

A THEORETICAL MODEL FOR PREDICTING  
TEACHER MILITANCY IN THE  
HIGH SCHOOL

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HIGH SCHOOL

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## CHAPTER I

### THE PROBLEM

#### Introduction

The quantity of literature which has been written recently emphasizes the growing awareness of "teacher militancy." Many writers have reflected the vastness and scope of this phenomenon, while others have chosen a more sociological approach and have been concerned with understanding conditions which may perpetuate "teacher militancy." The term teacher militancy has a broad range of connotations depending upon the strengths and purposes of the teachers' convictions, and the implications these convictions have upon the observer -- community, teachers, administrators, et cetera.

The impacts that teacher militancy has had upon the states, cities, and communities can be illustrated by an examination of the results which were gained by teachers in the states of Utah, Oklahoma, and Florida and the cities of Detroit and New York. Teacher militancy in the form of NEA statewide sanctions has had a noticeable effect upon the decisions and the decision makers at the state capitol as exemplified by the educators in the state of Utah. The sanctions were lifted after 300 days which witnessed "the election of a governor and members of

the legislature known to be friendly to the teachers' cause as well as substantial increases in appropriation for the schools."<sup>1</sup>

In 1965, Oklahoma<sup>2</sup> became the second state to experience statewide NEA sanctions. Sanctions were not lifted until the legislature had voted \$28.7 million in state funds to upgrade education in several areas and after a referendum in which the citizens of the state voted two to one to take measures that could provide as much as \$30 million more in local funds.

The results of the sanctions were not as clear in Florida as they were in Utah and Oklahoma. Norton,<sup>3</sup> a former editor for the Florida Education Association, believed educators failed miserably in getting their story across to the taxpayers. An editorial in the June issue of Phi Delta Kappan supported Norton's concern and stated that a basic lesson should have been learned from "The Florida Story" -- "the iron fist of teacher power must be encased in a velvet glove."<sup>4</sup> While many were dubious about the success of the sanction, Sam Lambert, Executive Secretary of the NEA, stated that this was "one of the most significant victories in the history of American education."<sup>5</sup>

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<sup>1</sup>Jack H. Kleinmann, "Professional Sanctions: What, Why, When, Where, and How," NEA Journal, LVII (1968), p. 43.

<sup>2</sup>Ibid.

<sup>3</sup>Gayle Norton, "The Florida Story," Phi Delta Kappan, XLIX (1968), p. 555.

<sup>4</sup>"What Are the Lessons of Florida?" Phi Delta Kappan, XLIX (1968), p. 553.

<sup>5</sup>Norton, 1968, p. 555.

An analysis of the recent teacher strikes in New York City and Detroit emphasized the solidarity and the strengths of the teacher unions. Buskin<sup>6</sup> reported that teachers in New York City stayed out for fourteen days and paralyzed the biggest school system in the world, and that teachers in Detroit struck for nine days and schools remained completely closed. He summarized the financial achievements of the two unions as follows:

In New York, a school board that is fiscally dependent turned to the mayor, who helped negotiate a settlement that union leaders called "fantastic." In Detroit, comparable gains were achieved, with money commitments made by the board that may force the fiscally independent system into a deficit budget before the end of the school year.<sup>7</sup>

Although financial gains accrued by the teachers in the two cities were significant, many observers believed a more significant gain may have been made. They believed the autumn of 1967 marked the precise point in the history of education when the balance of power shifted away from the school board members and the administrators toward the teachers.<sup>8</sup>

As school administrators have appraised the educational implications caused by teacher militancy, a wide variation of attitudes and concerns have been presented as reported in the "Forward" of the School Administrator and Negotiation:

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<sup>6</sup>Martin Buskin, "Strikes: Now That the Big Ones Are Over. . . What's Left? What's Ahead?" School Management, XI (1967), p. 66.

<sup>7</sup>Ibid.

<sup>8</sup>Buskin, 1967, p. 66.

This teacher militancy has produced varied administrative reaction -- dismay, disappointment, apprehension, and often antagonism. In some instances, however, the responses has been one of acceptance.<sup>9</sup>

This concern was intensified when the NEA supported the mass resignation of more than 30,000 teachers in Florida. The AASA showed the unmistakable division of interest between teachers and administrators in the following strongly phrased resolution: The AASA vehemently rejects the use of the strike, and strongly urges state legislatures to declare strikes illegal.<sup>10</sup>

The school principal, who has been charged with the responsibility of the ongoing operation of the school, has seen the implications of increased teacher militancy and teacher power as a major concern for himself and his organization. An explanation of the reasons for these concerns and some possible consequences have been stated by English:

Principals have been the target of militant teachers and organized parent groups; they have been treated like ugly ducklings in board-teacher negotiations. Generally, principals and their professional associations have reacted defensively and negatively. Both NASSP and DESP are considering withdrawal from the NEA over that organization's emerging militancy.<sup>11</sup>

Addelston<sup>12</sup> contended that each time teachers gain more control

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<sup>9</sup>"Forward," The School Administrator and Negotiation, A report prepared by the American Association of School Administrators (Washington, D.C.: AASA, 1968), p. 5.

<sup>10</sup>American Association of School Administration, Official Report of AASA Convention (Washington, D.C.: AASA, 1968), p. 205.

<sup>11</sup>Fenwick English, "The Ailing Principalship," Phi Delta Kappan, LIV (1968), p. 158.

<sup>12</sup>Lorraine W. Addelston, "The Principal's Stake in Professional Negotiations," National Association of Secondary School Principals Bulletin, Number 337 (May 1969), p. 181.

over working conditions in a contract, the principal's authority is decreased. In an analysis of the teacher strikes in New York and Detroit, Buskin<sup>13</sup> supported Addelston's view by stating: "Increasingly, administrators in both cities will have to ask and consult teachers -- or refer to the contract -- before making changes in the operation of the schools."

The preceding is a cursory view of teacher militancy at the national scene. As teacher militancy has been specifically examined in Oklahoma, it becomes apparent that Oklahoma is not representative of the nation. Even though the Oklahoma Education Association was one of the first associations to participate in a statewide NEA sanction, this action was supported by the all inclusive OEA.<sup>14</sup> Several other conditions were also indicative of the relationships teachers had with their administrators, boards of education, and legislators. Teacher pressures have not been significant enough to produce state negotiation or tenure laws. Only three local associations<sup>15</sup> (none in the current sample) have a negotiations agreement with their local school boards. The OEA has been able to function in such a way that the administrators and administrative departments of the OEA have not been "kicked out" of the all inclusive organization.

Regardless of whether writers have described the flamboyance of teacher militancy at the national, state, or local level, or whether

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<sup>13</sup>Buskin, 1967, p. 66.

<sup>14</sup>Shawn Kalkstein, "Oklahoma's Education War," Look, XXX (1966), p. 85.

<sup>15</sup>"Status of Written Negotiation Procedures," Negotiation Research Digest, I (1967), p. B-4.

they have expressed a greater concern for understanding factors which may contribute to teacher militancy, the "authority" person who has been closest and who needs to work most directly with teachers has been the principal. Therefore, whether the principal supports or discourages teacher militancy, he needs to understand this important concept and its implications for his behavior within the organization.

Researchers within the fields of education and sociology have examined certain relationships within individual school organizations which they believe may have contributed to teacher conflict and thus, may have allowed militancy to become operative. Corwin,<sup>16</sup> for example, has conducted an extensive three year investigation with the aid of funds from the Cooperative Research Program of the Office of Education. His major contributions have been the examination of staff conflicts within the school organization and the development of research scales which have operationalized the concepts of teacher militancy and teacher orientations. Through his operational definition, Corwin<sup>17</sup> has provided an opportunity to measure teacher militancy "within an organization."

The current study has been devised with the hope of gaining new insights into situations "within the organization" which may help

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<sup>16</sup>Ronald G. Corwin, The Development of an Instrument for Examining Staff Conflicts in the Public Schools, Cooperative Research Project Number 1934 (Department of Sociology and Anthropology, Ohio State University, 1963). Also, Staff Conflicts in Public Schools, Cooperative Research Project Number 2637, Department of Sociology and Anthropology (Ohio State University, Columbus, 1966).

<sup>17</sup>Corwin, 1966, pp. 142-143.

explain why teacher militancy exists in different degrees and intensities in what appear to be similar situations.

#### A Statement of the Problem

The primary purposes of this study have been to develop and test a theoretical model for predicting teacher militancy in the high school and to modify and refine the model in light of the research findings.

During the developmental phase, the most important considerations have been to examine the existing body of knowledge and to identify those characteristics within the organization which have been the most salient in predicting teacher militancy.

The primary goal has been to bring together and relate the concepts found in the bodies of theoretical knowledge that have emerged from previous research directed toward developing a theoretical base for examining staff conflicts in the public schools,<sup>18</sup> measuring bureaucracy by the School Organization Inventory,<sup>19</sup> and examining leader behavior through the Leader Behavior Description Questionnaire.<sup>20</sup>

After the theoretical model was constructed, it was tested statistically to determine its acceptance or rejection.

The hypotheses are presented in Chapter II after the rationale to support them has been adequately developed.

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<sup>18</sup>Corwin, 1963 and 1966.

<sup>19</sup>D. A. MacKay and Norman Robinson, School Organization Inventory (Department of Educational Administration, University of Alberta, Edmonton, 1966).

<sup>20</sup>Andrew W. Halpin, Manual for Leader Behavior Description Questionnaire (Ohio State University, Columbus, 1957).

## Definition of the Terms

The terms used in this study have been used extensively and have a variety of meanings; however, within this study each term has a specific meaning. Chapter III contains a section which explains the development of the scales or instruments used for each of the major concepts, and it also gives examples of research questions. For complete information concerning the instruments, see Appendix A for the instruments and Appendix B for the scoring procedures.

Teacher Militancy. Teacher militancy has been used in various ways; consequently, it has many definitions. In the introduction the major reference to teacher militancy indicated that teachers have been willing to support sanctions<sup>21</sup> and strikes<sup>22</sup> to make their influence felt in decisions which affected themselves and their profession. The connotations of teacher militancy varied among and within groups of administrators, teachers, and the community.

For this investigation, teacher militancy has a limited and specific operational meaning. The term refers to the ideological relationship between the teacher and his principal. According to Corwin,<sup>23</sup> teacher militancy is characterized by the degree to which the teachers are willing to show "compliance" or to take the "initiative" in hypothetical teacher-administrator conflicts.

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<sup>21</sup>Kleinmann, 1968, p. 43.

<sup>22</sup>Buskin, 1967, p. 66.

<sup>23</sup>Corwin, 1966, pp. 142-143.

Teacher Orientations. Corwin<sup>24</sup> believes the image of the teacher in America is a curious confusion of tradition and change; and teachers, like many vocational groups in the process of change, have become critically self-conscious of who they are and what is to become of them. Traditionally the teacher was expected to be a loyal "public servant" of the local community and to the administrator who controlled his advancement. Contrast the teacher who has this traditional role orientation with the remarks which Braulio Alonso, President of NEA, made to the NEA Representative Assembly. While speaking about teachers of today, he stated:

They are no longer passive, meek, and acquiescent. They will not permit power structures and outside pressures from deterring them in their quest to have a voice in determining what happens to them and to education. Professionalism does not mean acquiescence! Professionalism does not mean acceptance of the status quo!<sup>25</sup>

Corwin identified these two types as professional orientation and employee orientation. He stated:

Professional orientation is characterized by the teacher who believes teachers should have decision-making authority and has an orientation to the profession and his professional colleagues.

Employee orientation is characterized by the teacher who is loyal to the administration and to the organization.<sup>26</sup>

Bureaucracy. In this study bureaucracy was used in a restricted sense and included only four of the six characteristics which were

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<sup>24</sup> Ibid., p. 57.

<sup>25</sup> Braulio Alonso, "Commitment to Action," Addresses and Proceedings of NEA Representative Assembly, CVI (1968), p. 11.

<sup>26</sup> Corwin, 1963, p. 125.

usually associated with bureaucracy. MacKay<sup>27</sup> used Weber's six characteristics of bureaucracy to develop the School Organization Inventory which measured bureaucracy in the public school. In a study in which he used the School Organization Inventory, Kolesar<sup>28</sup> identified two different dimensions of bureaucracy -- the authority and the expertise dimensions. The characteristics of specialization and technical competence were classified within the expertise dimension and were not used in this study (see p. 40 for rationale for not using this dimension). The authority dimension was used synonymously with bureaucracy in this report and included the following characteristics:

1. Hierarchical authority. This dimension measures the extent to which hierarchical authority and status differentials are emphasized in the school.
2. Rules for teachers. This dimension measures the extent to which the school has a system of written rules for teachers designed to cover most situations.
3. Procedural specification. This dimension measures the extent to which the school has a well-defined system of standard procedures for the guidance of staff members in their classroom teaching and other school work.
4. Impersonality. This dimension measures the extent to which the school emphasized the premise that every person connected with the school organization (administrators, teachers, pupils and parents) is to receive exactly the same kind of treatment and that no personal considerations should have an effect on working relationships between teachers, administrators, students, and parents.<sup>29</sup>

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<sup>27</sup>MacKay and Robinson, 1966.

<sup>28</sup>Henry Kolesar, "An Empirical Study of Client Alienation in the Bureaucratic Organization" (unpub. Ph.D. Dissertation, University of Alberta, Edmonton, 1967), pp. 26-31.

<sup>29</sup>Ibid.

Leadership Behavior Description Questionnaire (LBDQ). Individuals in leadership roles have been evaluated by various methods. Frequently, such evaluations have been accomplished by means of various subjective rating scales. However, with the development of the LBDQ, the emphasis was not upon the evaluation of the individual leader but rather upon the group's description of the behavior of the leader. The developers of the LBDQ realized they would be unable to measure all of the leadership behaviors of an individual; therefore, they selected two specific dimensions of leader behavior -- Consideration and Initiating Structure. These two dimensions are defined as follows;

Initiating structure refers to the leader's behavior in delineating the relationship between himself and the members of his group, and in endeavoring to establish well-defined patterns of organization, channels of communications, and ways of getting the job done.

Consideration refers to behavior indicative of friendship, mutual trust, respect, and warmth in relationship between the leader and members of the group.<sup>30</sup>

Teachers. Teachers were defined as those who taught one or more classes per day. In testing the hypotheses, teachers were further defined to be those who ranked at the seventy-fifth percentile and above on teacher militancy for their respective schools.

Schools. The schools included in this study were high schools which educated students in grades nine or ten through twelve. The definition of teachers also restricts the definition of the school. When the term school is used, it represents only those teachers who scored at or above the seventy-fifth percentile on teacher militancy in their school.

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<sup>30</sup> Halpin, 1957, p. 1.

### Significance of the Study

The vastness and the scope of teacher militancy clearly indicates that school administrators need to gain insights into conditions within the organization which may contribute to the intensity of teacher militancy. School administrators may find this study significant in providing a greater understanding of the relationships between teacher militancy and each of the following: teacher orientation, bureaucracy, and leader behavior. Insights gained from these relationships may provide implications for the development of strategies to modify the orientation of the teachers and the administrators, to alter the structure of the organization, and to modify the administrator's behavior toward the teachers.

### Limitations of the Study

This study was concerned with predicting the relative ranking of schools on teacher militancy. Although teacher militancy was treated as an independent variable, a cause-effect relationship cannot be implied.

This study was limited to the more militant teachers within each school. As stated in the definition of terms and several times within this report, the teachers who scored on or above the seventy-fifth percentile on teacher militancy for their school became the data base for testing the hypotheses.

The study was limited to the high schools which were members of the Oklahoma Public School Research Council. Therefore, generalizations drawn from this investigation should be applied cautiously to schools other than those included in this study.

## Plan of the Report

Chapter I has provided the general background of the study, a statement of the problem to be studied, definition of terms, significance of the study, and limitations of the study.

Chapter II will contain a review of the literature, development of the rationale for the hypotheses, statement of the hypotheses, and the presentation of the model. The selection of the sample, the procedures for collecting and treating the data, and an explanation of the research instruments will be presented in Chapter III. Chapter IV will contain the report of the research findings and Chapter V will contain a summary of the findings, implications and suggestions for future research.

