantly with the mean responses of the district superintendents.

The significant F value ( $F = 61.665$ ) within response categories was interpreted to mean that regardless of grouping, the three sets of responses were different.

A significant F value for interaction ( $F = 30.873$ ) indicated that combinations of superintendents and response categories differed from combinations of classroom teachers and response categories.

There were no statistically significant differences between classroom teachers and district superintendents, therefore, the null hypothesis of no statistically significant

difference between classroom teachers and district superintendents with regard to the role of the superintendent in collective negotiations was accepted.

TABLE 15

ANALYSIS OF VARIANCE BETWEEN RESPONSES OF CLASSROOM  
TEACHERS AND SCHOOL DISTRICT SUPERINTENDENTS  
REGARDING THE PERCEIVED ROLE OF SCHOOL  
DISTRICT SUPERINTENDENTS IN  
COLLECTIVE NEGOTIATIONS

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F Ratio
<u>Between Subjects</u>				
A (Respondent Groups)	1	.4	.4	1.90
Subject within groups	712	148.9	.21	
<u>Within Subjects</u>				
B (Response Categories)	2	545.1	136.28	61.665*
Interaction (AB)	2	272.9	68.23	30.873*
B x Subj. w. Groups	1424	6296.4	2.21	

\*Significant at the .05 level

The significant differences within response categories and for interaction regarding classroom teachers, principals and superintendents indicated the null hypotheses of no statistically significant difference within and among the



respondents with regard to the role superintendents should exercise in collective negotiations was rejected.

Table 16 shows the opinions of classroom teachers and district superintendents regarding decision-making which should be exercised by teachers, principals, and superintendents with respect to the general salary provisions criterion variable.

A non-significant F value of 0.0 indicated mean values of the group responses of superintendents did not differ significantly from mean responses of classroom teachers regarding general salary provisions.

Significant differences ( $F = 168.295$ ) were found while considering the within response categories source of variation. This showed that superintendents, principals and teachers were evaluated differently regardless of the grouping.

The significant F value ( $F = 9.924$ ) for interaction showed that combinations of superintendents and response categories were different from combinations of classroom teachers and response categories (see graph table 10).

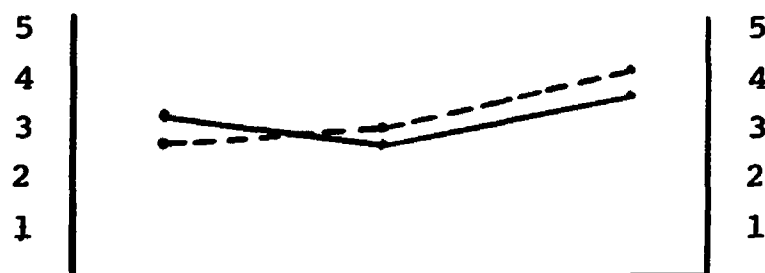
The difference between mean responses of the two groups of respondents was .69 for teachers and 1.33 for superintendents.

TABLE 16

**ANALYSIS OF VARIANCE BETWEEN RESPONSES OF CLASSROOM TEACHERS  
AND SCHOOL DISTRICT SUPERINTENDENTS REGARDING THE  
INVOLVEMENT OF CLASSROOM TEACHERS, PRINCIPALS  
AND SUPERINTENDENTS IN COLLECTIVE NEGOTIATION  
WITH RESPECT TO THE GENERAL SALARY  
PROVISIONS CRITERION VARIABLE**

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F Ratio
<u>Between Subjects</u>				
A (Respondent Groups)	1	0	0	0
Subject within groups	712	1104.7	1.55	
<u>Within Subjects</u>				
B (Response Categories)	2	444.3	222.15	168.295*
Interaction (AB)	2	26.2	13.10	9.924*
B x Subj. w. Groups	1424	1878.2	1.32	
*Significant at the .05 level				

Profile of Mean Responses Showing Interaction



	Teachers	Principals	Supts.	Variance
_____Teach.	3.29	2.95	3.98	.69
-----Supts.	2.92	3.07	4.25	1.33

No statistically significant differences were discovered between overall responses of teachers and superintendents regarding the aforementioned question. Therefore, the null hypothesis of no statistically significant difference between teachers and superintendents with respect to the involvement of teachers, principals and superintendents in the general salary provisions criterion variable was accepted.

The significant differences within response categories and for interaction among classroom teachers and superintendents indicated the null hypotheses of no statistically significant difference within and among the respondent groups with regard to the general salary provision criterion variable were rejected.

An analysis is given in Table 17 regarding the involvement of classroom teachers, principals, and superintendents in decisions regarding the teacher's work load criterion variable.

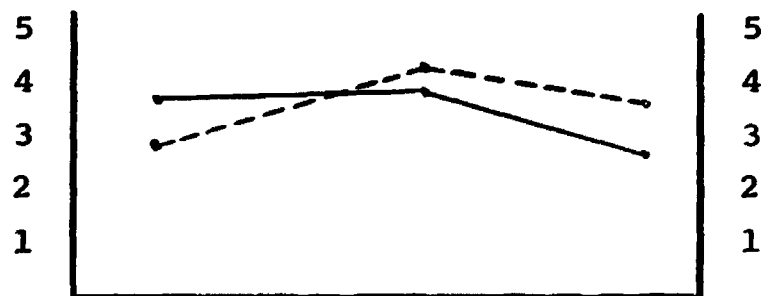
The mean responses showed similar variances. The variances were: 1.18 for superintendents and 1.01 for classroom teachers. Both groups ranked teachers high in involvement. However, a difference of opinion existed between the respondents regarding the involvement of classroom teachers

TABLE 17

ANALYSIS OF VARIANCE BETWEEN RESPONSES OF CLASSROOM TEACHERS  
AND SCHOOL DISTRICT SUPERINTENDENTS REGARDING THE  
INVOLVEMENT OF CLASSROOM TEACHERS, PRINCIPALS  
AND SUPERINTENDENTS IN COLLECTIVE NEGOTIATION  
CONSIDERING THE TEACHERS WORK LOAD  
CRITERION VARIABLE

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F Ratio
<u>Between Subjects</u>				
A (Respondent Groups)	1	1.8	1.8	1.22
Subject within groups	712	1043.7	1.47	
<u>Within Subjects</u>				
B (Response Categories)	2	290.9	145.45	109.36*
Interaction (AB)	2	135.1	67.55	50.79*
B x Subj. w. Groups	1424	1894.0	1.33	
*Significant at the .05 level				

Profile of Mean Responses Showing Interaction



	Teachers	Principals	Supts.	Variance
_____ Teach.	3.68	3.89	2.88	1.01
-----Supts.	2.93	4.11	3.62	1.18

and superintendents in decisions affecting the teacher's work load. Both groups agreed that principals should have a higher degree of involvement than the other response categories.

A non-significant F value of 1.22 between respondent groups was evidence to conclude that mean responses of superintendents did not differ significantly from mean responses of classroom teachers regarding the teacher's work load criterion variable.

Significant differences ( $F = 109.36$ ) for within response categories indicated that superintendents, principals and teachers were evaluated differently regardless of the grouping of the respondents.

The significant F value ( $F = 50.79$ ) for interaction was interpreted to mean that combinations of superintendents and response categories were different from combinations of classroom teachers and response categories.

Since no statistically significant difference was found between respondent groups, the null hypothesis of no statistically significant difference between classroom teachers and superintendents with regard to involvement of classroom teachers, principals and superintendents in the teacher's work load criterion variable was accepted.

The next question examined the responses of classroom teachers and superintendents regarding textbook selection. The findings are reported in Table 18.

Mean responses indicated slight differences in the variances existed between overall groups of respondents. Among superintendents the variance was 2.12 and among classroom teachers a 2.52 difference was observed. Both groups of respondents agreed that there should be considerable involvement of classroom teachers. They further agreed that principals and superintendents should have less involvement than teachers.

A significant F value of 8.83 for between respondent groups showed that mean responses of superintendents were different from mean responses of classroom teachers regarding textbook selection.

Significant differences within response categories were indicated by an F value of 1027.925. This showed that superintendents, principals and teachers were evaluated differently regardless of the grouping of the respondents.

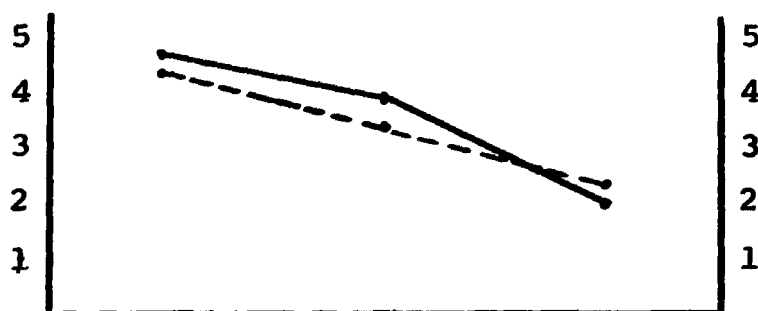
Further, the significant differences shown by an F value ( $F = 10.33$ ) for interaction was interpreted to mean that combinations of superintendents and response categories were different from combinations of classroom teachers and response categories.

TABLE 18

**ANALYSIS OF VARIANCE BETWEEN RESPONSES OF CLASSROOM TEACHERS  
AND SCHOOL DISTRICT SUPERINTENDENTS REGARDING THE  
INVOLVEMENT OF CLASSROOM TEACHERS, PRINCIPALS  
AND SUPERINTENDENTS IN COLLECTIVE NEGOTIATION  
WITH RESPECT TO THE SELECTION OF  
TEXTBOOK CRITERION VARIABLE**

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F Ratio
<u>Between Subjects</u>				
A (Respondent Groups)	1	12.1	12.1	8.83*
Subject within groups	712	977.0	1.37	
<u>Within Subjects</u>				
B (Response Categories)	2	2179.2	1089.60	1027.925*
Interaction (AB)	2	21.9	10.95	10.330*
B x Subj. w. Groups	1424	1512.9	1.06	
*Significant at the .05 level				

Profile of Mean Responses Showing Interaction



	Teachers	Principals	Supts.	Variance
_____ Teach.	4.59	3.89	2.07	2.52
-----Supts.	4.44	3.34	2.32	2.12

Since significant F values were found between, within and among the sources of variation, the three null hypotheses of no statistically significant difference regarding the selection of textbooks criterion variable were rejected.

Table 19 shows opinions of teachers and superintendents regarding the involvement of teachers, principals and superintendents in the teaching materials and supplies criterion variable.

Variance of mean responses between respondent groups was slight. Superintendents showed a 1.28 variance, whereas, teachers indicated a difference of 1.84. The groups of respondents agreed teachers should have the greater degree of involvement regarding teaching materials. Further, they agreed the involvement of superintendents should be least in the consideration of this criterion variable.

The between respondent groups source of variation showed a significant F value of 6.06. This indicated that mean responses of superintendents were different from mean responses of classroom teachers regarding teaching materials and supplies.

The significant F value of 557.174 for within response categories revealed that superintendents, principals and

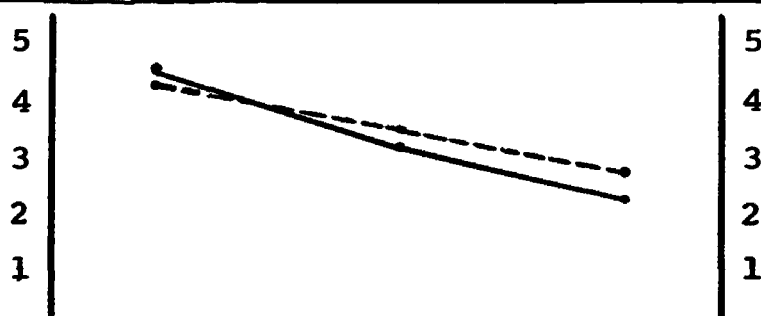


TABLE 1.9

ANALYSIS OF VARIANCE BETWEEN RESPONSES OF CLASSROOM TEACHERS  
AND SCHOOL DISTRICT SUPERINTENDENTS REGARDING THE  
INVOLVEMENT OF CLASSROOM TEACHERS, PRINCIPALS  
AND SUPERINTENDENTS IN COLLECTIVE NEGOTIATION  
WITH RESPECT TO THE TEACHING MATERIALS  
AND SUPPLIES CRITERION VARIABLE

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F Ratio
<u>Between Subjects</u>				
A (Respondent Groups)	1	8.6	8.6	6.06*
Subject within groups	712	1011.9	1.42	
<u>Within Subjects</u>				
B (Response Categories)	2	1281.5	640.75	557.174*
Interaction (AB)	2	34.6	17.30	15.043*
B x Subj. w. Groups	1424	1643.9	1.15	
*Significant at the .05 level				

Profile of Mean Responses Showing Interaction



	Teachers	Principals	Supts.	Variance
_____ Teach.	4.46	3.24	2.42	1.84
-----Supts.	4.21	3.44	2.93	1.28

teachers were evaluated differently regardless of the grouping of the respondents.

A significant F value ( $F = 15.043$ ) for interaction was interpreted to mean that combinations of superintendents and response categories were different from combinations of classroom teachers and response categories.

All F values were found significant for the between, within and among sources of variation, therefore, the three null hypotheses of no statistically significant difference with regard to the involvement of teachers, principals and superintendents in the teaching materials and supplies criterion variable was rejected.

Teachers and superintendents were asked, as shown in Table 20, to give their opinions regarding teaching vacancies and promotions.

Mean responses between the respondents varied very slightly. Superintendents showed a mean response variance of 2.55 and teachers indicated a difference of 2.23. The respondents were in considerable agreement regarding the subject in question. They appeared to feel, however, that superintendents and principals should have a greater role than teachers in the decision-making process regarding teacher vacancies and promotions.

