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PROFESSIONAL NEGOTIATIONS AND TEACHERS' DECISIONAL STATES

The University of Oklahoma

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PROFESSIONAL NEGOTIATIONS AND TEACHERS'
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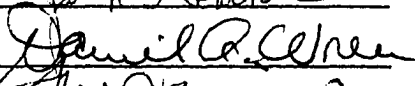
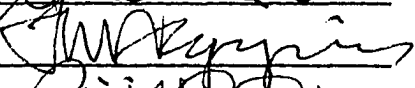

A DISSERTATION
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degree of
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By
SUZANNE J. NELSON

1983

PROFESSIONAL NEGOTIATIONS AND
TEACHERS' DECISIONAL STATES

APPROVED BY

DISSERTATION COMMITTEE

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Many special thanks are given to my husband and children who have always encouraged me to pursue my educational and career goals. Their constant belief in my capabilities is the reason for the completion of this study.

DEDICATED TO

MY MOTHER AND FATHER

To whom education was an important pursuit

PROFESSIONAL NEGOTIATIONS AND TEACHERS'

DECISIONAL STATES

BY: SUZANNE J. NELSON, Ed.D.

MAJOR PROFESSOR: Dr. Jack Parker

The presence of the process of professional negotiations between school teachers and boards of education has been a reality since the early 1960s. Stinnett (1966) and Moscow (1968) have argued that the interest in the process of professional negotiations is a result of teacher militancy regarding increased teacher desire for participation in the decision making process of the school organization. In a study conducted by Belasco and Alutto (1972), it was concluded that teachers' perceived participation levels influenced job satisfaction levels. If students' needs are to be met, the school organization must be assured of a sufficient supply of motivated teachers who will effectively educate students. Therefore, school administrators and school board members must be concerned with the satisfaction level of teachers.

The purpose of this study was to investigate the relationship between professional negotiations and teachers' decisional states (levels of perceived participation in the decision making process of the school organization). To secure data for the study, ten non-negotiating school districts were matched to ten negotiating school districts on the basis of revenue per capita and average daily attendance. A decisional participation scale was administered to a random

sample of teachers from both types of school districts. This procedure yielded an N of 160.

The study revealed that the process of professional negotiations has a positive impact on teachers' decisional states. Teachers expressed the desire to be more involved in the kinds of decisions that commonly occur in the school organization. There was no evidence that teaching levels, teacher gender, teacher age, or seniority in teaching can be characterized as a typology for participation in organizational decision making. Teachers expressed a consensus of opinion on the kinds of decisions that should involve teachers.

It should be recognized that even in those districts in which the process of negotiations was alive and well, the teachers displayed moderate decisional deprivation. It is possible that administrators and school board members should try to devise procedures that will include teachers in relevant decision making processes.

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PROFESSIONAL NEGOTIATIONS AND TEACHERS' DECISIONAL STATES

CHAPTER 1

INTRODUCTION

Background of the Problem

One of the most time honored principles of American education is that schools exist to meet the needs and serve the interests of their students.¹ To accomplish this purpose, the school organization must be assured of a sufficient supply of well qualified and motivated teachers who will carry out the business of effectively educating students.² Therefore, school administrators must be concerned with the needs and satisfaction of teachers.

Research done by Fredrick Herzberg and his colleagues indicated that when there is gratification of motivators (achievement, recognition, work itself, responsibility and advancement) there is an increase in job satisfaction.

¹Roald F. Campbell, Luvern L. Cunningham, Raphael O. Nystrand, and Michael D. Usdan, The Organization and Control of American Schools, (Columbus: Charles E. Merrill Publishing Co., 1980, p. 305.

²James Belasco and Joseph Alutto, "Decision Participation and Teacher Satisfaction," Educational Administration Quarterly, Vol. VIII, (Winter, 1972), p. 45.

They also found when hygiene factors (working conditions, policy and administration, interpersonal relations and salary) are not gratified, negative attitudes develop. Gratification of hygiene factors tend to result in only minimal job satisfaction.³

Earlier studies have supported the position that participation in the decision-making process increases a teacher's level of satisfaction in teaching. Chase's study of 1,800 teachers in 216 school systems in 43 states found that teachers who reported opportunity to participate regularly in making policies were more enthusiastic about their school systems than those who reported limited participation. Chase concluded that the opportunity to participate in the decision-making process of the organization is an important factor in the reported morale of teachers.⁴ In a similar study Sharma's data indicated that teacher satisfaction was directly related to the extent to which they participated in the decision-making process.⁵

As early as the 1930s the teachers' organization, AFT (American Federation of Teachers) and the NEA (National Education Association), had platforms supporting issues which affected teachers directly. Those issues included a living wage, decent working conditions, tenure, maintenance of standards, and the opportunity for teachers to participate in formulating

³Fredrick Herzberg, Bernard Mausner, and Barbara Snyderman, The Motivation to Work, (New York: Wiley, 1959).

⁴Francis S. Chase, "The Teacher and Policy Making," Administrator's Notebook, Vol. XII, (May, 1948), pp. 1-4.

⁵Chiranji Lal Sharma, "Who Should Make Decisions?" Administrator's Notebook, Vol. III, (April, 1955), pp 1-4.

educational policy.⁶

It was not until 1960 that the nation-wide rising demands for teacher participation in the shaping of school policies had reached such proportions that a resolution was introduced in the NEA Representative Assembly (Los Angeles Convention) proposing the formalization of the negotiation process. This action was intended to project a desire for more meaningful participation of teachers in policy making in school organizations.⁷

Moscow claimed that in order to obtain greater decision-making power, teachers have used the vehicle of professional negotiation or collective bargaining.⁸

Stinett explained that the basic justification for professional negotiation is the added power generated by participation of teachers as equals. Participation leads to higher levels of productivity and motivates teachers to best serve the interests and meet the needs of their students.⁹

Corwin expressed a different point of view when he stated that when school boards and administrators "allow" teachers to participate in this kind of decision-making process, an illusion of democratic atmosphere is created.

⁶Wesley A. Wildman and Robert K. Burns, "Teacher Organizations and Collective Action: A Review of History and a Survey of School District Activity 1964-1965," Collective Actions by Public School Teachers Final Report, Vol. I, Chicago University, Industrial Relations Center, (June, 1968).

⁷T.M. Stinett, Jack Kleinmann, and Martha Ware, Professional Negotiations in Public Education, (New York: The Macmillian Co., 1966).

⁸Michael Moscow, Teachers and Unions: The Applicability of Collective Bargaining to Public Education, (Philadelphia: Pennsylvania Press, 1968), pp. 2-8.

⁹Stinett, et al.

Corwin claimed that professionals who work under this kind of condition can be more frustrated and negatively affected than those working under conditions that are less democratic.¹⁰

Bridges addressed the subject of teacher participation in the decision-making process from a different perspective. He maintained that teachers want to share in the decision-making process only if the situation is outside their zone of indifference. His research indicated that teachers want to participate only in decisions that directly affect them. Those decisions which do not affect them directly would be within their zone of indifference and could be made without considering the participative decision-making process.¹¹

Mary Parker Follet deplored the notion of collective bargaining because it rests on the relative balance of power and inevitably ends in compromise. She explained that bargaining means there are two sides and both parties tend to lose sight of that which they have in common.¹²

In more recent research, Belasco and Alutto have found that decisional states are major factors in influencing teacher satisfaction levels. Those teachers who were most willing to leave their present employment possessed the highest level of decisional deprivation. Conversely, those teachers who displayed decision saturation, participated in more decisions than they wished

¹⁰Ronald Corwin, "Professional Persons in Public Organizations," Organizations and Human Behavior: Focus on Schools, ED. Fred Carver and Thomas Sergiovanni, (New York: McGraw Hill, 1969).

¹¹Edwin Bridges, "A Model for Shared Decision Making in the School Principalship," Educational Administration Quarterly, Vol. 9, No. 1, (1972), p. 51.

¹²Daniel A. Wren, The Evolution of Management Thought, (New York: John Wiley & Sons, 1979), p. 328.

and had the highest level of satisfaction. These teachers also reported that they felt less job tension and had less militant attitudes. Teachers who reported lowest levels of satisfaction also reported the most militant attitudes toward actions such as joining the unions and striking.¹³

Stinett, Kleinmann and Ware argued that the interest in the process of negotiation is a result of teacher militancy regarding increased teacher desire for participation. The assumption made by Stinett and his colleagues was that negotiation is a vehicle by which teachers can participate in the decision-making process of the school organization.¹⁴ If this assumption is correct, according to Belasco and Alutto's concept of decisional states, teachers who function in school districts that negotiate should have higher decisional state scores than teachers who function in school districts that do not negotiate.

Statement of the Problem

The problem of this study was: What is the relationship between the process of negotiation and teachers' decisional states?

Formulation of the Hypotheses

The formulation of the hypotheses was based on the: (1) investigation of the question posed in the statement of the problem, (2) the relationship of certain variables to the decisional states, and (3) relationships between perceived important decisional situations and the desire to participate in those situations.

¹³ Belasco and Alutto, pp. 55-56.

¹⁴ Stinett, et al.

Conceptual Hypotheses

H₀1: There is a difference in decisional states of teachers in negotiating school districts and non-negotiating school districts.

H₀2: There is an interaction among the variables of school size, the presence or absence of negotiations, and the teachers' decisional states.

H₀3: There is an interaction among the variables of teaching levels, the presence or absence of negotiations, and the teachers' decisional states.

H₀4: There is a difference in decisional states of those teachers who have never served on a negotiations team and those who were presently serving or have served on a negotiations team.

H₀5: There is a significant difference in the decisional states of teachers who were members of the teachers' association and teachers who were not members of the teachers' association.

H₀6: There is a difference in the decisional states of teachers who have been teaching five years and longer and those teachers who have been teaching less than five years.

H₀7: There is a difference in the decisional states between teachers who are thirty years of age and over and those teachers who are under thirty years of age.

H₀8: There is an interaction among the variables of teaching levels, teacher gender, and the teachers' decisional state.

H₀9: There is a difference in the teachers' perceptions of important decisional situations in negotiating and non-negotiating school districts.

H₀10: There is a difference in the teachers' perceptions of important decisional situations in middle size and small size school districts.

H₀11: There is a difference in the male and female teachers' perception of important decisional situations.

H₀12: There is a correlation between the teachers' desire to participate in the decisional situations and the values given to the importance of the decisional situations.

Definition of Terms

Professional Negotiations referred to a set of procedures written and officially adopted by the local staff organization and the school board which provides for an orderly method to negotiate on matters of mutual concerns, to reach agreement on these matters, and to establish educational channels for mediation and appeal in the event of impasse.¹⁵

Decisional states described the different conditions in which teachers feel they are functioning in regard to participation in the organizational decision-making process. The three types of decisional states were: (1) deprived - teachers who feel they are not participating as much as desired, (2) equilibrium - teachers who feel their level of input to be adequate, and (3) saturation - teachers who feel their level of input to be more than they desired.¹⁶

Important Decisional Situations referred to the decisional situations in the Decisional Participation Scale.

¹⁵Stinett, et al., pp. 8-10.

¹⁶Belasco and Alutto, pp. 44-58.

Small Size School District referred to those school districts that report under 2,000 average daily attendance.

Middle Size School Districts referred to those school districts that report from 2,000 to 8,000 average daily attendance.

Teaching levels referred to elementary level teachers who teach grades K through 6, and secondary level teachers who teach grades 7 through 12.

Teachers' Association referred to the teachers' membership in the National Education Association.

Design of the Study

The descriptive survey method was selected as the research design for the study because the purposes of the descriptive survey methods are: (1) "to portray accurately the characteristics of a particular individual, situation, or group . . .," and (2) "to determine the frequency with which something occurs or with which it is associated with something else. . ."¹⁷ These purposes were compatible with the purpose of the study which was to investigate the relationship of professional negotiation and teachers' decisional states.

Sample

In selecting school districts which did not negotiate and districts which did negotiate, it was necessary to control certain variables. Information concerning the school districts was obtained from the Oklahoma State Department of Education. The plan of the study was to match negotiating school districts

¹⁷Claire Selltiz, Lawrence S. Wrightsman, and Stuart W. Cook, Research Methods in Social Relations, (New York: Holt, Rinehart, and Winston, 1976), p. 90.

to non-negotiating school districts on the basis of revenue per capita and average daily attendance. Based on the sample number needed to statistically test the hypotheses, it was decided to sample 10% or at least five teachers from each of the levels (elementary and secondary) from each type of school district. The sample of teachers was chosen from school district directories by using a table of random numbers.