## CHAPTER II

### REVIEW OF LITERATURE AND CONCEPTUAL FRAMEWORK

#### Introduction

Many research studies, books, and articles have been written concerning topics associated with militancy, orientations, bureaucracy, and leader behavior; however, only those which have been considered most significant and pertinent to this study will be included in the first part of this chapter. The concepts of employee and professional orientations and militancy within an organization have been traced from their early use to the development of the two research instruments by Corwin.<sup>1</sup> Bureaucracy has been examined from Weber's<sup>2</sup> "ideal type" to current studies which have examined bureaucracy in the public schools through the use of the School Organization Inventory.<sup>3</sup> Another major dimension under consideration consisted of the leadership styles of the administrators and was built upon the knowledge gained from the studies

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<sup>1</sup>Ronald G. Corwin, The Development of an Instrument for Examining Staff Conflicts in the Public Schools, Cooperative Research Project Number 1934 (Department of Sociology and Anthropology, The Ohio State University, 1963), pp. 172-260.

<sup>2</sup>H. K. Gerth and C. Wright Mills (Translators and editors), From Max Weber: Essays in Sociology, New York: Oxford University Press, 1946, p. 196.

<sup>3</sup>D. A. MaxKay and Norman Robinson, School Organization Inventory (University of Alberta, Edmonton, 1966).

associated with the Leader Behavior Description Questionnaire.<sup>4</sup>

After the review of the literature section, the last portion of this chapter will be devoted to the development of a rationale for each of the hypotheses and ultimately the development of a theoretical model for predicting teacher militancy.

### Militancy and Orientation

Most of the research concerning the collective action of teachers has "employed the historiographic and/or case study method and dealt with some particular aspect, narrow in scope, of teacher unions."<sup>5</sup>

The first attempt to study teachers' role orientation and militancy with a more abstract sociological approach had its beginning in 1963 when Corwin<sup>6</sup> conducted a three year investigation which was sponsored by the Cooperative Research Program of the Office of Education. Corwin undertook a major review of the literature concerning professionalization as a general process and the exploration of the role of the professionals within a bureaucracy, especially the consequence of increased conflict within the organization. He developed, and established reliability and validity for several instruments in order to empirically test his hypotheses.

Corwin<sup>7</sup> saw the drive for professionalization as a necessarily

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<sup>4</sup> Andrew W. Halpin, Manual for Leader Behavior Description Questionnaire (Ohio State University, 1957).

<sup>5</sup> Seymour Evans, "Toward a Theory of Teacher Collective Organizational Behavior" (unpub. Ed.D. dissertation, New York University, 1966), p. 16.

<sup>6</sup> Corwin, 1963, pp. 172-260.

<sup>7</sup> Ibid.

militant process within education because teachers must wrest control of their work from the traditional superiors (the community) and from the public's modern-day counterparts (the administrators).

In his more recent report, Corwin found that there was:

a linear relationship between professional orientation and various measures of organizational tension and conflict; that extremely professional faculties have higher rates of conflict than the less professional extreme; and that faculties which combine a high professional orientation with a low employee orientation have more conflict (in most respects) than faculties which organize their roles in other ways.

#### Bureaucracy, Militancy, and Orientations

Weber avoided the issue of conflict within an organization through the development of an "ideal type" of bureaucracy. According to Weber, the following distinctive characteristics of such an "ideal" bureaucracy served to maximize rational decision-making and to promote administrative efficiency.

1. Organization tasks are distributed among the various positions as official duties. Implied is a clear-cut division of labor among positions which makes possible a high degree of specialization.
2. The positions or offices are organized into a hierarchical authority structure.
3. A formally established system of rules and regulations governs official decisions and actions.
4. Officials are expected to assume an impersonal orientation in their contacts with clients and with other officials.
5. Employment by the organization constitutes a career for officials.<sup>9</sup>

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<sup>8</sup>Corwin, 1966, p. 281.

<sup>9</sup>Gerth and Mills, pp. 196-204.

Bureaucracy was seen by Weber<sup>10</sup> as the most efficient form of administrative organization, because experts with much experience were best qualified to make technically correct decisions, and because disciplined performance governed by abstract rules and coordinated by the authority hierarchy fostered a rational and consistent pursuit of organizational objectives.

Merton<sup>11</sup> was critical of Weber's "ideal type" of bureaucracy because he felt a similar systematic attempt should have been made to isolate the dysfunctions of various bureaucratic elements and to examine the conflicts that arise between the elements comprising the system.

Recent studies by Hall, Robinson, and Kolesar have suggested specific dysfunctions of bureaucratic characteristics within a school setting. Hall<sup>12</sup> found a negative relationship (significant at the .01 level) between professional autonomy and hierarchy of authority, procedural specifications, and impersonality. The rules for members dimension was also negatively related, but not at a statistically significant level.

A recent study by Robinson<sup>13</sup> focused on the impact of professional members on the bureaucratic structure of school organizations and the adaptations these organizations make for the members. His theory that

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<sup>10</sup>Ibid.

<sup>11</sup>Robert K. Merton, Social Theory and Social Structure (2d ed., Glencoe, 1960), pp. 50-54.

<sup>12</sup>Richard H. Hall, "Professionalization and Bureaucratization," American Sociological Review, XXXI (1967), pp. 102-103.

<sup>13</sup>Norman Robinson, "Teacher Professionalism and Bureaucracy in School Organizations," Canadian Education and Research Digest, March, 1967, p. 44.

staff professionalism was an important determinant of the bureaucratic structure of schools was supported only in part. However, his conclusions were consistent with the findings of Hall. Robinson found that schools with high staff professional scores place a de-emphasis on hierarchy of authority, rules for teachers, procedural specifications and impersonality.

Henry Kolesar examined the relationships between student alienation and bureaucracy and made a significant contribution to the School Organizational Inventory. Through the process of examining inter-correlations between sub-scales of bureaucracy, Kolesar<sup>14</sup> found that specialization and technical competence were correlated significantly and positively with each other. Similarly, he found that the sub-scales of hierarchical authority, rules for incumbents, procedural specifications, and impersonality were correlated significantly and positively with each other but significantly and negatively with specialization and technical competence. Kolesar identified the two sub-scales as the rational (specialization and technical competence) and bureaucratic dimensions (hierarchical authority, rules for incumbents, procedural specifications and impersonality).

Parsons<sup>15</sup> and Gouldner<sup>16</sup> criticized Weber's "ideal bureaucracy" because of the implicit contradiction between administration based on

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<sup>14</sup>Henry Kolesar, "An Empirical Study of Client Alienation in the Bureaucratic Organization" (unpub. Ph.D. dissertation, University of Alberta, Edmonton, 1967), pp. 26-31.

<sup>15</sup>Talcott Parsons, "Introduction to Max Weber," The Theory of Social and Economic Organizations (Glencoe, 1947), pp. 58-60.

<sup>16</sup>Alvin W. Gouldner, Patterns of Industrial Bureaucracy (Glencoe, 1954), p. 22.

expertise and administration based on discipline. Blau and Scott discussed these same concepts as bureaucratic discipline and professional expertness -- an organizational dilemma. They have stated;

Professional expertness and bureaucratic discipline may be viewed as alternative methods of coping with areas of uncertainty. Discipline does so by reducing the scope of uncertainty; expertness, by providing the knowledge and social support that enable individuals to cope with uncertainty and thus to assume more responsibility. The dilemma, however, remains and indeed, affects wider and wider circles as the number of people subject to both these conflicting control mechanisms grows, since the work of professionals is increasingly carried out in bureaucratic organizations, and since operations in bureaucracies seem to become increasingly professionalized.<sup>17</sup>

Research investigations have documented this conflict between the organization and the professionals within that organization. Gross<sup>18</sup> reported on the difficulties that superintendents faced in making personnel decisions when they must mediate the conflict between what they felt were the correct professional criteria to be applied to personnel decisions as opposed to what their employing boards felt were the correct criteria.

Trask<sup>19</sup> examined a similar conflict as it related to the problems that principals have in reconciling the demands of superintendents for more principal supervision of teachers while the principals felt a need to protect the teachers' feelings of autonomy in the classroom.

Caplow and McGee, in their study of the process of recruitment in

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<sup>17</sup>Peter M. Blau and W. Richard Scott, Formal Organizations (San Francisco, 1962), pp. 244-247.

<sup>18</sup>Neal Gross, Ward S. Mason, and A. W. McEachern, Explorations in Role Analysis (New York, 1958), p. 258.

<sup>19</sup>Anne E. Trask, "Principals, Teachers, and Supervision: Dilemmas and Solutions," Administrator's Notebook, XIII, Number 4 (December, 1964).

a sample of universities, provided specific examples of the loyalty struggle between the professional and the organization:

Today, a scholar's orientation to his institution is apt to disorient him to his discipline and to affect his professional prestige unfavorably. Conversely, an orientation to his discipline will disorient him to his institution, which he will regard as a temporary shelter where he can pursue his career as a member of the discipline.<sup>20</sup>

Gouldner<sup>21</sup> conducted a systematic study of the conflict of professors with their organizational commitments in a small private liberal-arts college. He found high commitment to professional skills and an orientation to outside reference groups associated with low loyalty to the college. From this study Gouldner questioned Weber's idea that the more expert an organization's personnel, the more efficient and stable the organization. His findings suggested that "there seems to be some tension between an organization's bureaucratic needs for expertise and its social-system's needs for loyalty."<sup>22</sup>

Blau analyzed the relationship between orientation and the organization for social workers in a city agency and concluded:

Apparently, an orientation to the profession as a reference group makes a worker somewhat independent of organizational pressures and thus more inclined to deviate from administrative procedures in the interest of professional service to clients.<sup>23</sup>

Before the literature involving leader behavior is reviewed, the

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<sup>20</sup>Theodore Caplow and Reece J. McGee, The Academic Marketplace (New York, 1958), p. 85.

<sup>21</sup>Alvin W. Gouldner, "Cosmopolitians and Locals," Administrative Science Quarterly, II (1957-1958), pp. 294-296.

<sup>22</sup>Ibid.

<sup>23</sup>Peter M. Blau, "Patterns of Deviation in Work Groups," Sociometry, XXIII (1960), pp. 254-256.

concepts of teacher orientations, bureaucracy, and militancy will be summarized.

The "ideal type" of bureaucracy as proposed by Weber was examined as suggested by Merton with the focus concentrated on the dysfunctions of bureaucracy. Hall, Robinson, and Kolesar found that hierarchy of authority, procedural specifications, rules for teachers and impersonality were negatively related to specialization and technical competence. They further suggested that these four characteristics of bureaucracy were dysfunctional for the aspects of the organization which they studied.

Parsons, Gouldner, and Blau and Scott posed the question of the contradiction of administration based on expertise and administration based on discipline. Studies by Gross, Trask, Caplow and McGee, Gouldner and Blau supported the proposition that conflict does exist between the professionals and the bureaucratic organization.

#### Leader Behavior, Bureaucracy, Militancy, and Orientations

In a recent study by Norman Robinson entitled "Teacher Professionalism and Bureaucracy in School Organizations," the need for examining leader behavior was pointed out:

. . . further research is needed to identify the factors contributing to the differences in schools' professionalism and bureaucratization. Attention should be focused both on extra-organizational (e.g. district policies, community characteristics) and intra-organizational factors (e.g. leader behavior, type of study clientele, informal groups).<sup>24</sup>

The significance of the interaction between teachers and principals

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<sup>24</sup>Robinson, 1967, p. 44.

was documented when Corwin<sup>25</sup> found that conflict declined with an increase in frequency of interactions with the principal.

The study of administrative leadership -- how the teachers viewed their principals as behaving on the Leader Behavior Description Questionnaire (LBDQ) -- had particular importance for this study. The LBDQ was developed by the staff of the Personnel Research Board of the Ohio State University as one project of the Ohio State Leadership Studies, directed by Carroll L. Shartle.<sup>26</sup> The LBDQ was developed by Hemphill and Coons<sup>27</sup> and consisted of ten hypothesized dimensions of leader behavior. Through the use of factor analysis of the intercorrelations among the ten hypothesized dimensions of leader behavior, Halpin and Winer<sup>28</sup> identified the two fundamental dimensions of Initiating Structure and Consideration.

The LBDQ has been used for research purposes in industrial, military and educational settings. Halpin<sup>29</sup> has reported the relationship between the aircraft commander's behavior on these dimensions and evaluations of his performance made by his superiors and his crew members;

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<sup>25</sup>Corwin, 1966, p. 451.

<sup>26</sup>Halpin, 1957, p. 1.

<sup>27</sup>John K. Hemphill and Alvin E. Coons, Leader Behavior Description (Ohio State University, Columbus, 1950).

<sup>28</sup>Ralph M. Stogdill and Alvin E. Coons (editors), Leader Behavior: Its Description and Measurement (Ohio State University, Columbus, 1957).

<sup>29</sup>Andrew W. Halpin, "The Leadership Behavior and Combat Performance of Airplane Commanders," Journal of Abnormal and Social Psychology, 1954, pp. 19-22.

and presented evidence<sup>30</sup> which indicated that the most "effective" commanders were those who scored high on both dimensions of leader behavior. Similarly, Hemphill<sup>31</sup> in a study of twenty-two departments in a liberal arts college, found that the departments with the best campus "reputation" for being well administered were those whose leaders were described as above the average on both dimensions of leader behavior.

Halpin conducted a study which involved fifty Ohio school superintendents and sought to determine the relationships between the superintendent's own perception of how he behaves on Initiating Structure and Consideration dimensions, as contrasted with the board and staff perception; and furthermore, to discover the corresponding relationships between the superintendent's, the board's, and the staff's beliefs concerning how he "should" behave as a leader. Halpin<sup>32</sup> found the leadership ideologies for the superintendent, board, and staff members as being essentially the same. Effective or desirable leadership behavior was characterized by high scores on both Initiating Structure and Consideration. Conversely, ineffective or undesirable leadership behavior was marked by low scores on both dimensions. Even though all three groups were in basic agreement that an effective superintendent should be high in Initiating Structure, Halpin pointed to the potential conflict over the degree of "highness":

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<sup>30</sup> Andrew W. Halpin, Theory and Research in Administration (New York, 1966), pp. 92-93.

<sup>31</sup> John K. Hemphill, "Patterns of Leadership Behavior Associated with Administrative Reputation of the Department of a College," Journal of Educational Psychology, XLVI (1955), pp. 399-400.

<sup>32</sup> Halpin, p. 118.

The boards believe that a superintendent should be very strong in Initiating Structure. The superintendents themselves and the staffs both believe that the superintendents should initiate far less structure than the boards expect. The staffs, in turn, prefer less structure than the superintendents believe they should initiate.<sup>33</sup>

In summary, this section presented the relationships for the concepts of leader behavior, orientations, bureaucracy and militancy. Three studies by Halpin and one by Hemphill were cited which focused on the leadership styles of the superordinate. Each of these investigations suggested that relatively high scores on both Initiating Structure and Consideration were desirable leadership traits; however, one study raised a question concerning the disparity between the teachers' and the superintendents' opinions of how much structure a superintendent "should" initiate.

#### Rationale for the Hypotheses

The need for autonomy has long been considered an important and necessary characteristic for professionals.<sup>34</sup> In discussing its importance Scott defined autonomy as:

. . . the feeling that the practitioner ought to be able to make his own decisions without external pressures from clients, those who are not members of his profession, or from his employing organization.<sup>35</sup>

The American Association of School Administrators was aware of this source of conflict and listed "discontent with traditional methods

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<sup>33</sup>Ibid., p. 117.

<sup>34</sup>Myron Lieberman, Education as a Profession (Englewood Cliffs, 1956), p. 87.

<sup>35</sup>Richard Scott, "Professionalization and Bureaucratization," American Sociological Review, XXXIII (1968), p. 93.

of teacher involvement in educational decision-making"<sup>36</sup> as one of the prime reasons for teacher dissatisfaction and for their increased militancy. In an article entitled "Why Teachers Are Militant," Elizabeth Koontz, past president of the NEA, suggested that it was "simply the resultant determination of teachers to share in the determination of policy. . . ."<sup>37</sup>

Corwin's<sup>38</sup> studies have documented the positive relationship between professional orientation and various measures of organizational tension and conflict. Therefore, it was hypothesized that:

H-1 Schools which are high on professional orientation will be more militant than those which are low on professional orientation.