TABLE 20

**ANALYSIS OF VARIANCE BETWEEN RESPONSES OF CLASSROOM TEACHERS  
AND SCHOOL DISTRICT SUPERINTENDENTS REGARDING THE  
INVOLVEMENT OF CLASSROOM TEACHERS, PRINCIPALS  
AND SUPERINTENDENTS IN COLLECTIVE NEGOTIATION  
WITH RESPECT TO THE TEACHING VACANCIES AND  
PROMOTIONS CRITERION VARIABLE**

<u>Source of Variation</u>	<u>Degrees of Freedom</u>	<u>Sum of Squares</u>	<u>Mean Square</u>	<u>F Ratio</u>
<u>Between Subjects</u>				
A (Respondent Groups)	1	.1	.1	.11
Subject within groups	712	629.7	.88	
<u>Within Subjects</u>				
B (Response Categories)	2	2275.5	1137.75	902.976*
Interaction (AB)	2	6.3	3.15	2.500
B x Subj. w. Groups	1424	1796.9	1.26	
<u>*Significant at the .05 level</u>				

Profile of Mean Responses Showing Interaction



	Teachers	Principals	Supts.	Variance
_____ Teach.	1.90	3.92	4.13	2.23
-----Supts.	1.75	3.92	4.30	2.55

A non-significant F value of .11 indicated the mean responses of superintendents did not differ significantly from mean responses of classroom teachers regarding the aforementioned criterion variable.

Significance was found ( $F = 902.976$ ) while considering the within response categories source of variation. This showed that superintendents, principals and teachers were evaluated differently regardless of the grouping of the respondents.

The non-significant F value ( $F = 2.5$ ) for interaction was interpreted to mean that combinations of superintendents and response categories did not differ from combinations of classroom teachers and response categories.

No significant F values were found between respondent groups and for interaction, therefore, the null hypotheses of no statistically significant difference between and among teachers, principals and superintendents regarding the teaching vacancies and promotions criterion variable was rejected.

The significant differences within the response categories indicated the null hypothesis of no statistically significant difference within teachers, superintendents and principals regarding the teaching vacancies and promotions

criterion variable was rejected.

Table 21 shows the opinions of teachers and superintendents with regard to the administrative vacancies and promotions criterion variable.

As previously stated, the respondents indicated close agreement with respect to the aforementioned variable. The difference in mean responses was 2.99 and 2.92 for superintendents and teachers, respectively. It appeared the respondents favored greater involvement for superintendents with moderate participation for principals. It further appeared significant that both groups of respondents viewed the teacher as needing little involvement in the administrative vacancies and promotions criterion variable since this subject is such a vital concern of the teacher.

A significant F value of .19 for between respondent groups was interpreted as showing that mean responses of superintendents did not differ significantly from mean responses of classroom teachers with respect to administrative vacancies and promotions.

The highly significant F value of 1255.902 for within response categories indicated that superintendents, principals and teachers were evaluated differently regardless of the grouping of the respondents.

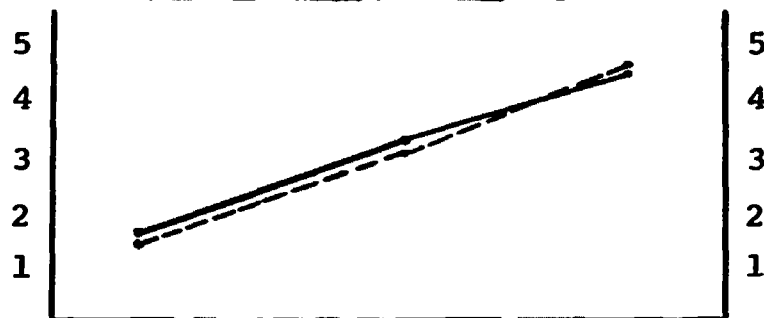
TABLE 21

**ANALYSIS OF VARIANCE BETWEEN RESPONSES OF CLASSROOM TEACHERS  
AND SCHOOL DISTRICT SUPERINTENDENTS REGARDING THE  
INVOLVEMENT OF CLASSROOM TEACHERS, PRINCIPALS  
AND SUPERINTENDENTS IN COLLECTIVE NEGOTIATION  
WITH RESPECT TO THE ADMINISTRATIVE VACANCIES  
AND PROMOTIONS CRITERION VARIABLE**

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F Ratio
<u>Between Subjects</u>				
A (Respondent Groups)	1	.2	.2	.19
Subject within groups	712	771.4	1.08	
<u>Within Subjects</u>				
B (Response Categories)	2	3064.4	1532.2	1255.902*
Interaction (AB)	2	.3	1.15	.123
B x Subj. w. Groups	1424	1730.6	1.22	

\*Significant at the .05 level

Profile of Mean Responses Showing Interaction



	Teachers	Principals	Supts.	Variance
_____ Teach.	1.65	3.19	4.57	2.92
-----Supts.	1.60	3.15	4.59	2.99

The F value ( $F = .123$ ) was non-significant for interaction, therefore, it was interpreted that combinations of superintendents and response categories did not differ from combinations of classroom teachers and response categories.

No significant F values were found for between respondents and interaction, therefore, the null hypotheses of no statistically significant difference between and among superintendents and classroom teachers with regard to the administrative vacancies and promotions criterion variable was accepted.

The significant differences with response categories indicated the null hypothesis of no statistically significant difference within teachers and superintendents with regard to the administrative vacancies and promotions criterion variable was rejected.

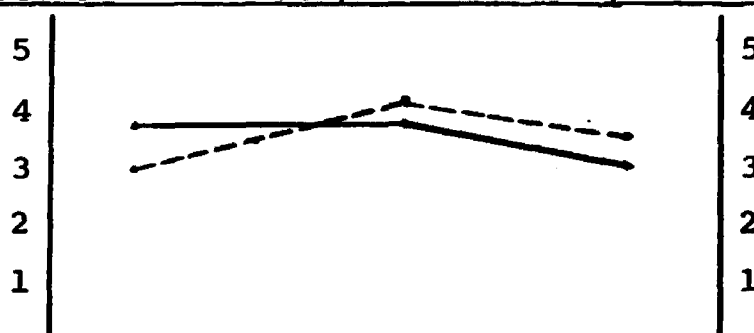
The next question was concerned with opinions of teachers and superintendents regarding class size.

Table 22 shows a difference in mean responses of 1.03 for superintendents and .79 for teachers. The two groups agreed the principal should have greater involvement than other response categories. However, each group of respondents felt their own involvement should be the greater of the two. The superintendents indicated a mean involvement

TABLE 22

ANALYSIS OF VARIANCE BETWEEN RESPONSES OF CLASSROOM TEACHERS  
AND SCHOOL DISTRICT SUPERINTENDENTS REGARDING THE  
INVOLVEMENT OF CLASSROOM TEACHERS, PRINCIPALS  
AND SUPERINTENDENTS IN COLLECTIVE NEGOTIATION  
WITH RESPECT TO CLASS SIZE AS  
A CRITERION VARIABLE

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F Ratio
<u>Between Subjects</u>				
A (Respondent Groups)	1	.7	.7	.42
Subject within groups	712	1183.4	1.66	
<u>Within Subjects</u>				
B (Response Categories)	2	188.3	94.15	81.87*
Interaction (AB)	2	115.7	57.85	50.304*
B x Subj. w. Groups	1424	1644.0	1.15	
*Significant at the .05 level				

Profile of Mean Responses Showing Interaction

	Teachers	Principals	Supts.	Variance
_____ Teach.	3.90	3.93	3.14	.79
-----Supts.	3.07	4.10	3.66	1.03



value of 3.07 for teachers and 3.66 for themselves. Teachers indicated a mean involvement value of 3.9 was necessary for themselves, whereas, it was felt superintendents should exercise a 3.14 mean response involvement.

No significant differences ( $F = .42$ ) were found between respondent groups, therefore, it was interpreted that mean responses of superintendents did not differ significantly with mean responses of classroom teachers regarding the class size criterion variable.

The F Value ( $F = 81.87$ ) for within response categories was significant, therefore, showing that superintendents, principals and teachers were evaluated differently regardless of the grouping of the respondents.

The significant F value ( $F = 50.304$ ) for interaction indicated that combinations of superintendents and response categories were different from combinations of classroom teachers and response categories.

No significant difference was discovered between respondent groups, therefore, the null hypothesis of no significant difference between groups of teachers and superintendents with regard to the class size criterion variable was accepted.

Statistically significant differences were observed for within response categories and interaction sources of variation, therefore, the null hypotheses of no statistically significant difference within and among teachers and superintendents regarding the class size criterion variable was rejected.

Table 23 presents the responses of teachers and superintendents regarding involvement of teachers, principals and superintendents in decisions relating to the non-teaching duties criterion variable.

Mean response variances, once again, were similar with differences of 1.5 for superintendents and 1.81 for teachers. Both groups of respondents felt the role of the principal was very important with regard to non-teaching duties. Teachers and superintendents viewed their respective roles as being greater than the other.

A significant F value of 9.08 for between respondent groups was interpreted as showing that mean responses of classroom teachers differed significantly from mean responses of superintendents.

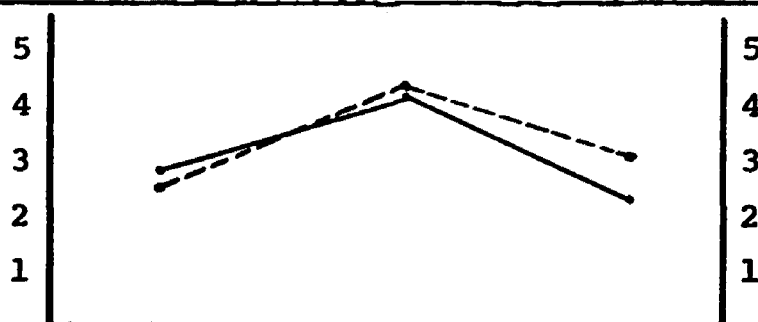
Significant differences within response categories were indicated by an F value of 323.899. This showed that mean responses of superintendents did not differ significantly

TABLE 23

**ANALYSIS OF VARIANCE BETWEEN RESPONSES OF CLASSROOM TEACHERS  
AND SCHOOL DISTRICT SUPERINTENDENTS REGARDING THE  
INVOLVEMENT OF CLASSROOM TEACHERS, PRINCIPALS  
AND SUPERINTENDENTS IN COLLECTIVE NEGOTIATION  
WITH RESPECT TO THE NON-TEACHING  
DUTIES CRITERION VARIABLE**

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F Ratio
<u>Between Subjects</u>				
A (Respondent Groups)	1	12.8	12.8	9.08*
Subject within groups	712	1006.8	1.41	
<u>Within Subjects</u>				
B (Response Categories)	2	1088.3	544.15	323.899*
Interaction (AB)	2	57.1	28.55	16.994*
B x Subj. w. Groups	1424	2397.9	1.68	
*Significant at the .05 level				

Profile of Mean Responses Showing Interaction



	Teachers	Principals	Supts.	Variance
_____ Teach.	2.98	4.16	2.35	1.81
----- Supts.	2.74	4.24	3.07	1.50

from mean responses of classroom teachers regarding the teacher protection criterion variable.

The significant differences shown by the F value ( $F = 16.994$ ) for interaction was interpreted to mean that combinations of superintendents and response categories were different from combinations of classroom teachers and response categories.

Since significant F values were discovered for all three sources of variation, the null hypotheses of no statistically significant differences between, within, and among teachers and superintendents regarding the non-teaching duties criterion variable was rejected.

Table 24 showed the opinions of teachers and superintendents regarding involvement of teachers, principals and superintendents with respect to teacher protection.

The variance of mean responses between the two groups of respondents was very slight. Both groups viewed the superintendent and principal as needing to be highly involved in the aforementioned subject.

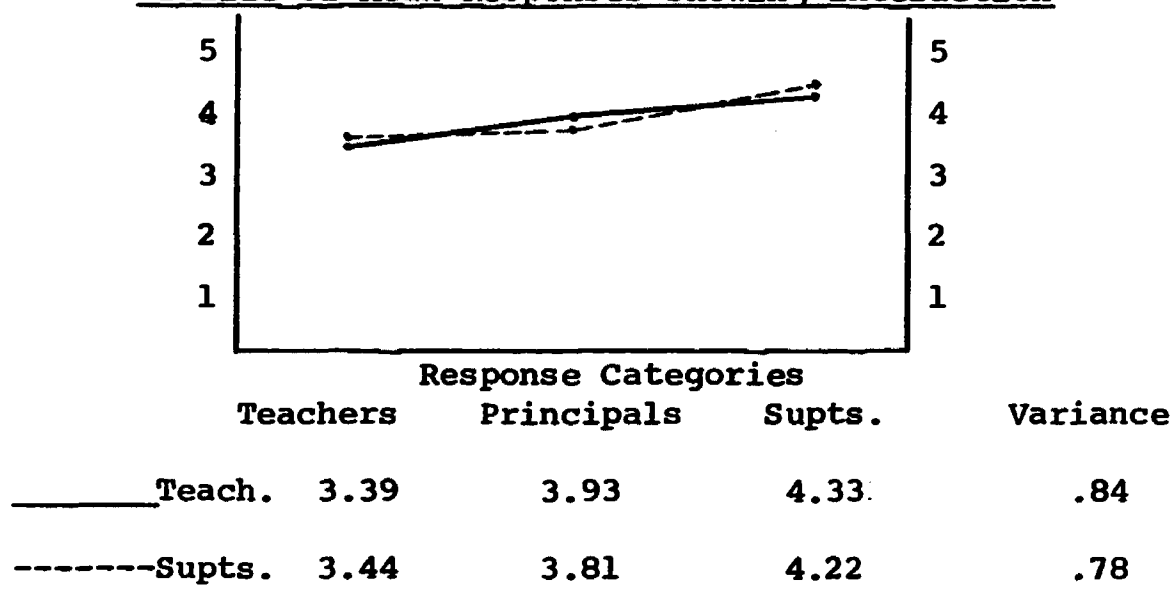
The between respondents source of variation showed a non-significant F value of .71. This indicated that mean responses of superintendents did not differ significantly from mean responses of classroom teachers regarding the teacher protection criterion variable.