Data Collection Instrument

The data for this study was collected by the use of a scale that was patterned after the Decision Participation Scale developed by Belasco and Alutto. These researchers used decisional states to describe the different conditions in which teachers feel they are functioning in regard to participation in the organizational decision-making process.¹⁸

Variations of this scale have been used by other researchers who have used the concept of decisional states to investigate the level of perceived teacher participation in the decision-making process of the school organization. Best used the scale to investigate the relationship of decisional states and teacher morale.¹⁹ Conway studied a test of linearity of teacher participation and their perceptions of their schools as organizations by using

¹⁸ Belasco and Alutto, pp. 44-55.

¹⁹ John Kevin Best, "Decisional Status and Teacher Morale: A Study of the Relationship Between Decisional Condition/Decisional Deprivation and Teacher Morale," Unpublished Doctoral Dissertation, State University of New York at Buffalo, 1973.

the same scale with a different scoring procedure.²⁰ A study of teacher work values and decisional states was conducted by Richardson using the same scale.²¹

The decisional situations on the scale which comprised the first part of the questionnaire were modified in accordance with the review of the literature and results from a pilot study that involved twenty-five secondary teachers. Two ways of responding to the decisional situations were tested in the pilot study. Two scales were administered, one using the dichotomous "yes" or "no" response and the other using a Likert type of response. The teachers in the pilot study indicated a preference for the dichotomous type of response.

The second part of the questionnaire was designed to secure specific demographic data needed to test the hypotheses. The third part of the questionnaire carried the research in this area one step further than previously reported studies which used the concept of decisional states. Teachers were asked to rate each decisional situation according to how important it was to each of them to be involved in this kind of decision. A five point Likert Scale was used to measure the responses. Teachers were also given the opportunity to list any other decisional situations that were of importance to them.

²⁰James Conway, "The Test of Linearity Between Teachers' Participation in Decision Making and Their Perceptions of Their Schools as Organizations," Administrative Science Quarterly, Vol. XXI, No. 1, (March, 1976), p. 130.

²¹Donald Richardson, "Teacher Work Values and Decisional States," Unpublished Doctoral Dissertation, University of Oklahoma, 1978.

Treatment of the Data

Descriptive Statistics were used to calculate the means of the decisional state scores and the perceived important decisional situations. Inferential statistics, analysis of variance, and Pearson product moment point biserial correlation, were used to test the hypotheses. The alpha level was set at the .05 level of significance.

Theoretical Framework

Theories have been developed that suggest answers to the major question posed by this study. Professional negotiation is a process that was developed through teachers' organizations. Organizational theory, then, could provide a basis for answering the question.

Blau and Scott classify teachers' organizations as mutual benefit associations. The prime beneficiaries of this kind of organization are the members. A basic problem for such organizations is maintaining internal democracy. Members tend to become apathetic. A formal administrative structure develops and allows an active minority to run the association. This more formal, bureaucratic structure emphasizing efficiency tends to discourage democratic control. In order to achieve certain goals, democratic procedures that assure teacher control of leaders may be set aside.²² If a formal administrative structure develops, the organization takes on bureaucratic characteristics. The organization of offices follows the principle of hierarchy.²³

²²Peter Blau and W. Richard Scott, Formal Organizations, (San Francisco: Chandler Publishing Co., 1962), pp. 40-43.

²³H. H. Gerth and C. Wright Mills (eds.) From Max Weber: Essays in Sociology, (New York: Oxford, 1946), p. 196.

Hoy and Miskel explained that the hierarchy of authority might enhance the coordination of organizational activities, but that it can also block effective communication and participation. When these processes are blocked at each hierarchical level, the individual member feels more dependent, submissive, and frustrated.²⁴ The negative impact of the hierarchical structure of an organization will not enhance the feeling of participation in the decision-making process by its members.

Professionals and semiprofessionals who function in a formal organization are subject to a basic conflict between their professional orientation and the bureaucracy. Etzioni explained that professionals are expected to act in the best interests of their clients, while bureaucrats are expected to act in the best interests of the organization.²⁵

With the advent of professional negotiation, the teachers' organization changed from a professional to a bureaucratic orientation. The dimensions of a professional orientation are: (1) orientation to students, (2) orientation to the profession and professional colleagues, (3) a belief that competence is based on knowledge, and (4) a belief that teachers should have decision-making authority, gave way to an organization that acts in the best interests of the organization. The use of seniority and the incidences of teacher strikes illustrate the point. Under these conditions, teachers may perceive even less involvement in the decision-making process of the school organization than they might if there were no formal negotiation process.

²⁵ Wayne Hoy and Cecil Miskel, Educational Administration: Theory, Research, and Practice, (New York: Random House, 1980, Rev.), pp. 52-56.

²⁶ Amitai Etzioni, Modern Organizations, (Englewood Cliffs NJ: Prentice-Hall, 1964), p. 78.

Teachers' decisional states could be negatively affected by the negotiation process itself. Mary Parker Follet explained that the process of negotiation implies that there must be a compromise reached by both sides. She maintained that compromise is futile, because each side loses ground.²⁶ If enough ground is continually lost by the teacher's negotiation team, the decisional states of teachers could be negatively affected.

Professional negotiation may not influence the decisional states of teachers if the decisional situations are within the teachers' zone of indifference. Bridges' research has shown that teachers want to participate only in decisions that directly affect them.²⁷ When teacher negotiation teams deal with decisions that affect a relatively small number of teachers in the school district, the rest of the teachers may have no participation interest.

If teachers are given the opportunity to participate in those decisions which they perceive to be important to them through the process of negotiation, there could be a higher level of perceived participation. The importance value given to the type of decisional situation is of high consideration.

Barnard offered a concept concerning the effective-efficient dichotomy which was an attempt to synthesize the ever present conflict between the organizational goals and the needs of the individual.²⁸ Getzels and Guba have addressed the same kind of conflict and explained that in order for the organization to accomplish its goals, the members must have the same kinds of

²⁶ Daniel Wren, p. 329

²⁷ Edwin Bridges, p. 51

²⁸ Chester Barnard, The Functions of the Executive, (Cambridge MA: Harvard University Press, 1962), p. 189.

motivation to accomplish the same goals.²⁹ If the teachers' organization is not able to integrate the goals of the organization and the needs of the teachers, the negotiation process may not be a process that can satisfy the needs of the teachers. If the organization does integrate the goals and the needs effectively, the membership in the teachers' organization could provide a higher level of perceived participation of teachers.

Significance of the Study

A review of the literature indicated that increased participation in the decision-making process of the organization by teachers leads to higher satisfaction with their job roles. This satisfaction leads to more productivity and enhances the organizational goals.

In recent years, there has been an increase in teacher militancy which, at least in part, has been attributed to the desire of a growing number of teachers to become more active in the decision-making process within their school organization. This desire for increased decision-making power has led to the growth of professional negotiation between teachers and school boards and administrators.

In Oklahoma there are only three school districts which have over 5,000 average daily attendance that do not engage in formal negotiation. Over seventy-seven districts in the State of Oklahoma use the process of negotiation.

²⁹ Jacob W. Getzels, James M. Lipham, and Ronald F. Campbell, Educational Administration as a Social Process, (New York: Harper & Row Publishers, 1968), p. 119.

This has become an adversarial process which has necessitated numerous workshops and seminars to instruct both sides in "how to play the game." Professional negotiation has become a way of life in many school districts and its presence has often created distrust and frustrations for both sides involved.

If this research shows that teachers' decisional states are positively affected by the process of professional negotiation, it could encourage administrators and school boards to seriously negotiate in good faith. If the research indicates that the decisional states of teachers are negatively affected by the process of negotiation, administrators and school boards must find other ways to satisfy the participation needs of teachers.

Organization of the Study

The study consists of five chapters. Chapter I includes the background of the problem, the problem statement, the hypotheses to be tested, the theoretical framework, and the significance of the study. Chapter II presents the related literature. Methodology and the design of the study are described in Chapter III. The findings of the study are presented in Chapter IV. Chapter V contains a summary of the study, the conclusions based on the data collected, and recommendations for further research.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

Introduction

To investigate the relationship between the process of negotiation and teachers' decisional states, it was necessary to research the following topics:

(1) The history of the teachers' associations: from the professional to the bureaucratic orientation, (2) The process of professional negotiation, and (3) The concept of decisional states.

The History of the Teachers' Associations

From its inception in 1857 until 1957, the National Education Association placed its chief emphasis on the (1) improvement of instruction, (2) reorganization of secondary education, and (3) federal legislation concerning education. This era, which is divided into three periods, is known as the pre-militant era of the National Education Association.

Between 1866 and 1892, the NEA was a convention and committee organization with no employed staff or permanent national headquarters. The major goal of the association during this time was the improvement of instruction through its action programs.³⁰

³⁰ Allan M. West, The National Education Association: The Power Base for Education, (New York: The Free Press, 1980), pp. 3-21.

The committee period existed between 1892 and 1919. It was during this time that the Commission on Reorganization of Secondary Education developed the "Cardinal Principles of Secondary Education." This publication influenced the direction of American Secondary Education more than any other during this century.³¹

The legislative period encompassed the years from 1918 to 1957. During this period, the top priority of the NEA was federal legislation which was to influence many federal education programs.³²

Several factors during the pre-militant era characterized the professional orientation of the National Education Association. Because the primary emphasis was on the improvement of instruction, the organization existed to improve the condition of its clients, the students. This was demonstrated by the fact that in 1957, the National Education Association was the largest publisher of educational materials in the United States. The content of its publications sought to keep members abreast of new developments in education, new concepts, and practical ideas in the classroom.

The professional orientation was also evidenced by the fact that teachers, school administrators, boards of education, parents and state teachers' associations worked cooperatively to develop school proposals to be lobbied in the state legislatures. The professional association viewed the public -- not the school superintendent -- as the employer. The school superintendent, principals, and teachers were all employees of the public. All had a common professional responsibility to the pupils, and their cooperative efforts were

³¹ The Commission on Reorganization of Secondary Education, "Cardinal Principles of Secondary Education, Office of Education, 1918.

³² Allan M. West, pp. 3-21.

principals and teachers were all employees of the public. All had a common professional responsibility to the pupils, and their cooperative efforts were required to produce good schools. Consistent with this philosophy, all held memberships in the same association and all presumably had an equal voice in policy determination.³³

In this pre-militant era there was continuing effort to create a public image of professionalism for teachers. Therefore, the associations rejected the use of union-like tactics to achieve economic goals. Teachers accepted this approach and tended to give up the cause for higher salaries and more benefits in exchange for "true professionalism."³⁴

During the 1940s and 1950s, the professional literature was filled with the issue involving persons in the planning of policies that affected them directly. This movement was also evidenced by the human relations and behavioral approaches that were being discussed in the area of education administration. Morale studies during this time indicated that those who were more actively involved with the policies understood them better. Other studies showed that such participation raised the morale of the participants and increased their satisfaction in their work.³⁵ The conviction that teachers should participate in the formulation of policy was demonstrated in these excerpts from the Educational Policies Commission in 1938:

³³ Alan M. West, p. 41.

³⁴ Jack Parker, "Let's Abolish the NEA," Phi Delta Kappan, (June, 1968), pp. 567-571.

³⁵ L. Coch and J. French, "Overcoming Resistance to Change," Human Relations, Vol. 1, (1948).

. . . To indicate the place of leadership in all good administration is not to deny the large part to be played in the development of policy by all professional workers. . . Surely in no area may teachers more certainly exercise independence of thought, cooperation in action, and social understanding than in their daily work. It is sound procedure to provide for the active participation of teachers in the development of administrative policies.³⁶

By 1947, the NEA began to shift ground from not supporting the establishment of formal collective negotiations at the local level to recommendations that teachers seek adjustment in a professional way through group action.³⁷ As early as 1948, the NEA recognized a need to meet the needs of the affiliates in the large cities. Urban school teachers were expressing displeasures about conditions they felt they were powerless to change. The initial efforts of the NEA during the 1950s did not make a significant impact in the urban school systems. The chief reason was that the emphasis was placed on increasing the NEA membership rather than demonstrating how NEA services could aid urban teachers.³⁸

The dissatisfaction of the urban teachers combined with several other significant events in 1959 and early 1960 brought the pre-militant years of the NEA to a close. In 1959, the Wisconsin Legislature passed a law covering public employees and authorized collective bargaining for teachers.³⁹ Early in 1960, President John Kennedy issued Executive Order 10988 extending to the

³⁶ Educational Policies Commission, The Structure and Administration of Education in American Democracy, NEA and AASA, Washington D.C., (1938).

³⁷ NEA Executive Committee, "The Professional Way to Meet the Educational Crisis," NEA Journal, Vol. 46 (Feb., 1947), p. 47.