The rationale for a second hypothesis was based on the theory that bureaucratic discipline and professional expertness have created a dilemma for members within the formal organization.<sup>39</sup> This dilemma centers around the conflict between the ideological concepts of professionalism and bureaucracy as they relate to the expectations of the professionals (teachers) and the bureaucrats (administrators) within the organization. Conflict between these ideologies was predicted on the basis that the professional had his own self-concept which may conflict with the role he was obligated to play as a member of the organization.

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<sup>36</sup>The School Administrator and Negotiation (Washington, 1968), p. 22.

<sup>37</sup>Elizabeth D. Koontz, "Why Teachers Are Militant," Education Digest, January, 1968, p. 12.

<sup>38</sup>Corwin, 1966, p.

<sup>39</sup>Blau and Scott, 1962, pp. 244-247.

The number and severity of these incompatibilities was expected to vary depending upon the degrees of strengths of the respective ideologies.

More specifically, this dilemma or conflict within the public school organization was expected to be more pronounced and conflict or militancy was expected to be generated or intensified when the bureaucrat (administrator), with his formal, disciplined authority, issued a request or order which was in violation of the professionals' concept of professional autonomy. Therefore, it was hypothesized that:

H-2 Schools which are high on professional orientation and bureaucracy will be more militant than those which are low on both scales.

The rationale for a third hypothesis was based on the rationale for the two previous hypotheses and introduces the concept of leader behavior. If conflict and militancy existed when professionally oriented teachers were members of a highly bureaucratic school system, then it seemed probable that certain types of interactions between teachers and administrators would tend to generate more conflict or militancy. As the teaching profession has enlarged its scope of involvement in decision-making, it has expected and required the principal to fulfill a much different role (see p. 5).<sup>40</sup> In states where the teaching profession has achieved the objective of negotiation laws, teacher tenure regulations, grievance procedures, et cetera, the role and style of the principal will likely change. A new role for the principal has not been clearly defined but such articles as "The Principal Must be Replaced" have strongly suggested that the person in the

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<sup>40</sup> Martin Buskin, "Strikes: Now That the Big Ones Are Over. . . What's Left? What's Ahead?" School Management, XI (1967), p. 67.

leadership role should function as a coordinator and facilitator rather than as an authority figure.<sup>41</sup>

If the principal continues to fulfill his traditional role, teachers may believe that he is initiating structure in areas which are clearly within their newly defined areas of jurisdiction. For example, conflict will likely increase if teachers view their administrators as rating an "always" on the following sample questions pertaining to the Initiating Structure dimension of the LBDQ:

- 7. He rules with an iron hand.
- 9. He criticizes poor work.
- 14. He assigns group members to particular tasks.
- 17. He maintains definite standards of performance, et cetera.<sup>42</sup>

The concept of the administrator ruling with an iron hand would be a revolting thought for a professional teacher who believes he should be a vital part of the decision-making process. Also, if a professionally oriented teacher had a different philosophical approach to education than the principal, conflict might be generated over the concept and the subsequent action involving "poor work," "task assignments," and "definite standards of performance." The study by Halpin which was discussed previously (see p. 24) lends credence to this potential conflict between administrators and teachers.<sup>43</sup> If the principal initiated structure in favor of his bureaucratic authority and in opposition to the teachers' perception of their own professional

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<sup>41</sup>Robert S. Thurman, "The Principal Must Be Replaced," Educational Leadership, XXVI (1969), p. 782.

<sup>42</sup>Andrew W. Halpin, 1957, p. 1.

<sup>43</sup>Halpin, 1966, p. 117.

expertise, it would appear that conflict would be increased. Therefore, it was hypothesized that:

- H-3 Schools which are high on professional orientation, bureaucracy and initiating structure will be more militant than those schools which are low on all three variables.

The rationale for the fourth hypothesis was based on the employee orientation of the teachers. By definition (see p. 9), employee oriented teachers believed they should show loyalty to the administration and to the organization.<sup>44</sup> Since they had an orientation to follow the directives of the administration, it seemed logical that they would do so without becoming militant or taking the initiative in teacher-administrator conflicts. Therefore, it was hypothesized that:

- H-4 Schools which are high on employee orientation will be less militant than those which are low on employee orientation.

The rationale for the fifth hypothesis was built upon the previous hypothesis and incorporates a concept based on the interaction between teachers and principal. A principal viewed as being high on consideration would by definition (see p. 11) generate mutual trust, respect, and warmth in the relationship between himself and the members of his staff.<sup>45</sup> If the teachers had an employee orientation and also viewed their principal as being high on consideration, it seemed logical to expect the interaction between the principal and his staff to be less conflict prone. Therefore, it was hypothesized that:

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<sup>44</sup>Corwin, 1966, p. 125.

<sup>45</sup>Halpin, 1957, p. 1.

H-5 Schools which are high on both employee orientation and consideration will be less militant than those schools which are low on both variables.

In preparation for the development of the model, the hypotheses will be re-stated:

H-1 Schools which are high on professional orientation will be more militant than those which are low on professional orientation.

H-2 Schools which are high on both professional orientation and bureaucracy will be more militant than those which are low on both variables.

H-3 Schools which are high on professional orientation, bureaucracy and initiating structure will be more militant than those which are low on all three variables.

H-4 Schools which are high on employee orientation will be less militant than those which are low on employee orientation.

H-5 Schools which are high on employee orientation and consideration will be less militant than those which are low on both variables.

The rationale for H-6 or the model had its inception during the interrelating of the concepts required by the development of H-1 through H-5. It may be noticed, in the summary of the five hypotheses, that H-1, H-2, and H-3 were stated in terms of predicting those schools which will be more militant, while H-4 and H-5 were stated in terms of predicting those schools which will be less militant.

H-1 was developed on the rationale that teachers who were high on professional orientation would be inclined to "buck the organization" to gain what they felt were their professional rights and responsibilities; the rationale for H-2 builds on the previous conflict and added to it the conflict associated with professionals working in a highly bureaucratic organization; and the rationale for H-3 was developed on the basis that a principal who ranked high on initiating structure would

tend to initiate structure in areas which teachers felt were areas of their expertise; thus, teacher militancy would be high. Even though high degrees of bureaucracy and initiating structure were expected to perpetuate militancy for the highly professional teacher, it was not believed that bureaucracy and initiating structure would have the same predictive power for those schools which were low on professional orientation. For example, teachers who were low on professional orientation would not necessarily become less militant because of less bureaucratic structure.

The rationale for H-4 and H-5 was based on the belief that teachers who had a high employee orientation and who viewed their principal as being high on consideration would be low on militancy.

The model (H-6) has developed from the five hypotheses and was based on the strength of the rationale of H-1, H-2, and H-3 for predicting high militancy and on the strength of the rationale of H-4 and H-5 for predicting low militancy. Stated in hypothetical form, it becomes:

Model Schools which are high on professional orientation, bureaucracy, and initiating structure will be higher on militancy than those schools which are high on employee orientation and consideration.

To test this major hypothesis, a mean score of the school means for each dimension was determined. These grand means became the distinguishing point between "high" and "low" and allowed the hypothesis to be tested as follows:

Model Schools which are above the mean on professional orientation, (H-6) bureaucracy, and initiating structure will be above the mean on militancy, and those which are above the mean on employee orientation and consideration will be below the mean on militancy. (see Figure 1)

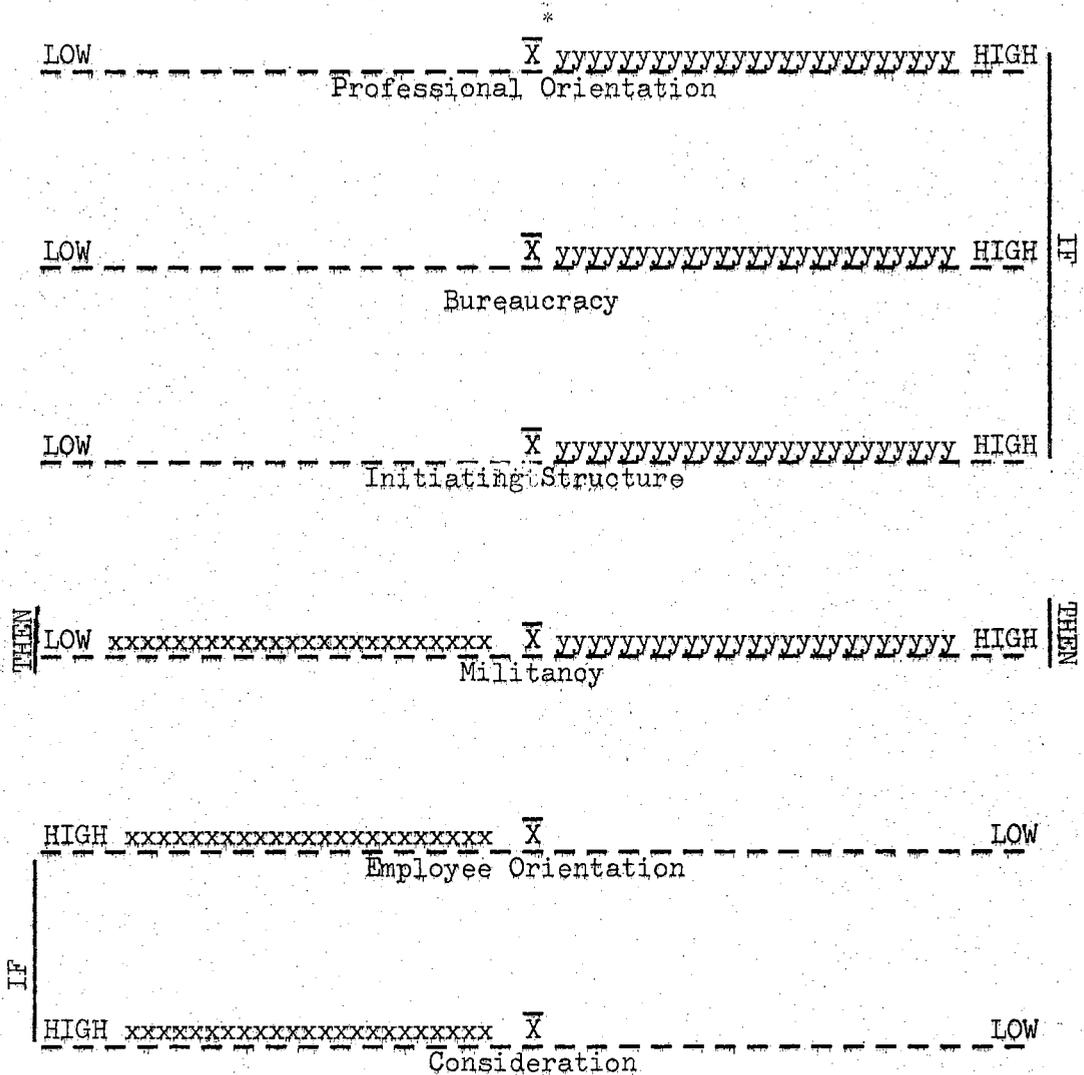


Figure 1. A Theoretical Model for Predicting Teacher Militancy in the High School

\*The  $\bar{X}$ 's represent the mean of the schools' means.

## Summary

The first part of Chapter II presented an overview of the chapter and contained a review of the pertinent literature available. The final portion included the development of a rationale for each of the five hypotheses, the statement of the hypotheses; and consequently, the development and the presentation of a theoretical model for predicting teacher militancy in the high school.

Chapter III will contain an explanation of the sample, the procedures for collecting and analyzing the data, and information concerning the research instruments.

## CHAPTER III

### PROCEDURES

#### Introduction

The first part of this chapter includes information concerning the selection of the sample and the collection and treatment of the data. In the last section of this chapter, information concerning each of the research instruments used in this investigation is delineated, to include: (1) development, (2) reliability and validity, and (3) (when appropriate) the modifications of the instruments.

#### Sample Selection

All schools which served as a source for data collection in this study were public secondary schools containing either grades nine or ten through twelve. This investigation was designed for the high school organization because research has supported the idea that male teachers are more militant than their female counterparts.<sup>1</sup> (For this sample forty-three percent of the high school teachers were males, which is greater than the percent of men expected to be in the same research council schools in grades K-6.) The junior high school level was not

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<sup>1</sup>Ronald G. Corwin, Staff Conflicts in Public Schools, Cooperative Research Project Number 2637, Department of Sociology and Anthropology (Ohio State University, Columbus, 1966), p. 456,

strongly considered because several other variables would have been introduced, such as the variation in the organizational structures. For example, schools within the council were organized as follows: K-8, 7-8, and 7-9.

The only high schools which took part in this study were members of the Oklahoma Public School Research Council. This sample contained twenty-five separate high schools from nineteen of the twenty-one member school districts. No restrictions were established, other than membership in OPSRC, relative to enrollment or size of staff for individual schools. The size of the permanently assigned staff in the schools investigated ranged from eleven to one-hundred twenty-two. These high schools represented a wide geographical area, including attendance areas ranging from rural and small town locations to large urban centers.

As earlier implied, the public secondary schools involved in this research investigation were largely self-selected. However, all school districts in Oklahoma were eligible for membership in the Council, provided they maintained a minimum professional staff of at least fifty certified personnel in grades kindergarten through twelve and provided they paid the membership fee of \$1.00 per teacher with a minimum of \$50.00 and a maximum of \$250. It is possible that through this self-selecting process, the more research oriented superintendents who had recently formed the OPSRC were not necessarily typical of the superintendents throughout the state. This might have indicated that this group of superintendents and their high schools were more homogeneous than a more representative sample throughout the state.

## Data Collection

The research instruments were administered by this researcher and/or his colleague.<sup>2</sup> The two researchers accompanied each other during the first three administrations of the research instruments in order to insure maximum uniformity of approach and procedures. In a letter to each principal it was requested that a faculty meeting be called with the specific purpose of allowing time for teachers to respond to the research instrument. The school administrator left the room after introductions were made.

Instrument booklets and response sheets were distributed to all respondents who were asked to read the printed instructions. Prior to responding to the instrument, the following verbal instructions were given:

- (1) Response to the total instrument will require twenty-five to forty-five minutes.
- (2) No individual will be identified in any report of this study nor will any administrator have access to any response sheet.
- (3) All response sheets will be hand scored and the information recorded on IBM cards by the researchers. Only the researchers will know the code numbers assigned to each school for identification purposes.
- (4) Please do not talk to any other person while responding to the instrument.
- (5) Do not ask to have any question or statement interpreted.
- (6) Respond to all questions or statements no matter how indirectly they may apply to your particular situation.
- (7) When you have completed your booklet, return both the booklet and the response sheet to me and you are free to go.
- (8) Please mark only one answer per question.
- (9) Unless there are questions on procedure, you are free to begin.

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<sup>2</sup>The QPSRC sponsored two research studies in the school year 1967-68. The study by Ted Jones also included an investigation involving bureaucracy in the high school; therefore, the Organizational Inventory was a common instrument. In order to facilitate the administration for both studies, all data were collected at one session with the faculty in each school.

No attempt was made to administer the instruments to faculty members who were not in attendance during this faculty meeting.

#### Treatment of Data

The responses from each individual were hand scored and totaled for: (1) employee orientation, (2) professional orientation, (3) bureaucracy, (4) consideration -- LBDQ, (5) initiating structure -- LBDQ, and (6) the militancy score. These scores, pertinent personal data items, classifications of schools, and the school code numbers were key punched on IBM cards. After all of the data were transferred to the IBM cards, a print out was checked with the original data for each of the 822 respondents.

Teachers within each school were ranked from high to low according to their militancy score and those who ranked at the seventy-fifth percentile or above for their school became the data base for this study (see page 11). From this base, a mean score was computed for each school for each of the following dimensions: employee orientation, professional orientation, bureaucracy, initiating structure, consideration, and militancy (see Appendix D).

For the purpose of clarity, hypothesis 1 will be restated and the procedures for testing this hypothesis will be explained.

H-1 Schools which are high on professional orientation will be more militant than those which are low on professional orientation.

To test this hypothesis, means of the schools' means on professional orientation and militancy were computed. These means became the distinguishing points between "high" and "low" and allowed the hypotheses to be tested as illustrated by this hypothesis:

H-1 Schools which are above the mean on professional orientation will be above the mean on militancy, and the converse; schools which are below the mean on professional orientation will be below the mean on militancy.