TABLE 24

ANALYSIS OF VARIANCE BETWEEN RESPONSES OF CLASSROOM TEACHERS  
AND SCHOOL DISTRICT SUPERINTENDENTS REGARDING THE  
INVOLVEMENT OF CLASSROOM TEACHERS, PRINCIPALS  
AND SUPERINTENDENTS IN COLLECTIVE NEGOTIATION  
WITH RESPECT TO THE TEACHER PROTECTION  
CRITERION VARIABLE

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F Ratio
<u>Between Subjects</u>				
A (Respondent Groups)	1	1.3	1.3	.71
Subject within groups	712	1300.2	1.83	
<u>Within Subjects</u>				
B (Response Categories)	2	297.3	148.65	135.136*
Interaction (AB)	2	2.3	1.15	1.045
B x Subj. w. Groups	1424	1563.1	1.10	
*Significant at the .05 level				

Profile of Mean Responses Showing Interaction



The significant F value of 135.136 within response categories showed that superintendents, principals and teachers were evaluated differently regardless of the grouping of the respondents.

The non-significant F value ( $F = 1.045$ ) for interaction was interpreted to mean that combinations of superintendents and response categories were different from combinations of classroom teachers and response categories.

In this incidence the between respondent groups and interaction sources of variation were found to be non-significant thereby proving no significant differences existed between opinions of the two groups of respondents regarding the subject of teacher protection. Because of these findings, it was concluded the null hypotheses of no statistically significant difference within teachers and superintendents regarding the teacher protection criterion variable was rejected.

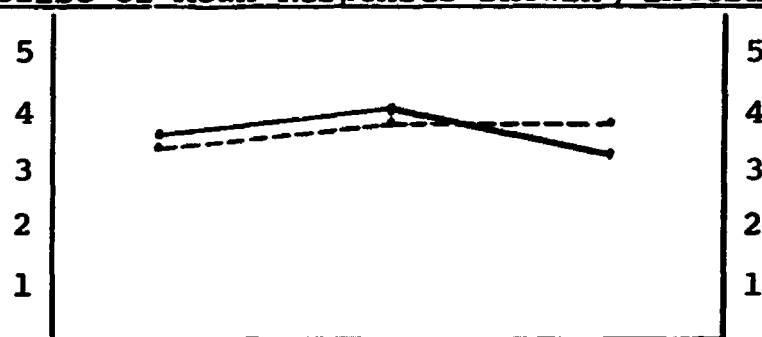
The next question was concerned with opinions of teachers and superintendents regarding the teacher facilities criterion variable.

Table 25 illustrates a variance in mean responses of .37 for superintendents and .59 for teachers. The two groups of respondents indicated that teachers, principals

TABLE 25

ANALYSIS OF VARIANCE BETWEEN RESPONSES OF CLASSROOM TEACHERS  
AND SCHOOL DISTRICT SUPERINTENDENTS REGARDING THE  
INVOLVEMENT OF CLASSROOM TEACHERS, PRINCIPALS  
AND SUPERINTENDENTS IN COLLECTIVE NEGOTIATION  
WITH RESPECT TO THE TEACHER FACILITIES  
CRITERION VARIABLE

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F Ratio
<u>Between Subjects</u>				
A (Respondent Groups)	1	1.4	1.4	.85
Subject within groups	712	1165.5	1.64	
<u>Within Subjects</u>				
B (Response Categories)	2	73.9	36.95	24.309*
Interaction (AB)	2	34.5	17.25	11.349*
B x Subj. w. Groups	1424	2170.3	1.52	
*Significant at the .05 level				

Profile of Mean Responses Showing Interaction

	Teachers	Principals	Supts.	Variance
_____ Teach.	3.59	3.87	3.28	.59
-----Supts.	3.41	3.73	3.78	.37

and superintendents should be highly involved in decision-making regarding the subject of teacher facilities. Teachers felt the principal needed the highest degree of involvement, whereas, superintendents were perceived as needing least involvement regarding the subject of teacher facilities. Superintendents indicated their personal involvement should be greater than teachers, however, they agreed that principals should serve as a vital link in the administration of this criterion variable.

No significant differences ( $F = .85$ ) were found between respondent groups, therefore, the mean responses of superintendents did not differ significantly with the mean responses of teachers regarding the teacher's facilities criterion variable.

The  $F$  value of 24.309 for within response categories was significant. This meant superintendents, principals and teachers were evaluated differently regardless of the grouping of the respondents.

The significant  $F$  value ( $F = 11.349$ ) for interaction indicated that combinations of superintendents and response categories were different from combinations of classroom teachers and response categories.



The between respondent groups source of variation was found non-significant, therefore, the null hypothesis of no significant difference between teachers and superintendents with regard to the teacher facilities criterion variable was accepted.

Statistically significant differences were found for within response categories and interaction sources of variation, therefore, the null hypotheses of no statistically significant differences within and among teachers and superintendents regarding the teachers facilities criterion variable was rejected.

Table 26 presents responses of teachers and superintendents regarding involvement of teachers, principals and superintendents in decisions relating to the building maintenance criterion variable.

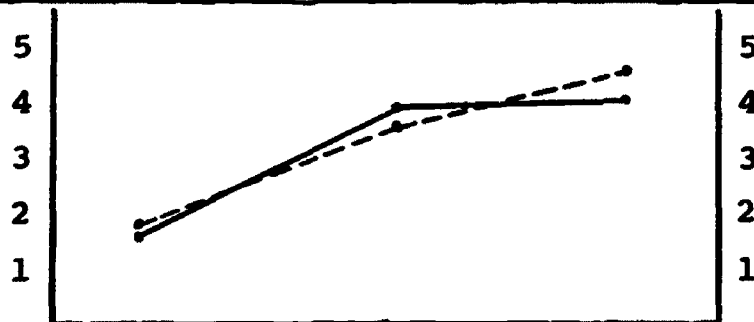
The variances between mean responses of superintendents and teachers was 2.56 and 2.31, respectively. Both groups of respondents indicated superintendents should have the highest degree of involvement between the respondent groups. Both agreed, also, that principals should have greater involvement than teachers regarding building maintenance.

TABLE 26

**ANALYSIS OF VARIANCE BETWEEN RESPONSES OF CLASSROOM TEACHERS  
AND SCHOOL DISTRICT SUPERINTENDENTS REGARDING THE  
INVOLVEMENT OF CLASSROOM TEACHERS, PRINCIPALS  
AND SUPERINTENDENTS IN COLLECTIVE NEGOTIATION  
WITH RESPECT TO THE BUILDING MAINTENANCE  
CRITERION VARIABLE**

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F Ratio
<u>Between Subjects</u>				
A (Respondent Groups)	1	1.1	1.1	.85
Subject within groups	712	924.0	1.30	
<u>Within Subjects</u>				
B (Response Categories)	2	2323.0	1161.50	823.759*
Interaction (AB)	2	29.3	14.65	10.390*
B x Subj. w. Groups	1424	2010.4	1.41	
<u>*Significant at the .05 level</u>				

Profile of Mean Responses Showing Interaction



	Teachers	Principals	Supts.	Variance
_____ Teach.	1.77	3.88	4.08	2.31
-----Supts.	1.89	3.56	4.45	2.56

Non-significant differences between respondents occurred as evidenced by the F value of .85. This indicated that mean responses of superintendents did not differ significantly from mean responses of classroom teachers regarding the building maintenance criterion variable.

A significant F value for within response categories was interpreted as showing that superintendents, principals and teachers were evaluated differently regardless of the grouping of the respondents.

The significant differences for interaction showed that combinations of superintendents and response categories were different from combinations of classroom teachers and response categories.

No significant F values were discovered for the between respondent groups source of variation, therefore, the null hypothesis of no statistically significant difference between teachers and superintendents with regard to involvement of teachers, principals and superintendents in the building maintenance criterion variable was accepted.

The significant F values indicated for within response categories and interaction sources of variation served as evidence to state the null hypotheses of no statistically significant difference within and among teachers and

superintendents concerning the involvement of teachers, principals and superintendents in the building maintenance criterion variable was rejected.

The next question requested the opinions of teachers and superintendents regarding the school calendar criterion variable.

Table 27 shows a mean variance of 1.14 for superintendents and 1.26 difference among teachers regarding the school calendar. Both groups of respondents indicated greater involvement of principals and superintendents was preferable. The respondents called for moderate involvement on the part of the teacher.

An F value of 2.36 was non-significant with respect to the between respondent groups source of variation, therefore, the mean responses of superintendents did not differ significantly with mean responses of classroom teachers regarding the school calendar criterion variable.

The significant F value ( $F = 249.963$ ) for within response categories was interpreted to mean that superintendents, principals and teachers were evaluated differently regardless of the grouping of the respondents.

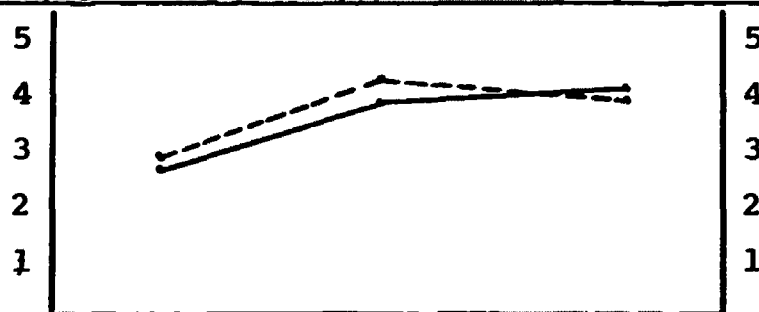
TABLE 27

ANALYSIS OF VARIANCE BETWEEN RESPONSES OF CLASSROOM TEACHERS  
AND SCHOOL DISTRICT SUPERINTENDENTS REGARDING THE  
INVOLVEMENT OF CLASSROOM TEACHERS, PRINCIPALS  
AND SUPERINTENDENTS IN COLLECTIVE NEGOTIATION  
WITH RESPECT TO THE SCHOOL CALENDAR  
CRITERION VARIABLE

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F Ratio
<u>Between Subjects</u>				
A (Respondent Groups)	1	3.3	3.3	2.36
Subject within groups	712	997.9	1.4	
<u>Within Subjects</u>				
B (Response Categories)	2	669.9	334.95	249.963*
Interaction (AB)	2	5.8	2.9	2.164
B x Subj. w. Groups	1424	1913.6	1.34	

\*Significant at the .05 level

Profile of Mean Responses Showing Interaction



	Teachers	Principals	Supts.	Variance
_____ Teach.	2.79	3.87	4.05	1.26
-----Supts.	2.86	4.13	4.00	1.14

No significant differences ( $F = 2.164$ ) were found for interaction, thus, indicating that combinations of superintendents and response categories were different from combinations of classroom teachers and response categories.

The between respondents and interaction sources of variation were non-significant, therefore, the null hypotheses of no significant difference between and among teachers and superintendents with respect to the school calendar criterion variable was accepted.

A statistically significant difference was found within response categories. Since this situation existed, the null hypothesis of no significant difference among teachers and superintendents regarding the school calendar criterion variable was rejected.

Table 28 showed the opinions of the two groups of respondents with regard to involuntary teacher transfer and assignments.

The mean responses of the respondents regarding this variable were interesting. Differences between mean responses of teachers was .57, whereas, for superintendents the variance was 1.44. The difference for superintendents occurred primarily because their evaluation of teachers indicated 2.51 in involvement, whereas, teachers indicated their

TABLE 28

**ANALYSIS OF VARIANCE BETWEEN RESPONSES OF CLASSROOM TEACHERS  
AND SCHOOL DISTRICT SUPERINTENDENTS REGARDING THE  
INVOLVEMENT OF CLASSROOM TEACHERS, PRINCIPALS  
AND SUPERINTENDENTS IN COLLECTIVE NEGOTIATION  
WITH RESPECT TO THE INVOLUNTARY TEACHER  
TRANSFER AND ASSIGNMENTS  
CRITERION VARIABLE**

Source of Variation	Degrees of Freedom	Sum or Squares	Mean Square	F Ratio
<u>Between Subjects</u>				
A (Respondent Groups)	1	.0	.0	0.0
Subject within groups	712	1270.7	1.78	
<u>Within Subjects</u>				
B (Response Categories)	2	269.3	134.65	88.586*
Interaction (AB)	2	71.8	35.90	23.618*
B x Subj. w. Groups	1424	2164.9	1.52	
*Significant at the .05 level				

Profile of Mean Responses Showing Interaction

	Teachers	Principals	Supts.	Variance
_____ Teach.	3.15	3.72	3.69	.57
-----Supts.	2.51	4.05	3.97	1.44

personal involvement should be 3.15, showing a felt need to be actively involved in decision-making regarding involuntary teacher transfers and assignments.

The non-significant value ( $F = 0.0$ ) showed that overall mean responses of superintendents did not differ significantly from mean responses of classroom teachers regarding involuntary teacher transfer and assignments criterion variable.

The significant  $F$  value of 88.586 for within response categories was interpreted to mean that superintendents, principals and teachers were evaluated differently, regardless of the grouping of the respondents.

An  $F$  value of 23.618 for interaction was significant. This indicated that combinations of classroom teachers and response categories were different from combinations of superintendents and response categories.

Since no statistically significant difference was discovered for between respondent groups source of variation, the null hypothesis of no statistically significant difference between teachers and superintendents regarding involuntary teacher transfer and assignments was accepted.