³⁸ Allan M. West, p. 53.

³⁹ Wisconsin Legislative Report, (1959).

federal employee the right to be represented by an employee organization of their choice in negotiation of working conditions with their federal employer.⁴⁰

In 1960 there was a merger of the New York Teachers' Guild and a faction of the High School Teachers' Association which resulted in the formation of the United Federation of Teachers in New York City. When this new organization tried to strike, they were supported by the Industrial Union Department which was headed by Walter Reuther. The reason for this support was that New York City had been selected as a showcase for a nationwide effort to boost labor's sagging membership rolls. Reuther's plan was to organize teachers, other professionals, public employees, and white collar workers.⁴¹

All of these events pressured the NEA into introducing a resolution proposing the formalization of the negotiations process in the NEA Representative Assembly (Los Angeles Convention) in 1960. This action set the stage for the NEA Professional Negotiations Resolution which was adopted in 1962 at the Denver Convention. This resolution marked the official entry of of the NEA into the area of collective bargaining.⁴²

It was at this point that the National Education Association changed from a professional to a bureaucratic organization. Etzioni explained that professionals are expected to act in the best interests of their clients, while bureaucrats are expected to act in the best interests of the organization.⁴³

⁴⁰Public Papers of President John F. Kennedy, 1963. Washington D.C. : U.S. Government Printing Office, 1964.

⁴¹Allan M. West, p. 53.

⁴²Stinnett, et al

⁴³Etzioni, p. 78.

There is substantial evidence that since 1962, the National Education Association has become a bureaucratic association that serves the interest of the organization.

There is expressed opinion, both within and outside of the NEA membership, that the program for improvement of instruction has faltered in the past years since the advent of negotiations. The NEA Journal, which was the major publication of the association, had always devoted most of its content to problems of instruction. Gradually it became an interpreter for the total program of the NEA. Its emphasis on legislative political action, collective bargaining and internal organizational issues crowded out instructional content.⁴⁴

Myron Lieberman, who was once a strong supporter and proponent of collective bargaining for teachers, has changed his mind. He has expressed the opinion that from the teacher point of view, pupil welfare is a secondary or even tertiary consideration in teacher bargaining. He is quoted as having written:

The teachers' union is legally and practically the representative of teachers. Pupils did not elect the teachers' unions to represent pupils; teachers elected them to advance the interests of teachers. . . In representing teachers, a teachers' union cannot be guided strictly or even primarily by public interest considerations. It must necessarily be guided by the interests of its members -- an interest basically adverse to public interest.⁴⁵

Lieberman addressed the concept of professional orientation when he stated that the advent of collective bargaining ended the controversy over

⁴⁴ Allan West, p. 203.

⁴⁵ Myron Lieberman, "Eggs That I Have Laid: Teacher Bargaining Reconsidered," Phi Delta Kappan, Vol. 60, (February, 1979), pp. 415-419.

whether teaching is a "profession." When teachers' proposals such as more money, shorter hours, fewer duties, smaller classes, lighter loads, and more benefits conflict with the needs of the students and the public interest, teaching is not and cannot be a profession in the traditional sense.⁴⁶ The comments of a Washington State Department of Education executive summarized the same opinion expressed by Lieberman:

I've sat in on a great many negotiation sessions all over the country and it's amazing how many times you never hear a student mentioned in the process.⁴⁷

Researchers, Eberts and Pierce, studied the growing concern of the consequences of collective bargaining on students and instruction. They found that the most dramatic effect of collective bargaining is on teacher time. It has reduced the amount of time teachers spend on instruction and increased the time teachers spend on administrative duties. According to Eberts, this finding may indicate a tendency for collective bargaining to reduce the quality of education.⁴⁸

From the preceding review of literature, it has been determined that the teachers' organization is a mutual benefit association. Blau and Scott have explained that the prime beneficiaries of this type of association are the members. They theorized that if the members become apathetic, a formal administrative structure can develop which is characteristic of a bureaucracy.⁴⁹

⁴⁷ Douglas Mitchell, "The Impact of Collective Bargaining on Public and Client Interest in Education," Teachers College Record, Vol. 80, No. 4., (May, 1979), p. 700.

⁴⁸ Randall W. Eberts and Lawrence Pierce, "The Effects of Collective Bargaining in Public Schools," Center for Educational Policy and Management, University of Oregon, (Fall, 1981).

⁴⁹ Blau and Scott, pp. 41-43.

Increasing teacher apathy in their associations can be attributed to the economic and political scene. Teachers are well aware of the taxpayers' revolt and the negative attitude displayed by the public concerning public employee bargaining. The total membership of the teachers' organizations has shown little gain in recent years. In many sections of the country, there is little support for the concept of unionism. Employer resistance is a potent force, especially at a time when the economy is in such a fragile state and workers have to become more security minded.⁵⁰

The formal administration structure of the NEA is evidenced by the fact that there is a national headquarters staff which is responsible to the board of trustees and the board of directors. The National Education Association exerts control of the state and local associations by requiring memberships in all three associations. There can be no question that the National Education Association displays bureaucratic characteristics.⁵¹

The Process of Negotiation

The related literature in the area of professional negotiation and collective bargaining contained information that was generally presented from either the teachers' point of view or from the administrative perspective. For the most part, analysis has remained a partisan matter aimed primarily at influencing political support for opposition to militant teacher organizations.⁵²

⁵⁰Campbell, et al., pp. 283-285.

⁵¹Stephen J. Knezevich, Administration of Public Education, (New York: Harper & Brothers, 1975), pp. 305-307.

⁵²Douglas E. Mitchell, p. 685.

The philosophy of decisional participation by teachers in the school organization has been supported by studies undertaken during the years before the 1960 resolution that was introduced at the NEA Assembly. A persistent theme in the decisional participation literature, and one common to the general field of organizational theory, stresses the desirable organizational outcomes associated with increased participation.

An early study of participation in the decision-making process was conducted by Coch and French in a series of field experiments at the Harwood Manufacturing Corporation. Three carefully matched groups of employees were studied. One group was not given the opportunity to participate in the decision-making process regarding changes that were to be made within the organization. Another group was given the opportunity to participate through representation, and the last group was given the opportunity to participate totally in the process. After one month, there were some significant differences among the groups. In the first group, production did not improve. Absenteeism, employee turnover and the number of grievances increased. In the other two groups, production rose to high levels. Employee turnover, absenteeism, and the number of grievances were limited.⁵³

Patchen, in his research among professional employees in the TVA, suggested that increased participation in the organizational decision-making process is associated with greater job satisfaction, work achievement, and personal integration into the organization.⁵⁴ In another study, Bass concluded that

⁵³Coch and French, pp. 512-532

⁵⁴M. Patchen, Participation, Achievement, and Involvement On the Job, (Englewood Cliffs NJ: Prentice Hall, 1970).

a stronger commitment to the job can be the result of the opportunity to make more of the major job decisions.⁵⁵

Other studies suggested the desirable organizational outcomes associated with increased participation. Tannenbaum suggested that increased participation in organizational decision-making is directly associated with increased administrative control over the organization's activities. He and his colleagues argued that where members assist in the policy formation of the organization, they will more readily recognize the legitimacy of administrative superiors who implement such policy.⁵⁶

Stinett and his colleagues whose writings have presented the employee (teacher) viewpoint regarding the process of negotiation have argued that the interest and demand for the process of negotiation was a result of teacher militancy regarding the desire for participation. They explained that the basic justification for the negotiation process is the added power generated by teachers as equals.⁵⁷ Moscow stated that the function of a joint decision-making is to eliminate unilateral decisions by an employer and give employees a say in the determination of their wages and conditions of employment. The assumption is that once the jointly determined terms of employment are accepted by both parties, they will have a rightness that is not otherwise obtainable.⁵⁸

⁵⁶ Arnold S. Tannenbaum, Control in Organizations, (New York: McGraw Hill Book Company, 1968), p. 3.

⁵⁷ Stinett, et al., pp. 8-10.

⁵⁸ Michael Moscow, Teachers and Unions: The Applicability of Collective Bargaining to Public Education, (Philadelphia: University of Pennsylvania Press, 1968), pp. 2-8.

A viewpoint commonly held by administrators and school board members about the process of negotiations was expressed by Payne. He said that the basic purpose of the process is to remove from the board and the administration the prerogative of directing the school district. He encouraged school administrators to be aware of the bargain tactics that will retain the leadership of the school district within the body legally vested with that right -- the board. Payne explained that the board of education is legally responsible to the state for providing the educational environment with the procedures mandated by statute and state department criteria. This means that the board has complete authority regarding the employing, directing, promoting, and dismissing of personnel.⁵⁹

Administrators and school board members see the negotiation process as a highly adversarial experience in which one party demonstrates and uses its bargaining power to coerce the other party into granting concessions. In addition to the pressures at the negotiation sessions, grievances that arise over the application of the agreement can develop increased hostility between the parties as each pursues its case in a win-lose climate.⁶⁰

Other viewpoints which exhibit selective perception from both sides of the bargaining table concerns the negotiable items. This question is frequently debated on the grounds of the state statute dealing with collective bargaining

⁵⁹ Don Payne, "Winning Table Tactics," Workshop in Negotiations in Education, Cooperative Council of Oklahoma School Administrators, Tulsa OK, January 7, 1981.

⁶⁰ William E. Caldwell and Kenneth Houser, "The Significance of Informal Bargaining Procedures to the Level of Collective Bargaining Conflict," A paper presented at the Annual Meeting of the American Research Association, Toronto, Canada, (March, 1978), p. 3.

or on the basis of precedent.⁶¹

Stinett and others explained that professional associations seek to negotiate on all matters affecting the educational program, not solely on those that might be termed "welfare" or working conditions. The philosophy proclaimed by the teachers' association is that teachers, in common with other professional practitioners, have a deep and transcendent interest in all matters which may bear upon the standards of their practice.⁶²

In a study by Giandomenico, the results of the tests of certain hypotheses suggested that restricting the scope of negotiations only to work conditions may not be appropriate for teachers. This restriction may not permit teachers to develop their individual discretionary judgment, but relegates them to a status as bureaucratic functionaries and forces them to find means outside the school to satisfy their needs for autonomy and self-actualization.⁶³

School boards and administrators are more interested in the non-negotiable items. Curriculum content, curriculum revision, and textbook selection are central to the purpose for which schools exist. Those decisions should involve students, parents, teachers, administrators, and the community. The instructional program should not be determined at the bargaining table, where program demands can be compromised or traded off during the final hours of the bargaining session.⁶⁴

⁶¹David C. Smith, "Professional Negotiations: What's Negotiable?" National Elementary Principal, Vol. 53, No. 3, (March/April, 1974), pp 73-75.

⁶²Stinett, et al., p. 154.

⁶³Lawrence L. Giandomenico, "Teacher Needs, Militancy, and the Scope of Collective Bargaining," The Journal of Educational Research, Vol. 66, No. 6, (February, 1978), pp. 258-259.

⁶⁴David Smith, pp. 73-75.

The management point of view also contends that discipline, suspension, and expulsion would not be negotiable items. It is explained that these are consequences of major educational surgery and should be undertaken under carefully controlled conditions and not in the heat of confrontation. Class size and student assignment areas should not be negotiated as school administrators have no control over the student population in the attendance area of their school. Other examples of non-negotiable items include: the right to hire and fire personnel, faculty meetings, the right to assign duties and to supervise personnel, and procedures during emergency weather conditions.⁶⁵

Although the review of literature indicated a clear-cut explanation about what items are negotiable from the employer and employee viewpoints, individual school districts have the autonomy to negotiate on items mutually decided upon by both bargaining teams. There are several studies in the related literature that dealt with the effect of negotiation on certain items.

The effect of collective bargaining on teacher salaries has been thoroughly researched. With few exceptions, this research indicated that collective bargaining did not have a substantial impact on the compensation level of teachers. Wynn compared salary increases in states that have intensive collective bargaining and states that have unintensified collective bargaining. His conclusion indicated that there was no evidence to substantiate the belief that collective bargaining has had a positive influence on teacher salaries over a sustained period of time.⁶⁶

⁶⁵Ibid.

⁶⁶Richard Wynn, "The Relationship of Collective Bargaining and Teacher Salaries: 1960 to 1980," Phi Delta Kappan, Vol. 63, No. 4, (December, 1981), pp. 237-242.

