

A STUDY IDENTIFYING TEACHER PERCEPTIONS OF
CONDITIONS AND EVENTS LEADING TO THE
APPLICATION OF SANCTIONS ON THE
PUBLIC SCHOOLS OF OKLAHOMA

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CHAPTER I

PRESENTATION OF THE PROBLEM

Background of the Problem

During the years since the 1962 N.E.A. House of Delegates' Convention in Denver, a significant change has taken place within the teaching profession. This change portends the possible necessity for re-evaluation of the long-standing or traditional relations between boards of education and the lay people and their public school teachers in districts across the entire United States.

In 1962, at the meeting of the House of Delegates to the National Education Association held in Denver, the members of the House of Delegates officially adopted the Guidelines for Professional Sanctions (18), which action is generally considered to be the beginning of this period of significant change within the teaching profession.

The concept of sanctions is not new. It can be traced back to the National Education Association Code of Ethics adopted by the 1929 convention. This code concerns teachers accepting employment when the vacancy has been created through unprofessional activity or controversy over professional policy or unjust personnel practices and procedures.

From this adoption of the Code of Ethics in 1929, the teaching profession has used the sanction principle unofficially. Although few states have officially adopted formal policies or procedures on sanctions, several cases may be cited in which unofficial sanctions have

been applied and, for the most part, been successful.

Sanctions have rarely been applied by the National Education Association strictly on behalf of teachers; such pressure has never been used to force salary adjustment. The North College Hill, Ohio, story of 1947 is a case in point. In cases reported by Jones (21), joint action of the National Education Association and the state association was taken in the case of North College Hill, Ohio. This was followed in 1950 by a case in Kelso, Washington, and 1951 in Polson, Montana. The Kansas State Teachers Association reports the application of sanctions in Coldwater, a small town in Kansas, prior to 1962. The Connecticut Education Association had not adopted a formal policy on sanctions, although in 1963 it advised teachers not to accept employment in Waterbury pending correction of existing conditions.

The previously mentioned cases serve as partial background for the action of the National Education Association House of Delegates in Denver in 1962. The cited cases had an impact locally and within their states. However, the full impact of the Denver action was not put into full focus until July 1, 1963. At this time, the National Education Association Department of Classroom Teachers officially adopted a resolution (18) recommending that their local affiliates urge members not to apply for teaching positions in Utah as a result of a Utah Education Association request for such action dated March 16, 1963. This, no doubt, had some impact on the nearly one million members of the National Education Association as well as the entire state of Utah and, to a lesser degree, the entire nation. This action was without precedent! Never before in the history of American education or the

National Education Association had any state asked that state-wide sanctions be imposed on the public schools of that state.

The first instance of national sanctions in Utah was quickly followed in the State of Oklahoma. On November 14, 1964, the Oklahoma Education Association (38) asked the National Education Association to have its Professional Rights and Responsibilities Commission investigate conditions which were considered by the Oklahoma Education Association to be detrimental to education in the State of Oklahoma. Following this request, the Oklahoma Education Association invoked sanctions on all school districts in the state on March 6, 1965. After the April 27, 1965, defeat of a sales tax referendum to raise funds for the public schools, the National Education Association supported the Oklahoma Education Association by officially invoking national sanctions on May 11, 1965.

The impact of sanctions on the public schools of Utah and Oklahoma caused considerable discussion among the citizens and serious deliberations by the legislators. Both states experienced educational changes, but at the same time created many strained relationships between the public school teachers and their boards of education. These stresses extended to the lay people, the legislatures, and Governors of the states.

Because of the national scope of the sanctions as imposed on Utah and Oklahoma, many millions of people have been made aware of a new and different approach used by the National Education Association in seeking educational improvements in conjunction with local and state associations.

Purpose of the Study

The basic purpose of the study is to determine, to the degree possible, the background conditions or possible causes of the state-wide teachers' sanctions in Oklahoma. Determinations were made on the basis of certain data gathered from educational agencies within the State as well as data gathered from national sources. Some of the National source data were used in certain comparisons of Oklahoma with the surrounding states of Arkansas, Colorado, Kansas, Missouri, and Texas. These data are numerated later in this chapter.

The reason for the inclusion of these data and comparisons was to provide a reasonably concise base for the study. If today's public school teachers are to react to school circumstances in this new and concerted manner, the writer felt it vital to the study to recognize circumstances which might lead to the imposition of statewide sanctions.

The magnitude of local, state, and national response to this different approach in accomplishing educational change warranted, in the opinion of the writer, study of certain identifiable phases available for examination. Certain perceptions held by Oklahoma teachers were identified and used in this study for whatever benefit they might present to those in decision-making positions as they work to avoid a repetition of sanctions.

Research Questions

The first seven research questions posed for consideration in this study deal with the effects of basic internal conditions of the Oklahoma public schools. Responses will be presented by years, in table form, for the information of the reader. No statistical treatment for these

questions was contemplated in the original conception of the study.

Those questions are enumerated as follows:

- (1) Was an increasing number of teachers leaving the state during this period of teacher unrest?
- (2) Was an increasing number of the teachers with one to ten years of experience leaving the state during this period of teacher unrest?
- (3) Was an increasing number (or percentage) of Oklahoma men graduating seniors in our state colleges and universities accepting teaching positions in other states during this period of teacher unrest?
- (4) Was an increasing number (or percentage) of Oklahoma women graduating seniors in our state colleges and universities accepting teaching positions in other states during this period of teacher unrest?
- (5) Was an increasing number (or percentage) of the teachers with eleven to twenty years teaching experience accepting teaching positions out of the state during this period of teacher unrest?
- (6) Was an increasing number (or percentage) of the teachers with more than twenty years teaching experience accepting teaching positions out of the state during this period of teacher unrest?
- (7) Had the number of withdrawals from the teacher retirement fund (for reasons of accepting teaching positions in another state; husbands' transfer caused by his work; domestic demands; illness; change in fields of work; retirement; or

others) increased during this period of teacher unrest?

The nature of the questions listed above directed the writer to the Oklahoma Teachers Retirement records and to the State Department of Public Instruction. All available data involving withdrawals and stated reasons were willingly provided. The State Department of Public Instruction also cooperated by making special computer runs of available data pertinent to the study.

In recent years, writers in the educational field have attributed increased activity on the part of N.E.A. to militancy and gains negotiated by the American Federation of Teachers. This study attempted to determine whether or not teacher union membership increased in Oklahoma by including the following question in the study:

- (8) Were teachers' unions formed or was there a greater enrollment in teacher unions during this period of unrest?

The next three questions involve a comparison of certain aspects of Oklahoma school finance to the surrounding states of Arkansas, Colorado, Kansas, Missouri, and Texas.

- (9) Have public school expenditures been below those of the five surrounding states (Arkansas, Colorado, Kansas, Missouri, and Texas)?
- (10) Have public school expenditures as compared to per capita income been below those of the five surrounding states?
- (11) Have the percentages of the public school budgets expended for instruction been below those of the five surrounding states?

Investigation required to present data on the above three questions directed the writer to the National Education Association, the United

States Office of Health, Education, and Welfare, and the United States Department of Commerce, as the agencies most capable of providing these data.

Questions 12 and 13 were incorporated into the more comprehensive questionnaire presented below and included in Appendix A, page 107.

- (12) Are the public school teachers of Oklahoma satisfied with the educational improvements to date?
- (13) What are some educational improvements still needed according to the public school teachers of Oklahoma?

As mentioned preceding presentation of questions 12 and 13, additional questions of a demographic nature were presented in the form of a questionnaire mailed to a random sample of the public school teachers of Oklahoma. The questions include the following:

- (1) Years of school experience
- (2) Sex of the respondent
- (3) Marital status
- (4) Assignment within your school system
- (5) Number of teachers in your district
- (6) Academic preparation
- (7) Do you own your home?
- (8) Do you live on a farm?
- (9) Membership in professional organizations?
- (10) Is your salary the chief source of income?
- (11) Do you feel sanctions have caused a serious "split" in the relationship between: your teachers and superintendent; your teachers and board; your superintendent and board?

- (12) In your opinion, what has been the effect of sanctions on the professional status of teachers in Oklahoma?
- (13) In your opinion, what has been the effect of sanctions on the State?
- (14) What is your feeling concerning O.E.A. and N.E.A. representation of teachers before and during sanctions; does your board of education hold any animosity toward district teachers because of sanctions?
- (15) In your opinion, had the legislature attempted to solve teachers' salary problems in legislative sessions prior to sanctions?
- (16) In your opinion, had the legislature attempted to solve teachers' class load problems in legislative sessions prior to sanctions?
- (17) Will you actively seek out-of-state employment?
- (18) If answer to 17 is no, please check the reason(s)
- (19) If answer to 17 is yes, please check the reason(s)
- (20) In your opinion, was the general public aware of the conditions in the schools cited as reasons for invoking sanctions?
- (21) In your opinion, did the general public believe reports concerning the poor conditions of the public schools?
- (22) In your opinion, did local teachers and administrators stress the poor conditions of the local schools?
- (23) In your opinion, were local boards informed of the true conditions of their schools?

- (24) In your opinion, did local boards believe or agree with such reports?
- (25) In your opinion, were local boards asked to make the necessary improvements in their schools?
- (26) In your opinion, did local districts generally have the financial ability to correct the deficiencies?
- (27) In your opinion, did legislative statutes give the local districts sufficient authority to make the necessary improvements?
- (28) In your opinion, did the State Department of Public Instruction present statewide the need for improvement of Oklahoma schools?
- (29) In your opinion, did the Oklahoma Education Association present statewide the need for improvement of Oklahoma schools?
- (30) In your opinion, was there adequate coordination and cooperation between school-oriented organizations in presenting school needs?
- (31) Were you satisfied with your raise in salary for this year (1965-66); and for next year (1966-67)?
- (32) Has your "class load" been reduced by the new legislation for this year (1965-66); and for next year (1966-67)?
- (33) In your opinion, are Oklahoma salaries competitive with those in the surrounding states of Arkansas, Colorado, Kansas, Missouri, and Texas?
- (34) In your opinion, do you think consideration for "teacher welfare" in Oklahoma is comparable to that in the surrounding

states of Arkansas, Colorado, Kansas, Missouri, and Texas?

- (35) In your opinion, are working conditions of teachers in Oklahoma comparable to those in the surrounding states of Arkansas, Colorado, Kansas, Missouri, and Texas?
- (36) In your opinion, has the "class load" of Oklahoma teachers been helped, in general, by the new legislation?
- (37) What improvements must yet be made to enable you to be most effective as a teacher?

Statement of the Problem

This study is to examine the perceptions held by Oklahoma public school teachers of the recently adopted procedures of professional sanctions by the National Education Association in 1962 and imposed in conjunction with the Oklahoma Education Association on the public schools of Oklahoma on May 11, 1965. This is the second application of this procedure in the one hundred year history of the National Education Association. One objective of this approach is to attract public attention to inadequacies and the need for specific improvements in the public schools of Oklahoma.

Discussion of the background or causes of professional sanctions is contained in many professional publications. This study will present an historical background of the conditions leading to the application of sanctions on the public schools of Oklahoma.

The investigation of the conditions will include: teacher mobility; graduating seniors' acceptance of employment in out-of-state

public schools; withdrawals from the Oklahoma Teacher Retirement Fund and the reasons given; general budgetary expenditures for Oklahoma public schools as compared with the surrounding states of Arkansas, Colorado, Kansas, Missouri, and Texas; formation of teachers' unions in Oklahoma; per capita expenditures for Oklahoma public schools as compared with the five surrounding states; expenditures for instruction in Oklahoma public schools as compared with the five surrounding states; and a questionnaire concerning the feelings of a random sample of Oklahoma public school teachers.

The above areas of investigation should yield some evidence of the events or conditions considered by Oklahoma teachers as serious enough to have the teachers of the state and the N.E.A. impose state-wide and national sanctions on the Oklahoma public schools.

Importance of the Study

Through the identification of at least some of the conditions which might lead to sanctions, it is the writer's hope that others might benefit and work to avoid imposition of such measures in the future. If it is safe to say that a large percentage of the people want good schools for their children, no matter where they live, it might also follow that all those in leadership positions should seek proper cooperation in evaluating and reporting the status of their schools. This work should be realistic and comprehensive and accomplished with wide cooperation and support for best assurance of acceptance.

Scope of the Study

This study is especially concerned with the conditions and events within the public schools of Oklahoma during the school years 1961-62 through 1965-66. The areas of investigation, mentioned in the Statement of the Problem, include: teacher mobility; graduating seniors' acceptance of employment in out-of-state public schools; withdrawals from the Oklahoma Teacher Retirement Fund and the reasons given; general budgetary expenditures for Oklahoma public schools as compared with the surrounding states of Arkansas, Colorado, Kansas, Missouri, and Texas; formation of teachers' unions in Oklahoma; per capita expenditures for Oklahoma public schools as compared with the surrounding states; expenditures for instruction in Oklahoma public schools as compared with the surrounding states; and a questionnaire concerning the perceptions of a random sample of Oklahoma public school teachers.

Limitations of the Study

It might be pointed out that a study of the recently redefined concept of sanctions as adopted in 1962 in Denver, Colorado, has not allowed much time for the development of devices measuring their effectiveness or determining the underlying causes. The reader might be reminded that other than isolated cases of sanctions being invoked against individual school systems, statewide sanctions had been invoked on just the two states of Utah and Oklahoma through the last year of this study. This short time lapse has not produced extensive writing or investigation which might lead to measurement of effectiveness or identification of causes.

Another limitation is the use of the questionnaire and the method provided for the respondents. The writer made no conscious attempt to structure the method of answering. It might also be recognized that opinions or attitudes of respondents may vary.

A further limitation would be that the writer had to assume that responses represented honest and authentic perceptions, and that the respondents felt no threat by responding fully and truthfully. Assurance of anonymity was included on the first page of the questionnaire.

With the lack of prior studies, development of the questions and questionnaire was based on the writer's public school administrative experience; ideas gleaned from the review of the literature; criticisms received from practicing public school teachers; and suggestions from his committee chairman.

Another limitation is the recognition that certain limitations of scope and complexity be observed in order that a study of manageable breadth be maintained.

Sources of accurate and acceptable information represent an additional limitation.

The population available for this investigation represented the entire membership of the Oklahoma Education Association which represents a majority of Oklahoma public school teachers. This number, of necessity, had to be greatly reduced; consequently, it was necessary to use a random sample of the total population in this study.

Definition of Terms

Teacher - this term refers to a college graduate who meets the requirements of the Oklahoma State Department of Public Instruction for

professional certification permitting employment in the public schools of this state.

Graduating Senior - this term refers to a fourth year student in a college or university of Oklahoma who will qualify through his course of study for graduation and certification by the State Department of Public Instruction for teaching in the public schools of this State.

Teachers' Union - this term refers to the American Federation of Teachers (AFL-CIO) or other similarly constituted organization as opposed to the Oklahoma Education Association or the National Education Association.

Public School Expenditures - this term refers to the total tax funds (state and local) expended annually to finance the public schools of the State of Oklahoma.

Per Capita Expenditures - this term refers to the total tax funds (state and local) expended annually to finance the public schools of Oklahoma divided by the total population of the state.

Instruction Expenditures - this term refers to the total tax funds (state and local) expended annually for instructional items to support teaching in the public schools of Oklahoma as listed in the uniform classifications for educational accounting.

Years of School Experience - this term refers to the total number of years a certified teacher has taught in the public schools of Oklahoma and other states.

Class Load - this term refers to the number of class preparations or lesson plans and/or total number of students enrolled in an individual teacher's classes each day.

Teacher Welfare - this term refers to salaries; fringe benefits;

sick leave provisions; retirement; manageable class load; a proper amount of freedom from clerical details; secretarial help; and involvement in the decision-making process within a particular school or school system.

Working Conditions - this term refers to the recognition of the professional status of the teacher; time to teach; physical facilities for teaching; instructional materials; and instructional equipment for proper teaching.

Opinion - this term was used synonymously with "attitude" to express the feeling or belief of the respondents as expressed on the questionnaire.

N.E.A. - this term refers to the National Education Association.

O.E.A. - this term refers to the Oklahoma Education Association.

U.E.A. - this term refers to the Utah Education Association.

U.C.C.E. - this term is an abbreviation used to designate the Utah Coordinating Council on Education. This organization resulted from a December 28, 1955, meeting in Salt Lake City of representatives of the Utah State Board of Education; the Utah Congress of Parents and Teachers; the Utah School Boards Association; the Utah Society of School Superintendents; and the Utah Education Association.

C.A.P.S. - this term is an abbreviation used to designate the Cooperating Agencies for Public Schools which, in the fall of 1961, succeeded the U.C.C.E. although it included the same members in its organizational structure.

Summary

In Chapter I, the background of the study draws attention to the

meeting of the 1962 N.E.A. House of Delegates in Denver, which redefined the 1929 Code of Ethics as regards the concept of sanctions in operation during the period of time preceding and at the time of this study.

As a partial background establishing the limited and restricted use of sanctions, the cases of North College Hill, Ohio; Kelso, Washington; Polson, Washington; Coldwater, Kansas; and Waterbury, Connecticut were cited. The first instance of statewide sanctions was recognized as occurring in Utah in 1963, with Oklahoma representing the second instance.

Also included is the statement of the problem which proposes to study the causes leading to sanctions imposed on the public schools of Oklahoma; the research questions; the purpose of the study; importance of the study; scope of the study; limitations of the study; and definitions of terms.

CHAPTER II

REVIEW OF THE LITERATURE

The review of the literature for this study deals with the Utah chronology of events; the Oklahoma chronology of events; definition of sanctions; new teacher-board relationships; mutual teacher-board problem identification; and teachers' unions and professional sanctions.

While the underlying subject of this study, sanctions, is not new, its application on a statewide basis in Utah in 1963 and Oklahoma in 1965 has increased somewhat the literature on this subject. Until recent years there was a paucity of writing due primarily to the non-use of sanctions as a means of bringing about educational change. Its infrequent use in more recent years was against individual school districts and these instances were not identified or recognized as a prelude to the expanded applications of this procedure in Utah and Oklahoma. Following these two instances the writing on this subject increased somewhat, but still did not yield the vast amounts of literature and studies to review that are available in other fields.

Information far beyond the chronologies presented would be necessary before anyone could make a critical comparison of circumstances leading to sanctions in either Utah or Oklahoma. As presented, one can identify some of the similarities and differences of the two chronologies.

Utah Chronology of Events

The Utah chronology of events is included in this study to serve as background information since it represents the first and only other instance of sanctions being invoked against an entire state. Oklahoma events, which led to the application of statewide sanctions, follow the Utah chronology.

The information used in the Utah chronology of events was secured from the writer's review of the literature. The writing of Carroll (7), Evans (12), Exton (13), (14), and Moffitt (25), provided the identification and description of events leading to statewide sanctions in Utah.

During the 1947-48 school year, Utah's support of public school education approximated the national average. From that high point, the state experienced a decline in support of its schools which was comparatively unnoticed or unmentioned until the early 1950's. In 1953 some improvements were made affording temporary relief, but in general, the decline continued. C.A.P.S. (Cooperating Agencies for Public Schools) was formed in 1961 replacing the Utah Coordinating Council on Education, which had been active up to that time. In 1962 C.A.P.S. membership included the Utah School Boards Association, the Utah Society of Superintendents, the Utah State Board of Education, the Utah Congress of Parents and Teachers, and the Utah Education Association. This was an informal grouping of education-oriented agencies which felt this type of concerted study and effort could best serve the public schools of Utah.

After the Utah delegates attended the July 1-6, 1962, N.E.A. Convention in Denver, with discussions concerning the use of sanctions

in solving severe educational conditions, the U.E.A. approach to financial improvement of public schools assumed new dimensions.

After conducting a very active public relations program during the last half of 1962, C.A.P.S. submitted its school legislative proposals for consideration by the 1963 session of the legislature, but prior to the January 14, 1963, convening of that body. The teachers of the State were optimistic as the legislators met to conduct the business of the State.