On the basis of this hypothesis, a 2 X 2 contingency table was developed which showed the number of schools which supported or failed to support the hypothesis. Because of the small number of schools which fell in certain cells, Fisher's exact probability test<sup>3</sup> was used to determine if the hypothesis was statistically significant. Adhering to common practice, the hypothesis was accepted if the "p" was - .05.

### Instrumentation

#### The Measurement of Employee Orientation

The Teacher Orientation Scale<sup>4</sup> was developed by Corwin and contained twenty-nine Likert-type items which measured employee orientation and which were distributed among the six segments: (1) loyalty to the administration; (2) loyalty to organization; (3) belief that teaching competence is based on experience plus endorsement of treating personnel interchangeably; (4) endorsement of standardization; (5) emphasis on rules and procedures; and (6) loyalty to the public.

The twenty-nine questions were selected from several hundred

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<sup>3</sup>Sidney Siegel, Nonparametric Statistics (New York, 1956), pp. 96-100. (The Fisher exact probability test is an extremely useful non-parametric technique for analyzing discrete data, either nominal or ordinal, when the two independent samples are small in size.)

<sup>4</sup>Ronald G. Corwin, The Development of an Instrument for Examining Staff Conflicts in the Public Schools, Cooperative Research Project Number 1934 (Department of Sociology and Anthropology, Ohio State University, 1963).

statements that were judged relevant by a panel of sociologists.<sup>5</sup> The respondent had five choices for each question, ranging from "strongly agree" to "strongly disagree". The following is an example of the questions; "Personnel who openly criticize the administration should be encouraged to go elsewhere."<sup>6</sup>

The split-half reliability of the Teacher Orientation Scale was  $r = .74$  or  $r_n = .84$  when the Spearman-Brown Prophecy formula was applied to compensate for arbitrary reduction of the scale's length in using the internal consistency method. The split-half reliabilities, when corrected by the Spearman-Brown Prophecy formula, for the two segments used in this investigation were: loyalty to the administration,  $r_n = .81$ ; and loyalty to the organization,  $r_n = .80$ .<sup>7</sup>

The validation measure was established by having administrators select teachers who they judged as being high or low on employee orientation. The known groups selected to validate the scale did express the expected differences.<sup>8</sup>

This researcher chose to use only segments one and two of this research scale for two reasons. First, the School Organization Inventory was used to obtain information concerning the degree of bureaucratization of each school; therefore, it would have been a duplication of effort for the respondent to have answered segments three, four, and five. Second, segment six was a measure to determine the teachers'

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<sup>5</sup>Corwin, 1966, p. 127.

<sup>6</sup>Ibid., Appendix 1A.

<sup>7</sup>Ibid., Appendix 1A.

<sup>8</sup>Ibid., p. 130.

orientation to the public and was not directly related to the teachers' orientation to characteristics within the organization; therefore, it was not used.

### The Measurement of Professional Orientation

The Teacher Orientation Scale also measured the teachers' professional orientation.<sup>9</sup> This part of the instrument consisted of sixteen Likert-type items which were distributed among the four segments: (1) orientation to students; (2) orientation to the profession and professional colleagues; (3) belief that competence is based on knowledge; and (4) belief that teachers should have decision-making authority. These sixteen items were selected from several hundred statements that were judged relevant by a panel of sociologists.<sup>10</sup> The respondents had five choices for each answer, ranging from "strongly agree" to "strongly disagree". The following sample item was selected from segment four: "The ultimate authority over the major educational decisions should be exercised by professional teachers."<sup>11</sup>

The internal reliability of the professional scale was  $r = .48$ , or  $r_n = .65$  when corrected by the Spearman-Brown formula.<sup>12</sup> Since only two of the four segments were used in the current investigation, the reliability for each segment was important. The split-half reliability for each segment was important. The split-half reliability for the

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<sup>9</sup>Corwin, 1963.

<sup>10</sup>Ibid., p. 127.

<sup>11</sup>Ibid., Appendix 1B.

<sup>12</sup>Ibid., p. 127.

colleague orientation segment was  $r_n = .66$ , and an  $r$  of .90, .36, and .40 was reported for the three questions on the decision making segment.<sup>13</sup>

The validity was established by selecting five criteria for determining the most and least professional teachers. The teachers selected by the criteria scored near the expected extremes on the professional scale.<sup>14</sup>

Two factors contributed to the selection of only segments two and four for this research investigation. First, the major function of this instrument was to collect data which had the greatest potential for predicting teacher militancy. The rationale in Chapter II pointed to the potential conflict within an organization over issues involving "decision making" and the importance of "colleague orientation" during these times of conflict. "Client orientation" and "monopoly of knowledge" were not identified in the literature or within the rationale as being powerful predictors of teacher militancy.

#### The Measurement of Bureaucracy

The School Organizational Inventory was used to measure the degree and relative ranking of bureaucratization of each school. Hall<sup>15</sup>

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<sup>13</sup>Ibid., Appendix 1B.

<sup>14</sup>Corwin, 1966, p. 130.

<sup>15</sup>Richard H. Hall, "Interorganizational Structural Variation: Application of the Bureaucratic Model," *Administrative Science Quarterly*, VII (1962-63), pp. 295-308.

developed the original instrument, Organizational Inventory; MacKay<sup>16</sup> adapted the instrument for use in the school setting, and it was later refined to the present form by MacKay and Robinson.<sup>17</sup> The instrument had forty-eight Likert-type items distributed among the six bureaucratic sub-scales: (1) hierarchy of authority, (2) specialization, (3) rules for members, (4) procedural specifications, (5) impersonality, and (6) technical competence.

The respondent was asked to select the answer which came closest to describing his own school organization; the possible answers ranged from "always true" to "never true". The following is a typical question: "Going through proper channels is constantly stressed."<sup>18</sup>

The original instrument developed by Hall was reported to have a split-half reliability coefficient greater than .80,<sup>19</sup> MacKay reported split-half reliabilities of .80 or higher for each of the subscales in the sixty-two item inventory.<sup>20</sup>

The validity was established by presenting the profile of the school as determined by the teachers of selected schools. The general agreement of ten of the eleven principals with the perceptions of

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<sup>16</sup>D. A. MacKay, "An Empirical Study of Bureaucratic Dimensions and Their Relations to the Characteristics of School Organizations" (unpub. Ph.D. thesis, University of Alberta, Edmonton, 1964).

<sup>17</sup>D. A. MacKay and Norman Robinson, School Organizational Inventory (Department of Educational Administration, University of Alberta, Edmonton, 1966).

<sup>18</sup>Ibid.

<sup>19</sup>Hall, 1962-63, p. 307.

<sup>20</sup>MacKay, 1964, p. 47.

teachers in their schools relative to the organizational structure of their schools provided evidence in support of the School Organizational Inventory as a valid measure of the type of bureaucratic structure in high schools.<sup>21</sup>

The definition of bureaucracy (see page 10) as used in this investigation only included the authority dimension (hierarchy of authority, rules for teachers, procedural specifications and impersonality). The subscales of specialization and technical competence were not used because the purpose of this study was to examine those parts of the organization which were expected to generate conflict. The studies by Hall<sup>22</sup> and Robinson<sup>23</sup> found a positive relationship between schools' professional scores and each of the dimensions of specialization and technical competence. They also found a negative relationship between high professional scores and hierarchy of authority, rules for teachers, procedural specifications and impersonality.

#### The Measurement of Leader Behavior

The Leader Behavior Description Questionnaire, LBDQ, was used to measure the degree and relative ranking of schools on the dimensions of initiating structure and consideration. The LBDQ was developed by the staff of the Personnel Research Board of the Ohio State University as one project of the Ohio State Leadership Studies which were directed by

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<sup>21</sup>MacKay and Robinson, 1966.

<sup>22</sup>Hall, 1967, pp. 102-103.

<sup>23</sup>Norman Robinson, "Teacher Professionalism and Bureaucracy in School Organizations," Canadian Education and Research Digest, March, 1967, p. 44.

Carroll L. Shartle.<sup>24</sup> The LBDQ was developed by Hemphill and Coons<sup>25</sup> and consisted of ten hypothesized dimensions of leader behavior. Halpin and Winer<sup>26</sup> identified the fundamental dimensions of initiating structure and consideration through the use of factor analysis of the intercorrelations among the ten hypothesized dimensions of leader behavior. Initiating structure and consideration accounted for approximately 34 and 50 per cent, respectively, of the common variance.<sup>27</sup>

The instrument contains forty questions with fifteen each for the dimensions of consideration and initiating structure; the remaining ten questions were not scored but were retained in order to keep the conditions of administration comparable to those used in standardizing the questionnaire. The respondents had five choices for each question ranging from "always" to "never". The following sample questions were selected from the initiating structure and consideration dimensions respectively. "He maintains definite standards of performance."<sup>28</sup> "He makes group members feel at ease when talking with them."<sup>29</sup>

The estimated reliability by the split-half method when corrected

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<sup>24</sup>Andrew W. Halpin, Manual for Leader Behavior Description Questionnaire (Ohio State University, 1957), p. 1.

<sup>25</sup>John K. Hemphill and Alvin E. Coons, Leader Behavior Description (Ohio State University, Columbus, 1950).

<sup>26</sup>Halpin, 1957, p. 1.

<sup>27</sup>Ibid.

<sup>28</sup>Ibid., p. 6.

<sup>29</sup>Ibid., p. 1.

for attenuation was .83 for the initiating structure scores, and .92 for the consideration scores.<sup>30</sup>

Halpin summarized statistical data of five studies for purposes of validation of the instrument, he stated:

Where the agreement among respondents in describing their respective leaders has been checked by a "between-vs. within group" analysis of variance, the F ratios all have been found significant at the .01 level.<sup>31</sup>

### The Measurement of Teacher Militancy

The Initiative-Compliance Scale<sup>32</sup> was also developed by Corwin and was used to determine the degree of teacher militancy. This scale consisted of eleven hypothetical potential conflict-producing situations between teacher and principal. These hypothetical situations were based on actual conflicts that have been reported in public education, in which teachers found themselves opposed to the administration. The scale was developed to estimate the tendencies of teachers to take "initiative" or to show "compliance" to the administrator. The teacher was required to respond to the hypothetical situation by answering the question in terms of "What would I do in each situation?" Here is a sample item: "The assistant principal told a teacher that he was too 'outspoken' in criticizing policies of the school, and that this was causing unrest among the faculty members."<sup>33</sup> The possible responses

were

<sup>30</sup> Ibid., p. 1.

<sup>31</sup> Ibid., p. 2.

<sup>32</sup> Corwin, 1963.

<sup>33</sup> Corwin, 1966, Appendix 1C.

were: (1) comply with superior's request, (2) try to compromise, (3) seek support of colleagues, (4) ask for an investigation by a professional organization, (5) refuse to comply with request, or (6) quit the job.

The split-half reliability was  $r = .74$  which produced an  $r_n = .85$  when corrected by the Spearman-Brown Prophecy formula. The total respondent scores were internally consistent as determined by critical ratio and scale value difference methods.<sup>34</sup> The validity was established by comparing scores on the Initiative-Compliance Scale with the number of actual conflicts which were reported by teachers during an interview session with the researchers.<sup>35</sup>

#### Summary

This chapter contained information concerning the selection of the sample, collection and treatment of the data, and the procedures for testing the hypotheses. The instrumentation section explained the development of each instrument and included the procedures used for establishing the reliability and validity. Also, a rationale was given for using only parts of some instruments.

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<sup>34</sup>Ibid., p. 143.

<sup>35</sup>Ibid.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

#### Introduction

The purpose of this chapter is to present the data which were collected from the twenty-five high schools in Oklahoma. Each hypothesis will be restated, the data will be presented in the accompanying tables, and an analysis of the data will be presented. Fisher's exact probability test will be the statistical treatment used to determine acceptance or rejection of the hypotheses and the model for this sample.

The hypotheses in Chapter II were stated in general terms and included the following terms: "high", "low", "more", and "less". Each hypothesis will be stated in this chapter in a testable form by substituting "above the mean" for "high" and "more", and "below the mean" for "low" and "less",

H-1 Schools which are above the mean on professional orientation will be above the mean on militancy, and the converse; schools which are below the mean on professional orientation will be below the mean on militancy.

The relevant data for H-1 are presented in Tables I and II. The schools are ranked from high to low by their mean scores on professional orientation and militancy.

Considering both directions of this hypothesis, sixteen of the twenty-five schools did conform to the hypothesized pattern (see Tables I and II). Six of the ten schools which were above the mean on

TABLE I  
RELATIONSHIP BETWEEN PROFESSIONAL  
ORIENTATION AND MILITANCY

PROFESSIONAL ORIENTATION		MILITANCY	
School		School	
Number	Mean	Number	Mean
13*	38.67	2	51.00
3	38.00	21	49.63
15	37.00	5	49.33
21	36.37	15	49.00
18*	36.33	12	47.33
11	36.10	3	46.67
5	36.00	7	46.29
6	36.00	6	46.25
23*	35.84	24	45.95
9	35.75	16	45.50
		11	45.30
$\bar{x}$	35.61	$\bar{x}$	43.93
16	35.50	20	42.50
10	35.50	25	43.45
24	35.47	14	42.71
14	35.43	13	42.67
20	35.40	22	42.41
7	35.14	19	42.27
17	34.71	23	42.24
4	34.67	18	42.22
22	34.59	10	40.50
12	34.42	4	39.83
2	33.67	1	39.50
25	33.55	17	39.07
19	33.18	9	38.75
8	32.50	8	37.00
1	30.50		

\*Schools which failed to support the hypothesis

TABLE II  
RELATIONSHIP BETWEEN PROFESSIONAL  
ORIENTATION AND MILITANCY

PROFESSIONAL ORIENTATION		MILITANCY	
School		School	
Number	Mean	Number	Mean
13	38.67	(2)	51.00
3	38.00	21	49.63
15	37.00	5	49.33
21	36.37	15	49.00
18	36.33	(12)	47.33
11	36.10	3	46.67
5	36.00	(7)	46.29
6	36.00	6	46.25
23	35.84	(24)	45.95
9	35.75	(16)	45.50
$\bar{X}$	35.61	11	45.30
(16)*	35.50	$\bar{X}$	43.93
(10)	35.50	(20)	42.50
(24)*	35.47	(25)	43.45
(14)	35.43	(14)	42.71
(20)	35.40	13	42.67
(7)*	35.14	(22)	42.41
(17)	34.71	(19)	42.27
(4)	34.67	23	42.24
(22)	34.59	18	42.22
(12)*	34.42	(10)	40.50
(2)*	33.67	(4)	39.83
(25)	33.55	(1)	39.50
(19)	33.18	(17)	39.07
(8)	32.50	9	38.75
(1)	30.50	(8)	37.00

\*Schools which failed to support the hypothesis

professional orientation were above the mean on militancy, and ten of the fifteen schools which scored below the mean on professional orientation did score below the militancy mean as hypothesized. Fisher's exact probability test produced a "p" of .14 which failed to support the hypothesis. A summary of the relevant data for testing this hypothesis is presented in Table III.

TABLE III

SUMMARY OF DATA FOR FISHER'S EXACT PROBABILITY TEST  
FOR THE RELATIONSHIP BETWEEN PROFESSIONAL  
ORIENTATION AND MILITANCY

PROFESSIONAL ORIENTATION			
MILITANCY	Schools above the mean	Schools below the mean	p VALUE
Schools above the mean	6	5	
Schools below the mean	4	10	.14

H-2 Schools which are above the means on professional orientation and bureaucracy will also be above the mean on militancy, and the converse; schools which are below the means on professional orientation and bureaucracy will be below the mean on militancy.

Tables IV and V were prepared to show the data which were relevant for this hypothesis. Each school was ranked from high to low according to its score on each of the following dimensions: professional orientation, bureaucracy, and militancy.