Another study concerning the effect of collective bargaining on teacher salaries was conducted by Lipsky. Although his data revealed that collective bargaining has increased salaries above levels that otherwise would have prevailed, there was a minor gain. He attributed the very modest gain to a possible spill-over effect. This effect is caused by school districts which do not negotiate raising teacher salaries in order to compete with the salary schedules in school districts that do negotiate.⁶⁷

The teachers' associations have offered another explanation for the evidence of no effect of collective bargaining on teacher salaries. They have claimed that the chronic surplus of teachers during the 1970s has enhanced the bargaining power of the school districts. The NEA reported that in the 1960s the number of teachers hired was equal to the number of new college graduates who had prepared for public school teaching. The picture changed dramatically in the 1970s as there were about twice as many newly trained teachers as there were jobs available.⁶⁸

Another teachers' association priority negotiable item is that of class size. Teachers' organizations have attempted to negotiate on class size issues with school boards. Several studies have been done to show the relationship of collective bargaining to class size on pupil-teacher ratio.

Hall and Carroll explained that the existence of a negotiated contract increased pupil-teacher ratio by approximately one pupil. Their study involved

⁶⁷David B. Lipsky, "The Effect of Collective Bargaining on Teacher Pay: A Review of the Evidence," Educational Administration Quarterly, Vol. 18, No. 1, (Winter, 1982), pp. 14-42.

⁶⁸National Education Association, Teacher Supply and Demand in Public Schools, 1978, (NEA Research Memo, 1979).

118 school districts in Cook County, Illinois.⁶⁹ Chambers reported ambivalent results in a California study. His findings indicated that the regional effect of collective bargaining had increased class size by about 1.5 pupils at the secondary level but decreased it by almost one pupil at the elementary school level.⁷⁰ A study done in Wisconsin by Zuelke confirmed other studies conducted concerning the effect of collective bargaining on class size. He found that comprehensive collective negotiations had little or no influence on pupil-teacher ratio. If anything, the process of collective bargaining may contribute slightly to an increase in that ratio.⁷¹

The review of related literature indicated that the process of negotiation has little effect on the teacher salaries and class size. The question is to be answered in this study concerned the relationship between the process of professional negotiation and teachers' decisional states.

The Concept of Decisional States

Prior research done by Belasco and Alutto has indicated that decisional participation may be measured through a discrepancy approach which compares current with preferred levels of participation. This approach has isolated three

⁶⁹H. Clayton Hall and Norman E. Carroll, "The Effect of Teachers' Organizations on Salaries and Class Size," Industrial and Labor Relations Review, Vol. 26, (January, 1973), pp. 839-840.

⁷⁰Jay C. Chambers, "The Impact of Collective Bargaining for Teachers on Resource Allocation in Public School Districts," Journal of Urban Economics, Vol. 4, (1977), pp. 335-336.

⁷¹Dennis C. Zuelke, "The Impact of Collective Negotiation on Pupil-Teacher Ratio: Some Evidence from Wisconsin," Planning and Changing, Vol. 12, No. 3, (Fall, 1981), pp. 174-181.

states of decisional participation: (1) decisional deprivation (participation in fewer decisions than preferred), (2) decisional equilibrium (participation in as many decisions as desired), and (3) decisional saturation (participation in more decisions than desired). Such a method also provides an indication of distributive justice concerning perceived participation in organizational decision-making. This research indicated that the desire for increased participation is equally distributed throughout the teacher population.⁷²

Belasco and Alutto's research concerning decisional participation and teacher satisfaction indicated that there are significant systematic relationships between individual member satisfaction levels and the state of decisional participation. It was apparent that those teachers who are decisionally deprived report significantly lower satisfaction levels. Those teachers with lower satisfaction levels perceived participation in fewer decisions than desired which reflects a violation of their sense of distributive justice. For teachers experiencing either equilibrium or saturation, satisfaction levels did not vary significantly with the extent of their decisional condition.⁷³

In another study that researched the typology of participation in organizational decision-making, Belasco and Alutto reported findings regarding the condition of decisional states of teachers relating to age, gender, teaching level, employing organization, seniority, perceptions of administrative influence, perceptions of role-conflict, and attitudinal militancy. It was reported

Joseph Alutto and James Belasco, "Decisional Deprivation, Equilibrium and Saturation as Variables in Educational Research," Working Paper No. 93, State University of New York at Buffalo, 1971.

⁷³James Belasco and Joseph Alutto, "Decisional Participation and Teacher Satisfaction," pp. 44-57.

that those decisionally deprived tended to be younger males teaching at the secondary level, employed in the rural districts, perceiving highest levels of role conflict, and possessing the most favorable attitudes toward collective bargaining, strikes, and unions. They also perceived the decisional control to be residing at top administrative levels and desired that both principals and superintendents be given lower degrees of influence.⁷⁴

Teachers experiencing decisional equilibrium or decisional saturation tended to be older females teaching at elementary levels in the urban district, perceiving moderate levels of role-conflict and possessing moderately unfavorable attitudes toward collective bargaining, strikes, and unions. This study showed that organizational typologies based on overall conditions of decisional participation are viable. This research provided verification for those who have assumed that the condition of decisional deprivation constitute a basis for the increased militancy evidenced among teachers.⁷⁵

A study done by Conway used the concept of decisional states to test the assumption of linearity between participation and general organizational effectiveness. The results of this study led to three main conclusions: (1) The relationship between perceived and desired participation in school decisions and the perception of the organization appeared curvilinear, with the peak of the curve occurring where present and desired levels of participation were about equal (equilibrium). Both deprivation and saturation appeared to detract from

⁷⁴ Joseph Alutto and James Belasco, "Typology for Participation in Organizational Decision Making," Administrative Science Quarterly, Vol. 17, No. 1, (March, 1972), pp. 117-125.

⁷⁵ Alutto and Belasco, "Typology for Participation in Organizational Decision-Making," pp. 117-125.

the individual's satisfaction with the organization. (2) The large portion of teachers identified in the deprived condition tended to indicate the great need in school organizations to increase the level of teacher involvement. (3) The main caution is that some kind of monitoring of the teacher preferences for involvement might help to avoid over participation (saturation), which can be almost as counter productive as the deprived condition.⁷⁶

In two other studies using the concept of decisional states, the same kind of distribution of decisional states in the teacher population was reported. Richardson, whose sample consisted of 91 subjects, reported the following data: (1) 80.2% of the teachers scored in the deprived state, (2) 14.3% scored in the equilibrium state, and (3) 5.5% of the teachers scored in the saturated state.⁷⁷ In a similar study, Best reported very similar findings: (1) 81.8% of the teachers scored in the deprived state, (2) 15.9% of the teachers scored in the equilibrium state, and (3) 2.2% of the teachers scored in the saturated state.⁷⁸ Both studies support the findings in all of the other studies which show that a major portion of the teaching population are in a decisionally deprived state.

The review of the related literature supports the use of the Decisional Participation Scale to measure the discrepancy between the current and desired participation in the organizational decision-making process.

⁷⁶James A. Conway, pp. 130-139.

⁷⁷Donald Richardson

⁷⁸John Kevin Best

Summary

The review of the related literature contained discussions of the following topics: (1) The history of the teachers' organization: from the professional to the bureaucratic orientation, (2) The process of professional negotiation, and (3) the concept of decisional states.

The review of related literature indicated that during the pre-militant era, the National Education Association displayed a professional orientation as it placed its chief emphasis on improving the school situation for students. With the inception of the process of negotiations in 1960, the teachers' association became a mutual benefit association that displayed bureaucratic characteristics.

The reason given for the national adoption of the process of negotiations was the increasing desire of teachers to participate in the organizational decision-making process. The literature indicated that fulfilling the need to participate can increase teacher morale and job satisfaction. Although the teacher association sees the process of negotiations fulfilling this need, school board members and administrators see the process as adversarial. Several studies have indicated that the process of negotiation has not had a positive effect on items that are of interest to teachers.

One way to investigate the perception of participation of teachers is to examine teachers' decisional states. The literature supports the use of the Decisional Participation Scale to measure the discrepancy between current and desired participation in the organizational decision-making process.

The purpose of this study was to investigate what the relationship is between the process of negotiations and teachers' decisional states.

CHAPTER III

DESIGN AND PROCEDURE

Introduction

The purpose of this chapter is to explain the planning of the research, to discuss the selection of the sample, to describe the survey instrument, to identify the procedures followed in obtaining data, and to describe the statistical treatment which was applied to the data.

A critical review of the literature indicated that one of the reasons for the conception of the negotiation process was to give teachers more involvement in the policy procedure in school organizations. No information was available indicating that there has been empirical testing of the relationship between the process of negotiations and the perceived participation involvement of teachers.

To investigate the problem of what the relationship is between the negotiation process and teachers' decisional states, it was necessary to compare the decisional states of teachers in negotiating and non-negotiating school districts. This problem necessitated the use of the descriptive research design. A questionnaire was used to collect the descriptive data.

The Population and Sample

Although Oklahoma has not experienced wide-spread teacher strikes, the Oklahoma Education Association has vigorously supported and encouraged the process of professional negotiations. Most of the larger school districts and many of the smaller school districts in Oklahoma engage in a formal negotiation process. The Oklahoma Education Association reported that seventy-seven school districts in Oklahoma are actively involved in professional negotiation.⁷⁹

The determination of which negotiating school districts would comprise the sample for the study was based on three criteria: (1) The school district must have been negotiating for three or more years. (2) There must be a Level III procedural agreement in effect. (3) The school district must be actively engaged in the process of negotiating at the time of the investigation.

National Education Association agreements are categorized as Level I, Level II, and Level III agreements. Level I agreements are recognitions and usually consist of a statement by the school board that it recognizes the local NEA affiliate as the representative of the professional staff. Level II agreements consist of a recognition clause, provision for private meetings between the association and the school administration, and an outline of the negotiation procedure to be followed during negotiations. Level III agreements consist of the recognition clause, an outline of negotiation procedures, and a provision for resolving disagreements.⁸⁰

⁷⁹Oklahoma Education Association, List of Negotiating School Districts, 1982.

⁸⁰National Education Association, Guidelines for Professional Negotiations, (Washington D.C.: National Education Association, 1965), p. 2.

A letter explaining the study was sent to each superintendent of the seventy-seven school districts that were on the list obtained from the Oklahoma Education Association. A copy of the letter is in Appendix 1. The following questions were asked: (1) How long has your district been negotiating? (2) Does your procedural agreement include written procedures for impasse? (3) Are you in the process of negotiating at this time? (4) If not, have you reached an agreement? (5) If you are not negotiating at this time and have not reached an agreement, please explain.

An 83% response to this survey provided a list of twenty-four school districts in Oklahoma which had been negotiating for three or more years, maintained a Level III procedural agreement, and were in the process of negotiating at that time. The superintendents of those districts were asked permission to survey the teachers in their districts. A copy of the letter is in Appendix 1.

In selecting school districts which did not negotiate, it was necessary to control the variables. Figures were obtained from the Oklahoma State Department of Education that yielded information about the average daily attendance and the revenue per capita for each of the school districts in Oklahoma.⁸¹ School districts that did not negotiate were matched to those already determined twenty-four school districts on the basis of size (ADA) and similar revenue per capita. There were no non-negotiating school districts that had over 8,000 daily attendance, so it was not possible to match eight of the twenty-four negotiating school districts to non-negotiating school districts.

⁸¹Oklahoma State Department of Education, Computer Printout of Oklahoma School Districts by ADA and Revenue Per Capita, 1982.

This fact limited the study to middle size and small size school districts. To make a determination between the two sizes, the mean average daily attendance was calculated. Those above the median (from 2,000 to 8,000 ADA) were designated as middle size school districts. Those districts which fell below the median (under 2,000 ADA) were designated as small school districts.

A letter explaining the study and asking permission to survey the teachers was sent to the superintendents of the non-negotiating school districts that matched the negotiating school districts on the basis of ADA and revenue per capita. A copy of the letter is in Appendix 1. Permission to survey the teachers was obtained from ten matching non-negotiating school districts, five small and five middle sized districts. Table I contains information regarding the composition of the school districts sample by ADA and revenue per capita.

TABLE I
COMPOSITION OF SCHOOL DISTRICTS SAMPLE
BY ADA AND REVENUE PER CAPITA

Negotiating Districts			Non-Negotiating Districts		
School District	ADA	Revenue per Capita	School District	ADA	Revenue per Capita
1	6871	1,672	1a	6154	1,596
2	4677	1,532	2a	5069	1,503
3	3167	1,959	3a	2742	1,875
4	2566	1,427	4a	3562	1,390
5	2344	1,686	5a	2015	1,692
6	1707	1,891	6a	1411	1,848
7	1437	1,655	7a	1596	1,533
8	1145	1,499	8a	1548	1,381
9	695	1,722	9a	670	1,701
10	371	2,580	10a	358	2,610

Based on the sample number needed to statistically test the hypotheses, it was decided to use 10% or at least five teachers from each of the teaching levels (elementary and secondary) from each district. The random sample included 134 elementary teachers and 152 secondary teachers which resulted in a total of 286 teachers surveyed.