The following presentation is a list of events occurring in Utah prior to sanctions, the application and lifting of sanctions, and a brief description of each event:

- A. Legislation Short of C.A.P.S. Goals for Schools
- B. Teachers Decide to Act
- C. Teachers Request N.E.A. Help
- D. Schools to get no Attention in Special Session
- E. School Study Committee Appointed
- F. 1963-64 Teachers' Contract Negotiations Resumed
- G. Study Committee Presents Interim Report
- H. Governor Refuses Call for Another Special Session
- I. Statewide Teachers Meeting Held
- J. Sanctions Imposed
- K. Teacher Contracts Negotiations Resumed for 1964-65

Legislation Short of C.A.P.S. Goals for Schools

The 1963 session of the legislature expressed some cognizance of the C.A.P.S. recommendations and the general school conditions by appropriating 11.6 million dollars for Maintenance and Operation just

before adjourning on March 16, 1963. However, this fell short of the C.A.P.S. goals and was received with considerable disappointment by that organization and by the teachers of the state.

Teachers Decide to Act

As a result of the disappointment with the action of the legislature, a special convention of U.E.A. members was scheduled for March 16 in Salt Lake City to consider withholding 1963-64 contract negotiations as proposed by the House of Delegates. This was overwhelmingly approved by the convention, with fewer than 200 dissenting votes out of the approximately 8,000 votes cast.

Teachers Request N.E.A. Help

Resolution No. 4 adopted at the March 16 convention concerned a request for N.E.A. help. On Tuesday, March 19, the U.E.A. forwarded their official request to N.E.A. asking that organization to inform all its members of the Utah situation, and asking that members neither seek nor accept teaching positions in Utah until the controversy might be settled.

Schools to Get no Attention in Special Session

The Governor vetoed the State Building Program, necessitating a special session if the state was to avoid a two year void in that program. That raised hopes of school consideration in the special session.

After the March 16 adjournment of the legislature, the U.E.A. worked at explaining the school program and marshalling support for it. During this interim period, the N.E.A. Department of Classroom Teachers

officially approved help for the Utah teachers and proceeded to inform its membership of the situation, asking the members to refrain from seeking or accepting employment in the state.

On April 16, Governor Clyde dashed the hopes of the teachers by announcing the schools would not be considered in the special session. The special session convened May 28, 1963, and adjourned immediately upon passing the Utah Building Bill.

School Study Committee Appointed

The Governor agreed to discuss the school problems with N.E.A. representatives after continued recruitment of support included the Presbytery of Utah, local chapters of the American Association of University Professors at Utah and Utah State Universities, Utah P.T.A. Board of Managers, and the Democratic State Central Committee.

At an early May meeting with the Governor, the U.E.A. proposed a School Study Committee as a possible solution to the school problems. After much background work, Governor Clyde announced the appointment of a School Study Committee on July 10, 1963. The Governor and U.E.A. had reached a general agreement as to the make-up of the committee prior to the unilateral announcement by Governor Clyde.

1963-64 Teachers' Contract Negotiations Resumed

Following July meetings with the Governor concerning the School Study Committee's composition and functions, the U.E.A. officials decided to recommend to their Board of Trustees that teachers proceed with contract negotiations. The Trustees approved the recommendations and agreed to propose their acceptance by the House of Delegates. The

Provo meeting of the House of Delegates was held August 2, and a U.E.A. general membership meeting August 3, 1964, in the same city. Both bodies approved resumption of contract negotiations.

Study Committee Presents Interim Report

The Study Committee submitted an interim report to the Governor containing a number of fundamental recommendations for the Utah schools. Among the more significant were recommendations for:

- (1) Increasing the responsibility and leadership of the State Board of Education and State Department of Public Instruction.
- (2) Incentive compensation to hold career teachers and reward their superior effort and ability.
- (3) Additional counseling and testing, especially on the elementary levels, to identify children in need of special help.
- (4) Additional books, supplies, and equipment.
- (5) Improving vocational and technical education.
- (6) Improving public school library facilities in the public schools.

The Study Committee further recommended that a special session of the legislature be called to approve an additional appropriation of \$6,000,000 to implement their recommendations.

Governor Refuses Call for Another Special Session

Governor Clyde refused to convene the legislature in special session, citing several failures of the committee to speak in specific

terms. Teacher reaction was immediate.

Statewide Teachers Meeting Held

Following a resolution by the N.E.A. House of Delegates, a majority of the teachers staged a two-day "recess" May 18 and 19, 1964, in Salt Lake City. Teachers agreed to return to their classrooms but to refrain from signing 1964-65 contracts.

Sanctions Imposed

Upon request of the U.E.A. House of Delegates, the N.E.A. imposed national sanctions against the public schools of Utah on May 19, 1964. This represents the first occurrence of sanctions against an entire state. Teachers agreed to complete the school term and vote to boycott 1964-65 contract discussions until a satisfactory settlement of the issues might be reached.

Teacher Contracts Negotiations Resumed for 1964-65

In early July, 1964, the U.E.A., Utah School Boards Association, and the State Board of Education reached an agreement concerning the opening of schools for the 1964-65 school year. On July 15, the U.E.A. House of Delegates recommended that local associations consider a "temporary truce" and resume contract negotiations, while recognizing the problems were unsolved. National sanctions remained in effect.

Writing in the Michigan Education Journal, Carroll (7) presented the final events to the Utah school story. With the all-out support of teachers working for school improvements, Calvin Rampton expressed understanding and support, and was elected Governor of Utah in

November of 1964.

In his message to the legislature, he proposed a 29 million dollar school legislative program. The legislature gave its full attention to the legislation for education and passed a 24.6 million dollar program which the Governor signed.

The U.E.A. House of Delegates met to commend the Governor and legislature and request that the national sanctions be lifted. Calm returned to the Utah schools as the N.E.A. complied by lifting the sanctions on March 15, 1965.

Oklahoma Chronology of Events

As in the case of Utah, Oklahoma school conditions preceding the turmoil could not be strictly confined to the years of 1963 to 1965.

The N.E.A. and the Governor's Study Committee, appointed early in 1964, identified many educational shortcomings which some referred to as subminimal. Some of the conditions cited were overcrowded classrooms, low salaries, shortage or lack of libraries and counselors, large pupil-teacher ratios, need for improvement in vocational and special education areas, and others.

Widening of the gap between educational support by the State of Oklahoma as compared to some states in the region, and the national average, started in the mid 1950's. The last statewide general tax increase was in 1937, but it had much of its revenue earmarked for governmental activities which did not include education. The investigation conducted by N.E.A. and reported in 1965 expressed a recognition of these conditions.

Nationwide, the diminution of the buying power of the school tax

dollars has created problems for state legislatures. When this occurs, schools generally have approached their legislature for additional state appropriations or permission to improve their local taxing ability to finance program maintenance, improvement, and expansion. In most instances change comes slowly and it appears this was true in Oklahoma.

In Oklahoma, the public school teachers recognized the shortcomings of the education process of the state (as do teachers in any state), and evidently had accepted some of the limitations of finance faced by all state governments.

The review of literature brought out that teachers today are not too hesitant to "pressure" for educational improvements and reasonable rewards for their professional efforts, as reported by Brown (5).

As background for this study, the following sections of this review will present and give brief discussions of the events that preceded the N.E.A. investigation of the public schools of Oklahoma and the eventual application of statewide sanctions.

A chronology of the events, as reported in the N.E.A. Statewide Study of Oklahoma Education, published in February of 1965 (29), and supplemented by the writing of Phillips (38), is as follows:

- A. Governor Vetoes Teachers' Salary Increase
- B. Teachers Decide to Act
- C. Oklahoma Education Association Board Adopts Petitions
 1. Provisions of the Petitions
 2. Support of the Petitions
- D. Special Election Requested
- E. Petition Campaign Begins
- F. Petitions Defeated

- G. Teachers Ask for Action
- H. Oklahoma Education Association Board Sets Priority Goals
- I. Governor Calls State-Wide Teachers' Meetings
- J. Sanctions Invoked
- K. Legislature Acts
- L. Sanctions Lifted

Governor Vetoes Teachers' Salary Increase

The legislature passed a ten million four hundred thousand dollar teacher salary increase bill in the spring of 1963. Provisions of the bill called for a one thousand dollar salary increase to be attained over the following six years, starting July 1, 1963. Governor Henry Bellmon vetoed the bill May 7, 1963, and the legislature could not muster the necessary three-fourths vote to override the veto. Thus, no salary increase was provided for teachers whose salaries averaged \$3,800, well below the national average.

Teachers Decide to Act

The Oklahoma Education Association (O.E.A.) held several one-day workshops during 1963 at which teachers generally voiced their disappointment with the veto and recommended the O.E.A. take action. Influenced by similar expressions of teachers' organizations throughout the state, the O.E.A. appointed eleven legislative subcommittees to study certain aspects of education and its financing.

On December 13 and 14, 1963, a statewide salary school was held with representation from all local units. From this meeting came four proposals that were recommended for action by the people of Oklahoma by

initiative petition.

Oklahoma Education Association Board Adopts Petitions

On March 14, 1964, the O.E.A. Board of Directors adopted the proposals which called for a constitutional change in the school district millage rate permitted; an increased minimum support program; consolidation of school districts; and continuing and strengthening the office of the county superintendent. These proposals became known as State Questions 421, 422, 423 and 424.

Provisions of the Petitions

State Question 421 would have amended the state constitution repealing the 5 mill levy limit and allowing a maximum levy of 15 mills.

State Question 422 proposed increasing state aid permitting increased teachers' salaries, a reduction in class size, and other improvements.

State Question 423 would have eliminated districts providing less than a 12-year program of education to high school districts. This question would have adjusted state aid and protected teachers in districts involved in a consolidation.

State Question 424 proposed encouraging high school districts within a county to participate in coordinated special services conducted by the county superintendent, and to increase salaries of county superintendents.

Support of the Petition

The petitions were filed April 2, 1964. By Oklahoma law the

necessary number of signatures for petitions to be included on the ballot must be secured within 90 days. State Question 421 required 106,000 signatures and the remaining three required a minimum of 50,000 signatures. Educators and P.T.A. members secured over 300,000 signatures for each petition, reportedly the largest number of signatures for any petition in the history of the state.

Special Election Requested

Initiative petitions may be presented to the people by a special election called by the Governor, or at the next general election. Passage in a special election called for a simple majority vote on the petitions. The Governor refused to call a special election as the O.E.A. requested on June 18, 1964. This refusal forced the petitions to the general election where passage of each petition required a simple majority of all votes cast in the general election. Eventually, however, the Governor called a special election in September for the purpose of legislative reapportionment. The O.E.A. petitions were not included.

Petition Campaign Begins

The O.E.A. appointed committees to supervise, finance, and publicize a campaign in favor of the petitions in June of 1964. Teachers, individually and through their associations, contributed to the campaign. P.T.A. members helped the teachers publicize the school needs under the planning of a professional public relations firm which had been retained. An organization, Oklahoma For Better Education, coordinated the program of support for the petition.

As reported by Phillips (38), the Governor opposed Questions 422 and 424, as did the two major newspapers and several other significant organizations.

Petitions Defeated

In the general election held November 3, 1964, more than 946,000 votes were cast in the state and national election. However, more than 300,000 voters failed to vote on the seven petitions on the ballot, and all four education petitions failed to receive the necessary simple majority of all votes cast. The purpose of the previously mentioned request by the O.E.A. for a special election on the four education petitions was to avoid the consequences of the provisions of the "silent vote" in operation in the general election. The 300,000 voters who failed to vote on the petitions in the general election represented such a "silent vote."

Teachers Ask For Action

With the defeat of the petitions, teachers from all sections of the state contacted the O.E.A. office asking that some form of protest be made. Three days after the election, the O.E.A. Board of Directors held an emergency session to officially ask the Governor to call a special session of the legislature. Following this meeting, on November 9, the O.E.A. Legislative Committee met in special session to formulate a proposal to the Legislature. This proposal included:

- (a) a \$4,400 starting salary with a bachelor's degree, plus 12 annual increments of \$133 per year;
- (b) reduction of class size included in

State Question 422; and (c) re-submission of the State Questions in a special election.

During the following week three of the largest school systems in Oklahoma (Tulsa, Midwest City, and Oklahoma City) hosted "Professional Day" meetings unanimously approving ten proposals for the Legislature. The major items of the ten were \$1,000 across-the-board raises and maintenance of salaries at 100 per cent of the national average.

Oklahoma Education Association Sets Priority Goals

The O.E.A. Board of Directors met November 14, 1964, and set three priority goals: (a) \$4,800 beginning salary with \$133 annual increments; (b) smaller class sizes; and (c) calling for a referendum on the constitutional amendment, State Question 421. The Governor was asked to call a special session of the legislature to consider the O.E.A. goals.

Governor Calls State-Wide Teachers' Meetings

The Governor refused to call a special session of the Legislature. However, he did invite the teachers to meet with him on December 5, 1964, in a preview of his proposals in his "Operation Giant Stride" prepared for the Legislature. The two special meetings with teachers were held in Tulsa in the morning and in Oklahoma City in the afternoon. In his program he suggested, among other proposals, reorganizing school districts, eliminating the office of county superintendent, and deducting 50 per cent of "federal impact area" funds from state aid. These and other changes were to provide \$28.6 million dollars for teacher salary increases of \$800 over the following two years.

Phillips (38) provided additional events for the chronology.

He listed December 9, 1964, as the date the N.E.A. started its investigation of conditions in Oklahoma schools. He also referred to the N.E.A. report on its Statewide Study of Schools in Oklahoma, published in February of 1965.

Sanctions Invoked

The Oklahoma Education Association invoked sanctions against all public school districts March 6, 1965, and the N.E.A. announced national sanctions against Oklahoma on May 11, 1965. This action, as reported by Phillips (38), caused intense bitterness toward teachers by the Governor, legislative leaders, business, and industry.

Legislature Acts

The legislature adjourned on July 22 after approving school legislation which included improved teacher benefits and an average salary increase of \$550 for the 1965-66 school year. It also provided for a special election to permit local school districts to levy a maximum of fifteen (15) mills. The special election was held in September and approved two to one by Oklahoma voters.

Sanctions Lifted

As a result of the election, the O.E.A. Board of Directors lifted their sanctions September 18, 1965, and asked the N.E.A. to remove theirs. This was done on September 24, 1965, ending more than two years of crisis for Oklahoma public school education.

Definition of Sanctions

The following sections of the review of literature concern other directions discussed by writers in the field. The remaining part of the chapter begins with a definition of sanctions so that the following citations will have more meaning to the reader.

The National Education Association, in its publication "Guidelines for Professional Sanctions" (18), gave this definition of sanctions:

As used by a professional education organization, sanctions mean censure, suspension, or expulsion of a member; severance of relationship with an affiliated association or agency; imposing of a deterrent against a board of education or other agency controlling the welfare of the schools; bringing into play forces that will enable the community to help the board or agency to realize its responsibility; or the application of one or more steps in the withholding of services.

The above reference continued by stating that the purpose of sanctions was to improve conditions or practices considered detrimental to effective education and that they should be used only as a last resort.

In her writing, Exton (14) cited the state of confusion among teachers regarding the meaning of sanctions and lists this situation as one very important reason school board members must become informed of the meaning and implications of sanctions if they are to perform their function of keeping education close to the people. A review of the content and scope of board policies appeared to be advisable. She reminded that, while teacher concerns should be considered, the ultimate decision on any matter must be left to the board of education.

Rice (41) suggested that flagrant and hasty use of sanctions against a school district or state may endanger the status of the

National Education Association. He further pointed out the same power of sanctions can be used against individuals or local and state associations.

New Teacher-Board Relationships

Although the sanction is today considered to be one of the procedures most likely to bring about needed changes in education, it has its beginnings rooted in the 1929 adoption of the Code of Ethics by the National Education Association. Jones' (21) mention of the College Hill, Ohio, case of 1947; Kelso, Washington, case of 1950; the Polson, Montana, case of 1951; and the Coldwater, Kansas, case indicated the limited use of this principle from 1929 to 1962.

Sanctions against districts are of lesser significance nationally and are mentioned here for the purpose of presenting trends being established today. A further partial listing of the lesser applications of sanctions would include: the Overseas Dependents Schools; Cowley, Wyoming; Washington District of Lucas County, Ohio; and Box Elder County Schools of Utah, which were removed from the list as recently as October 29, 1965.

In discussing the teaching profession's search for new directions, Hill (19) cited the use of legal and professional sanctions for advancing its standards. In order to gain greater recognition as a profession, teachers should raise their organizational N.E.A. dues to: finance efforts to this end; adopt more professional employment standards; and, urge boards of education to hire properly prepared teachers from accredited colleges and universities and teachers who hold membership in a professional association. He continued by saying that to

become a "mature" profession, teachers must develop a unified voice in the management of their affairs.

According to Hipp (20), there are two fundamental reasons for teacher strikes and sanctions:

First, the board of education was unwilling to carry on reasonable negotiations with teacher representatives on matters of serious proportions; and second, a decision by a board of education or official body was based upon political motivation rather than on what is good for education.

He continued to point out that today's teachers are better prepared, are more effective, but are determined to receive financial recognition at least equal to college graduates in other occupations. It is obvious that the profession has not made up its mind about strikes and sanctions. He stated that more changes will be made and that these approaches to professional improvements are here to stay.

Stumpf (44) stated that teachers, with the help of the public, are beginning to successfully resist infringements upon their teaching time. More often this resistance is taking the form of negotiation, work stoppages, and the threat of these, as well as the use of sanctions. He suggested that teacher militancy is as inevitable today as industrial unionism was in its beginning and can be partially attributed to patriarchal and authoritarian philosophies of administrators and boards of education in past years.

Brown (5) suggested that the voice of the teaching profession has progressed from that of pleading, cajoling, and occasionally ringing with authority, all for the benefit of the children, to the present overtones of demands and threats. The profession is now directed from considerations of children to a consideration of bargaining,

negotiations, and even to sanctions for attainment of personal goals. He suggested this new orientation will diminish or destroy the very goals they are designed to accomplish.

In the last ten years, according to Bruce (6), local boards and their teachers have established new areas of relationships. Most of these areas were not even thought of a generation ago, and are not properly covered by present state and local laws. Teachers are insisting on the privilege of expressing their views on policies which affect the teaching function, their welfare, and their salaries. He pointed out the confusion created by the different views or approaches used by the National Education Association and the American Federation of Teachers to gain these objectives. He suggested that basic changes rest with local boards of education with continued help from the state and National School Boards Association.

Boutwell (4) observed that the application of strikes and sanctions represent a new "toughness" in relations between teachers and boards of education. The principle of sanctions is not new, but official acceptance and wider application of it by the profession has given it new strength. He compared its application by teachers to long use by doctors, lawyers and other professions.

The strike, as applied in industrial disputes, is considered by Stinnett (43) as an accepted and legal weapon to give relative equality in division of profits. The professional associations have generally rejected the strike because it is illegal in most states and because of its conflict with state sovereignty. It is further rejected on the basis of the professions' basic concern with the public welfare. Even though strikes are generally unacceptable, Corey (8) pointed out that

between 1941 and 1961, one hundred-five teacher strikes occurred, with the loss of 7,691,400 pupil days as computed from just fourteen of the strikes.

Mutual Teacher-Board Problem Identification

Mention is made by Rice (41) of the vindictive and punitive attitude of some delegates to the 1962 National Education Association convention. In his opinion, professional sanctions should be used to create favorable public opinion, rather than as a weapon for employee-employer warfare. This attitude was made in reference to sanctions and their effect on the school administrator. It is suggested that the administrator can: join the boycott and get fired; resign quietly and quickly; or fulfill his contract as executive agent of the board of education and suffer the consequences with the teachers' association.

Landis (23) suggested that in order to avoid the necessity for sanctions that the problem be identified, delimited, and discussed until an acceptable solution is agreed upon by the teachers and board of education. Also, as expressed by Rice (40), there is a solution. He suggested that neither teachers nor boards of education should let any situation get so bad that sanctions or a strike seem to be justified.

Many questions call for answers, as suggested by Moffitt (25), when the total teaching profession of a state (Utah) refuses to sign contracts. One of the usual issues is money, and the Utah teachers were concerned by the failure of the state legislature to maintain a reasonable proximity of state education per pupil expenditures to the national average. As early as 1955, school oriented agencies of the state joined forces to coordinate efforts in promoting the schools' financial

welfare. Disregarding criticisms, they worked for school improvements until March of 1963, when they considered it necessary to invoke state-wide sanctions. The state school boards agreed to assume positive and aggressive leadership in efforts to secure adequate school finances. Moffitt observed that lack of communications very often leads to serious school problems and subsequently, strikes or sanctions.