TABLE IV  
RELATIONSHIP BETWEEN PROFESSIONAL ORIENTATION-  
BUREAUCRACY AND MILITANCY

PROFESSIONAL ORIENTATION		BUREAUCRACY		MILITANCY	
School	School	School	School	School	School
Number	Mean	Number	Mean	Number	Mean
13	38.67	3	121.67	2	51.00
3	38.00	15	112.50	21	49.63
15	37.00	21	103.50	5	49.33
21	36.37	7	103.29	15	49.00
18	36.33	16	102.60	12	47.33
11	36.10	19	99.91	3	46.67
5	36.00	23	92.52	7	46.29
6	36.00	4	91.00	6	46.25
23	35.84	8	90.00	24	45.95
9	35.75	13	90.00	16	45.50
$\bar{X}$	35.61	$\bar{X}$	90.00	$\bar{X}$	43.93
16	35.50	9	86.25	20	43.50
10	35.50	22	85.24	25	43.45
24	35.47	18	85.11	14	42.71
14	35.43	25	84.36	13	42.67
20	35.40	5	84.33	22	42.41
7	35.14	11	84.10	19	42.27
17	34.71	17	84.00	23	42.24
4	34.67	2	84.00	18	42.22
22	34.59	1	83.50	10	40.50
12	34.42	10	83.25	4	39.83
2	33.67	20	82.00	1	39.50
25	33.55	12	81.08	17	39.07
19	33.18	6	80.25	9	38.75
8	32.50	24	79.58	8	37.00
1	30.50	14	76.00		

\*Schools which failed to support the hypothesis

TABLE V  
RELATIONSHIP BETWEEN PROFESSIONAL ORIENTATION-  
BUREAUCRACY AND MILITANCY

PROFESSIONAL ORIENTATION		BUREAUCRACY		MILITANCY	
School		School		School	
Number	Mean	Number	Mean	Number	Mean
13	38.67	3	121.67	②	51.00
3	38.00	15	112.50	21	49.63
15	37.00	21	103.50	5	49.33
21	36.37	7	103.29	15	49.00
18	36.33	16	102.60	⑫	47.33
11	36.10	19	99.91	3	46.67
5	36.00	23	92.52	7	46.29
6	36.00	4	91.00	6	46.25
23	35.84	8	90.00	⑭	45.95
9	35.75	13	90.00	16	45.50
$\bar{X}$	35.61	$\bar{X}$	90.00	11	45.30
16	35.50	9	86.25	$\bar{X}$	43.93
⑩	35.50	22	85.24	20	43.50
⑭*	35.47	18	85.11	25	43.45
⑮	35.43	25	84.36	⑭	42.71
20	35.40	5	84.33	13	42.67
7	35.14	11	84.10	⑫	42.41
⑰	34.71	⑰	84.00	19	42.27
4	34.67	2	84.00	23	42.24
22	34.59	①	83.50	18	42.22
⑫*	34.42	⑩	83.25	⑩	40.50
2	33.67	20	82.00	4	39.83
25	33.55	⑫	81.08	①	39.50
19	33.18	6	80.25	⑰	39.07
8	32.50	24	79.58	9	38.75
①	30.50	⑭	76.00	8	37.00

\*Schools which failed to support the hypothesis

Ten of the fifteen schools which scored either above or below both means did conform to the hypothesis. Three of the five which were above the means on professional orientation and bureaucracy did score above the mean on militancy. Seven of the ten schools which scored below both means also scored below the mean on militancy. A "p" of .27 was obtained when Fisher's exact probability test was used; thus, the hypothesis was not supported. A summary of the relevant data for testing this hypothesis is presented in the following table.

TABLE VI

SUMMARY OF THE DATA FOR FISHER'S EXACT PROBABILITY TEST FOR  
THE RELATIONSHIP BETWEEN PROFESSIONAL ORIENTATION-  
BUREAUCRACY AND MILITANCY

PROFESSIONAL ORIENTATION AND BUREAUCRACY			
MILITANCY	Schools above both means	Schools below both means	p VALUE
Schools above the mean	3	3	.27
Schools below the mean	2	7	

H-3 Schools which are above the means on professional orientation, bureaucracy, and initiating structure will be above the mean on militancy, and the converse; schools which are below the means on professional orientation, bureaucracy, and initiating structure will be below the mean on militancy.

In Table VII, schools were ranked from high to low on each of the dimensions involved. In order for a school to qualify for this hypothesis, it needed to score either above or below the means of all three dimensions -- professional orientation, bureaucracy, and initiating structure.

The utility of this hypothesis was questioned since only five schools could qualify for examination. Of those five schools, only one scored above all three means and the other four scored below all three means. Considering both directions of this hypothesis, three of the five schools failed to support the hypothesis. This hypothesis not only failed to be supported at a statistical level but was in the opposite direction to the one hypothesized.

H-4 Schools which are above the mean on employee orientation will be below the mean on militancy, and the converse; schools which are below the mean on employee orientation will be above the mean on militancy.

Tables VIII and IX were prepared to show the rank order of the schools on employee orientation and militancy. Schools were ranked from high to low on employee orientation and were ranked from low to high on teacher militancy.

Eleven of the fourteen schools which were above the mean on employee orientation were below the mean on militancy as hypothesized (see Table VIII). Eight of the eleven schools which were below the mean on employee orientation were also above the mean on militancy (see Table IX). Considering both directions of this hypothesis,

TABLE VII

RELATIONSHIP BETWEEN PROFESSIONAL ORIENTATION-  
BUREAUCRACY-INITIATING STRUCTURE  
AND MILITANCY

PROFESSIONAL ORIENTATION		BUREAUCRACY		INITIATING STRUCTURE		MILITANCY	
School Number	Mean	School Number	Mean	School Number	Mean	School Number	Mean
13	38.67	3	121.67	19	46.45	②	51.00
3	38.00	15	112.50	②③	45.00	21	49.63
15	37.00	21	103.50	22	44.76	5	49.33
21	36.37	7	103.29	16	44.00	15	49.00
18	36.33	16	102.60	17	42.07	⑫	47.33
11	36.10	19	99.91	25	41.91	3	46.67
5	36.00	②③	92.52	8	41.50	7	46.29
6	36.00	4	91.00	4	41.00	6	46.25
②③*	35.84	8	90.00	5	39.33	24	45.95
9	35.75	13	90.00	11	38.50	16	45.50
$\bar{X}$	35.61	$\bar{X}$	90.00	6	38.25	11	45.30
16	35.50	9	86.25	14	37.71	$\bar{X}$	43.93
⑩	35.50	22	85.24	24	37.16		
24	35.47	18	85.11	20	36.90		
14	35.43	25	84.36	$\bar{X}$	36.51	20	43.50
20	35.40	5	84.33			25	43.45
7	35.14	11	84.10	21	35.25	14	42.71
17	34.71	17	84.00	⑫	34.50	13	42.67
4	34.67	②	84.00	⑩	33.38	22	42.41
22	34.59	①	83.50	13	33.00	②③	42.24
⑫*	34.42	⑩	83.25	9	33.00	18	42.22
②*	33.67	20	82.00	②	32.67	⑩	40.50
25	33.55	⑫	81.08	①	32.25	4	39.83
19	33.18	6	80.25	7	31.00	①	39.50
8	32.50	24	79.58	3	29.33	17	39.07
①	30.50	14	76.00	18	24.33	9	38.75
				15	19.50	8	37.00

\*Schools which failed to support the hypothesis

TABLE VIII  
 RELATIONSHIP BETWEEN EMPLOYEE  
 ORIENTATION AND MILITANCY

EMPLOYEE ORIENTATION		MILITANCY	
School		School	
Number	Mean	Number	Mean
9	37.75	8	37.00
18	35.11	9	38.75
16	33.80	17	39.07
4	33.50	1	39.50
25	33.45	4	39.83
2	33.33	10	40.50
7	32.57	18	42.22
19	32.55	23	42.24
1	32.50	19	42.27
22	32.25	22	42.41
14	32.00	13	42.67
10	31.87	14	42.71
17	31.64	25	43.45
8	31.50	20	43.50
X	31.22	X	43.93
20	31.10	11	45.30
13	31.00	16	45.50
23	29.72	24	45.95
11	29.70	6	46.25
24	29.11	7	46.29
5	29.00	3	46.67
3	29.00	12	47.33
15	28.50	15	49.00
6	28.25	5	49.33
21	28.00	21	49.63
12	27.33	2	51.00

\*Schools which failed to support the hypothesis

TABLE IX  
 RELATIONSHIP BETWEEN EMPLOYEE  
 ORIENTATION AND MILITANCY

EMPLOYEE ORIENTATION		MILITANCY	
School		School	
Number	Mean	Number	Mean
9	37.75	8	37.00
18	35.11	9	38.75
16*	33.80	17	39.07
4	33.50	1	39.50
25	33.45	4	39.83
2*	33.33	10	40.50
7*	32.57	18	42.22
19	32.55	23	42.24
1	32.50	19	42.27
22	32.25	22	42.41
14	32.00	13	42.67
10	31.87	14	42.71
17	31.64	25	43.45
8	31.50	20	43.50
$\bar{X}$	31.22	$\bar{X}$	43.93
20	31.10	11	45.30
13	31.00	16	45.50
23*	29.72	24	45.95
11	29.70	16	46.25
24	29.11	7	46.29
5	29.00	3	46.67
3	29.00	12	47.33
15	28.50	15	49.00
6	28.25	5	49.33
21	28.00	21	49.63
12	27.33	2	51.00

\*Schools which failed to support the hypothesis

nineteen of the twenty-five schools did conform to this hypothesis. Fisher's exact probability test yielded a "p" of .013 which supports the hypothesis. A summary of the relevant data for testing this hypothesis is presented in Table X.

TABLE X  
SUMMARY OF DATA FOR FISHER'S EXACT PROBABILITY TEST  
FOR THE RELATIONSHIP BETWEEN EMPLOYEE  
ORIENTATION AND MILITANCY

MILITANCY	EMPLOYEE ORIENTATION		p VALUE
	Schools above the mean	Schools below the mean	
Schools above the mean	3	8	.013
Schools below the mean	11	3	

H-5 Schools which are above the means on both employee orientation and consideration will be below the mean on militancy, and the converse; schools which are below the means on both employee orientation and consideration will be above the mean on militancy.

The relationship between employee orientation-consideration and militancy was presented in Tables XI and XII. The schools were ranked from low to high on militancy and from high to low on the other two dimensions.

TABLE XI

RELATIONSHIP BETWEEN EMPLOYEE ORIENTATION-  
CONSIDERATION AND MILITANCY

EMPLOYEE ORIENTATION		CONSIDERATION		MILITANCY	
School		School		School	
Number	Mean	Number	Mean	Number	Mean
9	37.75	24	46.58	8	37.00
18	35.11	22	46.18	9	38.75
16*	33.80	20	45.30	17	39.07
4	33.50	25	45.00	1	39.50
25	33.45	9	45.00	4	39.83
2	33.33	17	43.71	10	40.50
7	32.57	4	43.33	18	42.22
19	32.55	19	43.00	23	42.24
1	32.50	11	43.00	19	42.27
22	32.25	14	42.86	22	42.41
14	32.00	23	42.08	13	42.67
10	31.87	5	41.33	14	42.71
17	31.64	16	39.30	25	43.45
8	31.50	X	38.70	20	43.50
X	31.22	12	38.08	X	43.93
20	31.10	2	38.00	11	45.30
13	31.00	6	37.75	16	45.50
23	29.72	13	36.00	24	45.95
11	29.70	8	36.00	6	46.25
24	29.11	21	35.50	7	46.29
5	29.00	1	35.50	3	46.67
3	29.00	10	34.00	12	47.33
15	28.50	18	31.78	15	49.00
6	28.25	7	30.29	5	49.33
21	28.00	15	27.50	21	49.63
12	27.33	3	20.33	2	51.00

\*Schools which failed to support the hypothesis

TABLE XII  
 RELATIONSHIP BETWEEN EMPLOYEE ORIENTATION-  
 CONSIDERATION AND MILITANCY

EMPLOYEE ORIENTATION		CONSIDERATION		MILITANCY	
School		School		School	
Number	Mean	Number	Mean	Number	Mean
9	37.75	24	46.58	8	37.00
18	35.11	22	46.18	9	38.75
16	33.80	20	45.30	17	39.07
4	33.50	25	45.00	1	39.50
25	33.45	9	45.00	4	39.83
2	33.33	17	43.71	10	40.50
7	32.57	4	43.33	18	42.22
19	32.55	19	43.00	23	42.24
1	32.50	11	43.00	19	42.27
22	32.25	14	42.86	22	42.41
14	32.00	23	42.08	13	42.67
10	31.87	5	41.33	14	42.71
17	31.64	16	39.30	25	43.45
8	31.50	$\bar{X}$	38.70	20	43.50
$\bar{X}$	31.22	12	38.08	$\bar{X}$	43.93
20	31.10	2	38.00	11	45.30
13	31.00	6	37.75	16	45.50
23	29.72	13	36.00	24	45.95
11	29.70	8	36.00	6	46.25
24	29.11	21	35.50	7	46.29
5	29.00	1	35.50	3	46.67
3	29.00	10	34.00	12	47.33
15	28.50	18	31.78	15	49.00
6	28.25	7	30.29	5	49.33
21	28.00	15	27.50	21	49.63
12	27.33	3	20.33	2	51.00

\*Schools which failed to support the hypothesis

Seven of the eight schools which were above the means on both the consideration and employee orientation scales were below the mean militancy score as hypothesized. In addition, five of the six schools which were below both means did score above the mean militancy score (see Tables XI and XII). When considering both directions of this hypothesis, twelve of the fourteen schools conformed to the prediction. Fisher's exact probability test supported this hypothesis with a "p" of .016 (see Table XIII).

TABLE XIII

RELATIONSHIP BETWEEN EMPLOYEE ORIENTATION-  
CONSIDERATION AND MILITANCY

EMPLOYEE ORIENTATION AND CONSIDERATION			
MILITANCY	Schools above both means	Schools below both means	p VALUE
Schools above the mean	7	1	.016
Schools below the mean	1	5	

Model (H-6) Schools which are above the mean on professional orientation, bureaucracy, and initiating structure will be above the mean on militancy, and those schools which are above the mean on employee orientation and consideration will be below the mean on militancy.

Table XIV was prepared to show the data which were relevant for this hypothesis. Each school was ranked from high to low according to its score on each of the following dimensions: professional orientation, bureaucracy, and militancy. Schools were also ranked by their scores on employee orientation and consideration; however, these scores were ranked from low to high.

Only one school scored above the means on professional orientation, bureaucracy, and initiating structure while eight schools were above the means on employee orientation and consideration. Seven of the eight schools which were above the means on both the consideration and employee orientation scales were below the mean militancy score as hypothesized. However, the one school which scored above the means on professional orientation, bureaucracy, and initiating structure did not score above the militancy mean as hypothesized. Considering both directions of this hypothesis, seven of the nine schools which qualified for this model did support the hypothesis. A "p" of .89 produced by Fisher's exact probability test failed to support the model. The relevant data are presented in Table XV.

It was important to determine if other factors which have been associated with teacher militancy were operative within this sample. Table XVI was prepared to show the relationships that existed between the individual school's militancy score and each of the following variables: size of the total staff, size of the city or town where the school was located, percent of male teachers, and percent of teachers

TABLE XIV

## THE THEORETICAL MODEL FOR PREDICTING TEACHER MILITANCY IN THE HIGH SCHOOL

Professional Orientation		BUREAUCRACY		Initiating Structure		MILITANCY		Employee Orientation		Consideration	
School		School		School		School		School		School	
Number	Mean	Number	Mean	Number	Mean	Number	Mean	Number	Mean	Number	Mean
13	38.67	3	121.67	19	46.45	2	51.00	12	27.33	3	20.33
3	38.00	15	112.50	23	45.00	21	49.63	21	28.00	15	27.50
15	37.00	21	103.50	22	44.76	5	49.33	6	28.25	7	30.29
21	36.37	7	103.29	16	44.00	15	49.00	15	28.50	18	31.78
18	36.33	16	102.60	17	42.07	12	47.33	3	29.00	10	34.00
11	36.10	19	99.91	25	41.91	3	46.67	5	29.00	1	35.50
5	36.00	23	92.52	8	41.50	7	46.29	24	29.11	21	35.50
6	36.00	4	91.00	4	41.00	6	46.25	11	29.70	8	36.00
23	35.84	8	90.00	5	39.33	24	45.95	23	29.72	13	36.00
9	35.75	13	90.00	11	38.50	16*	45.50	13	31.00	6	37.75
				6	38.25	11	45.30	20	31.10	2	38.00
X	35.61	X	90.00	14	37.71					12	38.08
				24	37.16	$\bar{X}$	43.93	$\bar{X}$	31.22		
				20	36.90					$\bar{X}$	38.70
16	35.50	9	86.25			20	43.50	8	31.50		
10	35.50	22	85.24			25	43.45	17	31.64	16	39.30
24	35.47	18	85.11	$\bar{X}$	36.51	14	42.71	10	31.87	5	41.33
14	35.43	25	84.36			13	42.67	14	32.00	23	42.08
20	35.40	5	84.33	21	35.25	22	42.41	22	32.25	14	42.86
7	35.14	11	84.10	12	34.50	19	42.27	1	32.50	11	43.00
17	34.71	17	84.00	10	33.38	23*	42.24	19	32.55	19	43.00
4	34.67	2	84.00	13	33.00	9	33.00	18	42.22	7	32.57
22	34.59	1	83.50	9	33.00	2	32.67	10	40.50	2	33.33
12	34.42	10	83.25	2	32.67	1	32.25	4	39.83	25	33.45
2	33.67	20	82.00	1	32.25	7	31.00	1	39.50	4	33.50
25	33.55	12	81.08	7	31.00	3	29.33	17	39.07	16	33.80
19	33.18	6	80.25	3	29.33	18	24.33	9	38.75	18	35.11
8	32.50	24	79.58	18	24.33	15	19.50	8	37.00	9	37.75
1	30.50	14	76.00	15	19.50					24	46.58

\*Schools which failed to support the model

in the younger age classifications. The rank-order correlation or Fisher's exact probability test was used to determine if any significant relationships existed between these variables and teacher militancy.