An ex post facto study of the confidence level of the representative sample was accomplished by computing the sample mean (for the decisional state scores), the sample variance, and the standard deviation. The 95% confidence interval for the population mean is found by computing an upper and lower bound. The computation revealed that the sample mean of the decisional state scores was 5.6875, the sample variance was 4.8788, and the standard deviation was 2.2088. The confidence interval is bound by 5.5929 and 5.647 which means that there is 95% confidence that the population mean will fall within this interval. The difference between the sample mean and the interval is so small that it can be assumed that the study had a representative sample. Table 2 contains information concerning the teacher sample according to school size, teaching levels, population and sample. It distinguishes between the negotiating and non-negotiating schools.

TABLE 2
COMPOSITION OF THE TEACHER SAMPLE BY
SCHOOL SIZE, LEVELS, AND POPULATION

Non-Negotiating Schools			
School Size	Level	Population	Sample
middle	elementary	389	38
middle	elementary	511	51
small	elementary	173	25
small	secondary	198	25
Negotiating Schools			
middle	elementary	452	45
middle	secondary	516	50
small	elementary	146	25
small	secondary	213	26

The Instrument

The instrument used to measure teachers' decisional states was patterned after Belasco and Alutto's Decisional Participation Scale. The decisional situations on the scale were modified in accordance with the review of the literature and the results from a previous pilot study. Of the twelve items on the original scale, nine items remained the same. Two of the items concerning instruction were omitted because the teachers in the pilot study indicated that they were too similar to another item that remained on the scale. The item concerning community groups was also omitted as the pilot study teachers were confused about the essence of this decisional situation. One item was added to the scale concerning the involvement of determining appropriate class size. All

of the teachers in the pilot study indicated that this item should be added to the scale. The review of literature discusses teachers' concerns regarding this item.

The scale listed ten decisional situations in which the respondent was asked to give a "yes-no" response. A copy of the questionnaire is found in Appendix 2. The decisional state score was derived by the algebraic sum of decisions in which each teacher currently participates and those in which there is a desire to participate. Positive values were given to the currently participating and negative values to those wishing to participate. The number 10 was added to the sum of these two figures which was the index of discrepancy.

Belasco and Alutto described the decisional states as: (1) deprived -- teachers who feel they are not participating as much as desired, (2) equilibrium -- teachers who feel their level of input to be adequate, and (3) saturated -- teachers who feel their level of input to be more than desired.⁸²

If a teacher was currently participating in five decisional situations, but wished to participate in ten decisional situations, the score would be five. This would indicate decisional deprivation as 10 would be the score for equilibrium (participating in as many decisions as desired). To give more discretion to the decisionally deprived (participating in fewer decisions than desired) score, the following scoring was developed: (1) 0-2 -- severely deprived, (2) 3-6 -- moderately deprived, (3) 7-9 -- slightly deprived, (4) 10 -- equilibrium, and (5) 11 and over -- saturated.

⁸²Belasco and Alutto, pp. 44-57.

No research has been found that actually determined how important it was to teachers to be involved in these particular decisional situations. For this reason, the teachers in the survey were given the opportunity to rate each of the decisional situations according to how important it was that they be involved in this kind of situation. A five point Likert scale was used to measure the responses. Values ranging from one to five indicated the responses from "not important" to "very important." The teachers were also given the opportunity to list any other decisional situations that were of importance to them. A copy of the importance of the decisional situations scale is found in Appendix 2.

In evaluating the decisional situations according to whether they could be considered negotiable items, information from the review of literature was used. Table 3 contains information concerning the perceptions of the NEA and those of administrators as to whether or not the decisional situation is a negotiable item.

TABLE 3
DECISIONAL SITUATIONS AS PERCEIVED TO BE
NEGOTIABLE OR NON-NEGOTIABLE BY THE
NEA AND THE ADMINISTRATION

Decisional Situations	NEA	Administration
1. In hiring new faculty members	Negotiable	Non-Negotiable
2. In preparing school budgets	Negotiable	Non-Negotiable
3. In selecting new text books	Negotiable	Non-Negotiable

(continued)

TABLE 3
DECISIONAL SITUATIONS AS PERCEIVED TO BE
NEGOTIABLE OR NON-NEGOTIABLE BY THE
NEA AND THE ADMINISTRATION

Decisional Situations	NEA	Administration
4. In establishing discipline policies	Negotiable	Non-Negotiable
5. In planning new building facilities	Negotiable	Non-Negotiable
6. In determining faculty salaries	Negotiable	Negotiable
7. In determining grievance policies	Negotiable	Negotiable
8. In determining extra duty policies	Negotiable	Non-Negotiable
9. In determining class size	Negotiable	Non-Negotiable
10. In establishing general instructional policies	Negotiable	Non-Negotiable

Validity of the Instrument

Predictive Validity

Three types of statistical procedures were employed to test the predictive validity of the decisional situations questionnaire. These tests were used to detect the presence of any other extraneous forces that cause a difference in the means, in addition to those found within the natural framework. A level of .05 was selected to indicate a statistically significant difference.

The T test was used to predict the ability of the total decisional state scores to differentiate between the score of the highest group (saturated) and the score of the lowest group (severely deprived). The level of significance obtained from this procedure was .0001. This level of significance indicated that the probability of any other extraneous forces effecting a difference in the means was one in ten thousand. Since this level is below the .05 level, it was determined that there was a statistically significant difference between the scores of the highest and lowest groups. The assumption was made that the total decisional scores could adequately differentiate between the highest and lowest groups of scores. Table 4 contains the mean scores of the highest and lowest groups, the T scores and the levels of significance.

TABLE 4

THE MEAN SCORES OF THE HIGHEST AND LOWEST GROUP
SCORES, THE T SCORES AND LEVELS OF SIGNIFICANCE

DIFMES	N	Mean	Std Dev	Std Error	T	DF	ITI
1	103	4.3009	1.3850	.13647	-17.8257	131.8	.0001
2	57	8.0000	1.1801	.15632	-17.0255	158.0	.0001

A Multiple Regression procedure was used to test the "currently participating" and "should be participating" responses to each of the decisional situations as predictors of the total decisional state score. Of the "currently participating" responses all of the items with the exception of items one and

seven tested within the .05 level of significance. It was assured that items two, three, four, five, six, eight, nine, and ten were significant predictors of the total decisional state score. Of the "should be participating" responses, only four items tested within the .05 level of significance. The assumption was made that only items one, two, five, and six were significant predictors.

Chi-Square statistics were used to determine whether or not each item had the ability to differentiate between persons who had scored in the severely deprived category and those persons who had scored in the slightly deprived category. Of the "currently participating" responses, all of the items with the exception of items one and three tested within the .05 level of significance. The assumption was made that items two, four, five, six, seven, eight, nine, and ten displayed the ability to differentiate between the two deprived categories. Although the "should be participating" did not fare well under the Multiple Regression test, the Chi-Square procedure indicated that all of the responses to the "should be participating" tested within the .05 level of significance. The assumption was made that eight of the ten items displayed the ability to differentiate between the severely deprived and slightly deprived categories of the decisional state scores.

The results of all three statistical procedures indicated that the decisional situations instrument has predictive validity within the .05 level of significance. Table 5 contains statistical information concerning the levels of significance of the decisional situation responses based on the Multiple Regression and Chi-Square tests.

TABLE 5

LEVELS OF SIGNIFICANCE OBTAINED FROM THE MULTIPLE
REGRESSION AND CHI-SQUARE TESTS ON CURRENTLY
PARTICIPATING AND SHOULD BE PARTICIPATING
RESPONSES TO THE DECISIONAL STATUS

Responses	PR F	Chi-Square
<u>Currently Participating</u>		
1. In hiring new faculty members	.9903	.5197
2. In preparing school budgets	.0001	.0444
3. In selecting textbooks	.0002	.1139
4. In establishing discipline policies	.0001	.0001
5. In planning new building facilities	.0024	.0384
6. In determining faculty salaries	.0001	.0008
7. In determining grievance policies	.0319	.0053
8. In determining extra duty policies	.0001	.0001
9. In determining class size	.0001	.0001
10. In establishing general instructional policies	.0003	.0001
<u>Should be Participating</u>		
1. In hiring new faculty members	.0001	.0017
2. In preparing school budgets	.0013	.0046
3. In selecting textbooks	.3661	.0958
4. In establishing discipline policies	.2373	.0453
5. In planning new building facilities	.0012	.0013
6. In determining faculty salaries	.0002	.0001
7. In determining grievance policies	.5370	.0076
8. In determining extra duty policies	.7533	.0129
9. In determining class size	.1692	.0017
10. In establishing general instructional policies	.8202	.1034

Face Validity

Face validity has been classified as the relevance of the instrument to measure what one is trying to measure. Whether such an assumption is justified in any given case is ultimately a matter of judgment. In making this judgment, two major questions must be considered: (1) whether the instrument is

really measuring the kind of responses that the investigator assumes it is, and (2) whether it provides an adequate sample of that kind of behavior.⁸³ The decisional situations on the instrument were modified according to suggestions made by the twenty-five teachers who took part in the pilot study. In the opinion of the pilot study teachers, the modified instrument met both requirements.

Reliability of the Instrument

The evaluation of reliability of a measuring instrument requires a determination of the consistency of independent but comparable measures of the same individual, group, or situation. Reliability may be estimated on the basis of as few as two measures for each individual in a sample of the population on which the measurement device will be used.⁸⁵

Belasco and Alutto reported that the reliability for the decisional situations instrument was established at .80+ on a test/re-test pattern involving one hundred elementary and fifty-one secondary teachers in the New York City area.⁸⁶ On a test/re-test pattern involving twenty-five secondary teachers in the previously reported pilot study, the reliability for the decisional questionnaire used in this research was established at .83.

⁸³Claire Sellitz, Marie Jahoda, Morton Deutsch, and Stuart W. Cook, Research Methods in Social Relations, (New York: Henry Holt and Company, Inc., 1959), p. 366.

⁸⁴Claire Sellitz, et al., p. 167.

⁸⁵Belasco and Alutto, pp. 44-58.

Method of Collecting the Data

In the letters to the superintendents of each of the school districts that were used in this research, permission was asked to survey the teachers in the school district and school directories were requested. Copies of the letters are found in Appendix 1. Each superintendent who gave permission for the teachers to be surveyed provided a school district directory. The teacher sample was chosen from the school directories using a table of random numbers.

A letter explaining the study and the questionnaire were sent to each of the teachers chosen in the sample. A copy of the letter and the questionnaire are found in Appendix 2. After the first mailing, one hundred and thirty completed questionnaires from the two hundred and eighty six questionnaires that were mailed were returned. Fourteen questionnaires were returned for lack of forwarding addresses. A follow-up letter and another questionnaire were mailed to the teachers remaining in the sample. A copy of the follow-up letter is found in Appendix 2. This mailing resulted in the return of thirty more completed questionnaires. A total of one hundred and sixty questionnaires were returned which resulted in a 58% response rate and an N of 160.

Limitations of the Study

Introduction

Any generalizations that might be made from this study should be made considering the limitations of the study. The limitations of this study include the sample, size of school districts, and variables used in the study.

Limitations

The limitations of this study were as follows: (1) All of the teachers surveyed in this study were from school districts that reported a student population of eight thousand or less. (2) The difference in the sizes of the school districts were determined by calculating the mean average daily attendance and using the median to divide middle from small size school districts. (3) Although the sample represented twenty counties in the State of Oklahoma, it did not represent any highly industrialized areas. (4) The National Education Association was the only bargaining unit that was recognized in all of the negotiating school districts in the study. (5) The selection of the school districts used in the study was limited by the fact that permission to survey the teachers had to be obtained from the superintendents of the school districts. (6) The definition of decisional states was that of Belasco and Alutto.⁸⁶ (7) The process of professional negotiations was limited to a Level III type agreement.

Method of Analysis

Decisional States were computed from teacher responses to a series of questions which pose decisional situations which commonly occur in the school system. Teachers indicated whether they currently participated in the decisional situations and whether they desired to participate in each decisional situation.

⁸⁶Belasco and Alutto, p. 44-58.

The index was derived by the algebraic sum of decisions in which each teacher currently participated and those in which there was a desire to participate. Positive values were given to the currently participating and negative values to those wishing to participate. The number 10 was added to the sum of these two figures which was the index of decisional discrepancy. Teachers were placed in groups characterized by: (1) 0-2 indicating severely deprived, (2) 3-6 indicating moderately deprived, (3) 7-9 indicating slightly deprived, (4) 10 indicating equilibrium, and (5) 11 and over indicating saturation.