The more publicized aspect of teachers' salaries represents but one cause leading to sanctions. In both Utah and Oklahoma, teachers' salaries were improved. As reported by Carroll (7), the two year appropriation of 24.6 million dollars in Utah included money for other educational improvements never receiving adequate publicity. The Oklahoma Legislature made a two year appropriation of 28.7 million dollars for increased teachers' salaries and other educational improvements. These improvements, also, lacked adequate publicity.

Barrett (1) centered attention on the need for factual and comprehensive reporting of needs to the public after a thorough study has been made. Means of accomplishing the necessary changes are stated. She stated that sanctions, as now used, are a new and powerful weapon for correcting minimal or subminimal educational conditions, but have never been used basically for teacher salary increases.

Rice (41) referred to the N.E.A. Executive Secretary's citation of the four major educational breakthrough areas of 1965: professional unity, federal legislation, negotiations, and sanctions. Sanctions should be preceded by a concentrated public information campaign. They should be invoked only after adequate warnings and without threats. Sanctions should not be used to conquer the public, but rather to get it to understand the existing problems and accept the necessity for

change. Of much importance is the reminder that in the long run, nothing can happen in education which the people do not approve.

Teachers' Unions and Professional Sanctions

Teachers' unions date back to the turn of this century when the Chicago teachers affiliated with labor. Stinnett (43) suggested two reasons for the increase of teacher unions today: the desire of teachers to have a greater voice in determining school policy; and the deliberate decision of labor (AFL-CIO) to organize the public school teachers of this country.

Doyle (10) stated that there is widespread confusion among teachers as well as the general public. There are several significant differences between professional negotiation as advocated by the National Education Association and collective bargaining, as employed in labor disputes in industry. A board of education member is not a private employer, and a teacher is not a private employee. Both are public servants and are to serve the basic groups in the community by providing the best possible education for their children. Professional negotiation must adhere to this common purpose, whereas labor-industry's collective bargaining involves conflicting interests.

McWherter (24), in writing about the adoption of procedures for implementing professional sanctions by the board of directors of the Illinois Education Association, offered a reminder that the use of sanctions (as in Utah and Oklahoma) can be of value when used judiciously. He continued by suggesting indiscriminate, arbitrary or frequent use for petty purposes will tend to negate their value and effectiveness. Becchkal (3) suggested the teaching profession must

decide what is the proper relationship between the profession and the labor union movement. He continued by saying teachers must weigh carefully their responsibilities to themselves as a profession, to the children they teach and to the public they serve.

Summary

The 1929 Code of Ethics is considered to be foundation upon which the 1962 N.E.A. House of Delegates meeting in Denver based their contemporary definition of sanctions. Prior to the Denver meeting, the use of sanctions was infrequent and on a limited basis. Following the Denver meeting, the redefined principle of sanctions was applied on a statewide basis in Utah and the following year in Oklahoma.

The chronological sequence of events in Utah and Oklahoma provide background conditions, and identify circumstances which led to sanctions in the two states as well as the agreements reached concerning educational improvements, resulting in the lifting of sanctions.

Further review of the literature dealt with the teaching profession's search for new directions and participation as it relates to new teacher-board relationships. The literature suggested that if sanctions are to be avoided in the future, problems must be identified, delimited, and discussed through a mutually agreed upon teacher-board approach. Discussion of the differences of union collective bargaining and professional negotiation suggested that members of the teaching profession weigh carefully their responsibilities to the profession, the children they teach, and the public they serve.

The citations used in the review of literature are meant to present the evaluations of circumstances involved in sanctions in Utah

and Oklahoma by writers in the field. As mentioned previously, the restricted use of sanctions up to the time of this study served as a restriction to the organization and presentation of the review of literature.

With the above purpose served, the following chapter logically proceeds into the methodology and procedure used in this study.

CHAPTER III

METHODOLOGY AND PROCEDURE

Design of the Instrument

After determining that a study of this subject held possibilities for identifying teacher perceptions of conditions and events resulting in the application of sanctions, the writer formulated the first thirteen questions enumerated in Chapter I and prepared a rough draft of items to be included in the questionnaire. Many of the items came from ideas gained during the review of literature on the subject of sanctions.

Construction of an instrument was necessary because of the total lack of research done on this subject. Oklahoma was only the second state in which statewide and national sanctions were imposed on the public schools. Utah, the first state in which sanctions had been imposed, produced no reported studies. Thus it was necessary to develop an original instrument to be used in this investigation.

The questionnaire used in this study was constructed to determine perceptions held by public school teachers as regards school conditions prior to, during, and following the sanctions imposed on Oklahoma public schools.

With the completion of the rough draft, twenty-four copies were made. These were given to twenty-four graduate students who were Oklahoma public school teachers taking graduate courses or were

full-time graduate students, for their evaluation and criticisms. The writer solicited criticisms of the questionnaire in either oral or written responses.

As a result of this procedure, the writer revised the list of questions in terms of: the suggested wording, structure of the questions, and relevancy to the direction of the study. This revised list was then presented to the chairman of the writer's committee for discussion and further revisions, additions, deletions, and organization. Upon approval, the writer arranged for printing of the questionnaire. A copy of the questionnaire can be found in Appendix A.

The Population

It was recognized that a study of this type must consider as its logical population the vast majority of the professional certificated public school personnel of the State of Oklahoma. Upon investigation, the writer determined that a very high percentage of the teachers belonged to the Oklahoma Education Association. It was further determined that the Oklahoma Education Association was apparently the only organization with a usable list of names and mailing addresses of these thousands of teachers.

A conference was held with Mr. Ferman Phillips, Executive Secretary of the Oklahoma Education Association (O.E.A.), who granted permission to the writer to make final arrangements with the O.E.A. mailing room personnel for securing an adequate number of names and addresses to receive the questionnaire.

The O.E.A. printing office personnel agreed to obtain a random sample of more than 565 names and addresses of public school teachers

over a period of several weeks as they prepared general membership mailings and any other time they could devote to it. They were instructed that the selections must be made from the entire population with duplications discarded at the completion of the sample selection. During the next few weeks, the printing room personnel accumulated the random sample by pulling addressograph tags from the total population and addressing the envelopes provided by the writer.

With the selection of nearly six hundred names, the writer discarded all duplications, leaving a master list of names and addresses of 565 teachers to comprise the sample to receive the questionnaire and for follow-up correspondence.

The random sample procedure was considered to be the best approach in getting a fair sample, yet representative of the total population of public school teachers.

Data Collection

As described in Chapter I, the first eleven research questions included in this study were of such a nature as to direct the writer to sources such as publications of the National Education Association; United States Office of Health, Education, and Welfare; and the United States Department of Commerce; Oklahoma Teacher Retirement records; and the State Department of Public Instruction for data. The twelfth and thirteenth questions were incorporated into a more comprehensive questionnaire.

Construction of the questionnaire and preliminary arrangements made for collection of data for the study have been presented in a previous section of this chapter. However, a more detailed description

of the procedure used in the collection of the data shall be presented at this time.

The first mailing of the questionnaire occurred on Thursday, June 10, 1965. This was scheduled to insure receipt of the questionnaire on Friday or Saturday. It was the writer's hope that receipt of the questionnaire at that time might induce the respondent to complete it over the weekend, thus resulting in a better total response.

As a follow-up to the original mailing, a reminder letter was mailed one week later, on June 17, 1965. Another week was allowed to pass before the second and last reminder letter was mailed on July 24, 1965. Both mailings were sent to the entire sample because the questionnaire was constructed to prevent identification of the respondents, thus negating spot reminders to those who had not responded.

Of the 565 questionnaires mailed, 318 were completed and returned. This represented an approximate 56 percent participation of the total number of teachers included in the sample. With the random selection of the sample, the writer deemed the total "N" of the response to be representative and adequate for the study. The reminder letter used in the follow-up procedure can be found in Appendix B.

In order that the reader may have a better understanding of the sample used in this study, the total number of responses to the first six questions of the questionnaire are presented as background information.

Question Number:

1. The breakdown of those responding and the number of years of school experience is presented with the reminder that the writer consolidated responses to

the first four years into one classification, with the other six classifications maintained as they appeared in the questionnaire. Therefore, the classifications as to years of school experience, with the number of responses in parentheses, are: 1-4 (75); 5-10 (56); 11-15 (34); 16-20 (43); 21-25 (24); 26-30 (34); and 30+ (31).

2. Of those respondents who identified their sex, 104 were males and 182 were females.
3. Of those respondents who answered as to their marital status, 245 were married and 41 were unmarried.
4. The sample breakdown of responses to the question concerning assignment within the respondents' school system is as follows:
 - I. A. Elementary----- 126
 - B. Secondary----- 104
 - II. Special assignment (e.g. music, library-- 41
 - III. Administration
 - A. Elementary principal (or assistant)-- 19
 - B. Junior High principal (or assistant)- 0
 - C. Senior High principal (or assistant)- 8
 - D. Other (e.g. Asst. Supt., Curr. coord) 20
5. Responses to the question regarding the number of teachers in the district were well below the number for most other questions in the questionnaire. Many reasons might be attributed to such a reduced response; however, the writer shall not attempt an

enumeration but rather shall merely list the number of responses to the classifications established.

The results are as follows:

| | |
|---------------------------|----|
| 25 or fewer teachers----- | 53 |
| 26-50 teachers----- | 17 |
| 51-100 teachers----- | 2 |
| 101-200 teachers----- | 6 |
| 201-500 teachers----- | 2 |
| 501-1000 teachers----- | 4 |
| 1001-2000 teachers----- | 6 |
| Over 2000 teachers----- | 48 |

6. The following breakdown of responses as regards respondents' academic preparation is as follows:

| | |
|---------------------------|----|
| A. Bachelor's degree----- | 75 |
| B. B.A. 15 hours----- | 90 |
| C. Master's degree----- | 60 |
| D. M.A. 15 hours----- | 45 |
| E. M.A. 30 hours----- | 8 |
| F. M.A. 45 hours----- | 4 |
| G. Near doctorate----- | 1 |

Statistical Treatment

The first eleven questions included in this study were not intended to receive statistical treatment, but were used to determine trends within the public schools of Oklahoma. These data are presented in tabular form, and are to serve as a background of events or conditions in Oklahoma public schools prior to sanctions.

The questionnaire provided the major data for comparative purposes. After presenting the total number of responses to the questions used in the study, the attitudes, opinions, or perceptions expressed by the respondents to the questionnaire were arranged as to classifications of sex (male vs female) and marital status (married vs unmarried). Additional treatment was given to the variables of sex and marital status by comparing responses which occurred within specific classifications of years of experience of the respondents.

The use of variables represented treatment beyond simple reporting of responses and permitted more extensive comparison of responses within classifications. This permitted the writer to determine if males or females, married or unmarried respondents held differing perceptions of magnitude to any items in the questionnaire. The same approach was used in considering the years of experience to determine if significant differences of perceptions obtained within any of the classifications. This method was used in the study to see if males were more expressive of school problems than were females, married teachers more than unmarried teachers. Years of experience classifications were studied to determine if younger teachers were more aware and concerned with the problems than were the more experienced teachers.

The above data were tested for significance by use of the chi square statistic. This procedure was used to determine whether significant differences obtained in the responses of the selected classifications. Two-by-two tables were constructed with the observed frequencies entered in the appropriate cells. Expected frequencies were then computed for all cells. Following these procedures, the chi square statistic was applied to all tables to determine significant differences at the

.10 level or less. Because the type of data used in the study represented perceptions of a random sample from a total population of more than twenty thousand Oklahoma public school teachers, the writer deemed it advisable to require the above-mentioned level of significance to avoid a high degree of chance in the responses. The Yates correction was used in all tables in which an expected frequency of below 5 occurred. This follows the use and application of chi square as suggested by Garrett (16):

If an experimenter wishes to compare "observed" frequencies (i.e. Classifications) with frequencies to be "expected" on some hypothesis or in terms of some theory, the chi square test provides a convenient way of making the comparison. The formula for chi square is $X^2 = \frac{(o-e)^2}{e}$

in which o = the observed or obtained frequencies in the various categories

e = corresponding frequencies expected under some hypothesis

The difference between each observed and each expected frequency is squared and divided by the expected or theoretical f; and the sum of these quotients is X^2 .

However, Garrett (16) suggested there are certain restrictions to the general use of chi square which should be carefully observed when applying this technique. The major limitations to the chi square test are:

- (1) Chi square is computed from a table of frequencies; it is not applicable to test scores.
- (2) The expected or theoretical f in any cell should be at least 5 if we are to get a valid chi square. In two-by-two tables, when the cell entries are small, a more precise chi square is obtained by applying an adjustment called the Yates correction.
- (3) The observed and expected f's should add up to the same total.

- (4) The categories or classes into which the observed f's are placed should be independent and not overlapping. The observed f in a classification is tested against the assumption of complete lack of relationship between categories.

Summary

This chapter contains a brief description of the background problems determining the procedures required in designing the questionnaire which was the instrument used in gathering the data permitting chi square tests for significant differences. It also includes a description of the population used in this study.

Procedures used in selecting the sample, collection of data, and an enumeration of responses to the first six questions of the questionnaire are presented for the readers' information.

In concluding this chapter, a description of statistical treatment of data is presented.

Chapter IV will reveal the Findings of the Study.

CHAPTER IV

FINDINGS OF THE STUDY

The purpose of this chapter is to present and analyze the data obtained from the research questions enumerated in Chapter I. The first eleven questions are concerned with background information as regards school conditions within the state during years 1961-62 through 1965-66. These are in table form and received no statistical treatment. The remainder of this chapter, representing the major portion, analyzes and presents the results of chi square tests for significant differences using the classifications of sex and marital status as they apply to the responses given to questions posed in the questionnaire. These responses were further classified according to seven distinct classes of teachers based on their years of experience. The raw data used in all chi square tests as reported in this chapter is included in Appendixes D, E, F, G, H, I, and J.

Internal School Conditions

In this section of the chapter, tables revealing information pertaining to the first eleven research questions are presented with an accompanying analysis of their contents.

The rate at which men graduating seniors accepted out-of-state teaching positions is presented in Table I. The information is broken down into the two levels of public school education and shows a

fluctuation in the rate of men elementary teachers leaving the state, with little reason to consider the yearly differences anything more than individual desires which vary from year to year. The figures for men entering teaching at the secondary level shows the rate at which they left the state during this five year period actually decreased from a high of three hundred fifty-nine in 1961-62 to a low of three hundred and one in 1964-65.

TABLE I
MEN GRADUATING SENIORS WHO ACCEPTED OUT-OF-STATE
TEACHING POSITIONS FOR THE YEARS
1961-62 THROUGH 1965-66*

| | <u>1961-62</u> | <u>1962-63</u> | <u>1963-64</u> | <u>1964-65</u> | <u>1965-66</u> |
|------------|----------------|----------------|----------------|----------------|----------------|
| Elementary | 49 | 77 | 71 | 55 | 61 |
| Secondary | 359 | 355 | 303 | 301 | 304 |

* (32), (33), (34), (35), and (36).

Figures for the out-migration of women graduating seniors are depicted in Table II. The first and last years of the study represent the lows for those teaching on the elementary level, with the middle year of 1963-64 representing the high, in which three hundred thirty-seven accepted out-of-state teaching positions. A similar pattern is evident on the secondary level. Caution should be exercised in analyzing this

table due to the ever increasing total of women qualifying to enter teaching during the period of this study, from 1630 in 1961-62 to 2453 in 1965-66.

TABLE II
WOMEN GRADUATING SENIORS WHO ACCEPTED OUT-OF-STATE
TEACHING POSITIONS FOR THE YEARS
1961-62 THROUGH 1965-66*

| | <u>1961-62</u> | <u>1962-63</u> | <u>1963-64</u> | <u>1964-65</u> | <u>1965-66</u> |
|------------|----------------|----------------|----------------|----------------|----------------|
| Elementary | 276 | 319 | 337 | 333 | 258 |
| Secondary | 213 | 229 | 356 | 300 | 308 |

* (32), (33), (34), (35), and (36).

Information regarding teachers with one-to-ten years experience leaving the state is presented in Table III. The period of 1961-62 through 1963-64 shows teachers in this experience group were leaving the state for new teaching positions at the rate of approximately three hundred per year. The 1964-65 school year was a very trying year for everyone interested in public school education with sanctions being invoked in May of 1965. For this year there appeared to be an increasing number of young teachers leaving the state. The last year shows a slight decrease, but departure still maintains an increased rate.

TABLE III

OKLAHOMA TEACHERS WITH 1-10 YEARS TEACHING EXPERIENCE
WHO ACCEPTED OUT-OF-STATE TEACHING POSITIONS
FOR THE YEARS 1961-62 THROUGH 1965-66*

| <u>1961-62</u> | <u>1962-63</u> | <u>1963-64</u> | <u>1964-65</u> | <u>1965-66</u> |
|----------------|----------------|----------------|----------------|----------------|
| 293 | 289 | 307 | 399 | 391 |

* (31).

The rate at which teachers in the eleven-to-twenty years experience group were leaving the state is presented in Table IV. According to the figures, teachers in this experience group left the state in greater numbers the first two years of the study. The year immediately preceding the year in which sanctions were invoked, and the year following actually found a decreasing number of teachers leaving the state.

TABLE IV

OKLAHOMA TEACHERS WITH 11-20 YEARS TEACHING EXPERIENCE
WHO ACCEPTED OUT-OF-STATE TEACHING POSITIONS
FOR THE YEARS 1961-62 THROUGH 1965-66*

| <u>1961-62</u> | <u>1962-63</u> | <u>1963-64</u> | <u>1964-65</u> | <u>1965-66</u> |
|----------------|----------------|----------------|----------------|----------------|
| 83 | 85 | 74 | 75 | 74 |

* (31).

Presented in Table V are the figures for teachers with twenty-one and more years of teaching experience who accepted out-of-state teaching positions. Of the three experience groups considered, this group reported the smallest number of teachers annually accepting out-of-state positions. The figures show a small range of six which does not appear to denote a change of any great amount.

TABLE V

OKLAHOMA TEACHERS WITH 21 AND MORE YEARS TEACHING EXPERIENCE
WHO ACCEPTED OUT-OF-STATE TEACHING POSITIONS FOR THE YEARS
1961-62 THROUGH 1965-66*

| <u>1961-62</u> | <u>1962-63</u> | <u>1963-64</u> | <u>1964-65</u> | <u>1965-66</u> |
|----------------|----------------|----------------|----------------|----------------|
| 54 | 55 | 52 | 49 | 49 |

* (31).

The data indicated in Table VI reveal the mobility of public school teachers during the 1961-62 through 1965-66 school years as reported by the Oklahoma State Department of Education.

A study of the five year period reveals that for the first three years teachers accepted out-of-state teaching positions at a fairly stable rate. For the 1964-65 school year, however, there appears to be a marked increase with ninety more teachers leaving the state that year over the year before. The last year of the study shows a slight

decrease from the year before, but still well above the three years prior to the school year in which sanctions were invoked.

TABLE VI
OKLAHOMA TEACHERS WHO ACCEPTED OUT-OF-STATE TEACHING
POSITIONS FOR THE YEARS 1961-62 THROUGH 1965-66*

| <u>1961-62</u> | <u>1962-63</u> | <u>1963-64</u> | <u>1964-65</u> | <u>1965-66</u> |
|----------------|----------------|----------------|----------------|----------------|
| 430 | 429 | 433 | 523 | 514 |

* (32), (33), (34), (35), and (36).

Membership withdrawals from the Oklahoma Teachers' Retirement System are indicated in Table VII. From a low of seven hundred thirty-six withdrawals in 1961-62, the figures show a progressive increase during the next two years for teachers leaving the state and withdrawing their membership from the system. The following year of 1964-65 reveals a significant increase of withdrawals in this category to a total of one thousand-thirty. The last year of the study indicates a continued increase to a five year high of eleven hundred ninety-five withdrawals. It might be pointed out that this high point for withdrawals was reached the year immediately following sanctions. The four hundred ninety-five teachers who withdrew in 1965-66 because of a change of work represents the high point in the study.