TABLE XV

SUMMARY OF DATA FOR FISHER'S EXACT PROBABILITY TEST  
FOR TESTING THE THEORETICAL MODEL FOR PREDICTING  
TEACHER MILITANCY IN THE HIGH SCHOOL

MILITANCY	SCHOOLS ABOVE MEANS ON CONSIDERATION AND EMPLOYEE ORIENTATION	SCHOOLS ABOVE MEANS ON PROFESSIONAL ORIENTATION, BUREAUCRACY AND INITIATING STRUCTURE	P VALUE
Schools above the mean	1	0	.89
Schools below the mean	7	1	

The calculation of these statistics showed that no significant relationship existed between the school's militancy and each of the following variables: size of staff, size of city or town where the school was located, sex, and age of teachers. (see Table XVI)

One of the purposes of this research investigation was to refine the model. Since hypotheses H-4 and H-5 were both equally capable of

TABLE XVI

RELATIONSHIPS BETWEEN TEACHER MILITANCY  
AND SIZE OF TOWN, SIZE OF SCHOOL,  
SEX, AND AGE CLASSIFICATIONS

BASED ON THOSE TEACHERS WHO SCORED ON  
OR ABOVE THE SEVENTY-FIFTH PERCENTILE  
ON TEACHER MILITANCY FOR THEIR SCHOOL

School code	Total staff number members	Size <sup>a</sup> of the city where the school was located	Mean Militancy Score	Percent of men to total	Percent of teachers in each age classification:		
					20-29	30-39	20-39
8	9	Medium size	37.00	.33	.67	.00	.67
9	20	Small town	38.75	.25	.50	.25	.75
17	94	Medium size	39.07	.56	.22	.39	.61
1	22	Small town	39.50	1.00	.00	.50	.50
4	27	Small town	39.83	.83	.33	.33	.67
10	39	Suburban	40.50	.13	.50	.25	.75
18	45	Small town	42.22	.50	.55	.22	.77
23	123	City	42.24	.48	.52	.24	.76
19	61	City	42.27	.70	.33	.11	.44
22	89	City	42.41	.70	.41	.18	.59
13	17	Suburban	42.67	.67	.00	.33	.33
14	37	Medium size	42.71	.29	.43	.29	.72
25	67	City	43.45	.67	.08	.12	.20
20	53	City	43.50	.50	.50	.30	.80
11	68	Medium size	45.30	.30	.50	.30	.80
16	69	Medium size	45.50	.89	.33	.22	.55
24	15	City	45.95	.32	.42	.00	.42
6	17	Small town	46.25	1.00	.50	.50	1.00
7	36	Medium size	46.29	.43	.00	.43	.43
3	20	Small town	46.67	1.00	.67	.00	.67
12	81	Medium size	47.33	.33	.75	.08	.83
15	12	Suburban	49.00	.50	.00	.50	.50
5	19	Small town	49.33	.67	.00	.33	.33
21	67	City	49.63	.73	.31	.15	.46
2	16	Small town	51.00	.67	.33	.67	1.00

A rank order correlation was computed as follows:

-.14	.30 <sup>b</sup>	.22	-.18	.10	-.05
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<sup>a</sup>Small town, 5,000 or less; medium size, between 5,000 and 50,000; suburban, borders a city larger than 50,000; city, more than 50,000.

<sup>b</sup>Fisher's exact probability test was used to make a comparison between the ranking of small-medium size towns and suburban-city.

predicting those schools which were above or below the militancy mean, it was necessary to analyze the strengths of the two hypotheses by an alternate procedure. The hypotheses were restated (see below), and a mean militancy score was computed for those schools which were hypothesized to be less militant and also for those schools hypothesized to be more militant. A t-test was then computed to determine if the differences between the two militancy scores were statistically significant.

H-4a Schools which are above the mean on employee orientation will be less militant than those which are below the mean.

As hypothesized, the fourteen schools which were above the mean on employee orientation were less militant than their eleven counterparts which scored below the mean. The respective means were 42.18 and 46.17 which represents a difference of 3.99 points. The computation of the t-test between means yielded a t-value of 1.54. With 23 degrees of freedom, the t-value was significant between .05 and .10 level of confidence; therefore, this part of the hypothesis was rejected. A summary of the relevant data for testing this hypothesis is presented in Table XVII.

H-5a Schools which are above the means on both employee orientation and consideration will be less militant than those schools which are below both means.

The mean militancy score for the eight schools which were hypothesized to be less militant was 5.18 points less than the six schools which were expected to be more militant. The corresponding militancy scores were 41.75 and 46.93. The computation of the t-test between the two means produced a t-value of 4.31. Using a one-tailed test and 12 degrees of freedom, the t-value was significant beyond the .005 level;

TABLE XVII

SUMMARY DATA FOR THE  $t$ -TEST BETWEEN TWO MEANS FOR  
THE RELATIONSHIP BETWEEN EMPLOYEE ORIENTATION  
AND MILITANCY

MEAN MILITANCY SCORES			
Schools <u>above</u> the mean on employee orientation		Schools <u>below</u> the mean on employee orientation	
Number	Mean	Number	Mean
23	42.24	8	37.00
13	42.67	9	38.75
20	43.50	17	39.07
11	45.30	1	39.50
24	45.95	4	39.83
6	46.25	10	40.50
3	46.67	18	42.22
12	47.33	19	42.27
15	49.00	22	42.41
5	49.33	14	42.71
21	49.63	25	43.45
		16	45.50
		7	46.29
		2	51.00
$\Sigma$ Militancy Scores	507.87		590.50
Number of Schools	11		14
Mean Militancy Scores	46.17		42.18
$\Sigma$ Militancy Scores <sup>2</sup>	23,515.5551		25,077.9064
Standard Deviation	2.47		3.99

$$d. f. = 14 + 11 - 2 = 23$$

$$t = 1.544*$$

\*Not significant,  $P < .05$ ,  $P = .07$

therefore, the hypothesis was accepted. A summary of data which was relevant for this hypothesis is presented in Table XVIII.

#### Summary

Fisher's exact probability test was the statistical treatment used to analyze the six hypotheses; a "p" of .05 was required for acceptance of a hypothesis. Including the major hypothesis (model), five of the six hypotheses were in the direction hypothesized with two being statistically significant; therefore, two of the hypotheses were supported (H-4 and H-5) and four failed to be supported. H-4 and H-5 were tested by an alternate procedure, and H-5a was strongly supported.

Chapter V will present an overview of the first four chapters, a summary of the research findings, implications and recommendations for future research.

TABLE XVIII

SUMMARY DATA FOR THE  $t$ -TEST BETWEEN TWO MEANS FOR  
THE RELATIONSHIP BETWEEN EMPLOYEE ORIENTATION-  
CONSIDERATION AND MILITANCY

MEAN MILITANCY SCORES			
Schools <u>above</u> the means on employee orientation and consideration		Schools <u>below</u> the means on employee orientation and consideration	
Number	Mean	Number	Mean
9	38.75	13	42.67
17	39.07	6	46.25
4	39.83	3	46.67
19	42.27	12	47.33
22	42.41	15	49.00
14	42.71	21	49.63
25	43.45		
16	45.50		
$\Sigma$ Militancy Scores	333.99		281.55
Number of Schools	8		6
Mean Militancy Scores	41.75		46.93
$\Sigma$ Militancy Scores <sup>2</sup>	13,982.1139		13,242.1461
Standard Deviation	2.1923		2.2514
d. f. = 8 + 6 - 2 = 12			
t = 4.308*			
*Significant, P .005			

## CHAPTER V

### OVERVIEW OF RESEARCH DESIGN, SUMMARY OF FINDINGS, IMPLICATIONS, AND SUGGESTIONS FOR FUTURE RESEARCH

#### Overview of Research Design

This research investigation attempted to explain why the teacher militancy of schools would take on different degrees of militancy in what appeared to be similar circumstances. The primary purposes of this study were to develop and test a theoretical model for predicting teacher militancy in the high school and to modify and refine the model in the light of the current findings.

A review of the literature in Chapter II examined the concepts of employee and professional orientation and militancy within an organization and traced the early use of these concepts through Corwin's development of the Teacher Orientation Scale<sup>1</sup> and the Initiative-Compliance Scale.<sup>2</sup> Bureaucracy was examined from Weber's "ideal type" through

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<sup>1</sup>Ronald G. Corwin, The Development of an Instrument for Examining Staff Conflicts in the Public Schools, Cooperative Research Project Number 1934 (Department of Sociology and Anthropology, Ohio State University, 1963).

<sup>2</sup>Ibid.

the School Organizational Inventory<sup>3</sup> which was refined to the present form by MacKay and Robinson. The fourth major division under investigation was built upon the knowledge gained from the studies involving the Leader Behavior Description Questionnaire.<sup>4</sup>

A rationale was developed by using a theoretical base and previous research information to predict relationships between teacher militancy and each of the following: (1) leadership behavior of the principal which included the consideration and initiating structure dimensions, (2) the orientation of the teaching staff which included professional and employee orientation, and (3) the bureaucracy in the school organization. A rationale was developed for each of the hypotheses and the model (see page 24) ) in Chapter II; and these were stated in the following testable form in Chapter IV:

- H-1 Schools which are above the mean on professional orientation will be above the mean on militancy, and the converse; schools which are below the mean on professional orientation will be below the mean on militancy.
- H-2 Schools which are above the means on professional orientation and bureaucracy will also be above the mean on militancy, and the converse; schools which are below the means on professional orientation and bureaucracy will be below the mean on militancy.
- H-3 Schools which are above the means on professional orientation, bureaucracy, and initiating structure will be above the mean on militancy, and the converse; schools which are below the means on professional orientation, bureaucracy, and initiating structure will be below the mean on militancy.

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<sup>3</sup>D. A. MacKay and Norman Robinson, School Organization Inventory (Department of Educational Administration, University of Alberta, Edmonton, 1966).

<sup>4</sup>Andrew W. Halpin, Manual for Leader Behavior Description Questionnaire (Ohio State University, Columbus, 1957).

H-4 Schools which are above the mean on employee orientation will be below the mean on militancy, and the converse; schools which are below the mean on employee orientation will be above the mean on militancy.

H-5 Schools which are above the means on both employee orientation and consideration will be below the mean on militancy, and the converse; schools which are below the means on both employee orientation and consideration will be above the mean on militancy.

The model or major hypothesis for predicting teacher militancy in the high school is:

Model Schools which are above the means on professional (H-6) orientation, bureaucracy, and initiating structure will be above the mean on militancy, and schools which are above the mean on employee orientation and consideration will be below the means on militancy.

Figure 2 illustrates the model described above.

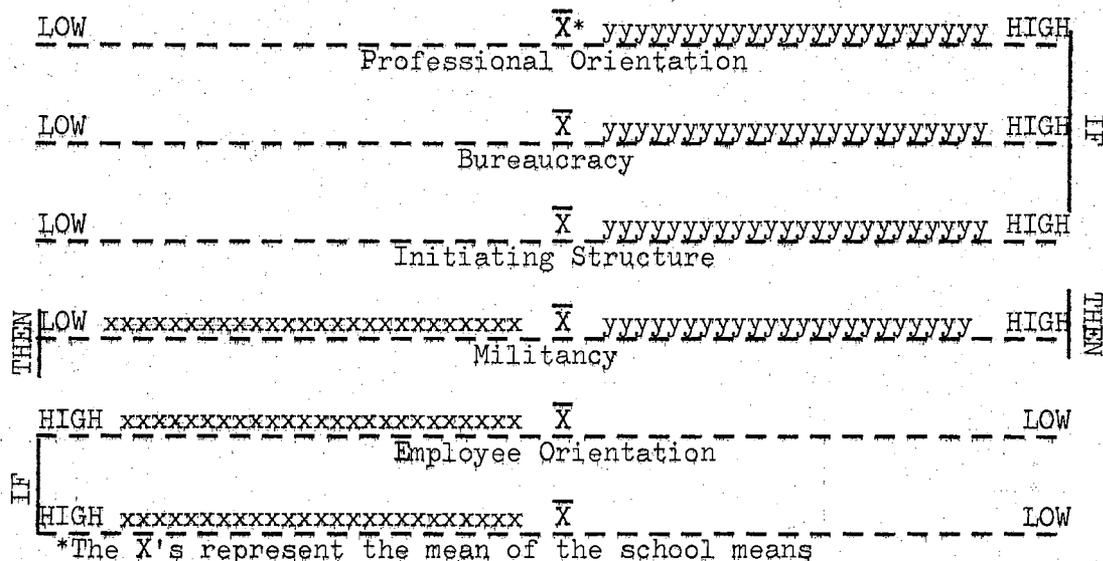


Figure 2. A Theoretical Model for Predicting Teacher Militancy in the High School

Member schools of the Oklahoma Public School Research Council were selected to test these hypotheses. This sample included twenty-five high schools which ranged in faculty size from eleven to one-hundred twenty-five and included attendance areas from rural and small town locations to large urban centers.

The instruments were administered during a general faculty meeting in which the principal made the introductions and then left in order to give teachers security in responding to the questions. In addition, teachers were assured their individual responses would remain confidential.

Teachers within each school were ranked from high to low according to their militancy score and those who ranked at the seventy-fifth percentile and above for their school became bases for the data in this study. A mean score was then computed for each school for each of the following dimensions: employee orientation, professional orientation, bureaucracy, initiating structure, consideration and militancy.

One or a combination of scores on these dimensions was used to predict whether schools would be above or below the mean on militancy. On the basis of this prediction, a 2 X 2 contingency table was developed which showed the number of schools which supported or failed to support the hypothesis. Fisher's exact probability test was used to determine significance levels. Adhering to common practice, hypotheses were accepted if the "p"  $\leq$  .05.

#### Summary of the Research Findings

1. The schools' professional orientation scores were not sufficient

for predicting the schools' militancy scores at a statistically significant level; however, a trend relationship did exist.

2. The combination of schools' scores on professional orientation and bureaucracy was not adequate for predicting the militancy scores at a statistically significant level; however, a trend relationship did exist.

3. The combination of schools' scores on professional orientation, bureaucracy and initiating structure was not sufficient for predicting the militancy scores.

4. The schools' employee orientation scores predicted the militancy of schools at a statistically significant level ( $p = .013$ ).

5. When the schools' employee orientation and consideration scores were used, the combination predicted teacher militancy at a statistically significant level ( $p = .06$ ).

6. The model did not predict the militancy level of the schools at a significant level.

7. A rank order correlation showed no significant relationship between schools' militancy and each of the following: size of total staff, percent of males, and percent of teachers in the younger age classifications.

8. The locations of the high school in terms of small town, medium size, suburban, and large city showed no significant relationship to the level of militancy.