The research for this study was based on the formulation of twelve hypotheses. Descriptive statistics were used to calculate the means of the decisional state scores and the perceived important decisional situations. These means were used in the comparison variables which included: (1) the size of the school districts (small and middle size), (2) the teaching levels (elementary and secondary), (3) gender (male and female), (4) teaching tenure (under five years and five years and over), (5) teacher age (under thirty and thirty and over), (6) membership in the teachers' association (member and non-member), (7) member of a professional negotiation team (member and non-member). The means of these variables were compared to the major variable which was the presence or absence of the process of professional negotiation.

An inferential statistics procedure, one- and two-way analysis of variance, was used in eleven of the twelve hypotheses. This procedure was used to estimate within a specified degree of confidence whether the sample data were statistically significant. The alpha level was established at .05. The probability level for not accepting the hypotheses was set so that no one would expect to obtain that large a value only five times in one hundred on the basis

of chance alone. This protection against a Type I error seemed reasonable since the chance of not accepting the hypothesis is only five in one hundred. Such a protective level is a most appropriate one for exploratory research.⁸⁷

The testing of hypothesis Number 8 required the use of a different statistical procedure. This hypothesis questioned the possibility of a correlation between two variables. Because the first variable was dichotomous and the second variable was continuous, it was necessary to use the Pearson product moment point bi-serial correlational technique.

Three statistical procedures were used to determine the validity of the decisional state instrument. Multiple Regression analysis was used to test the "currently participating" and "should be participating" responses to each of the decisional situations as predictors of the total decisional score. Chi-Square statistics were used to determine whether or not each decisional situation item had the ability to differentiate between persons who had scored in the severely deprived category. The T test was used to predict the ability of the total decisional state scores to differentiate between the score of the highest group (saturated) and the score of the lowest group (severely deprived). All of the statistical tests used the .05 level of significance to indicate a statistically significant difference.

⁸⁷ Siegel

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

Introduction

The purpose of this chapter is to present a statistical analysis of the data obtained from the questionnaire. The general format is to report the data and the results of the data analysis concerning each hypothesis in summary form. Tables were employed to report the data in a clear and concise manner.

All of the hypotheses dealt with the concept of decisional states. The decisional state score was computed by using positive values for the ten decisional situations in which the teacher currently participated, and negative values for those decisional situations in which the teacher wished to participate. The number 10 was added to this algebraic sum to establish the index of decisional discrepancy. The decisional state score indicated: (1) 0-2 -- severely deprived, (2) 3-6 -- moderately deprived, (3) 7-9 -- slightly deprived, (4) 10 -- equilibrium, and (5) 11 and over -- saturation.

Analysis and Interpretation

H_{01} : There is no significant difference in the means of the decisional state scores of teachers in negotiating school districts and non-negotiating school districts.

Statistical Interpretation

The group mean on the decisional state scores for teachers in negotiating school districts with an N of 83 was 6.0843. The group mean on the decisional state scores for teachers in non-negotiating school districts with an N of 77 was 5.1168. The F ratio obtained of 8.00 indicated a statistically significant difference between the two group means at .0053 level of significance. Since this level is below the .05 level of significance, the null hypothesis was rejected and the alternative hypothesis was accepted.

Table 6 contains information concerning the degrees of freedom, sums of squares, mean squares, F ratio, and the level of significance obtained from the group means of teachers in negotiating school districts and teachers in non-negotiating school districts.

TABLE 6
ANALYSIS OF VARIANCE DATA USING MEAN SCORES
OF THE DECISIONAL STATES OF TEACHERS IN
NEGOTIATING AND NON-NEGOTIATING
SCHOOL DISTRICTS

Df	S.S	M.S.	F-Ratio	P
1	37.3860	37.3860	8.00	.0053
158	738.3576	4.6731		

H₀2: There is no significant interaction among the variables of school size, the presence or absence of negotiations and the means of the teachers' decisional state scores.

Statistical Interpretation

The group mean on the decisional state scores of teachers in small size school districts with an N of 47 was 6.0643. The group mean on the decisional state scores of teachers in middle size school districts with an N of 113 was 5.4336. It was necessary to obtain an F ratio for both variables of school size and negotiations to determine an F ratio for the interaction effect. The main effect of negotiations yielded an F ratio of 8.51 which indicated a statistically significant difference between these two groups at .0041 level of significance. This fell below the .05 level and was a statistically significant effect. The effect of school size yielded an F ratio of 2.87 which resulted in a .0925 level of significance. This is above the .05 level and indicated that the effect of school size is not statistically significant. The interaction effect of size and the presence or absence of negotiations resulted in an F ratio of 1.25 at a .2657 level of significance. Since this level is above the .05 level, the null hypothesis was accepted.

Table 7 contains information concerning the degrees of freedom, sums of squares, F ratios, and the levels of significance obtained from the interaction effect of school size and the presence or absence of negotiations based on the group means of the decisional state scores.

TABLE 7

ANALYSIS OF VARIANCE DATA USING MEAN SCORES OF
THE DECISIONAL STATES OF TEACHERS TO TEST THE
INTERACTION EFFECT OF SCHOOL SIZE AND THE
PRESENCE OR ABSENCE OF NEGOTIATIONS

Source	Df	SS	F-Ratio	P
Size	1	13.1830	2.87	.0925
Neg	1	39.1466	8.51	.0041
Size * Neg	1	5.7402	1.25	.2657

H₀₃: There is no significant interaction among the variables of teaching levels, the presence or absence of negotiations and the means of the teachers' decisional state scores.

Statistical Interpretation

The group mean on the decisional state scores for teachers at the elementary level with an N of 79 was 5.6202. The group mean on the decisional state scores for teachers at the secondary level with an N of 81 was 5.6172. The F ratio for the teaching levels was .00 which resulted in .9931 level of significance. This level is above the .05 level and was not statistically significant. The F ratio for the negotiations variable was 7.94 which resulted in a .0055 level of significance. This level was below the .05 level and was statistically significant. The F ratio for the interaction effect of the

negotiations variable and the teaching levels variable was .24 which resulted in a .6266 level of significance. Since this level is above the .05 level of significance, it was not statistically significant. Based on the statistical data, the null hypothesis was accepted.

Table 8 contains information concerning the degrees of freedom, sums of squares, F ratio, and the levels of significance obtained from the test for interaction effect of teaching levels and the presence or absence of the negotiation process.

TABLE 8
ANALYSIS OF VARIANCE DATA USING THE MEAN SCORES
OF THE DECISIONAL STATES OF TEACHERS TO TEST
THE INTERACTION EFFECT OF TEACHING LEVELS
AND THE PRESENCE OR ABSENCE
OF NEGOTIATIONS

Source	Df	SS	F-Ratio	P
Levels	1	.0003	.00	.9931
Neg	1	37.4895	7.93	.0055
Lev * Neg	1	1.1226	.24	.6266

H₀ 4: There is no significant difference in the means of the decisional state scores of those teachers who have never served on a negotiations team and those teachers who are presently serving or have served on a negotiations team.

Statistical Interpretation

The group mean on the decisional state scores for teachers who had never served on a negotiations team with an N of 127 was 5.6850. The group mean of those teachers who were serving or had served on a negotiations team with an N of 33 was 5.3636. The F ratio of .55 obtained indicated the level of significance to be .4582. Since this level was above the .05 level, the null hypothesis was accepted.

Table 9 contains information concerning the degrees of freedom, sums of squares, mean squares, F ratio and level of significance obtained from the group means of teachers who had never served on a negotiations team and those teachers who were serving or had served on a negotiations team.

TABLE 9

**ANALYSIS OF VARIANCE DATA USING THE MEAN SCORES OF THE
DECISIONAL STATES OF TEACHERS WHO HAVE SERVED ON A
NEGOTIATIONS TEAM AND THOSE WHO HAVE NOT SERVED**

Df	S.S.	M.S.	F-Ratio	P
1	2.7508	2.7058	.55	.4582
158	773.0379	4.8926		

H₀: There is no significant difference in the means of the decisional state scores of teachers who are members of the teachers' association and teachers who are not members of the teachers' association.

Statistical Interpretation

The group mean on the decisional state scores for teachers who were not members of the teachers' association with an N of 16 was 4.6875. The group mean on the decisional state scores for teachers who were members of the teachers' association with an N of 144 was 5.722. The F ratio of 3.20 obtained indicated a significant difference at .0754. Since this level is above the .05 level, the null hypothesis was accepted.

Table 10 contains information concerning the degrees of freedom, sums of squares, mean squares, F ratio and level of significance obtained from the group means of the decisional state scores of teachers who were not members of the teachers' association.

TABLE 10
ANALYSIS OF VARIANCE DATA USING THE MEAN SCORES
OF DECISIONAL STATES OF TEACHERS WHO WERE
MEMBERS AND WHO WERE NOT MEMBERS OF
THE TEACHERS' ASSOCIATION

Df	S.S.	M.S.	F-Ratio	P
1	15.4143	15.4173	3.20	.0754
158	760.3263	4.8121		

H₀ 6: There is no significant difference in the means of the decisional state scores of teachers who have been teaching five years and longer and those who have been teaching less than five years.

Statistical Interpretation

The group mean on the decisional state scores for teachers who have been teaching five years or longer with an N of 139 was 5.6115. The group mean on the decisional state scores for teachers who had been teaching less than five years with an N of 21 was 5.6666. The F ratio of .01 obtained indicated a significant difference at .9155. Since this level was higher than the .05 level, the null hypothesis was accepted.

Table 11 contains information concerning the degrees of freedom, sums of squares, mean squares, F ratio, and the level of significance obtained from the group means of teachers who had been teaching five or more years and teachers who had been teaching less than five years.

TABLE 11
ANALYSIS OF VARIANCE DATA USING THE MEAN SCORES
OF DECISIONAL STATES OF TEACHERS WHO HAD BEEN
TEACHING FIVE OR MORE YEARS AND TEACHERS
WHO HAD BEEN TEACHING LESS THAN
FIVE YEARS

Df	S.S.	M.S.	F-Ratio	P
1	.0555	.0555	.01	.9155
158	775.6882	4.9094		

H₀7: There is no significant difference in the means of the decisional state scores between teachers who are thirty years of age and over and those teachers who are under the age of thirty.

Statistical Interpretation

The group mean on the decisional state scores for teachers who were under the age of thirty with an N of 30 was 5.1000. The group mean on the decisional state scores for teachers who were thirty years of age and over with an N of 130 was 5.7384. The F ratio of 2.05 obtained indicated that the level of significance was .1542. Since this level was above the .05 level, the null hypothesis was accepted.

Table 12 contains information concerning the degrees of freedom, sums of squares, mean squares, F ratio, and level of significance obtained from the group means of the teachers who were thirty and over and teachers who were under the age of thirty.

TABLE 12

**ANALYSIS OF VARIANCE DATA USING THE MEAN SCORES OF
DECISIONAL STATES OF TEACHERS WHO WERE THIRTY
AND OVER AND TEACHERS WHO WERE UNDER
THE AGE OF THIRTY**

Df	S.S.	M.S.	F-Ratio	P
1	9.9360	9.9360	2.05	.1542
158	765.8076	4.8468		

H₀ 8: There is no significant interaction among variables of teaching levels, teacher gender, and the means of the teachers' decisional state scores.

Statistical Interpretation

The group mean on the decisional state scores for elementary teachers with an N of 79 was 5.6202. The group mean on the decisional state scores for secondary teachers with an N of 81 was 5.6172. The F ratio of .00 obtained indicated that there was a significant difference between the teaching levels at .9932. This was above the .05 level and, therefore, was not statistically significant. The group mean on the decisional state scores for male teachers with an N of 54 was 5.2407. The group mean on the decisional state scores for female teachers with an N of 106 was 5.8113. The F ratio of 2.50 obtained indicated that the level of significance was .1162. This was above the .05 level and was not statistically significant. The F ratio obtained for the interaction effect between the teaching levels and teacher gender on the means of the decisional state scores was 1.28 which indicated that there was a statistical significance at .2596. Since this level is higher than .05, the null hypothesis was accepted.

Table 13 contains information concerning the degrees of freedom, sums of squares, F ratios, and levels of significance obtained from the test of interaction among teaching levels, teacher gender, and the means of the teachers' decisional state scores.