TABLE VII
MEMBERSHIP WITHDRAWALS FROM THE TEACHERS' RETIREMENT
SYSTEM OF OKLAHOMA AND REASON AS STATED,
FOR THE YEARS 1961-62 THROUGH 1965-66*

| Reason | Fiscal 1961-62 | Fiscal 1962-63 | Fiscal 1963-64 | Fiscal 1964-65 | Fiscal 1965-66 |
|--------------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| *Leaving the State | 736 | 785 | 851 | 1,030 | 1,195 |
| Domestic Duties | 358 | 375 | 353 | 348 | 375 |
| Change of Work | 343 | 366 | 447 | 411 | 495 |
| Illness | 43 | 45 | 43 | 63 | 55 |
| Death | 77 | 87 | 90 | 58 | 83 |
| Armed Service | 21 | 20 | 14 | 23 | 11 |
| Transferred to Social Security | --- | 9 | 15 | --- | --- |
| Dismissed | 13 | 13 | 22 | 22 | 13 |
| Other | 167 | 164 | 144 | 114 | 123 |

* Records show that this group, with few exceptions, left to teach in other states, as reported by the Oklahoma State Teachers' Retirement System (37).

Information relative to the research question concerning increases or decreases in teacher union membership during the period of this study proved to be nonexistent or not available to the investigator. A determined attempt was made to secure data relevant to the question but without success. During the research period of this study, queries were directed to officials of the Oklahoma Education Association and Oklahoma State Department of Education without results. In both

instances the investigator was told that information regarding teacher union membership was not available to them. In the absence of valid data, the investigator has no choice but to state that he was unable to properly present acceptable statistics on this question.

The expenditures per pupil in average daily attendance for selected states are related in Table VIII. Figures for the 1961-62 school year show Colorado to be the state with the highest expenditure. Kansas ranks second followed by Missouri and Texas. Oklahoma ranks fifth among the six states with an expenditure of \$322.74 per pupil in A.D.A., and Arkansas is last.

TABLE VIII

PUBLIC SCHOOL EXPENDITURES, PER PUPIL IN A.D.A., OF SELECTED STATES FOR THE YEARS 1961-62 THROUGH 1965-66*

| State | (1) 1961-62 | (2) 1962-63 | (3) 1963-64 | (4) 1964-65 | (5) 1965-66 |
|----------|----------------|----------------|----------------|----------------|----------------|
| Arkansas | \$261.34 | \$277.00 | \$282.61 | \$317.00 | \$400.52 |
| Colorado | 429.00 | 440.00 | 472.00 | 484.00 | 542.24 |
| Kansas | 410.34 | 422.00 | 449.11 | 456.00 | 542.87 |
| Missouri | 392.69 | 401.00 | 425.89 | 432.00 | 490.76 |
| Texas | 358.95 | 378.00 | 397.44 | 401.00 | 469.78 |
| Oklahoma | 322.74 | 340.00 | 354.18 | 358.00 | 442.53 |

* (50), (26), (27), and (32).

State per capita expenditures for public schools in the six states are shown in Table IX. An examination of the table permits comparison of state expenditures by the various states included in the study. The State of Colorado provided the highest level of support all five years. Kansas was second during this period, and Oklahoma was third among the six states, just exceeding Texas in 1962, but improving its third place position over the next four years. Missouri and Arkansas were the lowest expenditure states in 1962.

TABLE IX
STATE PER CAPITA EXPENDITURES FOR PUBLIC SCHOOLS IN SELECTED
STATES FOR THE YEARS 1962 THROUGH 1965-66*

| State | (1) 1962 | (2) 1963 | (3) 1963-64 | (4) 1964-65 | (5) 1965-66 |
|----------|-------------|-------------|----------------|----------------|----------------|
| Arkansas | \$ 68.08 | \$ 60.60 | \$ 75.50 | \$ 81.31 | \$100.46 |
| Colorado | 126.14 | 139.90 | 150.65 | 172.88 | 191.32 |
| Kansas | 107.45 | 124.57 | 140.83 | 148.45 | 151.70 |
| Missouri | 79.09 | 92.02 | 96.28 | 102.10 | 120.39 |
| Texas | 89.76 | 92.98 | 102.06 | 106.92 | 124.89 |
| Oklahoma | 93.55 | 102.33 | 114.16 | 117.69 | 142.59 |

* (47), (48), (45), (46), and (49).

Figures relating to the percentage of school budgets spent for instruction in the same states are indicated in Table X. The first year of the study shows Texas making the greatest percentage expenditure with Oklahoma second. Kansas, Missouri, Colorado, and Arkansas follow the two leaders.

In 1963-64, Kansas expended a greater percentage of its budget for instruction with Texas second and Oklahoma third among the states. During the period of this study, five of the states experienced changes in relative positions as regards expenditures for instruction.

TABLE X
PERCENTAGE OF PUBLIC SCHOOL BUDGETS EXPENDED FOR INSTRUCTION
IN SELECTED STATES FOR THE YEARS
1961-62 THROUGH 1965-66*

| State | (1) 1961-62 | (2) 1962-63 | (3) 1963-64 | (4) 1964-65 | (5) 1965-66 |
|----------|----------------|----------------|----------------|----------------|----------------|
| Arkansas | 51.4 | N.A. | 50.4 | N.A. | 48.8 |
| Colorado | 53.4 | N.A. | 52.4 | N.A. | 56.9 |
| Kansas | 55.1 | N.A. | 60.0 | N.A. | 60.1 |
| Missouri | 54.3 | N.A. | 55.0 | N.A. | 54.9 |
| Texas | 60.6 | N.A. | 57.5 | N.A. | 58.7 |
| Oklahoma | 58.3 | N.A. | 57.2 | N.A. | 56.2 |

N.A. Not Available

* (50), (51), and (52).

Analysis of Teacher Perceptions

The results of teacher perceptions in the total sample are reported at this point in order that majority feelings of the respondents may be identified. Following this enumeration of responses, the writer progresses to the statistical treatment of the same responses using the variables of sex, marital status, and years of experience. The questions were listed in Chapter I, and the questionnaire may be found in Appendix A.

10. Of the total responses to this question, 214 said their salary was their chief source of income and 99 were not so dependent.
11. A. A Very small total of 14 respondents felt sanctions caused a serious "split" between teachers and their superintendents, while 290 felt this had not occurred.
B. Only 19 respondents felt relationships between their teachers and board of education had been impaired, but 287 disagreed.
C. Six teachers felt problems had developed between the superintendent and their board, but an overwhelming 291 respondents perceived no such developments.
12. A.B.C. One hundred fifty-five respondents viewed the sanctions as raising the status of teachers in Oklahoma; 40 felt their status had been lowered; and 106 could see no change.
13. A. One hundred twenty-six teachers viewed sanctions as detrimental to the image of the State, but 164 could

not agree that the State had been affected.

B. Only 57 felt the legislative process had been affected, with 219 failing to discern any affect.

14. A-1. Of the total respondents, 106 felt the N.E.A. had adequately represented them before sanctions, and 175 felt such representation less than adequate.

A-2. National Education Association representation during sanctions was adequate according to 199, but unsatisfactory according to 81 respondents.

B-1. Representation by the O.E.A. before sanctions was considered acceptable by 111, but not acceptable by 180 teachers.

B-2. O.E.A. representation of teachers during sanctions was acceptable to 180, and unacceptable to only 100.

C-1. Only 24 respondents felt their boards of education held any animosity toward district teachers. An overwhelming 262 felt no board-teacher animosity had developed because of sanctions.

15. Seventy-four teachers felt the Legislature had attempted to solve teacher salary problems, but 210 faulted the Legislature in this are.

16. Attempts at legislative solutions for teacher "class load" was recognized by 27 respondents, but 255 found no such evidence of concern.

17. Thirty-eight teachers declared their intentions of seeking out-of-state employment, but a significant majority of 264 planned to remain in Oklahoma.

18. A-F. Of those teachers planning to remain in Oklahoma, the following totals and reason (s) were given:
- 168 - Home state and no desire to leave.
 - 78 - Remain near parents and/or relatives.
 - 145 - Own home or farm and do not want to leave it.
 - 147 - Thought school situation would continue to improve.
 - 25 - Do graduate work in Oklahoma.
 - 36 - Started graduate work and wanted to complete it.
19. A-F. Of teachers planning to seek out-of-state employment, the following totals and reason (s) were given:
- 10 - Not a native - do not care to teach in Oklahoma.
 - 5 - Viewed out-of-state experience as being valuable.
 - 22 - Conditions still not conducive to good teaching.
 - 17 - Feel conditions will not improve to meet personal standards.
 - 3 - Do graduate work in another state.
 - 0 - Started graduate work in another state and want to complete it.
20. Thirty-five respondents thought the public was aware of school conditions cited as reasons for the sanctions, while 257 felt there was not a public awareness of the problems.
21. Thirty-nine teachers felt the public believed reports of school problems, but 253 were of the opinion the public did not believe the reports.
22. Ninety-six respondents viewed teachers and administrators as stressing poor school conditions, while 194 felt conditions had not been stressed.

23. A majority of 161 respondents agreed that boards had been informed of school conditions, with 127 expressing an opposite opinion.
24. Of the total respondents to this question, 96 felt boards believed the schools' reports and 163 viewed boards as not believing the reports.
25. One hundred sixty-one teachers said boards had been asked to make school improvements, and a minority of 106 felt this request had not been made.
26. Districts were considered to have the financial ability to correct school deficiencies by 84, but 208 felt districts lacked that ability.
27. Seventy-one respondents considered district statutory authority as sufficient to make school improvements, while 199 disagreed.
28. Of the total respondents, 100 held the opinion that the State Department of Public Instruction had given adequate statewide publicity to school needs, with 183 of the opinion that adequate publicity had not been accomplished.
29. A majority of teachers responding, 164, expressed satisfaction with O.E.A.'s efforts in publicizing school needs, and 118 disagreed with the majority views.
30. Forty-six of the total number of respondents felt there had been adequate cooperation of school-oriented organizations in presenting school needs, while 229 viewed this area as in need of improvement.
31. A. Satisfaction with 1965-66 salary raises presented

- divided opinions with 145 expressing satisfaction and 144 dissatisfaction.
- B. Raises for 1966-67 were acceptable to 97, and less than acceptable to 144.
32. A. Thirty-three felt their 1965-66 "class load" had been reduced by new legislation, but 256 evidently were not so affected by the legislation.
- B. Legislation reduced "class load" for 1966-67 according to only 54 respondents, but a much greater number of teachers (193) disagreed that this change had been affected.
36. The effect of new legislation on reduction of "class load" of Oklahoma teachers generally was viewed favorably by only 97 respondents, while 173 could see no statewide reduction.

Analysis of Chi Square Test Results

Examination of this section will show the yes and no responses organized into two classifications of male-female and married-unmarried preparatory to statistical treatment. These classifications were given additional dimension by dividing them into seven experience groups prior to calculating the chi square tests for significant differences.

As a result of the use of the above variables, the writer was able to compare perceptions of respondents by sex, those married and unmarried, and by experience groups for significant differences.

With the direction and scope established for the statistical treatment, it is appropriate at this point to present the results.

Indicated in Table XI are the chi square results of question

number 10, "Is your salary the chief source of income?" Of the male respondents, only four indicated that their salaries were not their chief source of income, representing a significant difference from that of the female respondents who were equally divided.

Responses of married respondents to question number 14-B-2, "Were the teachers adequately represented during the sanctions?", differed from the unmarried respondents who were unanimous in their feelings that teachers had been adequately represented.

Further consideration of the results included in this table show responses to question number 22, "Did local teachers and administrators stress the poor conditions of the local schools?", to be significant. Seventeen males answered no, which differed significantly from the majority of female respondents who felt local school needs had been publicized.

Question number 30, "Was there adequate coordination and cooperation between school-oriented organizations in presenting school needs?", resulted in an expressed difference of perceptions on a significant level because the male respondents were unanimous in perceiving a lack of cooperation and coordination among school-oriented groups in presenting school needs. It should be pointed out, however, that all male respondents and a great majority of female respondents answered this question in the negative.

Responses to question 31-B, "Were you satisfied with your raise in salary for 1966-67?", produced the last instance of the desired level of significant differences among respondents to the questionnaire. Of the eighteen male respondents, over two-thirds expressed dissatisfaction with their raises. Slightly more than fifty percent of all

female respondents held similar views concerning their salary increases.

All other questions tested for significant differences and included in Table XI fell short of the desired level of significance. There were, however, four instances in which the analysis of responses indicate a close proximity to significance. These occurred in questions 13-A, 17, 20, and 25 and involved male-female responses to those questions. The married-unmarried classification produced just one significant chi square test which was duly noted. All raw data pertaining to this table can be found in Appendix D.

Displayed in Table XII, the chi square analysis of responses from teachers with 5-10 years experience to question number 10, "Is your salary the chief source of income?", is highly significant within the classification of sex. Male responses to this question totaled thirty-three and all indicated their salary was the chief source of income. This differed from the twenty-three female respondents, however, when only six indicated they were dependent upon their teaching salaries for their main source of income.

In considering the significance of question 11-B, "Do you feel the sanctions have caused a serious 'split' in the relationship between your teachers and board?", it should be pointed out that only nine respondents answered in the affirmative. Thirty-one of the thirty-three male respondents felt such a "split" had not developed, while almost one-third of the female responses indicated they perceived the development of a schism.

Part C of the same question, but referring to a serious "split" between the superintendent and board, was also found to be within the acceptable range of significance. Of the thirty-three male responses,

TABLE XI
 CHI SQUARE RESULTS FOR EDUCATIONAL PERSONNEL
 WITH 1-4 YEARS PROFESSIONAL EXPERIENCE
 (1 df)

| Question Number | Male-Female | Married-Unmarried |
|-----------------|-----------------------|-----------------------|
| 10 | $X^2 = 4.8664$ (S.) | $X^2 = 1.5799$ (N.S.) |
| 11-A | $X^2 = .9199$ (N.S.) | $X^2 = .2846$ (N.S.) |
| B | $X^2 = .9192$ (N.S.) | $X^2 = .3189$ (N.S.) |
| C | $X^2 = .7324$ (N.S.) | $X^2 = .2846$ (N.S.) |
| 13-A | $X^2 = 2.5395$ (N.S.) | $X^2 = .1613$ (N.S.) |
| B | $X^2 = .1072$ (N.S.) | $X^2 = .0579$ (N.S.) |
| 14-A-1 | $X^2 = .0145$ (N.S.) | $X^2 = .3650$ (N.S.) |
| 2 | $X^2 = .0000$ (N.S.) | $X^2 = .0512$ (N.S.) |
| B-1 | $X^2 = .1408$ (N.S.) | $X^2 = .0545$ (N.S.) |
| 2 | $X^2 = 1.1528$ (N.S.) | $X^2 = 3.1657$ (S.) |
| C-1 | $X^2 = .0170$ (N.S.) | $X^2 = .2938$ (N.S.) |
| 15 | $X^2 = .0404$ (N.S.) | $X^2 = .0028$ (N.S.) |
| 16 | $X^2 = .9192$ (N.S.) | $X^2 = .3189$ (N.S.) |
| 17 | $X^2 = 2.5834$ (N.S.) | $X^2 = .0520$ (N.S.) |
| 20 | $X^2 = 2.4175$ (N.S.) | $X^2 = .0239$ (N.S.) |
| 21 | $X^2 = .0531$ (N.S.) | $X^2 = .0544$ (N.S.) |
| 22 | $X^2 = 6.7854$ (S.) | $X^2 = .0316$ (N.S.) |
| 23 | $X^2 = 1.1999$ (N.S.) | $X^2 = .0408$ (N.S.) |
| 24 | $X^2 = .0572$ (N.S.) | $X^2 = .8412$ (N.S.) |
| 25 | $X^2 = 2.4467$ (N.S.) | $X^2 = .0065$ (N.S.) |
| 26 | $X^2 = 1.7332$ (N.S.) | $X^2 = .3093$ (N.S.) |

TABLE XI (Continued)

| Question Number | Male-Female | Married-Unmarried |
|-----------------|-----------------------|-----------------------|
| 27 | $X^2 = .2046$ (N.S.) | $X^2 = .5873$ (N.S.) |
| 28 | $X^2 = 1.2169$ (N.S.) | $X^2 = .1893$ (N.S.) |
| 29 | $X^2 = .9910$ (N.S.) | $X^2 = .3818$ (N.S.) |
| 30 | $X^2 = 2.8786$ (S.) | $X^2 = .0002$ (N.S.) |
| 31-A | $X^2 = 2.0444$ (N.S.) | $X^2 = 1.5649$ (N.S.) |
| B | $X^2 = 3.0548$ (S.) | $X^2 = .1810$ (N.S.) |
| 32-A | $X^2 = .5299$ (N.S.) | $X^2 = .5023$ (N.S.) |
| B | $X^2 = .0784$ (N.S.) | $X^2 = .0577$ (N.S.) |
| 36 | $X^2 = 1.1942$ (N.S.) | $X^2 = 1.5346$ (N.S.) |

S. Probability was equal to .10 or less.

N.S. Probability was greater than .10.

none felt such a "break" in relationships had occurred between their superintendent and board. Female respondents approached this same feeling but three differed by perceiving a deterioration of rapport between their superintendent and board.

The last instance of significant difference indicated in this table is responses to question 25, "Were local boards asked to make the necessary improvements in their schools?" Seventeen male respondents felt this had been done while thirteen disagreed. Female respondents were more positive in their perceptions. Of the twenty-one responding, eighteen felt the board had been asked to make needed school improvements. As opposed to male respondents, only three females were of the opinion this request had not been made.

It should be pointed out that all four cases of significance occurring within this table appear in the male-female category. No other tests in this classification approached the desired level of significance. The classification of marital status presented even more stable chi square test results. None of the tests performed on the responses of married-unmarried respondents proved to be significant. Appendix E contains the raw data for this table.

As indicated in Table XIII, the chi square analysis of responses from subjects in the 11-15 years experience classification to question number 10, "Is your salary the chief source of income?", is significant within the male-female category. Of the eighteen responses, all eighteen male respondents depended upon their teaching salaries as their main source of income. Representing a difference, eleven of the sixteen female respondents, however, indicated they were not dependent upon their teaching salaries as their main source of income.

TABLE XII
 CHI SQUARE RESULTS FOR EDUCATIONAL PERSONNEL
 WITH 5-10 YEARS PROFESSIONAL EXPERIENCE
 (1 df)

| Question Number | Male-Female | Married-Unmarried |
|-----------------|--------------------------|--------------------------|
| 10 | $\chi^2 = 35.0402$ (S.) | $\chi^2 = .2802$ (N.S.) |
| 11-A | $\chi^2 = .9432$ (N.S.) | $\chi^2 = .1041$ (N.S.) |
| B | $\chi^2 = 4.6553$ (S.) | $\chi^2 = .0002$ (N.S.) |
| C | $\chi^2 = 5.4913$ (S.) | $\chi^2 = .7199$ (N.S.) |
| 13-A | $\chi^2 = .0403$ (N.S.) | $\chi^2 = .0000$ (N.S.) |
| B | $\chi^2 = 1.6173$ (N.S.) | $\chi^2 = .0791$ (N.S.) |
| 14-A-1 | $\chi^2 = .1810$ (N.S.) | $\chi^2 = .0312$ (N.S.) |
| 2 | $\chi^2 = .5693$ (N.S.) | $\chi^2 = 1.6692$ (N.S.) |
| B-1 | $\chi^2 = .0026$ (N.S.) | $\chi^2 = .8546$ (N.S.) |
| 2 | $\chi^2 = 2.0589$ (N.S.) | $\chi^2 = .4862$ (N.S.) |
| C-1 | $\chi^2 = .7455$ (N.S.) | $\chi^2 = .1435$ (N.S.) |
| 15 | $\chi^2 = 1.0745$ (N.S.) | $\chi^2 = .0003$ (N.S.) |
| 16 | $\chi^2 = .0056$ (N.S.) | $\chi^2 = .7312$ (N.S.) |
| 17 | $\chi^2 = 1.0477$ (N.S.) | $\chi^2 = .0811$ (N.S.) |
| 20 | $\chi^2 = .0285$ (N.S.) | $\chi^2 = .9173$ (N.S.) |
| 21 | $\chi^2 = 1.6170$ (N.S.) | $\chi^2 = .0201$ (N.S.) |
| 22 | $\chi^2 = .2961$ (N.S.) | $\chi^2 = .0753$ (N.S.) |
| 23 | $\chi^2 = 1.7039$ (N.S.) | $\chi^2 = .1715$ (N.S.) |
| 24 | $\chi^2 = .7130$ (N.S.) | $\chi^2 = .0067$ (N.S.) |
| 25 | $\chi^2 = 4.8456$ (S.) | $\chi^2 = 1.0407$ (N.S.) |
| 26 | $\chi^2 = .7895$ (N.S.) | $\chi^2 = 1.1704$ (N.S.) |

TABLE XII (Continued)

| Question Number | Male-Female | Married-Unmarried |
|-----------------|--------------------------|-------------------------|
| 27 | $\chi^2 = 1.9946$ (N.S.) | $\chi^2 = .2484$ (N.S.) |
| 28 | $\chi^2 = .0094$ (N.S.) | $\chi^2 = .1094$ (N.S.) |
| 29 | $\chi^2 = .1112$ (N.S.) | $\chi^2 = .0016$ (N.S.) |
| 30 | $\chi^2 = .1308$ (N.S.) | $\chi^2 = .5810$ (N.S.) |
| 31-A | $\chi^2 = .0218$ (N.S.) | $\chi^2 = .3508$ (N.S.) |
| B | $\chi^2 = .9052$ (N.S.) | $\chi^2 = .0066$ (N.S.) |
| 32-A | $\chi^2 = 1.3565$ (N.S.) | $\chi^2 = .0151$ (N.S.) |
| B | $\chi^2 = 1.0396$ (N.S.) | $\chi^2 = .0066$ (N.S.) |
| 36 | $\chi^2 = 1.5823$ (N.S.) | $\chi^2 = .4572$ (N.S.) |

S. Probability was equal to .10 or less.

N.S. Probability was greater than .10.