Both the within response categories and interaction sources of variation were significant, therefore, the null



hypotheses of no statistically significant differences within and among teachers and superintendents regarding involuntary teacher transfer and assignments was rejected.

Table 29 presents the responses of teachers and superintendents regarding the development of curriculum and new educational programs.

The difference between mean responses of superintendents (.51) and teachers (.33) was slight with respect to the criterion variable in question. The respondents felt principals should exercise a greater degree of involvement than either teachers or superintendents. In general, both groups viewed themselves as being highly involved in the decision-making process regarding the development of curriculum and new educational programs.

The non-significant F value ( $F = 3.25$ ) for between respondent groups showed that mean responses of superintendents did not differ significantly from mean responses of classroom teachers regarding the development of curriculum and new educational programs.

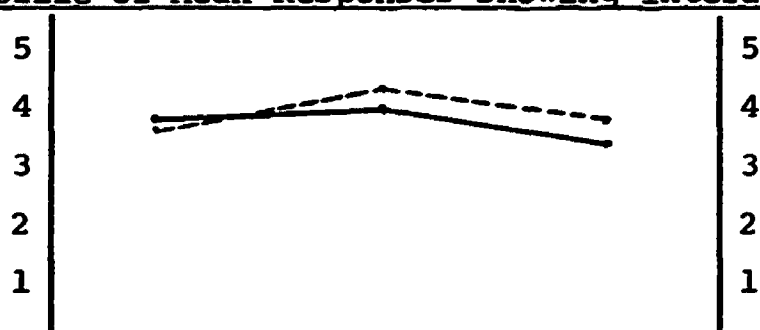
A significant F value ( $F = 21.748$ ) for within respondent groups was interpreted to mean that superintendents, principals and teachers were evaluated differently regardless of the grouping of the respondents.

TABLE 29

ANALYSIS OF VARIANCE BETWEEN RESPONSES OF CLASSROOM TEACHERS  
AND SCHOOL DISTRICT SUPERINTENDENTS REGARDING THE  
INVOLVEMENT OF CLASSROOM TEACHERS, PRINCIPALS AND  
SUPERINTENDENTS IN COLLECTIVE NEGOTIATION WITH  
RESPECT TO THE DEVELOPMENT OF CURRICULUM AND  
NEW EDUCATIONAL PROGRAMS CRITERION VARIABLE

Source of Variation	Degrees of Freedom	Sum or Squares	Mean Square	F Ratio
<u>Between Subjects</u>				
A (Respondent Groups)	1	5.1	5.1	3.25
Subject within groups	712	1115.5	1.57	
<u>Within Subjects</u>				
B (Response Categories)	2	44.8	22.4	21.748*
Interaction (AB)	2	7.5	3.75	3.641*
B x Subj. w. Groups	1424	1469.0	1.03	
*Significant at the .05 level				

Profile of Mean Responses Showing Interaction



	Teachers	Principals	Supts.	Variance
_____ Teach.	3.84	4.01	3.68	.33
-----Supts.	3.75	4.26	3.87	.51

The F value of 3.641 was significant for interaction, therefore, it was interpreted to mean that combinations of superintendents and response categories were different from combinations of classroom teachers and response categories.

The between respondent groups source of variation was non-significant, therefore, the null hypothesis of no significant difference between the opinions of teachers and superintendents regarding the development of curriculum and new educational programs was accepted.

Since a statistically significant difference was found within response categories for interaction, the null hypotheses of no statistically significant differences within and among teachers and superintendents with respect to the development of curriculum and new educational programs criterion variable was rejected.

Table 30 reveals the opinions of teachers and superintendents regarding the involvement of teachers, principals and superintendents in decision-making with respect to the implementation of curriculum and new educational programs.

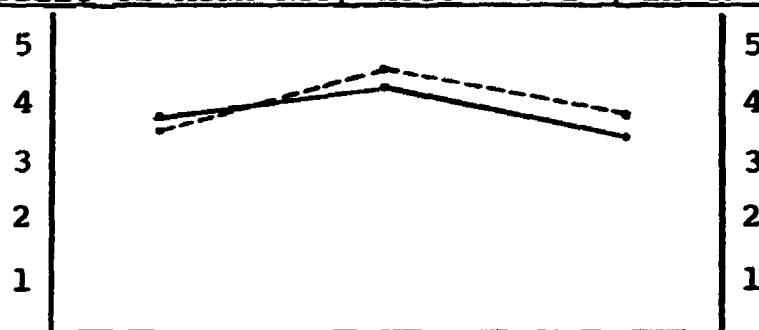
Variances within each of the two groups of respondents were .65 for superintendents and .48 for teachers. Both groups indicated the principal should have the greatest degree of involvement. Teachers and superintendents viewed

TABLE 30

ANALYSIS OF VARIANCE BETWEEN RESPONSES OF CLASSROOM TEACHERS  
AND SCHOOL DISTRICT SUPERINTENDENTS REGARDING THE  
INVOLVEMENT OF CLASSROOM TEACHERS, PRINCIPALS AND  
SUPERINTENDENTS IN COLLECTIVE NEGOTIATION WITH  
RESPECT TO THE IMPLEMENTATION OF CURRICULUM AND  
NEW EDUCATIONAL PROGRAMS CRITERION VARIABLE

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F Ratio
<u>Between Subjects</u>				
A (Respondent Groups)	1	9.8	9.8	6.49*
Subject within groups	712	1075.0	1.51	
<u>Within Subjects</u>				
B (Response Categories)	2	90.9	45.45	41.318*
Interaction (AB)	2	10.2	5.10	4.636*
B x Subj. w. Groups	1424	1566.2	1.10	
*Significant at the .05 level				

Profile of Mean Responses Showing Interaction



	Teachers	Principals	Supts.	Variance
_____ Teach.	3.72	4.07	3.59	.48
-----Supts.	3.65	4.30	3.92	.65

themselves as needing a major role in decision-making regarding this criterion variable.

The F value ( $F = 6.49$ ) indicated significance for between respondent groups source of variation. This finding showed that mean responses of superintendents were different from mean responses of classroom teachers regarding the implementation of curriculum and new educational programs.

The significant F value of 41.318 for within response categories was interpreted to mean that principals, teachers and superintendents were evaluated differently regardless of the grouping of the respondents.

Significant differences shown by an F value of 4.63 for interaction indicated that combinations of superintendents and response categories were different from combinations of classroom teachers and response categories.

Since statistically significant F values were shown for between, within and interaction sources of variation, the null hypotheses of no statistically significant difference for teachers and superintendents regarding the implementation of curriculum and new educational programs criterion variable were rejected.

The next question was related to opinions of teachers and superintendents with regard to new school construction.

Table 31 illustrates differences in mean responses of 2.60 for classroom teachers and 2.34 for superintendents.

Both groups indicated the superintendents involvement should be greater than other evaluated groups. Teachers and superintendents agreed that teachers should have only minimal involvement with respect to new school construction.

Significant differences ( $F = 4.49$ ) were found for between respondent groups. This indicated that mean responses of superintendents were different from the mean responses of teachers regarding the criterion variable.

The  $F$  value of 1062.409 for within response categories was significant. This meant that superintendents, principals and teachers were evaluated differently by both respondent groups, regardless of their grouping.

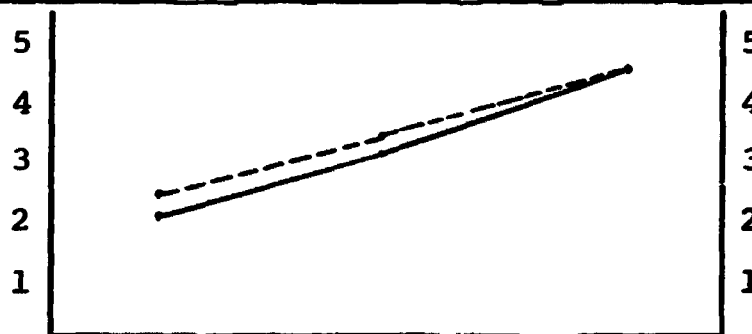
The non-significant  $F$  value ( $F = 1.818$ ) for interaction indicated that combinations of superintendents and response categories were different from combinations of classroom teachers and response categories.

The between and within response categories sources of variation were found to be significant, therefore, the null hypotheses of no significant difference between and within teachers and superintendents with regard to the new school construction criterion variable were rejected.

TABLE 31

**ANALYSIS OF VARIANCE BETWEEN RESPONSES OF CLASSROOM TEACHERS  
AND SCHOOL DISTRICT SUPERINTENDENTS REGARDING THE  
INVOLVEMENT OF CLASSROOM TEACHERS, PRINCIPALS  
AND SUPERINTENDENTS IN COLLECTIVE NEGOTIATION  
WITH RESPECT TO THE NEW SCHOOL  
CONSTRUCTION CRITERION VARIABLE**

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F Ratio
<u>Between Subjects</u>				
A (Respondent Groups)	1	6.1	6.1	4.49*
Subject within groups	712	967.8	1.36	
<u>Within Subjects</u>				
B (Response Categories)	2	2339.5	1169.75	1062.409*
Interaction (AB)	2	4.0	2.00	1.818
B x Subj. w. Groups	1424	1559.8	1.10	
*Significant at the .05 level				

Profile of Mean Responses Showing Interaction

	Teachers	Principals	Supts.	Variance
_____ Teach.	2.08	3.18	4.68	2.60
-----Supts.	2.34	3.31	4.68	2.34

Statistically non-significant differences were found for interaction, therefore, the null hypothesis of no statistically significant difference among superintendents and classroom teachers regarding the new school construction criterion variable was accepted.

Table 32 presents the responses of teachers and superintendents regarding involvement of teachers, principals and superintendents in decisions relating to hiring additional professional personnel within the local school system.

A difference of 2.94 and 2.83 was indicated between superintendents and classroom teachers, respectively. The differences between the respondent groups were very slight. Both groups clearly indicated that the superintendent's involvement should be greater. Also, both sets of respondents related that considerable involvement was necessary on the part of the principal. The perceived teacher's involvement was least among the three evaluated groups as viewed by both sets of respondents.

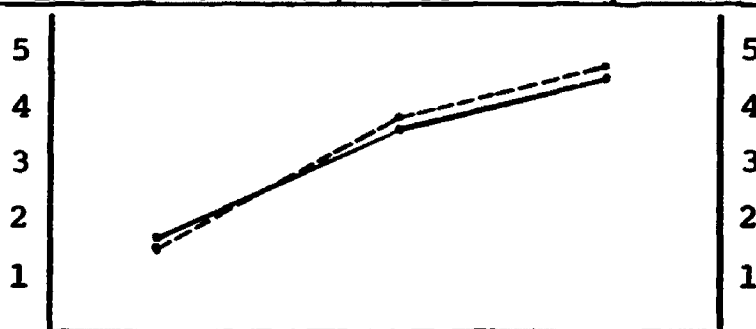
Only one of the three sources of variation proved statistically significant. The F value ( $F = 0.0$ ) for between respondents was non-significant. This meant that the mean responses of superintendents did not differ significantly from the mean responses of classroom teachers regarding the hiring of additional professional personnel.



TABLE 32

ANALYSIS OF VARIANCE BETWEEN RESPONSES OF CLASSROOM TEACHERS  
AND SCHOOL DISTRICT SUPERINTENDENTS REGARDING THE  
INVOLVEMENT OF CLASSROOM TEACHERS, PRINCIPALS AND  
SUPERINTENDENTS IN COLLECTIVE NEGOTIATION WITH  
RESPECT TO THE HIRING OF ADDITIONAL PROFESSIONAL  
PERSONNEL CRITERION VARIABLE

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F Ratio
<u>Between Subjects</u>				
A (Respondent Groups)	1	.0	.0	0.0
Subject within groups	712	697.4	.98	
<u>Within Subjects</u>				
B (Response Categories)	2	3005.8	1502.90	1459.126*
Interaction (AB)	2	.9	.45	.437
B x Subj. w. Groups	1424	1467.3	1.03	
*Significant at the .05 level				

Profile of Mean Responses Showing Interaction

	Teachers	Principals	Supts.	Variance
_____ Teach.	1.78	3.64	4.61	2.83
-----Supts.	1.72	3.68	4.66	2.94

The significant F value of 1459.126 for within response categories meant that principals, superintendents and teachers were evaluated differently regardless of the grouping of the respondents.

A non-significant F value ( $F = .437$ ) for interaction showed that combinations of superintendents and response categories were different from combinations of classroom teachers and response categories.

The non-significant F values for between respondent groups and interaction sources of variation indicated the null hypotheses of no statistically significant differences between and among teachers and superintendents concerning the involvement of teachers, principals and superintendents in the hiring of additional professional personnel criterion variable was accepted.

A significant F value for within response categories was found, therefore, the null hypothesis of no statistically significant differences within teachers and superintendents regarding the desired involvement of teachers, principals and superintendents with regard to the hiring of additional professional personnel criterion variable was rejected.

The next question requested the opinions of teachers and superintendents with respect to teacher evaluation.

Table 33 shows a mean variance of 1.70 for superintendents and 1.49 stated by classroom teachers. Considerable agreement existed between the two groups of respondents regarding the principal's involvement in teacher evaluation.

Both groups were in general agreement regarding the superintendent's role. However, the superintendents viewed their involvement as being greater than teachers were willing to concede. Relative agreement was observed among the respondents regarding the involvement of teachers in the consideration of the question of teacher evaluation.

An F value of 7.94 for between respondent groups showed that mean group responses of superintendents were different from mean responses of classroom teachers regarding the teacher evaluation criterion variable.