TABLE 13

ANALYSIS OF VARIANCE DATA USING THE MEAN SCORES OF
DECISIONAL STATES OF TEACHERS TO TEST FOR
INTERACTION BETWEEN TEACHING LEVELS
AND TEACHER GENDER

Source	Df	S.S.	F-Ratio	P
Levels	1	.0003	.00	.9932
Gender	1	12.1183	2.50	.1162
Lev * Gen	1	6.2149	1.28	.2596

H₀9: There is a significant difference in the teachers' perception of important decisional situations in negotiating and non-negotiating school districts.

Because the major portion of this study was based on the mean score of the decisional state scores, it was of interest to examine how the teachers perceived each of the decisional situations relative to its importance. The question to be answered in Hypothesis Number 9 is whether or not there is a statistically significant difference in the perceptions of the importance of the decisional situations between teachers in negotiating school districts and teachers in non-negotiating school districts. Each of the decisional situations was examined and discussed individually. The means of the perceived importance of each item was obtained from a five point Likert scale. Then values ranged from one to five which indicated "not important" to "very important." The group means on each item were based on an N of 83 for teachers in negotiating school districts and an N of 77 for teachers in non-negotiating school districts.

Statistical Interpretation

On Item One, which was the perceived importance of being involved in hiring new faculty members, the group mean of the negotiating teachers was 2.3132. The group mean of the non-negotiating teachers was 2.2337. The F ratio of .16 obtained indicated that the level of significance was .6900. Since the .05 level was exceeded, there was no statistically significant difference in the perceptions of negotiating and non-negotiating teachers on the perceived importance of being involved in the hiring of new faculty members.

Table 14 contains information concerning the degrees of freedom, sums of squares, mean squares, F-Ratio, and level of significance obtained from the group means of negotiating teachers and non-negotiating teachers' perceived importance of being involved in the hiring of new faculty members.

TABLE 14

**ANALYSIS OF VARIANCE DATA USING THE MEAN SCORES OF
NEGOTIATING AND NON-NEGOTIATING TEACHERS ON THE
PERCEIVED IMPORTANCE OF BEING INVOLVED IN
THE HIRING OF NEW FACULTY MEMBERS**

Df	S.S.	M.S.	F-Ratio	P
1	.2523	.2523	.16	.6900
158	249.6476	1.5800		

Statistical Interpretation

On Item Number 2 which was the perceived importance of being involved in the preparation of school budgets, the group mean of the negotiating teachers was 2.9879. The Group mean of the non-negotiating teachers was 2.6883. The F ratio of 2.70 obtained indicated that there was a significant difference at .1020. Since the .05 level was exceeded, there was no statistically significance difference between the perceptions of teachers in negotiating school districts and teachers in non-negotiating school districts on the importance value of being involved in the preparation of school budgets.

Table 15 contains information concerning the degrees of freedom, sums of squares, mean squares, F ratio, and the level of significance obtained from the group means of negotiating teachers and non-negotiating teachers on the perceived importance of being involved in the preparation of school budgets.

TABLE 15

**ANALYSIS OF VARIANCE DATA USING THE MEAN SCORES OF
NEGOTIATING AND NON-NEGOTIATING TEACHERS ON
THE PERCEIVED IMPORTANCE OF BEING INVOLVED
IN THE PREPARATION OF SCHOOL BUDGETS**

DF	S.S.	M.S.	F-Ratio	P
1	3.5863	3.5863	2.70	.1020
158	209.5074	1.3259		

Statistical Interpretation

On Item Number 3 which was the perceived importance of being involved in the selection of textbooks, the group mean for the negotiating teachers was 4.8674. The group mean for the non-negotiating teachers was 4.8674. The F ratio of .08 obtained resulted in a level of significance of .7746. Since this level exceeded the .05 level, there was no statistically significant difference between the group means of the teachers' perceptions of being involved in the selection of textbooks.

Table 16 contains information concerning the degrees of freedom, sums of squares, mean squares, F ratio, and level of significance obtained from the group means of negotiating and non-negotiating teachers on the importance value of being involved in the selection of textbooks.

TABLE 16

**ANALYSIS OF VARIANCE DATA USING THE MEAN SCORES OF
NEGOTIATING AND NON-NEGOTIATING TEACHERS ON
THE PERCEIVED IMPORTANCE OF BEING
INVOLVED IN THE SELECTION
OF TEXTBOOKS**

Df	S.S.	M.S.	F-Ratio	P
1	.0217	.0217	.08	.7746
158	41.6720	.2674		

Statistical Interpretation

On Item 4, which was the perceived importance of being involved in the establishment of discipline policies, the group mean for the negotiating teachers was 4.4939. The group mean for the non-negotiating teachers was 4.5194. The F ratio obtained of .04 indicated a level of significance of .8427. This level exceeded the .05 level and indicated that there was no statistically significant difference between the group means of the negotiating and non-negotiating teachers in the perception of importance in being involved in the establishment of discipline policies.

Table 17 contains information concerning the degrees of freedom, sums of squares, mean squares, F ratio, and level of significance obtained from the group means of negotiating and non-negotiating teachers on the importance of being involved in the establishment of discipline policies.

TABLE 17

**ANALYSIS OF VARIANCE DATA USING THE MEAN SCORES OF
NEGOTIATING AND NON-NEGOTIATING TEACHERS ON THE
PERCEIVED IMPORTANCE OF BEING INVOLVED IN
THE ESTABLISHMENT OF DISCIPLINE POLICIES**

Df	S.S.	M.S.	F-Ratio	P
1	.0259	.0259	.04	.8427
158	103.9677	.6580		

Statistical Interpretation

On Item 5, which was the perceived importance of being involved in planning new building facilities, the group mean for the negotiating teachers was 3.3975. The group mean for the non-negotiating teachers was 3.4155. The F ratio obtained of .01 indicated a significant level of .9224. This level exceeded the .05 level and indicated that there was no statistically significant difference between the group means of negotiating and non-negotiating teachers on the perception of the importance of being involved in the planning of new building facilities.

Table 18 contains information concerning the degrees of freedom, sums of squares, mean squares, F ratio, and the level of significance obtained from the group means of negotiating and non-negotiating teachers on the perceived importance of being involved in the planning of new building facilities.

TABLE 18

**ANALYSIS OF VARIANCE DATA USING THE MEAN SCORES OF
NEGOTIATING AND NON-NEGOTIATING TEACHERS ON
PERCEIVED IMPORTANCE OF BEING INVOLVED IN
THE PLANNING OF NEW BUILDING FACILITIES**

Df	S.S.	M.S.	F-Ratio	P
1	.0129	.0128	.01	.9924
158	214.5808	1.3581		

Statistical Interpretation

On Item 6, which was the perceived importance of being involved in the determination of faculty salaries, the group mean of the negotiating teachers was 4.4578. The group mean of the non-negotiating teachers was 4.2597. The *F* ratio obtained of 2.11 indicated a significant level of .1484. This level exceeded the .05 level and indicated that there is no statistically significant difference between the group means of negotiating and non-negotiating teachers in the perceived importance value of being involved in the determination of faculty salaries.

Table 19 contains information concerning the degrees of freedom, sums of squares, mean squares, *F* ratio, and level of significance obtained from the group means of negotiating and non-negotiating teachers on the perceived importance of being involved in the determination of faculty salaries.

TABLE 19

**ANALYSIS OF VARIANCE DATA USING THE MEAN SCORES OF
NEGOTIATING AND NON-NEGOTIATING TEACHERS ON THE
PERCEIVED IMPORTANCE OF BEING INVOLVED IN
THE DETERMINATION OF FACULTY SALARIES**

Df	S.S.	M.S.	F-Ratio	P
1	1.5673	1.5673	2.11	.1484
158	117.4076	.7430		

Statistical Interpretation

On Item 7, which was the perceived importance of being involved in the determination of grievance procedures, the group mean for the negotiating teachers was 4.2289. The group mean for the non-negotiating teachers was 4.0909. The F obtained of .69 indicated a significant level of .4085. This level exceeded the .05 level and indicated that there was no statistically significant difference between the group means of negotiating and non-negotiating teachers on the perceived importance of being involved in the determination of grievance procedures.

Table 20 contains information concerning the degrees of freedom, sums of squares, mean squares, F ratio, and level of significance obtained from the group means of negotiating and non-negotiating teachers on the perceived importance of being involved in the determination of grievance procedures.

TABLE 20

ANALYSIS OF VARIANCE DATA USING THE MEAN SCORES OF
NEGOTIATING AND NON-NEGOTIATING TEACHERS ON THE
PERCEIVED IMPORTANCE OF BEING INVOLVED IN THE
DETERMINATION OF GRIEVANCE PROCEDURES

Df	S.S.	M.S.	R-Ratio	P
1	.7607	.7607	.69	.4085
158	175.0142	1.1076		

Statistical Interpretation

On Item 8, which was the perceived importance of being involved in the determination of appropriate class size, the group mean for the negotiating teachers was 4.4337. The group mean for the non-negotiating teachers was 4.5064. The F ratio obtained of .33 indicated a significance level of .5672. This level exceeded the .05 level and indicated that there was no statistically significant difference between the group means of negotiating teachers and non-negotiating teachers on the perceived importance of being involved in the determination of appropriate class size.

Table 21 contains information concerning the degrees of freedom, sums of squares, mean squares, F ratio, and level of significance obtained from the group means of negotiating and non-negotiating teachers on the perceived importance of being involved in the determination of appropriate class size.

TABLE 21

ANALYSIS OF VARIANCE DATA USING THE MEAN SCORES OF
NEGOTIATING AND NON-NEGOTIATING TEACHERS ON THE
PERCEIVED IMPORTANCE OF BEING INVOLVED IN THE
DETERMINATION OF APPROPRIATE CLASS SIZE

Df	S.S.	M.S.	F-Ratio	P
1	.2114	.2114	.33	.5672
158	101.6322	.6432		

Statistical Interpretation

On Item 9 which was the perceived importance of being involved in the establishment of instructional policies, the group mean for the negotiating teachers was 4.4939. The group mean for the non-negotiating teachers was 4.4155. The F ratio of .33 obtained indicated a significant level of .5663. This level exceeded the .05 level and indicated that there was no statistically significant difference between the group means of negotiating teachers and non-negotiating teachers on the perceived importance of being involved in the establishment of instructional policies.

None of the items in Hypothesis Number 9 displayed a statistically significant difference between the group means of the negotiating and non-negotiating teachers on the perceived importance of the decisional situations. Based on the statistical data, the null hypothesis was accepted.

Table 22 contains information concerning the degrees of freedom, sums of squares, mean squares, F ratio, and level of significance obtained from the group means of negotiating and non-negotiating teachers on the perceived importance of being involved in the establishment of instructional policies.

TABLE 22

ANALYSIS OF VARIANCE DATA USING THE MEAN SCORES OF
NEGOTIATING AND NON-NEGOTIATING TEACHERS ON THE
PERCEIVED IMPORTANCE OF BEING INVOLVED IN THE
ESTABLISHMENT OF INSTRUCTIONAL POLICIES

Df	S.S.	M.S	F-Ratio	P
1	.2454	.2454	.33	.5663
158	117.4482	.7433		

H_{010} : There is no significant difference in the teachers' perceptions of important decisional situations in middle size and small size school districts.

The group means on each item were based on an N of 113 for teachers in middle size school districts and an N of 47 for teachers in small size school districts. Each item was discussed and examined individually.

Statistical Interpretation

On Item 1 which was the perceived importance of being involved in the hiring of new faculty members, the group mean of teachers in the small size school districts was 2.1914. The group mean for teachers in the middle size school districts was 2.3097. The F ratio of .29 obtained indicated a significant level of .5884. This level exceeded the .05 level and indicated that there was no statistically significant difference between group means of small size school teachers and middle size school teachers on the perceived importance of being

involved in the hiring of new faculty members.

Table 23 contains information concerning the degrees of freedom, sums of squares, mean squares, F ratio, and level of significance obtained from the group means of the small size school district teachers and middle size school district teachers on the perceived importance of being involved in the hiring of new faculty members.

TABLE 23

**ANALYSIS OF VARIANCE DATA USING THE MEAN SCORES
OF SMALL SIZE SCHOOL AND MIDDLE SIZE SCHOOL
TEACHERS ON THE PERCEIVED IMPORTANCE
OF BEING INVOLVED IN THE HIRING
OF NEW FACULTY MEMBERS**

Df	S.S.	M.S.	F-Ratio	P
1	.4641	.4641	.29	.5884
158	249.4358	1.5787		

Statistical Interpretation

On Item 2 which was the perceived importance of being involved in the preparation of school budgets, the group mean of the small size school teachers was 2.7446. The group mean of the middle size school teachers was 2.8849. The F ratio of .49 obtained indicated the significance level of .4868. This level exceeded the .05 level and indicated that there was not statistically significant

difference between the group means of small size school teachers and middle size school teachers on the perceived importance of being involved in the preparation of school budgets.