Responses to question 13-B, "Has the effect of sanctions on the state been detrimental to the legislative process in the state?", indicate significance and a contrast of feelings between male and female respondents. Eighteen males within this experience range answered the question and eleven viewed the state legislative process as being somewhat impaired because of sanctions. Female respondents viewed it differently, however, with only two considering sanctions detrimental to the legislative process.

Question 14-C-1, "Does your board hold any animosity towards the teachers in your district because of the sanctions?", resulted in a significant chi square test. Thirty responses to this question show all sixteen male respondents to hold the opinion their boards hold no animosity toward them because of sanctions. This same opinion was held by ten of the fourteen female respondents.

Analysis of chi square test results to question number 23, "Were local boards informed of the true conditions of their schools?", show the responses of the married-unmarried respondents to be significant. Thirty-one of the thirty-two respondents were married. Seventeen married respondents were of the opinion boards had not been informed of the true conditions of their schools as opposed to the unmarried respondent who felt the board had been so advised.

Teacher perceptions to question number 24, "Did local boards believe or agree with such reports?", resulted in significant chi square tests for both classifications of sex and marital status. Results of tests in the sex classification show nine of the seventeen male respondents perceived boards as believing the reports concerning their schools. As opposed to this view, twelve of the fifteen female

respondents were of the opinion boards of education did not believe or agree with the reports.

Responses to the same question indicate the desired level of significance has been attained within the classification of marital status. The total of thirty-two responses reveals twenty of the thirty-one married respondents perceived boards as not believing reports about their schools. The lone unmarried respondent perceived the board as believing reports concerning the school conditions existing in that district.

Question 25, "Were local boards asked to make the necessary improvements in their schools?", presents a significant chi square test of responses within the marital status classification. An examination of these results indicates significance was gained in a negative direction. Of the twenty-nine responses, eighteen of twenty-eight married respondents felt boards had not been asked to make the necessary school improvements. The minority view, represented by the unmarried respondent felt the board in his district had been asked to make the necessary school improvements.

Again the classification of marital status provided a significant chi square test of question 32-B, "Has your class load for 1966-67 been reduced by the new legislation?" Responses approached unanimity as twenty-seven of twenty-nine married respondents and the unmarried respondent reported their class loads had not been reduced as a result of the new legislation.

Perusal of all tests contained in this table will indicate that no other chi square tests performed on responses within this experience group produced results approaching the desired level of significance.

TABLE XIII
 CHI SQUARE RESULTS FOR EDUCATIONAL PERSONNEL
 WITH 11-15 YEARS PROFESSIONAL EXPERIENCE
 (1 df)

| Question Number | Male-Female | Married-Unmarried |
|-----------------|-----------------------|-----------------------|
| 10 | $X^2 = 18.2706$ (S.) | $X^2 = .1535$ (N.S.) |
| 11-A | $X^2 = .0000$ (N.S.) | $X^2 = .0000$ (N.S.) |
| B | $X^2 = .0000$ (N.S.) | $X^2 = .0000$ (N.S.) |
| C | $X^2 = .0000$ (N.S.) | $X^2 = .0000$ (N.S.) |
| 13-A | $X^2 = .0084$ (N.S.) | $X^2 = .3093$ (N.S.) |
| B | $X^2 = 7.1679$ (S.) | $X^2 = .0345$ (N.S.) |
| 14-A-1 | $X^2 = 1.0825$ (N.S.) | $X^2 = .0750$ (N.S.) |
| 2 | $X^2 = .3218$ (N.S.) | $X^2 = .2479$ (N.S.) |
| B-1 | $X^2 = .2575$ (N.S.) | $X^2 = 2.1540$ (N.S.) |
| 2 | $X^2 = .0951$ (N.S.) | $X^2 = .1963$ (N.S.) |
| C-1 | $X^2 = 3.0788$ (S.) | $X^2 = 1.2514$ (N.S.) |
| 15 | $X^2 = .2120$ (N.S.) | $X^2 = .5255$ (N.S.) |
| 16 | $X^2 = .0000$ (N.S.) | $X^2 = .0000$ (N.S.) |
| 17 | $X^2 = 1.3437$ (N.S.) | $X^2 = 1.8394$ (N.S.) |
| 20 | $X^2 = .0369$ (N.S.) | $X^2 = .6449$ (N.S.) |
| 21 | $X^2 = 1.1326$ (N.S.) | $X^2 = .4258$ (N.S.) |
| 22 | $X^2 = .0924$ (N.S.) | $X^2 = .3093$ (N.S.) |
| 23 | $X^2 = .4742$ (N.S.) | $X^2 = 4.3963$ (S.) |
| 24 | $X^2 = 3.6755$ (S.) | $X^2 = 5.6536$ (S.) |
| 25 | $X^2 = 1.0066$ (N.S.) | $X^2 = 5.5146$ (S.) |
| 26 | $X^2 = .2831$ (N.S.) | $X^2 = .2488$ (N.S.) |

TABLE XIII (Continued)

| Question Number | Male-Female | Married-Unmarried |
|-----------------|--------------------------|--------------------------|
| 27 | $\chi^2 = 1.1637$ (N.S.) | $\chi^2 = .1182$ (N.S.) |
| 28 | $\chi^2 = .0987$ (N.S.) | $\chi^2 = 1.1154$ (N.S.) |
| 29 | $\chi^2 = .0319$ (N.S.) | $\chi^2 = .0016$ (N.S.) |
| 30 | $\chi^2 = 1.0468$ (N.S.) | $\chi^2 = 1.6128$ (N.S.) |
| 31-A | $\chi^2 = .0000$ (N.S.) | $\chi^2 = .0000$ (N.S.) |
| B | $\chi^2 = 1.1014$ (N.S.) | $\chi^2 = .0000$ (N.S.) |
| 32-A | $\chi^2 = .3982$ (N.S.) | $\chi^2 = 2.9428$ (S.) |
| B | $\chi^2 = .0000$ (N.S.) | $\chi^2 = 1.3540$ (N.S.) |
| 36 | $\chi^2 = .0924$ (N.S.) | $\chi^2 = .3093$ (N.S.) |

S. Probability was equal to .10 or less.

N.S. Probability was greater than .10.

In using information presented in this table, the reader may refer to Appendix F for the compilation of raw data.

Information in Table XIV presents the chi square analysis of responses from respondents in the 16-20 years experience classification to question 10, "Is your salary the chief source of income?" These responses were significant within the male-female framework. Of the twenty-three male responses, twenty-one depended upon their teaching salaries as their main source of income. In two instances other sources constituted a greater portion of income for them. The greatest change took place among the female respondents. Among the nineteen who responded, twelve females in this experience group report that their teaching salary is their chief source of income.

Additional study of this table reveals teachers' perceptions to question 11-B, "Do you feel sanctions caused a serious 'split' in the relationship between your teachers and board?" These perceptions were within the married-unmarried classification and proved to be significant. Of the thirty-seven married respondents, thirty-five felt a split had not occurred. The unmarried respondents agreed with the majority opinion expressed by the married respondents.

Responses to question 14-C-1, "Does your board hold any animosity towards the teachers in your district because of the sanctions?", resulted in a significant chi square test. Thirty-seven married respondents were of the opinion their boards held no animosity towards them because of sanctions, with only two holding opposite views. The unmarried teacher included in the total response to the question agreed no animosity existed because of sanctions.

Teacher opinions concerning question 17, "Will you actively seek

out-of-state employment?", present a significant chi square test for the male-female classification. Both groups presented a definite decision not to leave Oklahoma during this period of unrest. Approximately seventy percent of the nineteen males who responded did not plan to abandon their teaching careers in Oklahoma. Female respondents in this experience group were unanimous in stating they did not intend to leave the state.

Analysis of chi square test results to question 25, "Were local boards asked to make the necessary improvements in their schools?", reveals significance. Opposite views are held by the two classes of respondents regarding this question. Thirteen of the twenty-one male respondents expressing the opinion that boards had been asked to make the necessary school improvements. The female respondents, however, expressed opinions in opposition to the views held by the males. Of the eighteen female respondents, two-thirds were of the opinion boards had not been asked to make needed school improvements.

The last instance of significance occurring in Table XIV is the response to question 28, "Did the State Department of Public Instruction present statewide the need for improvement of Oklahoma schools?" Here again, the male responses represented the more positive position in that sixteen of the twenty-one who responded to the question took the position that the State Department had not given statewide publicity calling attention to school needs. Although female respondents were not of comparably strong convictions in the opposite directions, eleven of twenty did feel the State Department had cited school needs in a satisfactory manner.

Careful inspection of the table reveals that other than the

TABLE XIV
 CHI SQUARE RESULTS FOR EDUCATIONAL PERSONNEL
 WITH 16-20 YEARS PROFESSIONAL EXPERIENCE
 (1 df)

| Question Number | Male-Female | Married-Unmarried |
|-----------------|-----------------------|-----------------------|
| 10 | $X^2 = 3.3709$ (S.) | $X^2 = .5192$ (N.S.) |
| 11-A | $X^2 = .0170$ (N.S.) | $X^2 = 1.4011$ (N.S.) |
| B | $X^2 = .2505$ (N.S.) | $X^2 = 4.3729$ (S.) |
| C | $X^2 = .0000$ (N.S.) | $X^2 = .0000$ (N.S.) |
| 13-A | $X^2 = .6008$ (N.S.) | $X^2 = .0004$ (N.S.) |
| B | $X^2 = .2073$ (N.S.) | $X^2 = .1341$ (N.S.) |
| 14-A-1 | $X^2 = .0617$ (N.S.) | $X^2 = .0344$ (N.S.) |
| 2 | $X^2 = .0057$ (N.S.) | $X^2 = .7121$ (N.S.) |
| 14-B-1 | $X^2 = .0287$ (N.S.) | $X^2 = .0004$ (N.S.) |
| 2 | $X^2 = .2073$ (N.S.) | $X^2 = .1341$ (N.S.) |
| 14-C-1 | $X^2 = .5264$ (N.S.) | $X^2 = 4.3726$ (S.) |
| 15 | $X^2 = 2.1714$ (N.S.) | $X^2 = .3073$ (N.S.) |
| 16 | $X^2 = .5711$ (N.S.) | $X^2 = .7910$ (N.S.) |
| 17 | $X^2 = 3.8965$ (S.) | $X^2 = .0000$ (N.S.) |
| 20 | $X^2 = .4478$ (N.S.) | $X^2 = .4225$ (N.S.) |
| 21 | $X^2 = .0297$ (N.S.) | $X^2 = 1.4011$ (N.S.) |
| 22 | $X^2 = .6091$ (N.S.) | $X^2 = .1528$ (N.S.) |
| 23 | $X^2 = .6561$ (N.S.) | $X^2 = .0205$ (N.S.) |
| 24 | $X^2 = 1.5000$ (N.S.) | $X^2 = .0523$ (N.S.) |
| 25 | $X^2 = 3.1686$ (S.) | $X^2 = .0005$ (N.S.) |
| 26 | $X^2 = 1.0325$ (N.S.) | $X^2 = .1733$ (N.S.) |

TABLE XIV (Continued)

| Question Number | Male-Female | Married-Unmarried |
|-----------------|-----------------------|-----------------------|
| 27 | $X^2 = .8699$ (N.S.) | $X^2 = .4684$ (N.S.) |
| 28 | $X^2 = 4.2009$ (S.) | $X^2 = .0626$ (N.S.) |
| 29 | $X^2 = .2358$ (N.S.) | $X^2 = .2195$ (N.S.) |
| 30 | $X^2 = .4762$ (N.S.) | $X^2 = .1953$ (N.S.) |
| 31-A | $X^2 = 1.6888$ (N.S.) | $X^2 = .0000$ (N.S.) |
| B | $X^2 = 1.6275$ (N.S.) | $X^2 = .0150$ (N.S.) |
| 32-A | $X^2 = .1772$ (N.S.) | $X^2 = 1.8231$ (N.S.) |
| B | $X^2 = .0556$ (N.S.) | $X^2 = .6418$ (N.S.) |
| 36 | $X^2 = .0935$ (N.S.) | $X^2 = .0000$ (N.S.) |

S. Probability was equal to .10 or less.

N.S. Probability was greater than .10.

enumerations just made, neither the classification as to sex nor the one considering marital status produced chi square test results equal to .10 or less which represents the level of significance established for this study. Attention is also directed to the raw data for this table which may be found in Appendix G.

Inspection of the chi square tests presented in Table XV quickly reveals an absence of significant results. Closer observation of each test result discloses its proximity to the acceptable level of significance. None approached significance. Additional study of Appendix H containing the raw data for this table reveals the divergence of responses given by the two classes of respondents within the two classifications.

As indicated in Table XVI, the chi square analysis of opinions expressed by respondents in the 26-30 years experience group to question 10, "Is your salary the chief source of income?", is significant within the male-female classification. The eleven male responses to this question were unanimous. All stated their teaching salary was their chief source of income. Less than one-third of the female respondents, however, indicated a similar dependency upon their teaching salaries.

Responses to question 13-A, "Has the effect of sanctions on the state been detrimental to the public image of the state?", indicate significant and conflicting opinions between male and female respondents. Eight of the ten males responding to this question felt the image of the state had not been affected by sanctions. The female respondents contrasted this feeling by their responses, which indicated seventy percent felt the state's image had been damaged because of sanctions.

TABLE XV
 CHI SQUARE RESULTS FOR EDUCATIONAL PERSONNEL
 WITH 21-25 YEARS PROFESSIONAL EXPERIENCE
 (1 df)

| Question Number | Male-Female | Married-Unmarried |
|-----------------|-----------------------|-----------------------|
| 10 | $X^2 = .1577$ (N.S.) | $X^2 = .3509$ (N.S.) |
| 11-A | $X^2 = .0000$ (N.S.) | $X^2 = .0000$ (N.S.) |
| B | $X^2 = .0000$ (N.S.) | $X^2 = .0000$ (N.S.) |
| C | $X^2 = .0000$ (N.S.) | $X^2 = .0000$ (N.S.) |
| 13-A | $X^2 = .8359$ (N.S.) | $X^2 = .0356$ (N.S.) |
| B | $X^2 = .0155$ (N.S.) | $X^2 = 1.1293$ (N.S.) |
| 14-A-1 | $X^2 = .3611$ (N.S.) | $X^2 = .1562$ (N.S.) |
| 2 | $X^2 = .2466$ (N.S.) | $X^2 = .2250$ (N.S.) |
| B-1 | $X^2 = .4375$ (N.S.) | $X^2 = .1372$ (N.S.) |
| 2 | $X^2 = .2989$ (N.S.) | $X^2 = .2004$ (N.S.) |
| C-1 | $X^2 = .0000$ (N.S.) | $X^2 = .0000$ (N.S.) |
| 15 | $X^2 = .0033$ (N.S.) | $X^2 = .0891$ (N.S.) |
| 16 | $X^2 = .7058$ (N.S.) | $X^2 = .4779$ (N.S.) |
| 17 | $X^2 = .0000$ (N.S.) | $X^2 = .0000$ (N.S.) |
| 20 | $X^2 = .0065$ (N.S.) | $X^2 = .6552$ (N.S.) |
| 21 | $X^2 = .2788$ (N.S.) | $X^2 = 2.1489$ (N.S.) |
| 22 | $X^2 = .1991$ (N.S.) | $X^2 = .2811$ (N.S.) |
| 23 | $X^2 = 1.1165$ (N.S.) | $X^2 = .0155$ (N.S.) |
| 24 | $X^2 = .9385$ (N.S.) | $X^2 = .0276$ (N.S.) |
| 25 | $X^2 = 1.1448$ (N.S.) | $X^2 = .0107$ (N.S.) |
| 26 | $X^2 = .2466$ (N.S.) | $X^2 = .2250$ (N.S.) |
| 27 | $X^2 = .0078$ (N.S.) | $X^2 = 1.0114$ (N.S.) |

TABLE XV (Continued)

| Question Number | Male-Female | Married-Unmarried |
|-----------------|--------------------------|--------------------------|
| 28 | $\chi^2 = .6760$ (N.S.) | $\chi^2 = .0642$ (N.S.) |
| 29 | $\chi^2 = 1.2151$ (N.S.) | $\chi^2 = .7266$ (N.S.) |
| 30 | $\chi^2 = .5557$ (N.S.) | $\chi^2 = .1051$ (N.S.) |
| 31-A | $\chi^2 = .9905$ (N.S.) | $\chi^2 = .0210$ (N.S.) |
| B | $\chi^2 = .5214$ (N.S.) | $\chi^2 = .0000$ (N.S.) |
| 32-A | $\chi^2 = .0078$ (N.S.) | $\chi^2 = 1.0114$ (N.S.) |
| B | $\chi^2 = .0138$ (N.S.) | $\chi^2 = .1041$ (N.S.) |
| 36 | $\chi^2 = .0033$ (N.S.) | $\chi^2 = .0891$ (N.S.) |

S. Probability was equal to .10 or less.

N.S. Probability was greater than .10.

TABLE XVI
 CHI SQUARE RESULTS FOR EDUCATIONAL PERSONNEL
 WITH 26-30 YEARS PROFESSIONAL EXPERIENCE
 (1 df)

| Question Number | Male-Female | Married-Unmarried |
|-----------------|--------------------------|-------------------------|
| 10 | $\chi^2 = 9.0969$ (S.) | $\chi^2 = .1389$ (N.S.) |
| 11-A | $\chi^2 = .0000$ (N.S.) | $\chi^2 = .0000$ (N.S.) |
| B | $\chi^2 = 1.4569$ (N.S.) | $\chi^2 = .5968$ (N.S.) |
| C | $\chi^2 = .0000$ (N.S.) | $\chi^2 = .0000$ (N.S.) |
| 13-A | $\chi^2 = 4.8266$ (S.) | $\chi^2 = .0149$ (N.S.) |
| B | $\chi^2 = .3965$ (N.S.) | $\chi^2 = .0672$ (N.S.) |
| 14-A-1 | $\chi^2 = 1.2464$ (N.S.) | $\chi^2 = .0219$ (N.S.) |
| 2 | $\chi^2 = .2344$ (N.S.) | $\chi^2 = .0233$ (N.S.) |
| B-1 | $\chi^2 = .4584$ (N.S.) | $\chi^2 = .8751$ (N.S.) |
| 2 | $\chi^2 = .0004$ (N.S.) | $\chi^2 = .0683$ (N.S.) |
| C-1 | $\chi^2 = 1.2483$ (N.S.) | $\chi^2 = .4811$ (N.S.) |
| 15 | $\chi^2 = .3430$ (N.S.) | $\chi^2 = .1799$ (N.S.) |
| 16 | $\chi^2 = 2.4547$ (N.S.) | $\chi^2 = .0986$ (N.S.) |
| 17 | $\chi^2 = .0000$ (N.S.) | $\chi^2 = .0000$ (N.S.) |
| 20 | $\chi^2 = .1236$ (N.S.) | $\chi^2 = .0152$ (N.S.) |
| 21 | $\chi^2 = 3.3269$ (S.) | $\chi^2 = .1270$ (N.S.) |
| 22 | $\chi^2 = .0017$ (N.S.) | $\chi^2 = .4631$ (N.S.) |
| 23 | $\chi^2 = .0060$ (N.S.) | $\chi^2 = .1389$ (N.S.) |
| 24 | $\chi^2 = .0187$ (N.S.) | $\chi^2 = .4167$ (N.S.) |
| 25 | $\chi^2 = 3.1021$ (S.) | $\chi^2 = .2847$ (N.S.) |
| 26 | $\chi^2 = .7236$ (N.S.) | $\chi^2 = 5.4529$ (S.) |

TABLE XVI (Continued)

| Question Number | Male-Female | Married-Unmarried |
|-----------------|--------------------------|-------------------------|
| 27 | $\chi^2 = 1.1932$ (N.S.) | $\chi^2 = .2788$ (N.S.) |
| 28 | $\chi^2 = 2.7298$ (S.) | $\chi^2 = .0439$ (N.S.) |
| 29 | $\chi^2 = .1217$ (N.S.) | $\chi^2 = .1334$ (N.S.) |
| 30 | $\chi^2 = 1.4004$ (N.S.) | $\chi^2 = .1918$ (N.S.) |
| 31-A | $\chi^2 = .4599$ (N.S.) | $\chi^2 = .0054$ (N.S.) |
| B | $\chi^2 = .0095$ (N.S.) | $\chi^2 = .3847$ (N.S.) |
| 32-A | $\chi^2 = 1.5146$ (N.S.) | $\chi^2 = .2172$ (N.S.) |
| B | $\chi^2 = 1.8827$ (N.S.) | $\chi^2 = .1990$ (N.S.) |
| 36 | $\chi^2 = .0144$ (N.S.) | $\chi^2 = .0211$ (N.S.) |

S. Probability was equal to .10 or less.

N.S. Probability was greater than .10.