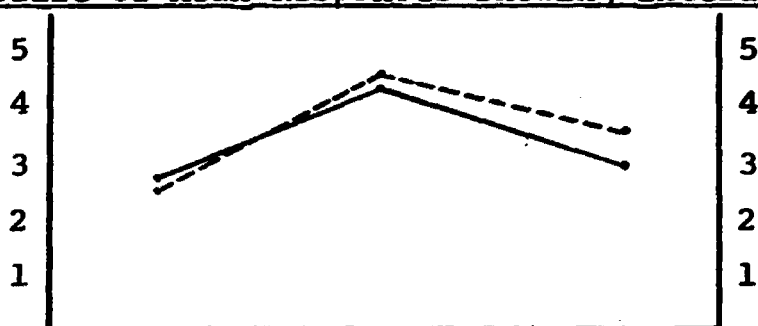
The F value ( $F = 287.404$ ) for within response categories was interpreted to mean that superintendents, principals and teachers were evaluated differently regardless of the grouping of the respondents.

A significant F value ( $F = 7.404$ ) for interaction was evidenced to state that combinations of superintendents and response categories were different from combinations of classroom teachers and responses categories.

TABLE 33

**ANALYSIS OF VARIANCE BETWEEN RESPONSES OF CLASSROOM TEACHERS  
AND SCHOOL DISTRICT SUPERINTENDENTS REGARDING THE  
INVOLVEMENT OF CLASSROOM TEACHERS, PRINCIPALS  
AND SUPERINTENDENTS IN COLLECTIVE NEGOTIATION  
WITH RESPECT TO THE TEACHER EVALUATION  
CRITERION VARIABLE**

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F Ratio
<u>Between Subjects</u>				
A (Respondent Groups)	1	13.9	13.9	7.94*
Subject within groups	712	1247.6	1.75	
<u>Within Subjects</u>				
B (Response Categories)	2	896.7	448.35	287.404*
Interaction (AB)	2	23.1	11.55	7.404*
B x Subj. w. Groups	1424	2226.9	1.56	
*Significant at the .05 level				

Profile of Mean Responses Showing Interaction

	Response Categories			Variance
	Teachers	Principals	Supts.	
_____ Teach.	2.74	4.23	3.05	1.49
-----Supts.	2.66	4.36	3.58	1.70

Since all three sources of variation were statistically significant, the null hypotheses of no statistically significant difference between, within and among teachers and superintendents regarding the involvement of teachers, principals and superintendents in teacher evaluation was rejected.

Responses from teachers and superintendents regarding the involvement of teachers, principals and superintendents in the expulsion of pupils from the classroom are presented in Table 34.

A mean variance of 1.33 for superintendents and 1.60 for classroom teachers was revealed from the aforementioned table. Both groups of respondents felt that the principal should be greatly involved in the expulsion of pupils from the classroom. Basic disagreement occurred between roles each of the groups perceived for themselves. Superintendents felt the need for more involvement than teachers were willing to agree was necessary. It may also be said the felt need for involvement on the part of teachers was greater than that perceived of the superintendent.

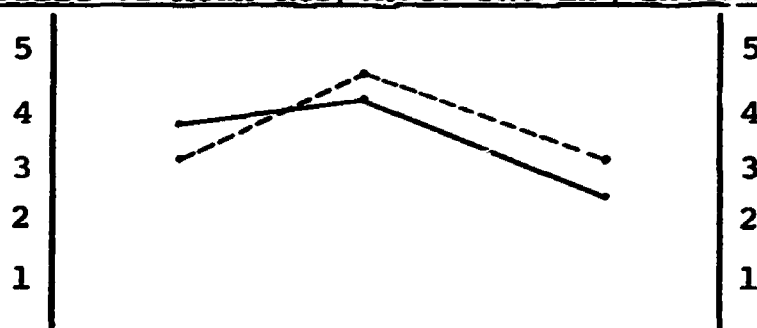
An F value of .87 was non-significant with respect to the between respondent groups source of variation, therefore, the mean responses of superintendents did not differ

TABLE 34

ANALYSIS OF VARIANCE BETWEEN RESPONSES OF CLASSROOM TEACHERS  
AND SCHOOL DISTRICT SUPERINTENDENTS REGARDING THE  
INVOLVEMENT OF CLASSROOM TEACHERS, PRINCIPALS AND  
SUPERINTENDENTS IN COLLECTIVE NEGOTIATION WITH  
RESPECT TO THE EXPULSION OF PUPILS FROM THE  
CLASSROOM CRITERION VARIABLE

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F Ratio
<u>Between Subjects</u>				
A (Respondent Groups)	1	1.3	1.3	.87
Subject within groups	712	1057.8	1.49	
<u>Within Subjects</u>				
B (Response Categories)	2	901.1	450.55	288.814*
Interaction (AB)	2	135.5	67.76	43.439*
B x Subj. w. Groups	1424	2221.4	1.56	
*Significant at the .05 level				

Profile of Mean Responses Showing Interaction



	Teachers	Principals	Supts.	Variance
_____ Teach.	3.93	4.13	2.53	1.60
-----Supts.	3.14	4.47	3.17	1.33

significantly from mean responses of classroom teachers regarding the expulsion of pupils from the classroom criterion variable.

A significant F value ( $F = 288.814$ ) for within response categories was interpreted to mean that superintendents, principals and teachers were evaluated differently regardless of the grouping of the respondents.

Significant F values ( $F = 43.439$ ) were found for interaction, indicating that combinations of superintendents and responses categories were different from combinations of classroom teachers and response categories.

The between respondent groups source of variation was non-significant; therefore, the null hypothesis of no significant differences between teachers and superintendents with respect to the expulsion of pupils from the classroom criterion variable was accepted.

Statistically significant differences were discovered for within response categories and interaction. Since this exists, the null hypothesis of no significant difference within and among teachers and superintendents regarding the expulsion of pupils from the classroom criterion variable was rejected.

Table 35 shows the results of the opinions of classroom teachers and superintendents regarding absences and leaves.

The mean response variance value between classroom teachers was 1.17, whereas, the difference for superintendents was 2.05. The two groups of respondents were generally agreed with respect to perceived involvement of classroom teachers, principals and superintendents in decisions affecting absences and leaves. The superintendents were perceived according to the table, to need greater involvement roles with respect to the criterion variable in question.

The non-significant F value ( $F = .64$ ) for between respondent groups showed that mean group responses of superintendents did not differ significantly from mean group responses of classroom teachers regarding professional absences and leaves.

The significant F value of 242.39 for within response categories was interpreted to mean that superintendents, principals and teachers were evaluated differently regardless of the grouping of the respondents.

The F value ( $F = 16.848$ ) for interaction was significant. This indicated that combinations of classroom teachers and response categories were different from combinations of superintendents and response categories.

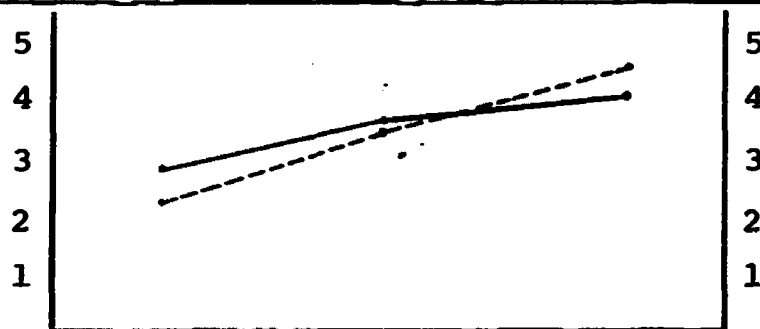


TABLE 35

**ANALYSIS OF VARIANCE BETWEEN RESPONSES OF CLASSROOM TEACHERS  
AND SCHOOL DISTRICT SUPERINTENDENTS REGARDING THE  
INVOLVEMENT OF CLASSROOM TEACHERS, PRINCIPALS  
AND SUPERINTENDENTS IN COLLECTIVE NEGOTIATION  
WITH RESPECT TO THE ABSENCES AND LEAVES  
CRITERION VARIABLE**

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F Ratio
<u>Between Subjects</u>				
A (Respondent Groups)	1	.9	.9	.64
Subject within groups	712	993.9	1.40	
<u>Within Subjects</u>				
B (Response Categories)	2	669.0	334.5	242.391*
Interaction (AB)	2	46.5	23.25	16.848*
B x Subj. w. Groups	1424	1959.8	1.38	
*Significant at the .05 level				

Profile of Mean Responses Showing Interaction



	Teachers	Principals	Supts.	Variance
_____ Teach.	2.92	3.67	4.09	1.17
-----Supts.	2.44	3.61	4.49	2.05

Since no statistically significant difference was found for the between respondent groups source of variation, the null hypothesis of no statistically significant difference between teachers and superintendents regarding the absences and leaves criterion variable was accepted.

Both the within response categories and interaction sources of variation were significant; therefore, the null hypotheses of no statistically significant difference within and among teachers and superintendents regarding the absences and leaves criterion variable was rejected.

Table 36 presents the responses of teachers and superintendents regarding the discharge and discipline of teachers criterion variable.

The variance between mean responses of superintendents (2.67) and classroom teachers (1.72) was moderate. However, it was interesting to note the amount of agreement existing between the two sets of respondents regarding an issue so often subject to debate.

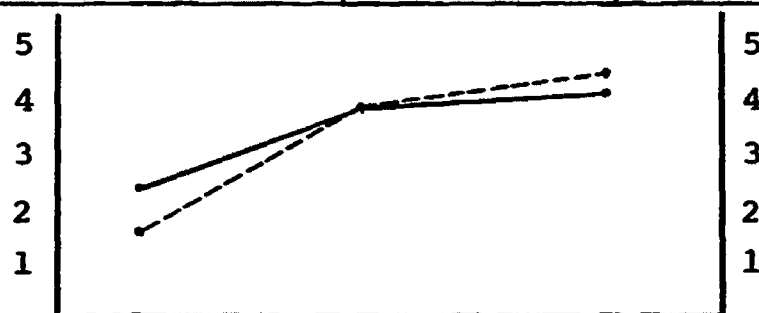
The non-significant F value ( $F = 3.52$ ) for between respondent groups showed that mean responses of superintendents did not differ significantly from mean responses of classroom teachers regarding the discharge and discipline of teachers criterion variable.

TABLE 36

**ANALYSIS OF VARIANCE BETWEEN RESPONSES OF CLASSROOM TEACHERS  
AND SCHOOL DISTRICT SUPERINTENDENTS REGARDING THE  
INVOLVEMENT OF CLASSROOM TEACHERS, PRINCIPALS AND  
SUPERINTENDENTS IN COLLECTIVE NEGOTIATION WITH  
RESPECT TO THE DISCHARGE AND DISCIPLINE OF  
TEACHERS CRITERION VARIABLE**

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F Ratio
<u>Between Subjects</u>				
A (Respondent Groups)	1	4.5	4.5	3.52
Subject within groups	712	908.1	1.28	
<u>Within Subjects</u>				
B (Response Categories)	2	1618.3	809.15	594.963*
Interaction (AB)	2	55.9	27.95	20.551*
B x Subj. w. Groups	1424	1938.5	1.36	
*Significant at the .05 level				

Profile of Mean Responses Showing Interaction



	Teachers	Principals	Supts.	Variance
_____ Teach.	2.42	4.04	4.14	1.72
-----Supts.	1.77	4.04	4.44	2.67

A significant F value ( $F = 594.963$ ) for within response categories was interpreted to mean that superintendents, principals and teachers were evaluated differently by both groups of respondents regardless of their grouping.

The F value of 20.551 was significant for interaction, therefore, was interpreted to mean that combinations of superintendents and response categories were different from combinations of classroom teachers and response categories.

The between respondent groups source of variation was non-significant, therefore, the null hypothesis of no significant difference between the opinions of teachers and superintendents regarding the discharge and discipline of teachers criterion variable was accepted.

Statistically significant differences were discovered for within response categories and interaction, therefore, the null hypotheses of no statistically significant differences within and among teachers and superintendents with respect to the discharge and discipline of teachers criterion variable was rejected.

In Tables 37 and 38 superintendents and classroom teachers were asked to choose between one of 4 "line of

TABLE 37

RESPONSES OF CLASSROOM TEACHERS AND SCHOOL  
DISTRICT SUPERINTENDENTS WITH RESPECT TO  
"LINE OF GRIEVANCE" PROCEDURES  
IN COLLECTIVE NEGOTIATIONS

Subject	Classroom Teachers		District Superintendents	
	f	%	f	%
Plan A	92	16.4	15	9.9
Plan B	211	37.4	94	62.3
Plan C	163	28.9	36	23.9
Plan D	97	17.3	6	3.9

TABLE 38

OBSERVED AND EXPECTED FREQUENCIES OF RESPONSES  
BY CLASSROOM TEACHERS AND DISTRICT  
SUPERINTENDENTS TO SELECTED MODELS  
FOR "LINE OF GRIEVANCE" PROCEDURES

	A		B		C		D		
	O	E	O	E	O	E	O	E	
Classroom Teachers	92	84.4	211	240.5	163	156.9	97	81.4	563
District Superintendents	15	22.6	94	64.5	36	42.1	6	21.8	151
	107		305		199		103		N714

Chi-square ( $\chi^2 = 35.88$ ) was significant at the .05 level of significance for 3 degrees of freedom.

grievance" models. The models were representative of procedures now operational in collective negotiation agreements in various school districts throughout the United States. Plan "A" bypassed the principal with respect to grievances presented by the teacher. It further included an advisory board of only teachers. Another feature of the model was the inclusion of a school district board of advisors consisting of 2 school board members, 2 superintendents or assistant superintendents and 2 teachers. No binding mediation was attached to this plan. There were 92 or 16.4 percent of the teachers and 15 or 9.9 percent of the superintendents that favored plan "A."