9. Further support for H-5 was gained by computing a mean militancy score for those eight schools which were hypothesized to be less militant and compared with the mean militancy score for those six

schools which were expected to be more militant. A t-test between the two means produced a t-value which was significant beyond the .005 level.

#### Implications

Another major purpose of this investigation was to refine the model in the light of this research investigation. It appears from the analysis of the data that H-5 will become the refined model for predicting teacher militancy. However, before this is granted, another examination of all hypotheses will be made. Table XIX summarizes the number of schools which supported, failed to support, or failed to qualify for each of the hypotheses. Through a careful analysis, greater insights may be gained into the predictive and explanatory power of each of the hypotheses.

Since H-5 was the most successful hypothesis for predicting those schools which would be above or below the militancy mean and since one of the functions of theory-based research is to explain the phenomena under examination,<sup>5</sup> this hypothesis was used to analyze those schools which failed to support or failed to qualify for the hypotheses. The following questions were examined:

1. Why did two schools fail to support H-5?
2. Why did six schools fail to support H-4?
3. What implications can be gained from those eleven schools which fail to qualify for H-5?

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<sup>5</sup>Daniel Griffiths, Administrative Theory (New York, 1959), p. 27.

TABLE XIX  
SUMMARY OF ALL HYPOTHESES

School Number	H-5	H-4	H-6	H-1	H-2	H-3	Summary		
							S <sup>a</sup>	F <sup>b</sup>	U <sup>c</sup>
22	S	S	S	S	S	U	5	0	1
14	S	S	S	S	S	U	5	0	1
25	S	S	S	S	S	U	5	0	1
17	S	S	S	S	S	U	5	0	1
3	S	S	U	S	S	U	4	0	2
15	S	S	U	S	S	U	4	0	2
21	S	S	U	S	S	U	4	0	2
4	S	S	S	S	U	U	4	0	2
19	S	S	S	S	U	U	4	0	2
6	S	S	U	S	U	U	3	0	3
9	S	S	S	F	U	U	3	1	2
12	S	S	U	F	F	F	2	3	1
1	U	S	U	S	S	S	4	0	2
10	U	S	U	S	S	S	4	0	2
5	U	S	U	S	U	U	2	0	4
8	U	S	U	S	U	U	2	0	4
11	U	S	U	S	U	U	2	0	4
18	U	S	U	F	U	U	1	1	4
24	U	S	U	F	F	U	1	2	3
20	U	F	U	S	S	U	2	1	3
7	U	F	U	F	U	U	0	2	4
2	U	F	U	F	F	F	0	4	2
16	F	F	F	F	U	U	0	4	2
13	F	F	U	F	F	U	0	4	2
23	U	F	F	F	F	F	0	5	1
Supported	12	19	7	16	10	2	66		
Failed to support	2	6	2	9	5	3	27		
Unqualified	11	0	16	0	10	20	57		
Probability <sup>d</sup>	.016	.013	.89	.14	.27				

<sup>a</sup>Schools which supported the hypotheses.

<sup>b</sup>Schools which failed to support the hypotheses.

<sup>c</sup>Schools which failed to qualify for the hypotheses.

<sup>d</sup>The probability was computed by Fisher's exact probability test.

### Two Schools Which Failed to Support H-5

School 16. This school was expected to be below the mean on militancy because it was above the mean on employee orientation and consideration. However, this school had other variables which were predicting it would be more militant. This school placed eleventh on professional orientation and fifth on bureaucracy; therefore, H-1 and H-2 would predict (had the median been used instead of the mean as the point of division) this school would be above the mean on militancy.

School 13. This school had all of the scores necessary for predicting that it would be above the mean on militancy. It was above the mean on professional orientation (H-1) and above the mean on bureaucracy (H-2), and below the means on employee orientation (H-4), and consideration (H-5). When only the selected internal variables were considered, a logical explanation could not be given for this school's ranking on militancy. (See p. 80 for suggested research.)

### The Six Schools Which Failed to Support H-4

Six schools failed to comply with the expectations of H-4. Schools 2, 7, and 16 were more militant, and schools 13, 20, and 23 were less militant than expected.

Schools 13 and 16. Analyses for these two schools was given above.

Schools 2, 7, 20, and 23. These four schools lend credence to H-5. H-4 based its prediction on the employee orientation variable but H-5 required the schools to be above or below both the means of employee orientation and consideration. The fact that these four failed to be

predicted accurately by H-4 appears to give additional support for the inclusion of the consideration dimension for the refinement of this hypothesis.

The Eleven Schools which Failed to Qualify for H-5

The basic question is: Are there implications for H-5 and/or teacher militancy which may be gained from examining those schools which did not score above or below both means on consideration and employee orientation?

Given: Schools 1, 2, 7, 8, 10, and 18 were above the mean on employee orientation and viewed their principal as being low on consideration.

Other Patterns: All six schools also viewed their principals as below the mean on initiating structure. Five of the six schools were below the mean on professional orientation.

Findings: The faculties of schools expressed a desire to be loyal to the administration and the organization (high employee orientation); however, when they described behavior of their principal, he ranked below the mean on both initiating structure and consideration.

Given: Schools 5, 11, 20, 23, and 24 were low on employee orientation; however, the principals were viewed as being high on consideration.

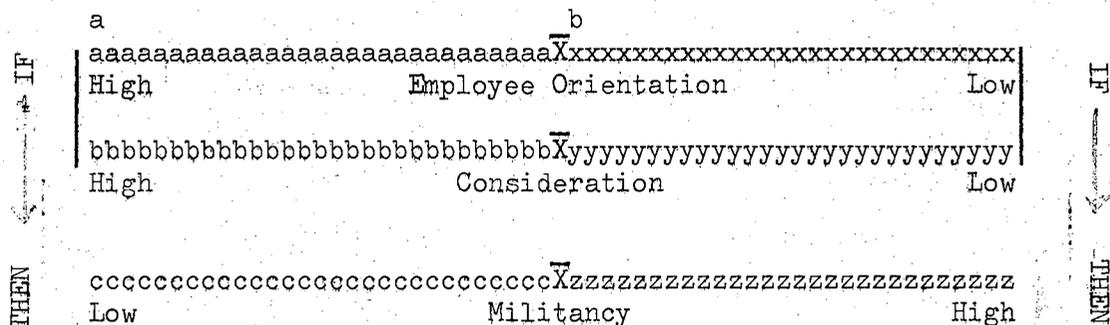
Other Patterns: Four of these five schools were below the mean on bureaucracy. Four of the five schools were above the median on professional orientation.

Findings: These principals may have reduced the level of bureaucracy within the organization so the professionally oriented teachers could function without becoming militant.

The summary of the hypotheses in Table XIX (see p. 75) has presented additional evidence which lends credence for H-4 and H-5. Of all the schools listed in Table XIX, school 20 was the only additional one which was predicted accurately from the other hypotheses. Three of

the schools which failed to support any of the hypotheses could be partially explained by their scores on the consideration dimension of the LBDQ. From this one sample, professional orientation, bureaucracy, and initiating structure did not appear to be salient predictors of teacher militancy. In a different sample; however, these variables might become significant factors for predicting teacher militancy.

The result of a careful analysis of each of the hypotheses used independently and in combinations has produced the following refined model.



If "a" and "b", then "c" is hypothesized.  
 If "x" and "y", then "z" is hypothesized.  
 If "a" and "y" or "x" and "b", teacher militancy cannot be predicted.

<sup>a</sup>"a" represents any school's score on employee orientation which is below the schools' mean score. (The same logic applies to "b", "c", "x", "y", and "z".)

<sup>b</sup>The  $\bar{x}$ 's represent the mean of the schools' means.

Figure 3. A Theoretical Model for Predicting Teacher Militancy in the High School

Since this refined model proved more capable in this study of predicting teacher militancy based on employee orientation and consideration, it seems reasonable that the organization may have the ability to effectively alter the faculty's employee orientation and the perception of the leader's consideration and thus, probably change its militancy. Assuming for the moment that this is possible, it seems logical that the militancy index of a school can either be increased or decreased depending upon the manipulation of the selection and/or socialization of either the teachers or the principals (or both). For example, if a superintendent wishes to reduce the level of militancy in a high school, he may want to consider the following strategy used independently or in combinations:

1. Make selection of new teachers with the concept of "employee orientation" as one of the important criteria.
2. Plan inservice activities for teachers which will foster an increase in "employee orientation".
3. Select and promote new administrators on the basis of high scores on the consideration dimension of LBDQ.
4. Plan inservice activities for established principals which would encourage certain modifications in either their actual behavior as it related to the consideration dimension or an improvement in communicating that behavior to teachers.

#### Suggestions for Future Research

One of the important functions of theory-based research is "to serve as a guide to new knowledge by suggesting testable hypotheses to the investigator."<sup>6</sup> The following five hypotheses were obvious extensions of this investigation:

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<sup>6</sup>Griffiths, p. 27.

1. Junior high schools which are above the mean on both employee orientation and consideration will be less militant than those junior high schools which are below both means.
2. Elementary schools which are above the mean on both employee orientation and consideration will be less militant than those elementary schools which are below both means.

Since the consideration score of the principal appeared to have a strong relationship to the schools' militancy score, the following hypotheses are suggested:

3. The militancy index of schools can be reduced by selecting principals who have been described as being high on consideration.
4. Principals who have become active members of the Board's negotiating team will be described less favorably on consideration than previously.
5. Schools which have principals who serve on the Board's negotiating team will be more militant than those schools whose principals are not actively involved.

In a small high school where the superintendent's office is in close proximity to the high school (see p. 76), the consideration score of the superintendent may have a strong relationship to the school's militancy score. The following hypothesis represents one of many which could examine the importance of the superintendent in predicting teacher militancy:

6. The consideration scores of superintendents are more reliable predictors of teacher militancy than the consideration scores of principals when the superintendents office is in close proximity to the high school.

Another series of questions might center on the original model with the emphasis being placed on improving the learning environment for the students in the public schools. The questions below will be based on the premise that certain combinations of scores which are extremely high or low on the dimensions studied will be detrimental to this major educational goal.

If a school ranks relatively high on militancy and bureaucracy, these hypotheses are suggested:

7. The rate of the students' progress in the affective domain will decrease as the schools become relatively high on bureaucracy and militancy.
8. Teachers in schools which are high on bureaucracy and militancy will spend less free time working with students than teachers in schools which are low on bureaucracy and militancy.
9. Teachers who are high on teacher militancy and view the organization as being high on bureaucracy will be more custodial<sup>7</sup> toward students than teachers who are low on both dimensions.

Writers who describe militancy in education rarely consider "militancy" of the administrators. When militancy of the administrators is considered, the following is hypothesized.

10. Administrators who are politically active at the state and/or national level in which they work for the advancement of the profession will reduce the militancy level of their schools.

An important contribution of this research to the body of knowledge concerning teacher militancy is the predictive power of the refined model. For this sample, the model predicted at a statistically significant level those schools which would be above or below the mean on militancy. This prediction was based on the teachers' employee orientation and their perceptions of how their principal behaves on the consideration dimension of the LBDQ.

This investigation has practical implications for the ongoing operation of the high school and it also provides a framework for additional studies for examining teacher militancy.

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<sup>7</sup>For a discussion of this concept and operational definition, see: Donald J. Willower, Terry L. Eidell, and Wayne K. Hoy, The School and Pupil Control Ideology, The Pennsylvania State University Studies No. 24 (University Park: Pennsylvania State University, 1967).

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APPENDIX A  
INSTRUMENTS

## General Information

This study is part of a basic research project in educational administration being conducted by the Oklahoma Public School Research Council of Oklahoma State University. You are being asked to participate in this project by completing the attached forms.

Specific instructions and space for your answers are provided on a separate form. Although your responses will become part of the project data, they will remain strictly confidential, and no individual will be named in any report of the research.

Your cooperation is greatly appreciated.

## The Way You See It\*

### Instructions:

Below is a list of incidents which have occurred in different schools throughout the country. We are interested in getting your reactions to these situations. There is no right or wrong answer. Just imagine yourself in each situation. Indicate what you would do in each of these situations by placing an "X" for your choice. The possible choices are: Comply with superior's request, Try to compromise, Seek support of colleagues, Ask for an investigation by a professional organization, Refuse to comply with request, Quit the job.

1. The assistant principal told a teacher that he was too "outspoken" in criticizing certain policies of the school and that this was causing unrest among faculty members. The teacher continued to be critical of certain administrative policies.
2. A mathematics teacher was told by the principal that he was not presenting his subject in the most effective way, and that he should revise his course content and the methods of teaching it. He refused to change his practices on the grounds that his professional society had recommended his procedures.
3. The principal requested a teacher not to invite a well-known author to speak to his class because of the speaker's alleged "socialistic leanings." The teacher felt the allegations were unfounded, and that his students would benefit by hearing what he had to say. He proceeded to invite the speaker.
4. The school board rules explicitly stated that teachers should not participate in the local school board elections. One teacher made a public statement that one of the present board members was a professional politician, and otherwise actively engaged in the campaign. He was told to desist.

5. A principal occasionally changed the grade given by one of his teachers if a student's complaint to him seemed to justify a higher grade. One teacher protested and was told by the principal that he had the final authority over whatever happened in his school, and asked her to understand.
6. The administration requested teachers not to use a standard textbook in American Government because it was "socialistically" inclined. A history teacher felt that the book was the best available and proceeded to submit an order for it.
7. The administration changed a course of study which included philosophy and music appreciation to one which was based strictly on the sciences and mathematics. A committee of teachers went to see the principal and voiced disapproval, they were told that the administration was in a better position to make the decision due to the complexity of the issue. One teacher complained to the school board.
8. A chemistry teacher took an active stand in favor of water fluoridation in a community that was divided on the issue. The superintendent requested him to avoid coming further involved in the issue. He refused.
9. The administration issued a directive that teachers should help to improve student-teacher relations. A parent-teacher committee was established to select textbooks. One math teacher refused to participate, stating that the parents of such a committee are not qualified to select textbooks.
10. One school system did not permit students to read several American literature classics by Faulkner, Hemingway, Steinbeck, and others. One teacher actively sought to have the policy repealed by soliciting the support of certain influential citizens in the community. The principal asked her to desist her campaign against the policy because she was stirring up trouble for the school. She refused saying that her action had the support of the National English Teacher's Association.
11. In one school, male teachers received preference in promotions. A group of women teachers at the school complained to the school board. They were told that the situation would be changed, but it was not. One female teacher who was passed over for a promotion wrote a letter to the NEA and State Department of Education. The principal ordered her to stop stirring up trouble.

#### Teacher Orientation\*\*

#### Instructions:

Following are some statements about the role of the teacher in a

school setting. Please indicate your personal opinion about each statement by circling the appropriate response on your answer sheet. The five possible choices are: Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree.

1. Teacher should adjust their teaching to the administration's views of good educational practice.
2. What is best for the school is best for education.
3. Teachers should try to live up to what they think are the standards of their profession even if the administration or the community does not seem to respect them.
4. A teacher should be able to make his own decisions about problems that come up in the classroom.
5. The school administration should be better qualified than the teacher to judge what is best for education.
6. One primary criterion of a good school should be the degree of respect that it commands from other teachers around the state.
7. Teachers should be obedient, respectful and loyal to the principal.
8. A good teacher should put the interests of his school above everything else.
9. A teacher should try to put his standards and ideals of good teaching into practice even if the rules or procedures of the school prohibit it.
10. Small matters should not have to be referred to someone higher up for final answer.
11. In case of a dispute in the community over whether a controversial textbook or controversial speaker should be permitted in the school, the teacher should look primarily to the judgment of the administration for guidance.
12. Teachers should subscribe to and diligently read the standard professional journals.
13. Personnel who openly criticize the administration should be encouraged to go elsewhere.
14. In case of doubt about whether a particular practice is better than another, the primary test should be what seems best for the overall reputation of the school.
15. Teachers should be an active member of at least one professional teaching association, and attend most conferences and meetings of the association.

16. The ultimate authority over the major educational decisions should be exercised by professional teachers.
17. Teachers should not be influenced by the opinions of those teachers whose thinking does not reflect the thinking of the administration.
18. A good teacher should put the interests of his department above everything else.
19. A teacher should consistently practice his/her ideas of the best educational practices even though the administration prefers other views.
20. The only way a teacher can keep out of "hot water" is to follow the wishes of the top administration.