Analysis of chi square test results to question 21, "Did the general public believe reports made concerning the poor conditions of the public schools?", show the responses of the male-female respondents to be significant. Seven of the ten respondents were of the opinion that the public did not believe reports concerning their schools. Of the eighteen females who responded, all were of the opinion that reports of the poor conditions of the public schools were not accepted by the general public.

Teacher perceptions to question 25, "Were local boards asked to make the necessary improvements in their schools?", resulted in significant chi square tests for the male-female classification. Once again opposite opinions are expressed by the two sexes. Seventy percent of the male respondents believed local boards had not been asked to make improvements. The female respondents, however, took the opposite view in that thirteen of the eighteen who responded felt local boards had been asked to improve their schools.

Continued study of this table reveals teachers' perceptions to question 26, "Did local districts generally have the financial ability to correct the deficiencies?". These perceptions were within the married-unmarried classification and proved to be significant. The twenty-five married respondents were almost unanimous in their position with twenty-four of them perceiving local districts as lacking the financial ability to correct school deficiencies. The unmarried respondents disagreed with their married counterparts by expressing the opinion that local boards did, in fact, have the necessary financial ability to correct school deficiencies.

Responses to question 28, "Did the State Department of Public Instruction present statewide the need for improvement of Oklahoma schools?", resulted in a significant chi square. Seventy percent of the male responses to this question held the opinion the State Department had not given statewide coverage of school needs. Twelve of the fifteen female respondents, however, felt the State Department had met their responsibilities by giving statewide publicity to needed school improvements.

Further study reveals that all other chi square tests presented in Table XVI failed to meet the significance level used in this study. Only the male and female responses to question 16 approached significance. It should be pointed out that all raw data used in the chi square tests included in this table may be found in Appendix I.

Analysis of chi square test results to question 16, "Has the legislature attempted to solve the teachers' class load problems in legislative sessions prior to sanctions?", show the responses of the male-female respondents of the 30+ years experience group to be significant, as indicated in Table XVII. Seven of the ten male respondents were of the opinion the legislature had not attempted to solve class load problems in sessions prior to sanctions. Female responses presented were in complete agreement with the male position. Of the twenty females responding to this question, all were of the opinion that past legislative sessions had not given adequate attention to the class load problem.

The only other instance of significance in this table occurs in the responses to question 20, "Was the general public aware of the conditions in the schools which were cited as reasons for invoking

TABLE XVII
 CHI SQUARE RESULTS FOR EDUCATIONAL PERSONNEL
 WITH 30+ YEARS PROFESSIONAL EXPERIENCE
 (1 df)

| Question Number | Male-Female | Married-Unmarried |
|-----------------|-----------------------|-----------------------|
| 10 | $X^2 = 1.3744$ (N.S.) | $X^2 = .2643$ (N.S.) |
| 11-A | $X^2 = .0000$ (N.S.) | $X^2 = .0000$ (N.S.) |
| B | $X^2 = .7232$ (N.S.) | $X^2 = .0011$ (N.S.) |
| C | $X^2 = .0000$ (N.S.) | $X^2 = .0000$ (N.S.) |
| 13-A | $X^2 = .0185$ (N.S.) | $X^2 = .2039$ (N.S.) |
| B | $X^2 = .0340$ (N.S.) | $X^2 = .0340$ (N.S.) |
| 14-A-1 | $X^2 = .0262$ (N.S.) | $X^2 = .6536$ (N.S.) |
| 2 | $X^2 = .0251$ (N.S.) | $X^2 = .0511$ (N.S.) |
| B-1 | $X^2 = .1876$ (N.S.) | $X^2 = .3000$ (N.S.) |
| 2 | $X^2 = .0231$ (N.S.) | $X^2 = .1350$ (N.S.) |
| C-1 | $X^2 = .1271$ (N.S.) | $X^2 = .0335$ (N.S.) |
| 15 | $X^2 = .0600$ (N.S.) | $X^2 = .0135$ (N.S.) |
| 16 | $X^2 = 3.7500$ (S.) | $X^2 = .0000$ (N.S.) |
| 17 | $X^2 = .0049$ (N.S.) | $X^2 = .0506$ (N.S.) |
| 20 | $X^2 = 6.1189$ (S.) | $X^2 = .0598$ (N.S.) |
| 21 | $X^2 = .0012$ (N.S.) | $X^2 = .0517$ (N.S.) |
| 22 | $X^2 = .8496$ (N.S.) | $X^2 = .0531$ (N.S.) |
| 23 | $X^2 = .1390$ (N.S.) | $X^2 = .7874$ (N.S.) |
| 24 | $X^2 = .9385$ (N.S.) | $X^2 = .0936$ (N.S.) |
| 25 | $X^2 = 1.7013$ (N.S.) | $X^2 = 1.7013$ (N.S.) |
| 26 | $X^2 = .2923$ (N.S.) | $X^2 = 1.2151$ (N.S.) |

TABLE XVII (Continued)

| Question Number | Male-Female | Married-Unmarried |
|-----------------|-----------------------|-----------------------|
| 27 | $X^2 = .1717$ (N.S.) | $X^2 = 1.8054$ (N.S.) |
| 28 | $X^2 = .0184$ (N.S.) | $X^2 = .0184$ (N.S.) |
| 29 | $X^2 = .2167$ (N.S.) | $X^2 = .3237$ (N.S.) |
| 30 | $X^2 = .2819$ (N.S.) | $X^2 = .1611$ (N.S.) |
| 31-A | $X^2 = .0124$ (N.S.) | $X^2 = .8113$ (N.S.) |
| B | $X^2 = .1693$ (N.S.) | $X^2 = 1.8097$ (N.S.) |
| 32-A | $X^2 = .0000$ (N.S.) | $X^2 = .0000$ (N.S.) |
| B | $X^2 = .0100$ (N.S.) | $X^2 = .0265$ (N.S.) |
| 36 | $X^2 = 1.6159$ (N.S.) | $X^2 = .0949$ (N.S.) |

S. Probability was equal to .10 or less.

N.S. Probability was greater than .10.

sanctions?" Six of the ten male respondents felt the public was not aware of school conditions cited as reasons for invoking sanctions. Of the twenty females responding, all were in agreement that the public was unaware of the conditions existing in their school cited as reasons for invoking sanctions on the public schools of Oklahoma.

The two instances of significance cited above represent the extent of acceptable test results conducted on the responses of male-female and married-unmarried respondents within this 30+ years experience classification. The vast majority of test results in the classification based on marital status were well above the minimum significance level considered acceptable for this study.

Readers who are interested in further study of results included in this table may refer to Appendix J for study of raw data upon which the chi square tests were computed.

Summary

The first portion of this chapter presents and analyzes background information of internal school conditions as they relate to: (a) out-migration of practicing teachers of the state; (b) out-migration of practicing teachers of the state within three experience group classifications; (c) out-migration of men and women graduating seniors on the elementary and secondary levels; and (d) reasons given for membership withdrawals from the Oklahoma Teachers' Retirement System and a composite of the perceptions held by teachers responding to the questionnaire.

The last and major portion of this chapter consists of comments

and analysis of chi square test results of pertinent portions of the questionnaire as responded to by teachers included in the random sample.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

General Review of the Purpose and Design of the Study

The purpose of this study was to identify certain internal school conditions extant in Oklahoma during the 1961-62 through 1965-66 school years. This phase of the investigation concerned out-of-state mobility of men and women graduating seniors, teachers with three different levels of experience, the total staff of Oklahoma teachers, and withdrawals from the Oklahoma Teachers' Retirement System. Another area of investigation was directed to public school expenditures per pupil in A.D.A., state per capita expenditures for schools, and the percentage of school budgets expended for instruction. The preceding three areas of study were presented with similar figures for the five states adjacent to Oklahoma.

The next phase of the study presented total teacher responses to the questionnaire.

The last, and by far the largest, phase of the study dealt with statistical treatment of teacher responses using classifications of male-female, married-unmarried, and years of experience to determine significant differences of teacher perceptions.

Conclusions of the Study

Analysis of the research data and chi square test results suggest the following conclusions:

1. Men graduating seniors entering the elementary level of teaching in out-of-state positions reached a high in 1962-63, but decreased in numbers during the last three years of the study. On the secondary level, the out-migration high point was the first year of the study, 1961-62, with a decrease over the next four years.

2. Women graduating seniors entering the elementary level of teaching in out-of-state positions reached a peak in 1963-64 and experienced a decline the last two years, 1964-65 and 1965-66. Those seniors accepting secondary positions in other states did so in greater numbers in 1963-64, with the number decreasing during the last two years of the study.

3. The year of 1964-65 was found to be the five year high-point for out-migration of teachers with one-to-ten years experience. The first three years of the study were relatively stable, but increased to three hundred ninety-nine in 1964-65 and declined slightly the last year of the study.

4. Oklahoma teachers with eleven-to-twenty years experience left the state at a slower rate than less experienced teachers, with no significant trend indicated.

5. Oklahoma teachers with 21 or more years teaching experience left the state at a slower rate than less experienced teachers, with no significant trend discernible.

6. Mobility of Oklahoma teachers to out-of-state positions is

found to be rather constant from 1961-62 through 1963-64. The following year of 1964-65 experienced the greatest out-migration of teachers during the five years of the study. This year 523 left the state, ninety more than the previous year and more than the following year of 1965-66, the last year of the study.

7. Withdrawals from the Oklahoma Teachers Retirement System, due to leaving the state, show a slight growth pattern the first three years of this study, but dramatically increased in 1964-65 with a continued increase in 1965-66. No other category in Table VII shows any significance.

8. In reviewing the six-state comparison of expenditures per pupil in average daily attendance over the five year period, Colorado and Kansas ranked first and second the first four years, switching positions in 1965-66. Oklahoma ranked fifth all five years, just ahead of Arkansas.

9. A study of the state per capita expenditures for public schools reveals Colorado and Kansas again leading in this analysis of school financing. Oklahoma ranked third with Texas, Missouri, and Arkansas following in that order.

10. In the comparison of the percentage of public school budgets expended for instruction, Texas, Oklahoma, and Kansas are the leaders in 1961-62. In 1963-64, it was Kansas first followed by Texas, with Oklahoma third. Kansas and Texas maintained their positions, but Oklahoma declined to fourth place in 1965-66.

The composite of responses to the questionnaire indicate a majority are dependent upon their teaching salaries. Definite majorities saw no serious problem between teachers, superintendents, and boards

of education as a result of sanctions. Other views expressed were that sanctions raised the status of Oklahoma teachers, were not detrimental to the image of the State, and did affect the legislative process.

Most teachers felt the N.E.A. had not adequately represented them before but did so during the sanctions. The same opinions were held regarding the work of the O.E.A. during those time periods. A significant majority believed sanctions had caused no animosity between boards and district teachers.

Majority opinions expressed faulted the legislature in its concern for teacher salary and class load problems.

In spite of the problems which ultimately led to statewide sanctions, state teachers participating in the study planned to remain in Oklahoma in overwhelming numbers. The three most prominently mentioned reasons were that it was their home state, they owned their homes or farms, and thought the school situation would improve. Those teachers planning to leave felt conditions were not conducive to good teaching, conditions would not improve, and they did not care to teach in Oklahoma.

A majority of respondents agreed that the public was not aware of school problems, did not believe the reports, or that conditions had not been reported by teachers and administrators.

A similar majority opinion agreed that boards had to know of the conditions but still did not believe the reports; that they had been asked to make improvements, but did not have the financial ability to do so because of statutory limitations governing school districts.

Most respondents faulted the efforts of the State Department of Public Instruction, O.E.A., and school-oriented groups in their efforts

to publicize school needs.

Reactions to salary increases for 1965-66 were evenly divided, but in spite of a majority of women respondents, there was clear-cut dissatisfaction with 1966-67 salary increases.

Most respondents could see no improvement in their own class loads in either 1965-66 or 1966-67. Neither did they see any improvement statewide.

The results of the chi square tests for significant differences within the one-to-four years experience group suggest the following conclusions:

1. As a group, men teachers relied far more heavily on their teaching salaries as their main source of income than did the women teachers.
2. Married teachers were the only group that felt teachers had not been adequately represented during sanctions.
3. Men teachers felt local teachers and administrators had not stressed the poor conditions existing in local schools.
4. Men teachers were unanimous in their perceptions that there was not adequate coordination and cooperation between school-oriented organizations in presenting school needs. It should be pointed out, however, that women teachers also felt a lack of coordination and cooperation had existed.
5. Men teachers in this experience group led the way in expressing their dissatisfaction over their salary adjustment for 1966-67.

The above conclusions are drawn from the chi square test results indicating significant differences in teacher perceptions. Attention is directed, however, to all chi square tables and the raw data in the

appendixes which, while not significant, suggest strengths in teacher perceptions which surely supported composite teacher attitudes of school conditions resulting in application of sanctions on Oklahoma public schools.

Conclusions which may be drawn from the chi square test results within the five-to-ten years experience classification are as follows:

1. Men teachers in this experience group were unanimous in expressing reliance on their teaching salary as their chief source of income, while only six of the twenty-three women teachers expressed such dependence upon their teaching salaries.

2. All but two of the men teachers felt that sanctions had not caused a serious "split" in the relationship between their teachers and board. Women teachers had a much smaller majority opinion that such a schism had not developed.

3. Both men and women teachers agreed that no serious "split" had developed between their superintendent and board. The men were unanimous in their feeling, while only three women differed in their opinions.

4. Men and women respondents held similar views in regards to whether or not local boards had been asked to make improvements in their schools. A slight majority of men held the view that this request had been done.

The results of the chi square tests for significant difference within the eleven-to-fifteen years experience group led to the following conclusions:

1. All men respondents in this classification depended upon their teaching salaries for their chief source of income. Over two-thirds

of the women, however, expressed no such reliance upon their teaching salaries.

2. Men and women held opposing views as to whether sanctions were detrimental to the legislative process in the state. Men viewed sanctions as somewhat impairing the legislative process. Women viewed it differently, however, with only two considering sanctions detrimental.

3. Both men and women were of the opinion that their board did not hold any animosity toward district teachers because of sanctions.

4. Married respondents held the majority opinion that local boards of education had not been informed of the true conditions of their schools.

5. A slight majority of men were of the opinion that boards believed reports about the condition of their schools. This differed from the majority of women who felt boards did not believe the reports.

6. The vast majority of married respondents were of the opinion that boards of education did not believe reports about school conditions.

7. A firm majority of married respondents felt boards of education had not been asked to make necessary school improvements in their districts.

8. With nearly unanimous responses, married and unmarried respondents were of the opinion that their 1966-67 class load had not been reduced as a result of new legislation.

The following conclusions may be drawn from test results obtained in the sixteen-to-twenty years experience classification:

1. The great majority of men teachers in this experience group depended upon their teaching salaries for their chief source of income.

Also, for the first time, it may be noted that a majority of women teachers in this group said their chief source of income was their teaching salaries.

2. All but two of the married and unmarried respondents were of the opinion that sanctions had not caused a serious "split" between their teachers and board of education.

3. Married teachers felt their board of education held no animosity toward them because of the sanctions.

4. The majority of men and all of the women respondents of this experience group stated they would not seek out-of-state employment.

5. A majority of men felt boards had been asked to make necessary school improvements, but the women were of equal persuasion that boards had not been asked to improve their schools.

6. The Oklahoma State Department of Education failed to give statewide publicity to the need for school improvements, according to the men of this experience group. The women, however, felt adequate publicity of school needs had been given by the State Department of Education.

An examination of raw data in Appendix H for the twenty-one to twenty-five years experience classification reveals rather consistent majority perceptions on most questions. In fact, even a cursory examination would reveal that teachers of this group generally supported their schools, boards, O.E.A., and N.E.A., but not the Oklahoma State Department of Education.

In considering the chi square results for the twenty-six-to-thirty years experience group, the following conclusions appear to be appropriate:

1. Men teachers continue to rely on their teaching salary as their chief source of income. Women teachers' salaries continue as secondary sources of income rather than primary.

2. Men teachers of this group felt sanctions had not been detrimental to the public image of the state, as opposed to women teachers who felt the state's image had been damaged by sanctions.

3. All women respondents and the majority of men were of the opinion the general public did not believe reports of poor conditions existing in the public schools of the state.

4. The majority of women teachers in this group felt local boards of education had been asked to improve their schools, but the men teachers were of the opinion boards had not been asked.

5. Married teachers of this group were almost unanimous in their opinion that local boards lacked the financial ability to correct school deficiencies. Unmarried teachers were of the opinion boards did, in fact, have the necessary financial resources.

6. Men teachers faulted the State Department of Education for not giving statewide publicity to needed school improvements. Women teachers disagreed with the men by feeling the State Department of Education had provided adequate publicity regarding school needs.

The results of the chi square tests for significance within the thirty plus years experience group suggest the following conclusions:

1. Both men and women teachers of this group were of the opinion the legislature had not attempted to solve the teachers' class load problems in the Legislature prior to sanctions.

2. A majority of men teachers and all of the women teachers agreed in their feelings that the general public was not aware of the

conditions in the schools which were cited as reasons for invoking sanctions on the public schools of Oklahoma.

Recommendations

As a result of this study, the following recommendations appear to be in order:

1. The State Department of Education might well devise a method of determining the problems facing education as perceived by local boards, teachers, legislators, O.E.A., State School Board Association, P.T.A., and others of recognized involvement in education. This could be accomplished through meetings, questionnaires, or whatever means deemed desirable and capable of producing desired results.

2. The Oklahoma Education Association should conduct a similar data gathering program from its membership to determine the problems facing state schools as perceived by them as individuals.

3. The State Association of School Boards should conduct an additional data gathering program among its member boards to decide how they perceive problems facing education.

4. Future activities of the above mentioned agencies should be directed toward establishing the facts about the schools, evaluating their findings, and formulating solutions. They must have or develop the necessary sophistication for these activities and the studies should be conducted every five or ten years.

5. Once results are obtained and ordered by the above agencies, all would be served by a meeting to discuss and reconcile differences and identify areas of agreement. Once this is accomplished, reports should be made to the respective memberships and programs established

to determine suggested cooperative directions. Out of this should come a coordinated approach of publicity, articulating the problems and possible solutions and a program of action.

6. The State Legislature should welcome this cooperative and coordinated approach to educational assessment. The expertise made available to the legislature through such a cooperative effort would provide a statewide overview of the status of educational effort, and lend support to legislation necessary for maintaining an adequate educational program in Oklahoma.