Plan "B" described a procedure closely resembling the hierarchical models most common to educators throughout the State of Oklahoma. A unique feature of this model allowed legal investigative powers to be vested in the Oklahoma Education Association. Among classroom teachers, 211 or 37.4 percent chose Plan "B," whereas, 94 or 62.3 percent of the superintendents favored this model. Plan "C" included many features of Plan "A." This plan included the principal, as well as the superintendent and the local and state boards of education. There were 163 or 28.9 percent of the teachers and 36 or 23.9 percent of the

superintendents, and 97 or 17.3 percent of the teachers that favored the proposed plan.

A chi-square value ( $\chi^2 = 35.88$ ) was significant at the .05 level, therefore, the null hypothesis of no statistically significant difference between classroom teachers and superintendents regarding "Line of Grievance" procedures was rejected.

The next inquiry (Table 39) requested classroom teachers and superintendents to respond to the question, "Do you favor legislation at the state level requiring collective negotiation arrangements in each school district?"

Among classroom teachers, 302 or 53.6 percent responded "yes" and 261 or 46.4 percent reacted "no." While teachers were more evenly divided in their views regarding the subject of collective negotiations legislation, superintendents were more decidedly against the question. Of the superintendents responding, 30 or 19.9 percent favored the issue, whereas, 121 or 80.1 reacted unfavorably.

A chi-square value ( $\chi^2 = 53.23$ ) was significant beyond the .01 level of significance, therefore, the null hypothesis of no statistically significant differences between classroom teachers and district superintendents

regarding mandatory state collective negotiations legisla-  
tion was rejected.

TABLE 39

RESPONSES OF CLASSROOM TEACHERS AND DISTRICT  
 SUPERINTENDENTS REGARDING STATE MANDATORY  
 COLLECTIVE NEGOTIATIONS LEGISLATION

Subjects	Yes		No		Total	
	f	%	f	%	f	%
Classroom Teachers	302	53.6	261	46.4	563	100
District Superintendents	30	19.9	121	80.1	151	100
	332	46.5	382	53.5	N=714	200

Chi-square ( $\chi^2 = 53.23$ ) was significant at the .01 level of significance for 1 degree of freedom.



## CHAPTER VI

### SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The problem of this study was to investigate the opinions of classroom teachers and school district superintendents in the State of Oklahoma toward collective negotiations.

The objectives were to test the following general null hypotheses: (1) there are no statistically significant differences between opinions of classroom teachers and school district superintendents with regard to the role school district superintendents should exercise in collective negotiations; (2) there are no statistically significant differences between the opinions of classroom teachers and school district superintendents regarding subjects or problems which should be open to negotiation; (3) there are no statistically significant differences between the opinions of classroom teachers and school district superintendents

toward methods and procedures for the resolution of grievances and stalemates; (4) there are no statistically significant differences between the opinions of classroom teachers and school district superintendents toward the initiation of state collective negotiations legislation.

A stratified-random sample was selected from the populations of Oklahoma classroom teachers (25,625) and district superintendents (492).

The sampling procedure was patterned after the sampling plan outlined in the December, 1960 issue of the *N E A Research Bulletin*.<sup>1</sup>

The sample size of 1022 was sufficient to give an accuracy of  $\pm 5$  percentage points with a 90 percent level of confidence. This meant the chances were at least 9 in 10 that answers reported in the survey would not vary more than 5 percentage points from the true opinions of all in-service educators in the population sampled.

In order to fulfill the basic assumption of representativeness as described by Kerlinger<sup>2</sup>, every 25th teacher was

---

<sup>1</sup>\_\_\_\_\_, "Small-Sample Technique," The N E A Research Bulletin, XXXVIII (December, 1960), p. 99.

<sup>2</sup>Fred N. Kerlinger, Foundations of Behavioral Research (Chicago: Holt, Rinehart and Winston, Inc., 1966), p. 397.

selected from an alphabetical roster of teachers numerically according to the size and locations of the district within the state.

A sample size of 246 superintendents was selected from a total population of 492. They were listed numerically according to the size of the district. All superintendents represented by odd numbers were selected for the sample used in this study.

Out of 1022 questionnaires distributed among classroom teachers, 563 were returned in usable form. Also, of the 246 questionnaires mailed to district superintendents, 151 were returned in usable form. A grand total of 1268 inquiries were distributed among the two populations with 714 returned in usable form for a percentage of 58.2.

#### Characteristics of the Sample

A summary of the respondents revealed that among classroom teachers, 175 or 31.1 percent were male whereas, 388 or 68.1 percent were female. All district superintendents were male.

Among classroom teachers 84.5 percent indicated they were married with 15.5 percent single. All district superintendents except 1 were married.

An examination of the academic preparation of the teacher respondents indicated 59.2 percent were holders of bachelors degrees while 40.5 percent held at least a masters degree. Two teachers held doctors degrees. Among superintendents 94 percent had completed a masters degree. Six superintendents indicated a degree preparation of doctorate.

Most classroom teacher respondents earned annual salaries from \$5000 to \$6999. Approximately 30 percent listed salaries which did not fall in the above range. Approximately 89 percent of the district superintendents received from \$7000 to \$13,999 annually. There were 15 percent receiving salaries below and 13.5 percent above the aforementioned salary range.

Forty-four percent of the teacher respondents were below 40 years of age. A total of 46.5 were over 40 but less than 60 years of age. Only 8.7 percent were over 60 years of age.

A greater number of superintendent (55.7) respondents were over 50 years of age. Approximately 42 percent of the superintendents listed ages of less than 50.

Among teacher respondents 42.9 percent revealed they had less than 10 years experience, whereas, 57.1 percent

had over 10 years of experience. Superintendents with 20 or more years of total experience were 62.3 percent. There were 46 or 30.4 percent with 10 to 19 years of professional service.

### Statistical Findings

The following null hypotheses were accepted:

1. There were no statistically significant differences between mean responses of classroom teachers and district superintendents regarding the role of the superintendents in collective negotiations.

2. There were no statistically significant differences between mean responses of classroom teachers and district superintendents regarding the general salary provisions criterion variable.

3. There were no statistically significant differences between mean responses of classroom teachers and district superintendents regarding the teacher's work load criterion variable.

4. There were no statistically significant differences between mean responses of classroom teachers and district superintendents regarding the teaching vacancies and promotions criterion variable.

5. There were no statistically significant differences between and among mean responses of classroom teachers and district superintendents regarding the administrative vacancies and promotions criterion variable.

6. There were no statistically significant differences between mean responses of classroom teachers and district superintendents regarding the class size criterion variable.

7. There were no statistically significant differences between and among mean responses of classroom teachers and district superintendents regarding the teacher protection criterion variable.

8. There were no statistically significant differences between mean responses of classroom teachers and district superintendents regarding the teacher facilities criterion variable.

9. There were no statistically significant differences between mean responses of classroom teachers and district superintendents regarding the building maintenance criterion variable.

10. There were no statistically significant differences between and among mean responses of classroom teachers and district superintendents regarding the school calendar

criterion variable.

11. There were no statistically significant differences between mean responses of classroom teachers and district superintendents regarding the involuntary teacher transfer and assignments criterion variable.

12. There were no statistically significant differences between mean responses of classroom teachers and district superintendents regarding the development of curriculum and new educational programs criterion variable.

13. There were no statistically significant differences among classroom teachers and district superintendents regarding the new school construction criterion variable.

14. There were no statistically significant differences between and among mean responses of classroom teachers and district superintendents regarding the hiring of additional professional personnel criterion variable.

15. There were no statistically significant differences between mean responses of classroom teachers and district superintendents regarding the expulsion of pupils from classroom criterion variable.

16. There were no statistically significant differences between mean responses of classroom teachers and district superintendents regarding the absences and leaves

criterion variable.

17. There were no statistically significant differences between mean responses of classroom teachers and district superintendents regarding the discharge and discipline of teachers criterion variable.

The following null hypotheses were rejected:

1. There were no statistically significant differences within and among the respondents regarding the role superintendents should exercise in collective negotiations.

2. There were no statistically significant differences within and among mean responses of classroom teachers and district superintendents regarding the general salary provisions criterion variable.

3. There were no statistically significant differences within and among mean responses of classroom teachers and superintendents with regard to the teacher's work load criterion variable.

4. There were no statistically significant differences between, within and among mean responses of classroom teachers and district superintendents with regard to the selection of textbooks criterion variable.

5. There were no statistically significant differences between, within and among mean responses of classroom



teachers and district superintendents regarding the teaching materials and supplies criterion variable.

6. There were no statistically significant differences within and among mean responses of classroom teachers and district superintendents regarding the teaching vacancies and promotions criterion variable.

7. There were no statistically significant differences within mean responses of classroom teachers and district superintendents regarding the administrative vacancies and promotions criterion variable.

8. There were no statistically significant differences within and among mean responses of classroom teachers and district superintendents regarding the class size criterion variable.

9. There were no statistically significant differences between, within and among mean responses of classroom teachers and district superintendents regarding the non-teaching duties criterion variable.

10. There were no statistically significant differences within mean responses of classroom teachers and district superintendents regarding the teacher promotion criterion variable.

11. There were no statistically significant differences within and among mean responses of classroom teachers and district superintendents regarding the teacher facilities criterion variable.

12. There were no statistically significant differences within and among mean responses of classroom teachers and district superintendents regarding the building maintenance criterion variable.

13. There were no statistically significant differences within mean responses of classroom teachers and district superintendents regarding the school calendar criterion variable.

14. There were no statistically significant differences within and among mean responses of classroom teachers and district superintendents regarding the involuntary teacher transfer and assignments criterion variable.

15. There were no statistically significant differences within and among mean responses of classroom teachers and district superintendents regarding the development of curriculum and new educational programs criterion variable.

16. There were no statistically significant differences between, within and among mean responses of classroom teachers and district superintendents regarding the implementation of curriculum and new educational programs criterion

variable.

17. There were no statistically significant differences between and within mean responses of classroom teachers and district superintendents regarding the new school building construction criterion variable.

18. There were no statistically significant differences within mean responses of classroom teachers and district superintendents regarding the hiring of additional professional personnel criterion variable.

19. There were no statistically significant differences between, within and among mean responses of classroom teachers and district superintendents regarding the teacher evaluation criterion variable.

20. There were no statistically significant differences within and among mean responses of classroom teachers and district superintendents regarding the expulsion of pupils from classroom criterion variable.

21. There were no statistically significant differences within and among mean responses of classroom teachers and district superintendents regarding the absences and leaves criterion variable.

22. There were no statistically significant differences within and among mean responses of classroom teachers

and district superintendents regarding the discharge and discipline of teachers criterion variable.

23. There were no statistically significant differences between classroom teachers and district superintendents regarding "Line of Grievance" procedures.

24. There were no statistically significant differences between classroom teachers and district superintendents regarding mandatory state collective negotiations and legislation.

In summary, Table 40 showed that significant F ratios were found between the respondents in six criterion variables. They were: (1) selection of textbooks, (2) selection of materials and supplies, (3) non-teaching duties, (4) implementation of new curriculum and related educational programs, (5) new school construction, and (6) teacher evaluation.

All twenty-two within sources of variation were found to be significant among the respondents.

There were sixteen criterion variables that showed significant F values. They were: (1) the role of the superintendent in the negotiation process, (2) general salary provisions, (3) teachers work load, (4) selection of textbooks, (5) teaching materials and supplies, (6) class sizes, (7) non-teaching duties, (8) teacher facilities (9) building maintenance,

TABLE 40

SUMMARIZATION OF SIGNIFICANT F VALUES FOR THE  
BETWEEN, WITHIN AND INTERACTION SOURCES OF  
VARIATION WITH REGARD TO SELECTED  
CRITERION VARIABLES

Criterion Variables		Sources of Variation		
		Between	Within	Interaction
1	Role of superintendent in collective negotiation	X		X
2	General salary provisions	X		X
3	Teachers work load	X		X
4	Selection of textbooks	X		X
5	Teaching materials & supplies	X		X
6	Teaching vacancies & promotions	X		
7	Administrative vacancies & promotions	X		
8	Class sizes	X		X
9	Non-teaching duties	X		X
10	Teacher protection	X		
11	Teacher facilities	X		X
12	Building maintenance	X		X
13	School calendar	X		
14	Involuntary teacher transfer & assignments	X		X
15	Development of new curriculum & related educational programs	X		X
16	Implementation of new curriculum & related educational programs	X		X
17	New school construction	X		
18	Hiring of additional professional personnel	X		
19	Teacher evaluation	X		X
20	Expulsion of pupils from classroom	X		X
21	Absences & leaves	X		X
22	Discharge & discipline of teachers	X		X

(10) involuntary teacher transfer and assignments, (11) development of new curriculum and related educational programs, (12) implementation of new curriculum and related educational programs, (13) teacher evaluation, (14) expulsion of pupils from the classroom, (15) teacher absences and leaves, and (16) discharge and discipline of teachers.

A summary analysis of mean response values (Table 41) indicated that the respondents appeared to be strongly agreed with regard to five criterion variables. They were: (1) teaching vacancies and promotions, (2) administrative vacancies and promotions, (3) teacher protection, (4) new school construction, and (5) hiring of additional professional personnel.

Considerable agreement was observed in ten of the criterion variables examined. These were: (1) general salary provisions, (2) selection of textbooks, (3) teaching materials and supplies, (4) teaching facilities, (5) building maintenance, (6) school calendar, (7) development of curriculum and related educational programs, (8) implementation of curriculum and related educational programs, (9) teacher evaluation, and (10) the discharge and discipline of teachers.