### School Organizational Inventory\*\*\*

Directions: In this questionnaire all teachers are asked to indicate how well each statement describes the organizational characteristics of their own school. For each statement circle the answer on the answer sheet which you feel comes closest to describing your own school organization. The five possible answers are: Always True, Often True, Occasionally True, Seldom True, and Never True.

1. A person who wants to make his own decisions would quickly become discouraged in this school.
2. There is an overlap in the job responsibilities of the Principal and Vice-Principal.
3. Rules stating when teachers arrive and depart from the building are strictly enforced.
4. The use of a wide variety of teaching methods and materials is encouraged in this school.
5. We are expected to be courteous, but reserved, at all times in our dealing with parents.
6. Promotions are based on how well you are liked.
7. Staff members of this school always get their orders from higher up.
8. Teachers are required to sponsor extra-curricular activities for which they have no suitable background.
9. The time for informal staff get-togethers during the school day is strictly regulated by the administration.

10. In dealing with student discipline problems teachers are encouraged to consider the individual offender, not the offense, in deciding on a suitable punishment.
11. Staff members must possess above-average qualifications before they are placed in this school.
12. Staff members are allowed to do almost as they please in their classroom work.
13. Teachers in this school receive help from the custodial staff in setting up audio-visual equipment for classroom use.
14. The teacher is expected to abide by the spirit of the rules of the school rather than stick to the letter of the rules.
15. We are to follow strict operating procedures at all times.
16. The administration sponsors staff get-togethers.
17. Promotion is not based on personal preferences of the selectors, but on an objective evaluation of teacher capabilities.
18. Nothing is said if you get to school just before roll call or leave right after dismissal occasionally.
19. Going through proper channels is constantly stressed.
20. Teachers are encouraged to become friendly with groups and individuals outside the school.
21. Past teaching experience plays a large part in the assignment of a teacher to this school.
22. Teachers have to do their own typing of stencils for classroom use.
23. There can be little action until an administrator approves a decision.
24. Assignment of teaching duties is made without regard for the teacher's experience or training.
25. The teachers are constantly being checked for rule violations.
26. There isn't much chance for a promotion unless you are "in" with the administration.
27. Teachers who have contact with parents and other citizens are instructed in proper procedures for greeting and talking with them.
28. Many teachers are hired simply because they have attractive personalities.

29. The school has a manual of rules and regulations for teachers to follow.
30. We have to do a lot of paper work which could be done by the school office staff.
31. Each staff member is responsible to an administrator to whom the member regularly reports.
32. In order to get a promotion, you have to "know somebody."
33. The instructional program is departmentalized into specific subject areas with specific teachers assigned.
34. A person can make his own decisions without checking with anyone else.
35. There is only one way to do the job -- the Principal's way.
36. In dealing with student behavior problems the school has standard punishments for standard offenses regardless of the individual involved.
37. Promotions are based entirely on how well a person does his job.
38. I have to ask the principal before I do almost anything.
39. No one can get necessary supplies without permission from the principal or vice-principal.
40. Written orders from higher up are followed unquestioningly.
41. The same procedures are to be followed in most situations.
42. Students are treated within the rules of the school, no matter how serious a problem they have.
43. Even small matters have to be referred to someone higher up for a final answer.
44. Teachers are expected not to leave their classroom without permission.
45. Whenever we have a problem, we are supposed to go to the same person for an answer.
46. No matter how special a pupil's or parent's problem appears to be, the person is treated the same way as anyone else.
47. Any decision I make has to have my superior's approval.
48. Red tape is often a problem in getting a job done in this school.

## Leader Behavior Description Questionnaire\*\*\*\*

## Directions:

- a. READ each item carefully.
  - b. THINK about how frequently the leader (your principal) engages in the behavior described by the item.
  - c. DECIDE whether he always, often, occasionally, seldom or never acts as described by the item.
  - d. DRAW a circle around one of the answers on the answer sheet to show your response.
1. He does personal favors for group members.
  2. He makes his attitudes clear to the group.
  3. He does little things to make it pleasant to be a member of the group.
  4. He tries out his new ideas with the group.
  5. He acts as the real leader of the group.
  6. He is easy to understand.
  7. He rules with an iron hand.
  8. He finds time to listen to group members.
  9. He criticizes poor work.
  10. He gives advance notice of changes.
  11. He speaks in a manner not to be questioned.
  12. He keeps to himself.
  13. He looks out for the personal welfare of individual group members.
  14. He assigns group members to particular tasks.
  15. He is the spokesman of the group.
  16. He schedules the work to be done.
  17. He maintains definite standards of performance.
  18. He refuses to explain his actions.

19. He keeps the group informed.
20. He acts without consulting the group.
21. He backs up the members in their actions.
22. He emphasizes the meeting of deadlines.
23. He treats all group members as his equals.
24. He encourages the use of uniform procedures.
25. He gets what he asks for from his superiors.
26. He is willing to make changes.
27. He makes sure that his part in the organization is understood by group members.
28. He is friendly and approachable.
29. He asks that group members follow standard rules and regulations.
30. He fails to take necessary action.
31. He makes group members feel at ease when talking with them.
32. He lets group members know what is expected of them.
33. He speaks as the representative of the group.
34. He puts suggestions made by the group into operation.
35. He sees to it that group members are working up to capacity.
36. He lets other people take away his leadership in the group.
37. He gets his superiors to act for the welfare of the group members.
38. He gets group approval in important matters before going ahead.
39. He sees to it that the work of group members is coordinated.
40. He keeps the group working together as a team.

\*Ronald G. Corwin, The Development of an Instrument for Examining Staff Conflicts in the Public Schools, Cooperative Research Project Number 1934 (Department of Sociology and Anthropology, Ohio State University, 1963).

\*\*Ibid.

\*\*\*D. A. MacKay and Norman Robinson, School Organization Inventory, (University of Alberta, Edmonton, 1966).

\*\*\*\*Andrew W. Halpin, Leader Behavior Description Questionnaire, (Ohio State University, Columbus, 1957).

APPENDIX B

PROCEDURES FOR SCORING THE INSTRUMENTS

### The Way You See It (Militancy)\*

Responses were weighted from one to six as follows:

<u>Possible choices</u>	<u>Scoring</u>
Comply with superior's request. . . . .	1
Try to compromise . . . . .	2
Seek support of colleagues . . . . .	3
Ask for an investigation by a professional organization . . . . .	4
Refuse to comply with request . . . . .	5
Quit the job. . . . .	6

### Teacher Orientation\*\*

Responses were weighted from one to five as follows:

<u>Possible choices</u>	<u>Scoring</u>
Strongly agree . . . . .	5
Agree . . . . .	4
Undecided . . . . .	3
Disagree . . . . .	2
Strongly disagree . . . . .	1

Teacher orientation scale was divided into two major dimensions with two sub-scales for each as follows:

#### Employee Orientation

##### Orientation to the Administration

Questions 1, 5, 7, 11, 13, 17, and 20.

##### Loyalty to the Organization

Questions 2, 8, 14, and 18.

#### Professional Orientation

##### Colleague Orientation

Questions 3, 6, 9, 12, 15, and 19.

##### Decision Making Responsibility

Questions 4, 10, and 16.

## School Organizational Inventory\*\*\*

Responses were weighted from five to one as follows:

<u>Possible choices</u>	<u>Scoring</u>
Always true . . . . .	5
Often true . . . . .	4
Occasionally true . . . . .	3
Seldom true . . . . .	2
Never true. . . . .	1

Even numbered items from two through thirty-four were scored inversely.

Only one major dimension was used to describe bureaucracy in this research report.

## Authority Dimension

## Hierarchical Authority

Questions 1, 7, 12, 23, 31, 34, 38, 39, 43, and 47.

## Rules for Incumbents

Questions 3, 9, 14, 18, 25, 29, 40, and 44.

## Procedural Specification

Questions 4, 15, 19, 35, 41, 45, and 48.

## Impersonality

Questions 5, 10, 16, 20, 27, 36, 42, and 46.

## Expertise Dimension

This dimension was used by this researcher's colleague. (see p. 42 for rationale for not using this portion of the instrument)

## Leader Behavior Description Questionnaire\*\*\*\*

Responses were weighted from four to zero as follows:

<u>Possible choices</u>	<u>Scoring</u>
Always . . . . .	4
Often . . . . .	3
Occasionally . . . . .	2
Seldom . . . . .	1
Never . . . . .	0

Items 12, 18, and 20 were scored in reverse.

Consideration

Questions 1, 3, 6, 8, 12, 13, 18, 20, 21, 23,  
26, 28, 31, 34, and 38.

Initiating Structure

Questions 2, 4, 7, 9, 11, 14, 16, 17, 22, 24,  
27, 29, 32, 35, and 39.

Extra items

Ten items were included which were not scored  
on either dimension -- this technique was used  
for purposes of reliability and validity.

\*Ronald G. Corwin, The Development of an Instrument for Examining Staff Conflicts in the Public Schools, Cooperative Research Project Number 1934 (Department of Sociology and Anthropology, Ohio State University, 1963).

\*\*Ibid.

\*\*\*D. A. MacKay and Norman Robinson, School Organization Inventory, (University of Alberta, Edmonton, 1966).

\*\*\*\*Andrew W. Halpin, Leader Behavior Description Questionnaire, (Ohio State University, Columbus, 1957).

APPENDIX C  
LETTERS OF INQUIRY

Oklahoma State University  
Stillwater, Oklahoma 74074  
March 13, 1968

Dear

The Oklahoma Public School Research Council's Executive Board has approved two studies which they feel will be valuable for the member schools.

A study by Marvin Fairman, OPSRC graduate assistant, is designed to test a theoretical model for predicting teacher militancy in the high school. The study has two purposes: (1) to test the theoretical model and (2) to give superintendents and principals an "internal photograph" of their high school or high schools. After the data have been collected and analyzed, each superintendent and principal will receive a summary of information concerning six separate dimensions within the high school.

The study by Ted Jones, graduate assistant at OSU, is designed to explore teacher attitudes toward students.

Mr. Fairman or Mr. Jones will contact you during the week of March 18 to determine if you want your high school to participate in the combined study. The only inconvenience that the researchers request is that the high school principal allow them approximately thirty minutes of a regular or special faculty meeting either before or after school to administer the combined instruments.

They will be ready to gather data on the 18th of March and would like to finish during the month of April. It would be convenient for them to visit several systems during their semester break (March 25-29). However, they will be able to adjust their schedule for the convenience of your high school principal.

Your interest and cooperation in the study will be appreciated by all of us.

Cordially yours,

Kenneth St. Clair  
Executive Secretary

vb  
Enclosure

Marvin Fairman  
OPSRC Graduate Assistant

Oklahoma State University  
Stillwater, Oklahoma 74074

Dear

We appreciate your interest and cooperation in the Oklahoma Public School Research Council's research project. This letter is a confirmation of the date and time which we established in our telephone conversation. Mr. Jones or I will plan to meet with your faculty. If something conflicts unexpectedly with this time, would you please write to us at Gunderson 309 or call FR 2-6211, Extension 7274?

Explanation to the teachers: This study is part of a basic research project in educational administration being conducted by the Oklahoma Public School Research Council of Oklahoma State University. The researchers are interested in your attitudes toward students, how you perceive the principal as behaving, and your attitudes toward the teaching profession.

We will NOT and we hope you will NOT refer to this study as a "militancy" study because this might bias their responses. The questions in regard to this dimension are in the "As you see it" form and are only questions with regard to hypothetical conflict situations.

Administering the instruments:

1. We prefer to administer the instruments either after you have finished your regular faculty meeting or after your introductory remarks at a special faculty meeting.
  - a. This will allow teachers to leave when they have completed the instruments.
  - b. After introductory remarks, we request that all administrators leave the testing room in order to ensure teacher's security in responding to the instruments.
2. We want to administer the instruments to all high school teachers (9-12) who are in your building. Teachers are defined as those who teach at least one class per day. (This may include librarians, counselors, etc.)
3. We are only interested in the responses of the regular staff and not those of substitute or student teachers.

Thank you for your interest and cooperation.

Sincerely,

Marvin Fairman  
Graduate Assistant

Ted Jones  
Graduate Assistant

vb

P.S. A copy was sent to your superintendent.

Oklahoma State University  
Stillwater, Oklahoma 74074  
March 29, 1968

Dear

Your cooperation and participation in our recent Oklahoma Public School Research Council research project was certainly appreciated.

As stated in our first correspondence with you concerning this project, a summary report will be sent to you and your principal as soon as the data from all of the participating schools has been collected and analyzed. No school will be identified in the summary report; however, you will be notified which profile belongs to your school. The summary report will probably be available during July.

Thank you again for your cooperation.

Sincerely,

Marvin Fairman  
OPSRC Graduate Assistant

vb

Ted Jones  
Graduate Assistant

APPENDIX D

SUMMARY DATA FOR ALL SCHOOLS

TABLE XX

## SUMMARY DATA FOR ALL SCHOOLS

School Number	Number of Teachers Questioned	Orientations			Leader Behavior LBDQ		
		Professional	Employee	Bureaucracy	Consider- ation	Initiating Structure	Militancy
1	15	30.50	32.50	83.50	35.50	32.25	39.50
2	11	33.67	33.33	84.00	38.00	32.67	51.00
3	10	38.00	29.00	121.67	20.33	29.33	46.67
4	25	34.67	33.50	91.00	43.33	41.00	39.83
5	12	36.00	29.00	84.33	41.33	39.33	49.33
6	14	36.00	28.25	80.25	37.75	38.25	46.25
7	28	35.14	32.57	103.29	30.29	31.00	46.29
8	6	32.50	31.50	90.00	36.00	41.50	37.00
9	12	35.75	37.75	86.25	45.00	33.00	38.75
10	30	35.50	31.87	83.25	34.00	33.38	40.50
11	36	36.10	29.70	84.10	43.00	38.50	45.30
12	49	34.42	27.33	81.08	38.08	34.50	47.33
13	11	38.67	31.00	90.00	36.00	33.00	42.67
14	28	35.43	32.00	76.00	42.86	37.71	42.71
15	7	37.00	28.50	112.50	27.50	19.50	49.00
16	39	35.50	33.80	102.60	39.30	44.00	45.50
17	63	34.71	31.64	84.00	43.71	42.07	39.07
18	32	36.33	30.89	85.11	31.78	24.33	42.22
19	35	33.18	32.55	99.91	43.00	46.45	42.27
20	40	35.40	31.10	82.00	45.30	36.90	43.50
21	40	36.37	28.00	103.50	35.50	35.25	49.63
22	62	34.59	32.35	85.24	46.18	44.76	42.41
23	96	35.84	29.72	92.52	42.08	45.00	42.24
24	78	35.47	29.11	79.58	46.58	37.16	45.95
25	43	33.55	33.45	84.36	45.00	41.91	43.45

VITA

2

Marvin Francis Fairman

Candidate for the Degree of

Doctor of Education

Thesis: A THEORETICAL MODEL FOR PREDICTING TEACHER MILITANCY IN THE  
HIGH SCHOOL

Major Field: Educational Administration

Biographical:

Personal Data: Born in Harrisonville, Missouri, October 3, 1938,  
the son of Mr. and Mrs. Cleo Fairman.

Education: Attended grade school in Ballard, Missouri; graduated  
from Ballard High School, Butler, Missouri, in 1956; received  
the Bachelor of Science degree from Central Missouri State  
College, Warrensburg, Missouri, with a major in Physical  
Education, in May, 1960; received the Master of Science  
degree from Central Missouri State College, with a major in  
Elementary and Secondary Principalship, in May, 1963;  
received the Education Specialist degree from Central Missouri  
State College, with a major in Elementary Principalship, in  
May, 1968; completed requirements for the Doctor of Education  
degree in Educational Administration at Oklahoma State Univer-  
sity in July, 1970.

Professional Experience: Elementary physical education supervisor,  
Consolidated School District Number II, Raytown, Missouri,  
1960-1963; Sixth grade teacher, Consolidated School District  
Number II, Raytown, Missouri, 1963-1966; Graduate Fellow,  
Central Missouri State College, Warrensburg, Missouri, 1966-  
1967; Graduate Assistant in the College of Education, Okla-  
homa State University, 1967-1968; Elementary principal, Uni-  
versity City Public Schools, University City, Missouri, 1968-  
1970.