7. On the basis of teacher perceptions identified in this study, local boards of education, with the help of their professional staff, should institute a program of assessment of educational needs for their district. If the board agrees with the final assessment, all such information should be communicated to the district patrons for the benefit of the children served.

8. Based on the fifth place ranking of Oklahoma in expenditures per pupil in A.D.A., the Legislature, State Department of Education, Oklahoma Education Association, and the State Association of School Boards must give serious study to this area of school finance to determine if this level of expenditure is providing an adequate level of education for the children of the state.

9. If a local board of education desires stability among its young teachers, it should work at establishing adequate channels of communication with this experience group.

10. Boards of education should not become complacent or ignore teacher perceptions simply because significant numbers of Oklahoma

teachers did not seek out-of-state employment during the time of sanctions.

11. Boards of education should ~~make~~ every effort to assure adequate "class loads" for their teachers. This would accomplish better teacher efficiency, and the best possible learning atmosphere for district children.

It is hoped that the results of this study will suggest at least some areas of concern within the public schools which should receive periodic evaluation if serious consequences are to be avoided in the future.

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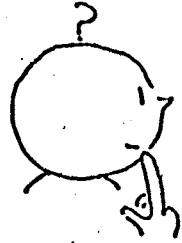
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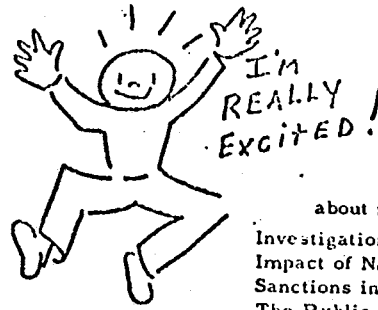
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APPENDIX A

QUESTIONNAIRE



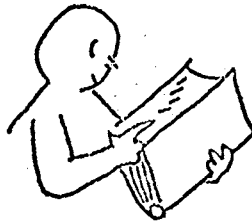
Let's see---How shall I say it?



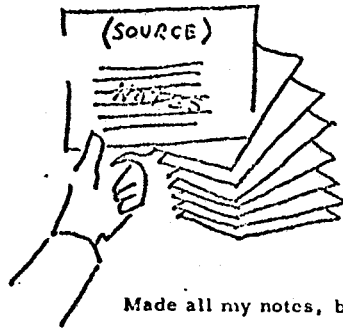
about my---
Investigation of the
Impact of National
Sanctions Invoked on
The Public Schools
of Oklahoma:



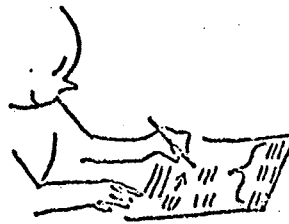
I've reviewed the periodicals



----And read all the books



Made all my notes, but



Before I can complete
my writing and-----



draw my conclusions
and write my summary
I NEED YOUR HELP!!



I think this study will be extremely interesting and, of course, I hope it will be of benefit to everyone interested in education in Oklahoma.

Mr. Ferman Phillips, of the O. E. A. and Mr. E. H. McDonald, of the State Department of Public Instruction have given me all possible help.

Now, I need YOUR help. This questionnaire will not take over 20 MINUTES to complete --- and I sincerely hope it is of significant benefit to Oklahoma schools and the entire teaching profession.

Please complete this questionnaire and return it in the self-addressed, stamped envelope TODAY, won't you? You know, too, that this will be **STRICTLY CONFIDENTIAL**. I'm after information **ONLY** and would never (in fact, would not be allowed) to identify my respondents.

Thank you very much for your help.

Sincerely,

Robert L. Musgrave
Division of Continuing Education
Oklahoma State University
Stillwater, Oklahoma

Q U E S T I O N N A I R E

Please check (or complete) each item as it applies to you.

1. Years of school experience:
 1___ 2___ 3___ 4___ 5-10___ 11-15___ 16-20___ 21-25___ 26-30___ 30 plus___
2. Male___ Female___
3. Married___ Single___
4. Assignment:
 - I. Classroom Teaching
 - A. Elementary___
 - B. Secondary___
 - II. Special Assignment___ (e.g. - music, speech therapist, psychologist, librarian, etc.)
 - III. Administration
 - A. Elementary principal (or assistant)___
 - B. Junior High principal (or assistant)___
 - C. Senior High principal (or assistant)___
 - D. Other_____ (e.g. - ass't. supt., curr. co-ord., athletic dir., etc.)
5. Please list the approximate number of teachers in your district_____
6. Academic preparation: (e.g. - if have B.A.+20, choose B.A.+15, if have M.A.+25, choose M.A.+15)

| | |
|-------------------------|-----------------------|
| A. Bachelor's degree___ | E. M.A.+30 hrs. ___ |
| B. B.A.+15 hrs. ___ | F. M.A.+45 hrs. ___ |
| C. Master's degree ___ | G. Near Doctorate ___ |
| D. M.A.+15 hrs. ___ | |
7. Do you own your home? yes___no___
8. Do you live on a farm? yes___no___
9. Please check the organization(s) of which you are a member?
 - A. N. E. A. ___
 - B. O. E. A. ___
 - C. Local Association
 1. Local district association ___
 2. County association ___
 - D. Organization representing your teaching specialty
 1. State organization ___
 2. National organization ___
 - E. A. F. T. ___
10. Is your salary the chief source of income? yes___no___

- E. I want to stay in Oklahoma to do my graduate work___
 F. I have started graduate work in Oklahoma and want to complete it___

19. If the answer to number 17 is YES, please check the reason(s):
 A. Not native of state - do not care to teach in Oklahoma___
 B. Feel out-of-state teaching experience would be valuable___
 C. Conditions still not conducive to good teaching___
 D. Feel conditions will not improve to meet personal standards___
 E. I do not want to stay in Oklahoma to do my graduate work___
 F. I have started my graduate work in another state and want to complete it___

Questions number 20 through 30 refer to the period BEFORE sanctions. Please react to them with this in mind.

20. In your opinion, was the general public aware of the conditions in the schools which were cited as reasons for invoking the sanctions? yes___no___
21. In your opinion, did the general public believe reports made concerning the poor conditions of the public schools? yes___no___
22. In your opinion, did local teachers and administrators stress the poor conditions of the (local) schools? yes___no___
23. In your opinion, were local boards informed of the true conditions of their schools? yes___no___
24. In your opinion, did local boards believe or agree with such reports? yes___no___
25. In your opinion, were local boards asked to make the necessary improvements in their schools? yes___no___
26. In your opinion, did local districts generally have the financial ability to correct the deficiencies? yes___no___
27. In your opinion, did legislative statutes give the local districts sufficient authority to make the necessary improvements? yes___no___
28. In your opinion, did the State Department of Public Instruction present statewide the need for improvement of Oklahoma schools? yes___no___
29. In your opinion, did the Oklahoma Education Association present statewide the need for improvement of Oklahoma schools? yes___no___

30. In your opinion, was there adequate coordination and cooperation between school-oriented organizations in presenting school needs? yes ___ no ___
31. Were you satisfied with your raise in salary:
 A. For this year (1965-66)? yes ___ no ___
 B. For next year (1966-67)? yes ___ no ___
32. Has your "class load" been reduced by the new legislation?
 A. For this year (1965-66)? yes ___ no ___
 B. For next year (1966-67)? yes ___ no ___
33. In your opinion, are Oklahoma salaries competitive with the surrounding states of:
 A. Arkansas yes ___ no ___ no opinion ___
 B. Colorado yes ___ no ___ no opinion ___
 C. Kansas yes ___ no ___ no opinion ___
 D. Missouri yes ___ no ___ no opinion ___
 E. Texas yes ___ no ___ no opinion ___
34. In your opinion, do you think considerations for "teacher welfare"* in Oklahoma is comparable to that in the surrounding states of:
 A. Arkansas yes ___ no ___ no opinion ___
 B. Colorado yes ___ no ___ no opinion ___
 C. Kansas yes ___ no ___ no opinion ___
 D. Missouri yes ___ no ___ no opinion ___
 E. Texas yes ___ no ___ no opinion ___

*Teacher Welfare is considered to be: adequate salaries; fringe benefits; adequate retirement; adequate sick-leave; manageable "class load"; a professional amount of freedom from clerical details; adequate secretarial help; involvement in the decision-making process.

35. In your opinion, are "working conditions"* of teachers in Oklahoma comparable to those in the surrounding states of:
 A. Arkansas yes ___ no ___ no opinion ___
 B. Colorado yes ___ no ___ no opinion ___
 C. Kansas yes ___ no ___ no opinion ___

*Working conditions might be thought of in terms of recognition of the professional status of the teacher; time to teach; adequate physical facilities; adequate instructional materials; adequate instructional equipment; etc.

36. In your opinion, has the "class load" of Oklahoma teachers been helped, in general, by the new legislation? yes ___ no ___

37. What improvement(s) must yet be made to enable you to be most effective as a teacher? (Please check one or more)

- A. Smaller classes _____
- B. More planning time _____
- C. Permit more teacher creativity _____
- D. Sponsor fewer extra-curricular activities _____
- E. More instructional supplies _____
- F. More instructional equipment _____

Others:

- G. _____
- H. _____
- I. _____

APPENDIX B

FOLLOW-UP LETTER

Dear Fellow Teacher:

Not too long ago you received a questionnaire concerning the Sanctions invoked upon the public schools of Oklahoma. To date, many of you have completed and returned it. However, I still need many more returned to give the study the necessary validity.

I know you always have work to do -- along with summer school -- but won't you please take twenty minutes (or less) from your busy schedule, complete the questionnaire and return it to me? I do need your reply to add validity to my study.

If you have returned your questionnaire, please forgive me for bothering you again -- and thank you very much for your help. May I ask you to remind any of your friends who received one to please complete and return it at their earliest convenience?

Thank you very much for your help.

Very truly yours,

Robert L. Musgrave
Division of Continuing Education
Oklahoma State University
Stillwater, Oklahoma

cb

APPENDIX C

QUESTIONS USED IN COMPUTING CHI SQUARE OF SEVEN
CLASSIFICATIONS OF EDUCATIONAL PERSONNEL

QUESTIONS USED IN COMPUTING CHI SQUARE OF SEVEN
CLASSIFICATIONS OF EDUCATIONAL PERSONNEL

10. Is your salary the chief source of income?
11. Do you feel the sanctions have caused a serious "split" in the relationship between:
 - A. Your teachers and superintendent?
 - B. Your teachers and board?
 - C. Your superintendent and board?
13. In your opinion, what has been the effect of sanctions on the state?
 - A. Detrimental to the public image of the state?
 - B. Detrimental to the legislative process in the state?
14. What is your feeling toward the following:
 - A. National Education Association
 1. Were the teachers adequately represented before the sanctions?
 2. Were the teachers adequately represented during the sanctions?
 - B. Oklahoma Education Association
 1. Were the teachers adequately represented before the sanctions?
 2. Were the teachers adequately represented during the sanctions?
 - C. Your Board of Education
 1. Does your board hold any animosity towards the teachers in your district because of the sanctions?
15. In your opinion, has the legislature attempted to solve teachers' salary problems in legislative sessions prior to the sanctions?
16. In your opinion, has the legislature attempted to solve the teachers' "class load" problems in legislative sessions prior to sanctions?
17. Will you actively seek out-of-state employment?
20. In your opinion, was the general public aware of the conditions in the schools which were cited as reasons for invoking the sanctions?
21. In your opinion, did the general public believe reports made concerning the poor conditions of the public schools?
22. In your opinion, did local teachers and administrators stress the poor conditions of the (local) schools?
23. In your opinion, were local boards informed of the true conditions of their schools?

24. In your opinion, did local boards believe or agree with such reports?
25. In your opinion, were local boards asked to make the necessary improvements in their schools?
26. In your opinion, did local districts generally have the financial ability to correct the deficiencies?
27. In your opinion, did legislative statutes give the local districts sufficient authority to make the necessary improvements?
28. In your opinion, did the State Department of Public Instruction present statewide the need for improvement of Oklahoma schools?
29. In your opinion, did the Oklahoma Education Association present statewide the need for improvement of Oklahoma schools?
30. In your opinion, was there adequate coordination and cooperation between school-oriented organizations in presenting school needs?
31. Were you satisfied with your raise in salary?
 - A. For this year (1965-66)?
 - B. For next year (1966-67)?
32. Has your "class load" been reduced by the new legislation?
 - A. For this year (1965-66)?
 - B. For next year (1966-67)?
33. In your opinion, are Oklahoma salaries competitive with the surrounding states of:
 - A. Arkansas
 - B. Colorado?
 - C. Kansas?
 - D. Missouri?
 - E. Texas?
34. In your opinion, do you think considerations for "teacher welfare" in Oklahoma is comparable to that in the surrounding states of:
 - A. Arkansas?
 - B. Colorado?
 - C. Kansas?
 - D. Missouri?
 - E. Texas?
35. In your opinion, are "working condition" of teachers in Oklahoma comparable to those in the surrounding states of:
 - A. Arkansas
 - B. Colorado?
 - C. Kansas?
 - D. Missouri?
 - E. Texas?

36. In your opinion, has the "class load" of Oklahoma teachers been helped, in general, by the new legislation?

APPENDIX D

RAW DATA FOR EDUCATIONAL PERSONNEL WITH
1-4 YEARS PROFESSIONAL EXPERIENCE

RAW DATA FOR EDUCATIONAL PERSONNEL WITH
1-4 YEARS PROFESSIONAL EXPERIENCE

| Question Number | <u>Sex</u> | | | | <u>Marital Status</u> | | | |
|-----------------|-------------|----|---------------|----|-----------------------|----|------------------|----|
| | <u>Male</u> | | <u>Female</u> | | <u>Married</u> | | <u>Unmarried</u> | |
| | Yes | No | Yes | No | Yes | No | Yes | No |
| 10 | 15 | 4 | 28 | 28 | 39 | 32 | 4 | 0 |
| 11-A | 3 | 16 | 3 | 51 | 6 | 64 | 0 | 3 |
| B | 3 | 16 | 3 | 53 | 6 | 66 | 0 | 3 |
| C | 3 | 16 | 3 | 49 | 6 | 62 | 0 | 3 |
| 13-A | 13 | 6 | 26 | 29 | 36 | 34 | 3 | 1 |
| B | 3 | 15 | 13 | 41 | 15 | 54 | 1 | 2 |
| 14-A-1 | 4 | 13 | 14 | 40 | 18 | 49 | 0 | 4 |
| 2 | 9 | 7 | 31 | 24 | 38 | 30 | 2 | 1 |
| B-1 | 6 | 13 | 13 | 42 | 18 | 51 | 1 | 4 |
| 2 | 10 | 8 | 23 | 33 | 29 | 41 | 4 | 0 |
| C-1 | 3 | 16 | 6 | 48 | 9 | 62 | 0 | 2 |
| 15 | 4 | 14 | 13 | 42 | 17 | 54 | 0 | 2 |
| 16 | 3 | 16 | 3 | 53 | 5 | 67 | 1 | 2 |
| 17 | 2 | 16 | 14 | 41 | 15 | 55 | 1 | 2 |
| 20 | 0 | 18 | 10 | 45 | 10 | 60 | 0 | 3 |
| 21 | 2 | 16 | 7 | 48 | 9 | 61 | 0 | 3 |
| 22 | 3 | 14 | 29 | 25 | 31 | 37 | 1 | 2 |
| 23 | 8 | 10 | 32 | 22 | 38 | 31 | 2 | 1 |
| 24 | 4 | 14 | 15 | 37 | 17 | 50 | 2 | 1 |
| 25 | 10 | 8 | 43 | 12 | 52 | 19 | 1 | 1 |
| 26 | 4 | 14 | 22 | 34 | 25 | 46 | 1 | 2 |
| 27 | 6 | 12 | 22 | 34 | 28 | 43 | 0 | 3 |

| Question Number | <u>Sex</u> | | | | <u>Marital Status</u> | | | |
|-----------------|-------------|----|---------------|----|-----------------------|----|------------------|----|
| | <u>Male</u> | | <u>Female</u> | | <u>Married</u> | | <u>Unmarried</u> | |
| | Yes | No | Yes | No | Yes | No | Yes | No |
| 28 | 7 | 10 | 13 | 42 | 19 | 50 | 1 | 2 |
| 29 | 7 | 12 | 28 | 28 | 34 | 39 | 1 | 1 |
| 30 | 0 | 18 | 12 | 43 | 11 | 59 | 1 | 2 |
| 31-A | 6 | 12 | 29 | 26 | 32 | 38 | 3 | 0 |
| B | 4 | 14 | 25 | 30 | 28 | 43 | 1 | 1 |
| 32-A | 0 | 17 | 5 | 51 | 4 | 66 | 1 | 2 |
| B | 3 | 14 | 10 | 44 | 13 | 56 | 0 | 2 |
| 36 | 6 | 12 | 9 | 43 | 13 | 54 | 2 | 1 |

APPENDIX E

RAW DATA FOR EDUCATIONAL PERSONNEL WITH
5-10 YEARS PROFESSIONAL EXPERIENCE

RAW DATA FOR EDUCATIONAL PERSONNEL WITH
5-10 YEARS PROFESSIONAL EXPERIENCE

| Question Number | <u>Sex</u> | | | | <u>Marital Status</u> | | | |
|-----------------|-------------|----|---------------|----|-----------------------|----|------------------|----|
| | <u>Male</u> | | <u>Female</u> | | <u>Married</u> | | <u>Unmarried</u> | |
| | Yes | No | Yes | No | Yes | No | Yes | No |
| 10 | 33 | 0 | 6 | 17 | 36 | 17 | 3 | 0 |
| 11-A | 2 | 31 | 4 | 18 | 6 | 46 | 0 | 3 |
| B | 2 | 31 | 7 | 15 | 8 | 44 | 1 | 2 |
| C | 0 | 33 | 3 | 18 | 3 | 48 | 0 | 3 |
| 13-A | 10 | 21 | 7 | 13 | 16 | 32 | 1 | 2 |
| B | 5 | 27 | 7 | 13 | 11 | 38 | 1 | 2 |
| 14-A-1 | 7 | 22 | 3 | 17 | 10 | 36 | 0 | 3 |
| 2 | 19 | 12 | 15 | 6 | 31 | 18 | 3 | 0 |
| 14-B-1 | 8 | 22 | 6 | 16 | 12 | 37 | 2 | 1 |
| 2 | 17 | 13 | 16 | 5 | 30 | 18 | 3 | 0 |
| C-1 | 3 | 27 | 5 | 17 | 7 | 43 | 1 | 1 |
| 15 | 6 | 25 | 7 | 15 | 13 | 38 | 0 | 2 |
| 16 | 2 | 26 | 2 | 16 | 4 | 40 | 0 | 2 |
| 17 | 7 | 22 | 2 | 20 | 8 | 41 | 1 | 1 |
| 20 | 2 | 29 | 2 | 20 | 4 | 47 | 0 | 2 |
| 21 | 4 | 26 | 7 | 15 | 11 | 39 | 0 | 2 |
| 22 | 9 | 20 | 8 | 13 | 16 | 32 | 1 | 1 |
| 23 | 16 | 14 | 15 | 6 | 29 | 20 | 2 | 0 |
| 24 | 15 | 14 | 8 | 13 | 23 | 26 | 0 | 1 |
| 25 | 17 | 13 | 18 | 3 | 33 | 16 | 2 | 0 |
| 26 | 10 | 20 | 10 | 12 | 18 | 32 | 2 | 0 |
| 27 | 10 | 19 | 9 | 7 | 19 | 24 | 0 | 2 |

| Question Number | <u>Sex</u> | | | | <u>Marital Status</u> | | | |
|-----------------|-------------|----|---------------|----|-----------------------|----|------------------|----|
| | <u>Male</u> | | <u>Female</u> | | <u>Married</u> | | <u>Unmarried</u> | |
| | Yes | No | Yes | No | Yes | No | Yes | No |
| 28 | 11 | 20 | 7 | 12 | 17 | 31 | 1 | 1 |
| 29 | 12 | 12 | 9 | 11 | 20 | 23 | 1 | 0 |
| 30 | 3 | 27 | 2 | 20 | 5 | 45 | 0 | 2 |
| 31-A | 16 | 12 | 11 | 9 | 25 | 21 | 2 | 0 |
| B | 8 | 21 | 7 | 10 | 12 | 33 | 1 | 1 |
| 32-A | 4 | 24 | 6 | 12 | 10 | 34 | 0 | 2 |
| B | 6 | 23 | 7 | 11 | 12 | 33 | 1 | 1 |
| 36 | 8 | 21 | 9 | 11 | 17 | 29 | 0 | 3 |