TABLE 41

A SUMMARY ANALYZATION OF MEAN RESPONSE VALUES  
FOR RESPONDENT GROUPS WITH REGARD TO  
SELECTED CRITERION VARIABLES

Criterion Variable	Mean Response Summarization				
	Strongly Disagree	Consider- able Dis- agreement	Consider- able Agreement	Strongly Agree	
1. Role of superintendent in collective negotiation . . . . .		X			
2. General salary provisions . . . . .			X		
3. Teacher's work load . . . . .		X			
4. Selection of textbooks . . . . .			X		
5. Teaching materials and supplies . . . . .			X		
6. Teaching vacancies and promotions . . . . .					X
7. Administrative vacancies and promotions . . . . .					X
8. Class sizes . . . . .	X				
9. Non-teaching duties . . . . .		X			
10. Teacher protection . . . . .					X
11. Teacher facilities . . . . .			X		
12. Building maintenance . . . . .			X		
13. School calendar . . . . .			X		
14. Involuntary teacher transfer and assignments . . . . .		X			
15. Development of curriculum and related educational programs . . . . .			X		
16. Implementation of curriculum and related educational programs . . . . .			X		
17. New school construction . . . . .					X
18. Hiring of additional professional personnel . . . . .					X
19. Teacher evaluation . . . . .			X		
20. Expulsion of pupils from classroom . . . . .		X			
21. Absences and leaves . . . . .		X			
22. Discharge and discipline of teachers . . . . .			X		
23. Line of Grievance procedures . . . . .		X			
24. Mandatory collective negotiation legislation . . . . .		X			

There appeared to be considerable disagreement between the respondent groups in eight of the criterion variables. These variables were: (1) the role of the superintendent in collective negotiations, (2) teacher's work load, (3) non-teaching duties, (4) involuntary teacher transfer and assignments, (5) expulsion of pupils from the classroom, (6) absences and leaves, (7) line of grievance procedures, and (8) mandatory collective negotiation legislation.

There was observed that there was strong disagreement between the respondent groups regarding the class size criterion variable.

The most acceptable "line of grievance" procedure among the respondents included both the principal and superintendent in the hierarchical structure.

The evidence collected in this study indicated a lack of broad support for mandatory state collective negotiation legislation. Classroom teachers were evenly divided on the issue, whereas, district superintendents were approximately 4 to 1 against the proposal.

### Conclusions

A careful analysis of the major findings of this investigation led to the formulation of certain conclusions



which may have important implications for the development of the collective negotiations movement in the public schools of Oklahoma and the nation. These conclusions are:

1. Despite a growing rift between teachers and administrators nationally, a base of cooperation between Oklahoma teachers and superintendents continues to exist.

2. Teachers are insisting on an active involvement in matters affecting the learning process and the set of conditions which affect it.

3. Teachers are demanding active involvement in all aspects of the school program affecting their general welfare.

4. Teachers recognize the superintendent as a major decision maker on matters related to the employment of personnel, general school finance and facility provisions.

5. The age of the superintendents group could have contributed to a conservative attitude with regard to mandatory state collective negotiation legislation.

6. Both teachers and superintendents recognize the principalship as a vital leadership position in the public schools and felt that principals should play a part in collective negotiation procedures. Since principals are often omitted from participation in the negotiation process

this appears to be very important.

7. It appears that due to a lack of broad support from teachers and superintendents, mandatory collective negotiations legislation will not be enacted in the State of Oklahoma within the foreseeable future. The reason for this lack of support is not clear. It could possibly be a lack of knowledge regarding collective negotiations, apathy among the respondents, or a state of satisfaction existing among teachers with the status quo.

8. While the sources of variation for between respondent groups were modest it should be noted that there were great differences in the reactions of individuals within and among the teacher and superintendent groups regarding the items to which they re-acted.

### Recommendations

It is recommended that further studies be conducted in the area of the principal's role within the changing framework of decision-making, and administrative responsibilities.

It is recommended that further studies be conducted in the area of mediation, and impasse resolution, as it relates to the negotiation process.

It is recommended that the Oklahoma Education Association, Oklahoma Department of Classroom Teachers, Oklahoma Association of Secondary Principals, Oklahoma Association of Elementary Principals, Oklahoma Association of School Administrators, Oklahoma School Boards Association and all other professional and lay groups interested in the future of education make a special effort to become informed with regard to the implications of collective negotiations for the improvement of education and the welfare of professional educators.

## BIBLIOGRAPHY

### Books

- Kerlinger, Fred N. Foundations of Behavioral Research. New York: Holt, Rinehart and Winston, Inc., 1965.
- Lieberman, Myron. The Future of Public Education. Chicago: University of Chicago Press, 1960.
- Lieberman, Myron. Education As A Profession. Englewood Cliffs, N. J.: Prentice-Hall, 1956.
- Moskow, Michael. Teachers and Unions. Philadelphia: University of Pennsylvania Press, 1966.
- Mouly, George J. The Science of Educational Research. New York: American Book Company, 1963.
- Rummell, J. Frances. An Introduction of Research Procedures in Education. New York: Harper and Brothers Publishers, 1958.
- Stinnett, T. M.; Kleinman, Jack H.; and Ware, Martha L. Professional Negotiations in Public Education. New York: McMillan Co., 1966.
- Weber, Clarence A. Personnel Problems of School Administrators. New York: McGraw-Hill Book Co., 1954.
- Winer, B. J. Statistical Principles in Experimental Design. New York: McGraw-Hill Book Co., 1962.

Articles and Periodicals

- Barstow, Robbins. "Teachers and Boards of Education Need to Work Jointly to Determine Policies of Common Concern." N.E.A. Journal, Vol. 50, October, 1961, pp. 61-64.
- Betchal, James. "N.E.A. and Teachers Bicker and Battle for Recognition." The Nation's Schools, August, 1964, p. 36.
- The Capitol Democrat. (Wewoka, Oklahoma), April 2, 1964, p. 1.
- Cherry, Howard L. "Negotiations Between Boards and Teacher Organizations." American School Board Journal, Vol. 146, March, 1963, pp. 7-9.
- The Daily Oklahoman. (Oklahoma City, Oklahoma), December 28, 1963, p. 14; March 14, 1964, p. 1; October 26, 1964, p. 8; September 15, 1965, p. 1; December 9, 1965, p. 1.
- The Elk City Daily. (Elk City, Oklahoma), April 28, 1965, p. 1.
- Elam, Stanley. "Collective Bargaining and Strikes or Professional Negotiations and Sanctions?" Phi Delta Kappan, Vol. 44, October, 1962, pp. 1-11.
- The Enid Morning News. (Enid, Oklahoma), October 25, 1963, p. 11; and November 22, 1963, p. 1.
- Exton, Elaine. "N.S.B.A. Opposes Teachers' Strikes and Sanctions." The American School Board Journal, Vol. 146, June, 1963, pp. 41-46.
- Exton, Elaine. "Pros and Cons of Sanctions Invoked by Utah's Public School Teachers." The American School Board Journal, CXLVII, July, 1963, pp. 35-37.
- Kalkestein, Shawn. "Oklahoma's Education Was," Look, (January 26, 1966), p. 86.

- Lieberman, Myron. "Collective Negotiations - Status and Trends." The American School Board Journal, Vol. 155, October, 1967, pp. 7-10.
- Lieberman, Myron. "Implications of the Coming N.E.A. - A.F.T. Merger." Phi Delta Kappan. Vol. L, November, 1968, pp. 143-144.
- Lieberman, Myron. "Teacher Strikes: Acceptable Strategy?" Phi Delta Kappan, January, 1965, pp. 237-240.
- Lieberman, Myron. "Teacher Strikes: An Analysis of the Issues," Harvard Educational Review, Vol. 26 Winter, 1956, pp. 39-70.
- Moskow, Michael H. "Collective Bargaining for Public School Teachers." Labor Law Journal, Vol. 15, December, 1964, pp. 787-794.
- National Education Association. "Small-Sampling Technique," N.E.A. Journal, XXXVIII, December, 1960, p. 99.
- N.E.A. News (Washington, D.C ), October 28, 1960, p. 1.
- Nolte, Chester. "Teacher Militancy May Be Counter Pressure." American School Board Journal, October, 1965, pp. 7-8.
- The Oklahoma City Times. (Oklahoma City, Oklahoma), February 6, 1965; December 29, 1967, p. 2; January 8, 1969, p. 17.
- The Oklahoma Journal. (Midwest City, Oklahoma), September 3, 1965, p. 1; April 11, 1967, p. 1; October 23, 1967, p. 1.
- Paine, Louise. "Sanctions in Little Lake." N.E.A. Journal, LI, December, 1962, pp. 54-55.
- Phi Delta Kappan. "Sidelights on Militancy," Phi Delta Kappan, Vol. XLIX, June, 1968, p. 560.
- The Phoenix. (Muskogee, Oklahoma), March 17, 1964, p. 1.

Porter, Robert G. "Collective Bargaining for Teachers." American Federation of Teachers, February, 1961.

Robinson, Donald W. "A Talk With Albert Shanker," Phi Delta Kappan, Vol. XLIX, January, 1968, pp. 255-256.

The Sayre Daily Highlight Journal. (Sayre, Oklahoma), November 28, 1962, p. 1.

Seitz, Reynolds C. "School Boards and Teacher Unions." American School Board Journal, Vol. 141, August, 1960, pp. 11-13, 38.

The Seminole Producer. (Seminole, Oklahoma), May 13, 1965, p. 1.

Snider, Glenn R. "The O E A - What Lies Ahead?" The Oklahoma Teacher, Vol. 6, April, 1965, p. 24.

Steffenson, James P. "Board-Staff Negotiations." School Life, Vol. 47, October, 1964, pp. 6-8.

The Sunday Oklahoman. (Oklahoma City, Oklahoma), April 9, 1967.

The Times Democrat. (Muskogee, Oklahoma), November 6, 1964, p. 1.

The Tulsa Star. (Tulsa, Oklahoma), April 28, 1965, p. 1.

The Tulsa Tribune. (Tulsa, Oklahoma), September 24, 1965, p. 1; November 11, 1967, p. 1; November 22, 1968, p. 4.

The Tulsa World. (Tulsa, Oklahoma), November 28, 1962, p. 2; May 7, 1963, p. 1; May 12, 1965, p. 1; November 19, 1968, p. 4.

Weber, Clarence A. "Teachers and Boards of Education." American School Board Journal, Vol. 124, February, 1952, pp. 25-27.

West, Allen M. "Professional Negotiations for Collective Bargaining?" National Elementary Principal, Vol. 42, February, 1963, pp. 20-25.

Yarbroff, Bernard and David, Lily Mary. "Collective Bargaining and Work Stoppages Involving Teachers." Monthly Labor Review, Vol. 76, May, 1953, pp. 475-479.

### Pamphlets

American Association of School Administrators. Roles, Responsibilities, Relationships of the School Board, Superintendent and Staff. Washington, D.C.: American Association of School Administration, 1963.

American Association of School Administrators. Staff Relations in School Administration. Washington, D.C.: American Association of School Administrators, 1955.

Croft Educational Services. For School Board Members. New London, Connecticut: Croft Educational Services, 1965.

National Education Association. Addresses and Proceedings of the One-Hundredth Annual Meeting Held at Denver, Colorado. Washington, D.C.: National Education Association, 1962.

National Education Association. Addresses and Proceedings. Washington, D.C.: National Education Association, 1961.

National Education Association. Classroom Teachers Speak on Professional Negotiations. Washington, D.C.: National Education Association, 1963.

National Education Association. Educational Policies Commission Bulletin. Washington, D.C.: National Education Association, 1964.

National Education Association. For Your Information. Washington, D.C.: National Education Association, 1952.

National Education Association. Guidelines for Professional Negotiations. Washington, D.C.: National Education Association, 1965.



National Education Association. Guidelines for Professional Sanctions. Washington, D.C.: National Education Association, 1963.

National Education Association. Oklahoma, A State-Wide Study of Conditions Detrimental To An Effective Public Education Program. Washington, D.C.: National Education Association, 1965.

National Education Association. Public School Teachers and Collective Bargaining. Washington, D.C.: National Education Association, 1958.

Oklahoma Education Association, PACE. Oklahoma City: Oklahoma Education Association, 1968.

Oklahoma Education Association. The Oklahoma Crisis. Oklahoma City: Oklahoma Education Association, 1965.

Steffenson, James P. Teachers Negotiate With Their School Boards. Washington, D.C.: Government Printing Office, 1964.

#### Unpublished Materials

Bellmon, Henry. "Operation Giant Stride." Paper presented at a special meeting of Oklahoma teachers, Tulsa, Oklahoma, December 5, 1964.

Carlton, Patrick William. "Attitudes of Certificated Instructional Personnel In North Carolina Toward Questions Concerning Collective Negotiations and Sanctions." Unpublished Ph.D. dissertation, University of North Carolina, 1966.

Cave, David Raymond. "A Critical Study of the Leader Behavior of School Administrators In Conflict With Teachers' Unions." Unpublished Ed.D. dissertation, Michigan State University, 1967.

Cheshier, Cavit Calvin. "Professional Sanctions By The National Education Association And Its Affiliates." Unpublished Ed.D. dissertation, George Peabody College, 1965.

- Clark, Robert Lee. "The Roles and Positions of the N.E.A. and A.A.D. of the A.F.T. In Collective Negotiations: Opinions of Teachers and School Administrators of Five Selected School Districts In Illinois." Unpublished Ph.D. dissertation, Southern Illinois University, 1965.
- Eklund, John M. "Collective Negotiation Between Boards of Education and Teachers in the Determination of Personnel Policy in the Public Schools." Unpublished Ph.D. dissertation, New York Teachers College, Columbia University, 1954.
- Fisher, James Ronald. "The Relationship of Sex, Level and Position of Oregon Educators to Attitudinal Statements That Deal With Collective Negotiations and Sanctions." Unpublished Ed.D. dissertation, University of Oregon, 1967.
- Goe, Donald Kenneth. "A Comparison of Behavior in Teacher Negotiations and the Character of Teacher-Administrator Relationships." Unpublished Ed.D. dissertation, Colorado State College, 1967.
- Goergen, Joseph Henry. "Issues and Outcomes of Teachers' Strikes, 1955-1965." Unpublished Ph.D. dissertation, St. John's University, 1967.
- Grant, Glen Harrison. "Policies and Procedures For Negotiating With Teachers Organizations." Unpublished Ed.D. dissertation, University of Southern California, 1966.
- Hazard, William Robert. "The Legal Status of Collective Negotiations By Public School Teachers and Implications For Public School Administration." Unpublished Ph.D. dissertation, Northwestern University, 1966.
- Heim, Max Otto. "A Study of What Selected Respondents Think The Role of The Superintendent Should Be In The Negotiation Process." Unpublished Ed.D. dissertation, University of Kansas, 1967.