APPENDIX F

RAW DATA FOR EDUCATIONAL PERSONNEL WITH
11-15 YEARS PROFESSIONAL EXPERIENCE

RAW DATA FOR EDUCATIONAL PERSONNEL WITH
11-15 YEARS PROFESSIONAL EXPERIENCE

| Question Number | <u>Sex</u> | | | | <u>Marital Status</u> | | | |
|-----------------|-------------|----|---------------|----|-----------------------|----|------------------|----|
| | <u>Male</u> | | <u>Female</u> | | <u>Married</u> | | <u>Unmarried</u> | |
| | Yes | No | Yes | No | Yes | No | Yes | No |
| 10 | 18 | 0 | 5 | 11 | 22 | 11 | 1 | 0 |
| 11-A | 0 | 18 | 0 | 16 | 0 | 33 | 0 | 1 |
| B | 0 | 18 | 0 | 16 | 0 | 33 | 0 | 1 |
| C | 0 | 18 | 0 | 16 | 0 | 33 | 0 | 1 |
| 13-A | 5 | 12 | 3 | 11 | 8 | 22 | 0 | 1 |
| B | 11 | 7 | 2 | 12 | 13 | 18 | 0 | 1 |
| 14-A-1 | 4 | 12 | 7 | 7 | 11 | 18 | 0 | 1 |
| 2 | 11 | 6 | 12 | 3 | 22 | 9 | 1 | 0 |
| B-1 | 4 | 12 | 6 | 9 | 10 | 20 | 0 | 1 |
| 2 | 12 | 5 | 11 | 5 | 22 | 10 | 1 | 0 |
| C-1 | 0 | 16 | 4 | 10 | 4 | 25 | 0 | 1 |
| 15 | 2 | 12 | 4 | 10 | 6 | 21 | 0 | 1 |
| 16 | 0 | 14 | 0 | 12 | 0 | 25 | 0 | 1 |
| 17 | 3 | 12 | 0 | 14 | 2 | 26 | 1 | 0 |
| 20 | 4 | 13 | 2 | 12 | 6 | 24 | 0 | 1 |
| 21 | 2 | 14 | 5 | 9 | 7 | 22 | 0 | 1 |
| 22 | 5 | 11 | 3 | 12 | 8 | 22 | 0 | 1 |
| 23 | 7 | 10 | 8 | 7 | 14 | 17 | 1 | 0 |
| 24 | 9 | 8 | 3 | 12 | 11 | 20 | 1 | 0 |
| 25 | 7 | 8 | 4 | 10 | 10 | 18 | 1 | 0 |
| 26 | 3 | 12 | 5 | 9 | 8 | 20 | 0 | 1 |
| 27 | 4 | 13 | 6 | 6 | 10 | 18 | 0 | 1 |

| Question Number | <u>Sex</u> | | | | <u>Marital Status</u> | | | |
|-----------------|-------------|----|---------------|----|-----------------------|----|------------------|----|
| | <u>Male</u> | | <u>Female</u> | | <u>Married</u> | | <u>Unmarried</u> | |
| | Yes | No | Yes | No | Yes | No | Yes | No |
| 28 | 2 | 14 | 2 | 11 | 4 | 24 | 0 | 1 |
| 29 | 7 | 7 | 8 | 7 | 15 | 13 | 0 | 1 |
| 30 | 3 | 12 | 0 | 12 | 3 | 23 | 0 | 1 |
| 31-A | 8 | 8 | 6 | 6 | 14 | 13 | 0 | 1 |
| B | 5 | 11 | 7 | 5 | 12 | 16 | 0 | 0 |
| 32-A | 2 | 14 | 0 | 14 | 2 | 27 | 0 | 1 |
| B | 2 | 12 | 3 | 11 | 5 | 22 | 0 | 1 |
| 36 | 5 | 11 | 3 | 12 | 8 | 22 | 0 | 1 |

APPENDIX G

RAW DATA FOR EDUCATIONAL PERSONNEL WITH
16-20 YEARS PROFESSIONAL EXPERIENCE

RAW DATA FOR EDUCATIONAL PERSONNEL WITH
16-20 YEARS PROFESSIONAL EXPERIENCE

| Question Number | <u>Sex</u> | | | | <u>Marital Status</u> | | | |
|-----------------|-------------|----|---------------|----|-----------------------|----|------------------|----|
| | <u>Male</u> | | <u>Female</u> | | <u>Married</u> | | <u>Unmarried</u> | |
| | Yes | No | Yes | No | Yes | No | Yes | No |
| 10 | 21 | 2 | 12 | 7 | 32 | 9 | 1 | 0 |
| 11-A | 2 | 20 | 3 | 16 | 5 | 35 | 0 | 1 |
| B | 2 | 20 | 0 | 16 | 2 | 35 | 0 | 1 |
| C | 0 | 22 | 0 | 16 | 0 | 37 | 0 | 1 |
| 13-A | 9 | 12 | 11 | 9 | 20 | 20 | 0 | 1 |
| B | 7 | 12 | 6 | 14 | 12 | 26 | 1 | 0 |
| 14-A-1 | 9 | 12 | 7 | 11 | 16 | 22 | 0 | 1 |
| 2 | 16 | 4 | 16 | 3 | 31 | 7 | 1 | 0 |
| B-1 | 11 | 11 | 9 | 10 | 19 | 21 | 1 | 0 |
| 2 | 14 | 6 | 12 | 7 | 25 | 13 | 1 | 0 |
| C-1 | 2 | 18 | 0 | 20 | 2 | 37 | 0 | 1 |
| 15 | 7 | 12 | 3 | 16 | 10 | 27 | 0 | 1 |
| 16 | 5 | 16 | 2 | 18 | 7 | 33 | 0 | 1 |
| 17 | 5 | 14 | 0 | 20 | 5 | 34 | 0 | 0 |
| 20 | 6 | 14 | 3 | 16 | 9 | 29 | 0 | 1 |
| 21 | 2 | 20 | 3 | 16 | 5 | 35 | 0 | 1 |
| 22 | 6 | 16 | 7 | 11 | 13 | 26 | 0 | 1 |
| 23 | 12 | 7 | 9 | 9 | 21 | 15 | 0 | 1 |
| 24 | 6 | 14 | 8 | 8 | 14 | 21 | 0 | 1 |
| 25 | 13 | 8 | 6 | 12 | 18 | 20 | 1 | 0 |
| 26 | 5 | 16 | 7 | 11 | 12 | 26 | 0 | 1 |
| 27 | 3 | 18 | 6 | 13 | 9 | 30 | 0 | 1 |

| Question Number | <u>Sex</u> | | | | <u>Marital Status</u> | | | |
|-----------------|-------------|----|---------------|----|-----------------------|----|------------------|----|
| | <u>Male</u> | | <u>Female</u> | | <u>Married</u> | | <u>Unmarried</u> | |
| | Yes | No | Yes | No | Yes | No | Yes | No |
| 28 | 5 | 16 | 11 | 9 | 16 | 25 | 0 | 1 |
| 29 | 15 | 7 | 15 | 5 | 30 | 11 | 0 | 1 |
| 30 | 7 | 13 | 5 | 15 | 12 | 27 | 0 | 1 |
| 31-A | 8 | 12 | 11 | 7 | 19 | 18 | 0 | 1 |
| B | 7 | 13 | 9 | 7 | 16 | 19 | 0 | 1 |
| 32-A | 2 | 20 | 2 | 18 | 4 | 37 | 0 | 1 |
| B | 3 | 17 | 4 | 13 | 7 | 29 | 0 | 1 |
| 36 | 9 | 11 | 9 | 9 | 18 | 20 | 0 | 0 |

APPENDIX H

RAW DATA FOR EDUCATIONAL PERSONNEL WITH
21-25 YEARS PROFESSIONAL EXPERIENCE

RAW DATA FOR EDUCATIONAL PERSONNEL WITH
21-25 YEARS PROFESSIONAL EXPERIENCE

| Question Number | <u>Sex</u> | | | | <u>Marital Status</u> | | | |
|-----------------|-------------|----|---------------|----|-----------------------|----|------------------|----|
| | <u>Male</u> | | <u>Female</u> | | <u>Married</u> | | <u>Unmarried</u> | |
| | Yes | No | Yes | No | Yes | No | Yes | No |
| 10 | 3 | 0 | 12 | 5 | 14 | 5 | 1 | 0 |
| 11-A | 0 | 3 | 0 | 20 | 0 | 22 | 0 | 1 |
| B | 0 | 3 | 0 | 20 | 0 | 22 | 0 | 1 |
| C | 0 | 3 | 0 | 20 | 0 | 22 | 0 | 1 |
| 13-A | 0 | 3 | 7 | 7 | 7 | 9 | 0 | 1 |
| B | 0 | 3 | 3 | 15 | 3 | 17 | 0 | 1 |
| 14-A-1 | 3 | 0 | 12 | 7 | 15 | 6 | 0 | 1 |
| 2 | 3 | 0 | 12 | 6 | 15 | 5 | 0 | 1 |
| B-1 | 3 | 0 | 11 | 7 | 14 | 6 | 0 | 1 |
| 2 | 3 | 0 | 11 | 6 | 14 | 5 | 0 | 1 |
| C-1 | 0 | 3 | 0 | 20 | 0 | 22 | 0 | 1 |
| 15 | 2 | 2 | 6 | 12 | 8 | 13 | 0 | 1 |
| 16 | 2 | 2 | 3 | 16 | 5 | 17 | 0 | 1 |
| 17 | 0 | 3 | 0 | 20 | 0 | 22 | 0 | 1 |
| 20 | 0 | 3 | 4 | 15 | 3 | 18 | 1 | 0 |
| 21 | 0 | 3 | 2 | 18 | 2 | 20 | 0 | 1 |
| 22 | 0 | 3 | 6 | 13 | 5 | 16 | 1 | 0 |
| 23 | 0 | 3 | 8 | 7 | 7 | 10 | 1 | 0 |
| 24 | 0 | 3 | 8 | 8 | 7 | 11 | 1 | 0 |
| 25 | 0 | 3 | 9 | 8 | 8 | 11 | 1 | 0 |
| 26 | 0 | 3 | 6 | 12 | 5 | 15 | 1 | 0 |
| 27 | 0 | 3 | 3 | 14 | 3 | 16 | 0 | 1 |

| Question Number | <u>Sex</u> | | | | <u>Marital Status</u> | | | |
|-----------------|-------------|----|---------------|----|-----------------------|----|------------------|----|
| | <u>Male</u> | | <u>Female</u> | | <u>Married</u> | | <u>Unmarried</u> | |
| | Yes | No | Yes | No | Yes | No | Yes | No |
| 28 | 0 | 3 | 8 | 10 | 7 | 13 | 1 | 0 |
| 29 | 2 | 2 | 16 | 2 | 17 | 4 | 1 | 0 |
| 30 | 0 | 3 | 6 | 8 | 5 | 11 | 1 | 0 |
| 31-A | 3 | 0 | 9 | 9 | 12 | 8 | 0 | 1 |
| B | 0 | 3 | 7 | 10 | 7 | 13 | 0 | 0 |
| 32-A | 0 | 3 | 3 | 14 | 3 | 16 | 0 | 1 |
| B | 2 | 2 | 5 | 11 | 7 | 12 | 0 | 1 |
| 36 | 2 | 2 | 12 | 6 | 13 | 8 | 1 | 0 |

APPENDIX I

RAW DATA FOR EDUCATIONAL PERSONNEL WITH
26-30 YEARS PROFESSIONAL EXPERIENCE

RAW DATA FOR EDUCATIONAL PERSONNEL WITH
26-30 YEARS PROFESSIONAL EXPERIENCE

| Question Number | <u>Sex</u> | | | | <u>Marital Status</u> | | | |
|-----------------|-------------|----|---------------|----|-----------------------|----|------------------|----|
| | <u>Male</u> | | <u>Female</u> | | <u>Married</u> | | <u>Unmarried</u> | |
| | Yes | No | Yes | No | Yes | No | Yes | No |
| 10 | 11 | 0 | 7 | 12 | 16 | 11 | 2 | 1 |
| 11-A | 0 | 9 | 0 | 20 | 0 | 26 | 0 | 3 |
| B | 2 | 9 | 0 | 20 | 2 | 26 | 0 | 3 |
| C | 0 | 9 | 0 | 20 | 0 | 26 | 0 | 3 |
| 13-A | 2 | 8 | 14 | 6 | 15 | 12 | 1 | 2 |
| B | 3 | 7 | 9 | 9 | 11 | 14 | 1 | 2 |
| 14-A-1 | 3 | 6 | 11 | 6 | 12 | 11 | 2 | 1 |
| 2 | 7 | 3 | 17 | 3 | 21 | 6 | 3 | 0 |
| B-1 | 5 | 6 | 13 | 7 | 15 | 13 | 3 | 0 |
| 2 | 9 | 2 | 15 | 5 | 21 | 7 | 3 | 0 |
| C-1 | 2 | 9 | 0 | 18 | 2 | 24 | 0 | 3 |
| 15 | 3 | 8 | 9 | 11 | 11 | 17 | 1 | 2 |
| 16 | 0 | 9 | 7 | 13 | 7 | 19 | 0 | 3 |
| 17 | 0 | 12 | 0 | 18 | 0 | 27 | 0 | 3 |
| 20 | 2 | 9 | 4 | 16 | 6 | 22 | 0 | 3 |
| 21 | 3 | 7 | 0 | 18 | 3 | 22 | 0 | 3 |
| 22 | 3 | 7 | 7 | 12 | 10 | 16 | 0 | 3 |
| 23 | 6 | 5 | 12 | 7 | 17 | 10 | 1 | 2 |
| 24 | 3 | 8 | 7 | 12 | 10 | 17 | 0 | 3 |
| 25 | 3 | 7 | 13 | 5 | 14 | 12 | 2 | 0 |
| 26 | 0 | 11 | 3 | 14 | 1 | 24 | 2 | 1 |
| 27 | 2 | 7 | 0 | 14 | 2 | 18 | 0 | 3 |

| Question Number | <u>Sex</u> | | | | <u>Marital Status</u> | | | |
|-----------------|-------------|----|---------------|----|-----------------------|----|------------------|----|
| | <u>Male</u> | | <u>Female</u> | | <u>Married</u> | | <u>Unmarried</u> | |
| | Yes | No | Yes | No | Yes | No | Yes | No |
| 28 | 3 | 7 | 12 | 5 | 14 | 10 | 1 | 2 |
| 29 | 6 | 5 | 11 | 5 | 16 | 9 | 1 | 1 |
| 30 | 0 | 11 | 4 | 13 | 3 | 23 | 1 | 1 |
| 31-A | 3 | 6 | 10 | 8 | 12 | 12 | 1 | 2 |
| B | 4 | 6 | 8 | 8 | 11 | 13 | 1 | 1 |
| 32-A | 0 | 6 | 7 | 12 | 6 | 16 | 1 | 2 |
| B | 0 | 6 | 7 | 10 | 7 | 15 | 0 | 1 |
| 36 | 2 | 6 | 6 | 13 | 7 | 18 | 1 | 1 |

APPENDIX J

RAW DATA FOR EDUCATIONAL PERSONNEL WITH
30+ YEARS PROFESSIONAL EXPERIENCE

RAW DATA FOR EDUCATIONAL PERSONNEL WITH
30+ YEARS PROFESSIONAL EXPERIENCE

| Question Number | <u>Sex</u> | | | | <u>Marital Status</u> | | | |
|-----------------|-------------|----|---------------|----|-----------------------|----|------------------|----|
| | <u>Male</u> | | <u>Female</u> | | <u>Married</u> | | <u>Unmarried</u> | |
| | Yes | No | Yes | No | Yes | No | Yes | No |
| 10 | 9 | 0 | 14 | 5 | 18 | 5 | 5 | 0 |
| 11-A | 0 | 9 | 0 | 18 | 0 | 23 | 0 | 4 |
| B | 0 | 9 | 3 | 11 | 3 | 16 | 0 | 4 |
| C | 0 | 6 | 0 | 18 | 0 | 20 | 0 | 4 |
| 13-A | 4 | 3 | 7 | 9 | 9 | 10 | 2 | 2 |
| B | 0 | 5 | 2 | 18 | 2 | 18 | 0 | 5 |
| 14-A-1 | 5 | 3 | 9 | 9 | 10 | 11 | 4 | 1 |
| 2 | 6 | 3 | 14 | 4 | 16 | 6 | 4 | 1 |
| B-1 | 5 | 3 | 7 | 9 | 9 | 11 | 3 | 1 |
| 2 | 6 | 3 | 13 | 5 | 16 | 7 | 3 | 1 |
| C-1 | 0 | 6 | 3 | 15 | 2 | 17 | 1 | 4 |
| 15 | 3 | 7 | 6 | 12 | 8 | 15 | 1 | 4 |
| 16 | 3 | 7 | 0 | 20 | 3 | 22 | 0 | 5 |
| 17 | 0 | 6 | 2 | 18 | 2 | 19 | 0 | 5 |
| 20 | 4 | 6 | 0 | 20 | 4 | 21 | 0 | 5 |
| 21 | 0 | 5 | 2 | 14 | 2 | 15 | 0 | 4 |
| 22 | 0 | 5 | 6 | 12 | 4 | 14 | 2 | 3 |
| 23 | 3 | 2 | 9 | 7 | 11 | 6 | 1 | 3 |
| 24 | 0 | 3 | 8 | 8 | 7 | 9 | 1 | 2 |
| 25 | 0 | 3 | 2 | 0 | 0 | 3 | 2 | 0 |
| 26 | 0 | 5 | 4 | 13 | 2 | 16 | 2 | 2 |
| 27 | 0 | 5 | 3 | 11 | 1 | 14 | 2 | 2 |

| Question Number | <u>Sex</u> | | | | <u>Marital Status</u> | | | |
|-----------------|-------------|----|---------------|----|-----------------------|----|------------------|----|
| | <u>Male</u> | | <u>Female</u> | | <u>Married</u> | | <u>Unmarried</u> | |
| | Yes | No | Yes | No | Yes | No | Yes | No |
| 28 | 2 | 3 | 7 | 7 | 6 | 8 | 3 | 2 |
| 29 | 2 | 3 | 11 | 6 | 9 | 8 | 4 | 1 |
| 30 | 0 | 3 | 5 | 9 | 3 | 10 | 2 | 2 |
| 31-A | 3 | 2 | 9 | 9 | 8 | 10 | 4 | 1 |
| B | 2 | 3 | 9 | 5 | 7 | 8 | 4 | 0 |
| 32-A | 0 | 7 | 0 | 14 | 0 | 17 | 0 | 4 |
| B | 2 | 6 | 4 | 8 | 6 | 12 | 0 | 2 |
| 36 | 0 | 7 | 5 | 9 | 5 | 13 | 0 | 3 |

VITA^M

Robert Lee Musgrave

Candidate for the Degree of

Doctor of Education

Thesis: A STUDY IDENTIFYING TEACHER PERCEPTIONS OF CONDITIONS AND
EVENTS LEADING TO THE APPLICATION OF SANCTIONS ON THE
PUBLIC SCHOOLS OF OKLAHOMA

Major Field: Educational Administration

Biographical:

Personal Data: Born in Leavenworth, Kansas, January 20, 1926,
the son of John W. and Della A. Musgrave.

Education: Attended grade school in Leavenworth, Kansas; graduated
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1950; attended Kansas State Teachers College, Emporia, Kansas,
receiving a Master of Science degree in June, 1956, with a
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University from 1964 until 1966, completing the requirements
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Professional Experience: Taught social science and science and
coached at Turner High School, Turner, Kansas, 1950-1954;
served as elementary principal and taught in Riley, Kansas,
1954-1956; served one year as high school principal and one
year as Superintendent of Schools in Madison, Kansas, 1956-
1958; served as Superintendent of Schools in Marion, Kansas,
1958-1964; served as Graduate Assistant at Oklahoma State
University, Stillwater, Oklahoma, 1964-1966; served one year
as Assistant Superintendent and two years as Superintendent
of Schools in Coffeyville, Kansas, 1966-1969; served as
Assistant Professor in the School of Education, Western
Illinois University, Macomb, Illinois, 1969-70; and in the
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