- Lesher, Merle Ralph. "Grievance Procedures For Certified Personnel In The Public Schools of Iowa." Unpublished Ph.D. dissertation, Iowa State University, 1967.
- Miller, Jack Edwin. "A Study of the Attitudes of Oklahoma Public School Elementary and Secondary Teachers and Public School District Superintendents Toward the Oklahoma Education Association." Unpublished Ed.D. dissertation, University of Oklahoma, 1964, p. 78.
- Mosely, Raymond. "Agreement and Disagreement Among Missouri Teachers, Superintendents and Board Members." Unpublished Ed.D. dissertation, University of Missouri, 1967.
- National Education Association. "Oklahoma A Revolution of Conditions Detrimental to an Effective Public Educational Program." Washington, D.C., 1968. (Multilith).
- National School Boards Association. Resolutions Adopted by the 1963 NSBA Delegate Assembly. Chicago: National School Boards Association, 1963.
- Ohm, Robert E. "Collective Negotiations: Implications for Research." Paper, Department of Education, University of Oklahoma, 1966, p. 22 (Mimeograph).
- Oklahoma Education Association. "Oklahoma Sanctions." Oklahoma City, 1968. (Offset).
- Oklahoma Education Association. "Position Paper on Professional Negotiations for the Association of Classroom Teachers of Oklahoma." Oklahoma City, 1968. (Multilith).
- Piner, Rexford Eugene. "A Descriptive Analysis of Professional Negotiations Agreements In Public School Districts of Florida." Unpublished Ed.D. dissertation, Florida State University, 1967.
- Queen, Bernard. "Relationship of Teacher Collective Activity To Attitudes of Classroom Teachers, School Administrators, and School Board Members." Unpublished Ph.D. dissertation, Ohio State University, 1967.

- Sego, James Taylor Jr. "Teacher Organization for Professional Negotiations In The Public Schools of Texas." Unpublished Ph.D. dissertation, East Texas State University, 1966.
- Selden, David. "Winning Collective Bargaining." Paper presented before the American Federation of Teachers, Chicago, 1963.
- Short, Verl Myron. "A Study of the Conceptual Systems and Role Expectation in Teacher Collective Negotiation in Selected School Districts in Northern Illinois." Unpublished Ed.D. dissertation, Northern Illinois University, 1967.
- Shreeve, William Charles. "The Effects of Professional Negotiations On The School Superintendent's Role." Unpublished Ed.D. dissertation, Colorado State College, 1967.
- Strom, David W. "Analysis of Trends In Power Relationships Between Boards of Education And Teacher Organizations." Unpublished Ed.D. dissertation, Wayne State University, 1967.
- Thorne, Irene. "Collective Negotiations: A Survey and Analysis of Teacher Group Collective Negotiations Contracts with School Boards." Unpublished Ph.D. dissertation, Teachers College, Columbia University, 1961.
- Triezenburg, George. "Negotiations: Where Is The Principal?" Paper presented at the 1967 meeting of the National Association of Secondary Principals, Atlantic City, N.J., April 25, 1967.

#### Other Sources

- Interview with Lonnie Abbott, State Senator from Ada, Oklahoma, December 12, 1968.
- Interview with Jim Wallace, Ex-President of Oklahoma City Education Association, December, 1968.

## **APPENDICES**

# APPENDIX A

## AN INVESTIGATION OF THE ATTITUDES OF ELEMENTARY AND SECONDARY CLASSROOM TEACHERS AND SCHOOL DISTRICT SUPERINTENDENTS TOWARD COLLECTIVE NEGOTIATIONS

### A. Status Information: (Please circle the appropriate number.)

1. Sex: (1) Male  
(2) Female
2. Marital Status: (1) Single  
(2) Married
3. Age: (1) 29 or less  
(2) 30 to 39  
(3) 40 to 49  
(4) 50 to 59  
(5) 60 or more
4. Total number of years of experience  
as an educator: (1) 0 to 3 years  
(2) 4 to 9 years  
(3) 10 to 19 years  
(4) 20 or more years
5. Position:  
(1) Elementary Teacher  
(2) Secondary Teacher  
(3) Superintendent
6. What is the highest degree that you  
now hold: (1) Bachelor  
(2) Master  
(3) Doctor
7. In which of the following ranges  
does your present salary fall?  
(1) \$ 4,000 - \$ 4,999  
(2) \$ 5,000 - \$ 5,999  
(3) \$ 6,000 - \$ 6,999  
(4) \$ 7,000 - \$ 9,999  
(5) \$10,000 - \$13,999  
(6) Over \$14,000

### B. Question: PLEASE RANK (1-2-3-4-5) IN THE ORDER OF YOUR PREFERENCE THE FOLLOWING ROLES THE SUPERINTENDENT SHOULD PLAY IN COLLECTIVE NEGOTIATIONS.

The number "1" indicates your first preference, the number "2" represents your next choice, etc. and finally, number "5" represents your last choice.

Example: Please rank in the order of your preference the number of days vacation you prefer at Christmas.

<u>5</u>	1 - 5 days
<u>4</u>	2 - 7 days
<u>1</u>	3 -10 days
<u>2</u>	4 -12 days
<u>3</u>	5 -15 days

Note: These responses would indicate that, in your judgment, the Christmas vacation should be ten days in length. Your last choice is five days.

- \_\_\_\_\_ 1. Non-Participant (He serves as a communication link for both the teachers and board, but does not advise nor negotiate for either party.)
- \_\_\_\_\_ 2. Negotiator for the teachers
- \_\_\_\_\_ 3. Advisor to the teachers
- \_\_\_\_\_ 4. Advisor to the Board of Education
- \_\_\_\_\_ 5. Negotiator for the Board of Education

# APPENDIX B

## C. Question: TO WHAT DEGREE SHOULD THE SUPERINTENDENT, PRINCIPAL AND CLASSROOM TEACHER BE RESPONSIBLE FOR THE DECISIONS MADE REGARDING THE FOLLOWING AREA?

First, you should consider the classroom teacher, principal and superintendent separately in making your judgments regarding their responsibility for decisions in each area. Express your judgments about the participation of the classroom teacher by circling the number of your selection (from 1 to 5). Next, consider the amount of participation the principal should exercise with regard to this item (from 1 to 5). Finally express your feelings about the superintendent's participation as you did the previous responses (from 1 to 5). A judgment of "1" means that minimal participation will be involved in the decision making. A judgment of "5" means that participation in the decision making should be total. The scale of "2", "3", and "4" represents degrees of participation in decision making between minimal and total participation.

Example:	<u>Classroom Teacher</u>					<u>Principal</u>					<u>Superintendent</u>				
	Minimal Part.			Total Part.		Minimal Part.			Total Part.		Minimal Part.			Total Part.	
Regulating the student parking lot.	(1)	2	3	4	5	1	2	3	4	(5)	1	2	(3)	4	5

These responses would indicate that in your judgment the principal should have the greater participation in the decision making process with the superintendent exercising a moderate role. The teacher would have little responsibility for decisions made regarding this matter.

<u>Judged Area</u>	<u>Classroom Teacher</u>					<u>Principal</u>					<u>Superintendent</u>				
	Minimal Part.			Total Part.		Minimal Part.			Total Part.		Minimal Part.			Total Part.	
1. General Salary Provisions	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
2. Teachers Work Load	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
3. Selection of Textbooks	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
4. Teaching Materials and Supplies	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
5. Teaching Vacancies and Promotions	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
6. Administrative Vacancies and Promotions	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
7. Class Size	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

**APPENDIX C**

<u>Judged Area</u>	<u>Classroom Teacher</u>		<u>Principal</u>		<u>Superintendent</u>	
	Minimal Part.	Total Part.	Minimal Part.	Total Part.	Minimal Part.	Total Part.
8. Non-Teaching Duties (Hall and Cafeteria Duty, Covering Classes for Absent Teachers, etc.)	1 2 3 4 5		1 2 3 4 5		1 2 3 4 5	
9. Teacher Protection (Physical, Civil and Criminal)	1 2 3 4 5		1 2 3 4 5		1 2 3 4 5	
10. Teacher Facilities (Workroom, Lounge, Dining Room, Restrooms, etc.)	1 2 3 4 5		1 2 3 4 5		1 2 3 4 5	
11. Building Maintenance	1 2 3 4 5		1 2 3 4 5		1 2 3 4 5	
12. School Calendar	1 2 3 4 5		1 2 3 4 5		1 2 3 4 5	
13. Involuntary Teacher Transfer and Assignments	1 2 3 4 5		1 2 3 4 5		1 2 3 4 5	
14. Development of Curriculum and Related Educational Programs	1 2 3 4 5		1 2 3 4 5		1 2 3 4 5	
15. Implementation of Curriculum and Related Educational Programs	1 2 3 4 5		1 2 3 4 5		1 2 3 4 5	
16. New School Construction	1 2 3 4 5		1 2 3 4 5		1 2 3 4 5	
17. Hiring of Additional Professional Personnel	1 2 3 4 5		1 2 3 4 5		1 2 3 4 5	
18. Teacher Evaluation	1 2 3 4 5		1 2 3 4 5		1 2 3 4 5	
19. Expulsion of Pupils from Classroom	1 2 3 4 5		1 2 3 4 5		1 2 3 4 5	
20. Absences and Leaves (Temporary, Extended, Sabbatical, Maternity, Personal, etc.)	1 2 3 4 5		1 2 3 4 5		1 2 3 4 5	
21. Discharge and Discipline of Teachers	1 2 3 4 5		1 2 3 4 5		1 2 3 4 5	



APPENDIX D

D. Question: PLEASE SELECT YOUR PREFERENCE OF THE FOLLOWING "LINE OF GRIEVANCE" PROCEDURES.

Note: "Line of Grievance" means the path a teacher should follow to file a complaint concerning a violation of collective negotiations agreement with the District Board of Education. In Plan A the teacher may complain to the Superintendent. If he is not satisfied with this decision, he then should take his complaint to the Local Board of Advisors composed of teachers only, etc. All decisions may be appealed until the point of resolution or until it is taken to the Advisory Committee by the State Board of Education where the decisions are binding on both parties.

\_\_\_\_\_ "Plan A" TEACHER  
to  
SUPERINTENDENT  
to  
LOCAL EMPLOYEE BOARD OF ADVISORS  
(teachers only)  
to  
SCHOOL DISTRICT BOARD OF ADVISORS  
(2 Board Members, 2 Administrators and  
2 Teachers)  
to  
SCHOOL DISTRICT BOARD OF EDUCATION  
to  
ADVISORY COMMITTEE APPOINTED BY THE  
STATE BOARD OF EDUCATION  
(a standing committee)

\_\_\_\_\_ "Plan B" TEACHER  
to  
PRINCIPAL  
to  
SUPERINTENDENT  
to  
SCHOOL DISTRICT BOARD OF EDUCATION  
to  
PROFESSIONAL RIGHTS COMMITTEE  
of the  
STATE PROFESSIONAL EDUCATION ASSOC.  
(Legal Powers Given by the State)

\_\_\_\_\_ "Plan C" TEACHER  
to  
PRINCIPAL  
to  
SUPERINTENDENT  
to  
SCHOOL DISTRICT BOARD OF ADVISORS  
(2 Board Members, 2 Administrators and  
2 Teachers)  
to  
SCHOOL DISTRICT BOARD OF EDUCATION  
to  
STATE BOARD OF EDUCATION

\_\_\_\_\_ "Plan D" TEACHER  
to  
LOCAL EMPLOYEE BOARD OF ADVISORS  
(Teachers only)  
to  
SCHOOL DISTRICT BOARD OF EDUCATION  
to  
BOARD OF APPEALS  
(Board of Education and teachers'  
organization selects members  
satisfactory to both.)

---

E. Question: DO YOU FAVOR COMPULSORY LEGISLATION AT THE STATE LEVEL, REQUIRING COLLECTIVE NEGOTIATION ARRANGEMENTS IN EACH SCHOOL DISTRICT?

\_\_\_\_\_ YES \_\_\_\_\_ NO

APPENDIX B

228 S.E. 31st St.  
Edmond, Oklahoma  
April 4, 1968

Dear Fellow Educator:

Great concern is being expressed regarding the future course of public education in the State of Oklahoma. Professional teacher organizations all over the country are demanding a greater voice regarding the manner in which educational services are being provided. They are also tending to demand a greater involvement in the decision-making process regarding matters affecting their own welfare.

The purpose of this study is to survey the opinions of those deeply concerned with the improvement of education in this State. It is quite possible that general publication of the results of this study may help in the solution of some of our important educational problems in the year ahead.

A carefully drawn sample of classroom teachers and public school district superintendents has included your name. Please answer freely the enclosed questionnaire with the assurance that you cannot be identified by name, school, or school district.

I shall be most grateful to you for your willingness to take ten minutes of your time to complete the items on this survey instrument and return it to me immediately. Thank you for your assistance.

Sincerely yours,

/s/ William L. Shell

William L. Shell  
Principal, Edmond High School

WLS/rs  
Enc.