Table 24 contains information concerning the degrees of freedom, sums of squares, mean squares, F ratio, and level of significance obtained from the group means of small size school teachers and middle size school teachers on the perceived importance of being involved in the preparation of school budgets.

TABLE 24

**ANALYSIS OF VARIANCE DATA USING THE GROUP MEANS
OF SMALL SIZE SCHOOL AND MIDDLE SIZE SCHOOL
TEACHERS ON THE PERCEIVED IMPORTANCE OF
BEING INVOLVED IN THE PREPARATION
OF SCHOOL BUDGETS**

Df	S.S.	M.S.	F-Ratio	P
1	.6531	.6531	.49	.4868
158	212.4405	1.3445		

Statistical Interpretation

On Item 3 which was the perceived importance of being involved in the selection of textbooks, the group mean for the small size school teachers was 4.7872. The group mean for the middle size school teachers was 4.8849. The F ratio of .21 obtained indicated a significance level of .2729. This level

the .05 level and indicated that there was no statistically significant difference between the group means of small size school teachers and middle size school teachers on the perceived importance of being involved in the selection of textbooks.

Table 25 contains information concerning the degrees of freedom, sums of squares, mean squares, F ratio, and level of significance obtained from the group means of small size school district teachers and middle size school district teachers on the perceived importance of being involved in the selection of textbooks.

TABLE 25

**ANALYSIS OF VARIANCE DATA USING THE GROUP MEANS OF
SMALL SIZE SCHOOL AND MIDDLE SIZE SCHOOL DISTRICT
TEACHERS ON THE PERCEIVED IMPORTANCE OF BEING
INVOLVED IN THE SELECTION OF TEXTBOOKS**

Df	S.S.	M.S.	F-Ratio	P
1	.3169	.3169	.21	.2729
158	41.3767	.2618		

Statistical Interpretation

On Item 4 which was the perceived importance of being involved in the establishment of discipline policies, the group mean of the small size school district teachers was 4.5106. The group mean of the middle size school district

teachers was 4.5044. The F ratio of .00 obtained indicated a significance level of .9649. This level exceeded the .05 level and indicated that there was no statistically significant difference between the group means of small size school district teachers and middle size school district teachers on the perceived importance of being involved in the establishment of discipline policies.

Table 26 contains information concerning the degrees of freedom, sums of squares, mean squares, F ratio, and the level of significance obtained from the group means of small size school district teachers and middle size school district teachers on the perceived importance of being involved in the establishment of discipline policies.

TABLE 26

ANALYSIS OF VARIANCE DATA USING THE GROUP MEANS OF
SMALL SIZE AND MIDDLE SIZE SCHOOL DISTRICT
TEACHERS ON THE PERCEIVED IMPORTANCE OF
BEING INVOLVED IN THE ESTABLISHMENT
OF DISCIPLINE POLICIES

Df	S.S.	M.S.	F-Ratio	P
1	.0012	.0012	.00	.9649
158	103.9924	.6581		

Statistical Interpretation

On Item 5 which was the perceived importance of being involved in the planning of new building facilities, the group mean of the small size school district teachers was 3.6170. The group mean of the middle size school district teachers was 3.3185. The F ratio of 2.21 obtained indicated a level of significance of .1394. This level exceeded the .05 level and indicated that there was no statistically significant difference between the group means of the small size school district teachers and the middle size school district teachers on the perceived importance of being involved in the planning of new building facilities.

Table 27 contains information concerning the degrees of freedom, sums of squares, mean squares, F ratio, and level of significance obtained from the group means of small size school district teachers and middle size school district teachers on the perceived importance of being involved in the planning of new building facilities.

TABLE 27

**ANALYSIS OF VARIANCE DATA USING THE GROUP MEANS OF
SMALL SIZE AND MIDDLE SIZE SCHOOL DISTRICT
TEACHERS ON THE PERCEIVED IMPORTANCE OF
BEING INVOLVED IN THE PLANNING OF
NEW BUILDING FACILITIES**

Df	S.S.	M.S.	F-Ratio	P
1	2.9563	2.9563	2.21	.1394
158	211.6373	1.3394		

Statistical Interpretation

On Item 6 which was the perceived importance of being involved in the determination of faculty salaries, the group mean for small size school district teachers was 4.2978. The group mean for middle size school district teachers was 4.3893. The F ratio of .37 obtained indicated that the level of significance was .5439. This level exceeded the .05 level and indicated that there was no statistically significant difference between the group means of small size school district teachers and middle size school district teachers on the perceived importance of being involved in the determination of faculty salaries.

Table 28 contains information concerning the degrees of freedom, sums of squares, mean squares, F-Ratio, and the level of significance obtained from the group means of small size school district teachers and middle size school district teachers on the perceived importance of being involved in the determination of faculty salaries.

TABLE 28

**ANALYSIS OF VARIANCE DATA USING THE GROUP MEANS OF
SMALL AND MIDDLE SIZE SCHOOL DISTRICT TEACHERS ON
THE PERCEIVED IMPORTANCE OF BEING
INVOLVED IN THE DETERMINATION
OF FACULTY SALARIES**

Df	S.S.	M.S.	F-Ratio	P
1	.2779	.2779	.37	.5439
158	118.6970	.9512		

Statistical Interpretation

On Item 7 which was the perceived importance of being involved in the determination of grievance procedures, the group mean for the small size school district teachers was 4.2978. The group mean for the middle size school district teachers was 4.1061. The F ratio of 1.10 obtained indicated a level of significance of .2950. This level exceeded the .05 level and indicated that there was no statistically significant difference between the group means of the small size school district teachers and the middle size school district teachers on the perceived importance of being involved in the determination of grievance procedures.

Table 29 contains information concerning the degrees of freedom, sums of squares, mean squares, F ratio, and the level of significance obtained from the group means of small size school district teachers and middle size school district teachers on the perceived importance of being involved in the determination of grievance procedures.

TABLE 29

**ANALYSIS OF VARIANCE DATA USING THE GROUP MEANS OF
SMALL SIZE SCHOOL AND MIDDLE SIZE SCHOOL DISTRICT
TEACHERS ON THE PERCEIVED IMPORTANCE OF
BEING INVOLVED IN THE DETERMINATION
OF GRIEVANCE PROCEDURES**

Df	S.S.	M. S.	F-Ratio	P
1	1.2195	1.2195	1.10	.2950
158	174.5554	1.1047		

Statistical Interpretation

On Item 8 which was the perceived importance of being involved in the determination of appropriate class size, the group mean for the small size school district teachers was 4.2978. The group mean for the middle size school district teachers was 4.5398. The F ratio of 3.07 obtained indicated a level of significance of .0815. This level exceeded the .05 level and indicated that there was no statistically significant difference between the group means of small size school district teachers on the perceived importance of being involved in the determination of appropriate class size.

Table 30 contains information concerning the degrees of freedom, sums of squares, mean squares, F ratio, and level of significance obtained from the group means of small size school district teachers and middle size school district teachers on the perceived importance of being involved in the determination of appropriate class size.

TABLE 30

**ANALYSIS OF VARIANCE DATA USING THE GROUP MEANS OF
SMALL SIZE AND MIDDLE SIZE SCHOOL DISTRICT TEACHERS
ON THE PERCEIVED IMPORTANCE OF BEING INVOLVED IN
THE DETERMINATION OF APPROPRIATE CLASS SIZE**

Df	S.S.	M.S.	F-Ratio	P
1	1.9431	1.9431	3.07	.0815
158	99.9005	.6322		

Statistical Interpretation

On Item 9 which was the perceived importance of being involved in the establishment of instructional policies, the group mean for small size school district teachers was 4.340. The group mean for middle size school districts teachers was 4.5044. The F ratio of 1.21 obtained indicated a level of significance at .2735. This level exceeded the .05 level and indicated that there was no statistically significant difference between the group means of the small size school district teachers and the middle size school district teachers on the perceived importance of being involved in the establishment of instructional policy.

None of the items in Hypothesis Number 10 displayed a statistically significant difference between the group means of small size school district teachers and middle size school district teachers on the perceived importance of being involved in the decisional situations. Based on the statistical data, the null hypothesis was accepted.

Table 31 contains information concerning the degrees of freedom, sums of squares, mean squares, F ratio, and level of significance obtained from the group means of the small size school district teachers and the middle size school district teachers on the perceived importance of being involved in the establishment of instructional policies.

TABLE 31

ANALYSIS OF VARIANCE DATA USING THE GROUP MEANS
OF SMALL SIZE AND MIDDLE SIZE SCHOOL DISTRICT
TEACHERS ON THE PERCEIVED IMPORTANCE OF
BEING INVOLVED IN THE ESTABLISHMENT
OF INSTRUCTIONAL POLICIES

Df	S.S.	M.S.	F-Ratio	P
1	.8927	.8927	1.21	.2735
158	116.8009	.7392		

H_{011} : There is a significant difference in the male and female teachers' perception of important decisional situations.

The group mean on each item was based on an N of 54 for male teachers and an N of 106 for female teachers. Each decisional situation was discussed and examined individually.

Statistical Interpretation

On Item 1 which was the perceived importance of being involved in the hiring of new teachers, the group mean for the male teachers was 2.7592. The group mean for the female teachers was 2.0283. The F ratio of 13.09 obtained indicated a level of significance at .0004. This level was below the .05 level and indicated that there was a statistically significant difference between the group means of male and female teachers on the perceived importance of being involved in the hiring of new faculty members.

Table 32 contains information concerning the degrees of freedom, sums of squares, mean squares, F ratio, and level of significance obtained from the group means of the male and female teachers on the perceived importance of being involved in the hiring of new faculty members.

TABLE 32

**ANALYSIS OF VARIANCE DATA USING THE GROUP MEANS
OF MALE AND FEMALE TEACHERS ON THE PERCEIVED
IMPORTANCE OF BEING INVOLVED IN THE
HIRING OF NEW FACULTY MEMBERS**

Df	S.S.	M.S.	F-Ratio	P
1	19.1145	19.1145	13.09	.0004
158	230.7854	1.4606		

Statistical Interpretation

On Item 2 which was the perceived importance of being involved in the preparation of school budgets, the group mean for the male teachers was 2.9074. The group mean for female teachers was 2.8113. The F ratio obtained, .25, indicated a level of significance at .6211. This level exceeded the .05 level and indicated there was no statistically significant difference between male and female teachers on the perceived importance of being involved in the preparation of school budgets.

Table 33 contains information concerning the degrees of freedom, sums of squares, mean squares, F ratio, and the level of significance obtained from the group means of male and female teachers on the perceived importance of being involved in the preparation of school budgets.

TABLE 33

**ANALYSIS OF VARIANCE DATA USING THE GROUP MEANS
OF MALE AND FEMALE TEACHERS ON THE PERCEIVED
IMPORTANCE OF BEING INVOLVED IN THE
PREPARATION OF SCHOOL BUDGETS**

Df	S.S.	M.S.	F-Ratio	P
1	.3302	.3302	.25	.6211
158	212.7634	1.3466		

Statistical Interpretation

On Item 3 which was the perceived importance of being involved in the selection of textbooks, the group mean for the male teachers was 4.8148. The group mean for the female teachers was 4.8773. The F ratio of .53 obtained indicated that the level of significance was .4668. This level exceeded the .05 level and indicated that there was no statistically significant difference in the group means of male and female teachers on the perceived importance of being involved in the selection of textbooks.

Table 34 contains information concerning the degrees of freedom, sums of squares, mean squares, F ratio, and level of significance obtained from the group means of male and female teachers on the perceived importance of being involved in the selection of textbooks.

TABLE 34
**ANALYSIS OF VARIANCE DATA USING THE GROUP MEANS
 OF MALE AND FEMALE TEACHERS ON THE PERCEIVED
 IMPORTANCE OF BEING INVOLVED IN THE
 SELECTION OF TEXTBOOKS**

Df	S.S.	M.S.	F-Ratio	P
1	.1399	.1399	.53	.4668
158	41.5538	.2629		

Statistical Interpretation

On Item 4 which was the perceived importance of being involved in the establishment of discipline policies, the group mean for male teachers was 4.4629. The group mean for female teachers was 4.5283. The F ratio of .23 obtained indicated that the level of significance was .6304. This level exceeded the .05 level and indicated that there was no statistically significant difference between the group means of male and female teachers on the perceived importance of being involved in the establishment of discipline policies.

Table 35 contains information concerning the degrees of freedom, sums of squares, mean squares, F ratio, and level of significance obtained from the group means of male and female teachers on the perceived importance of being involved in the establishment of discipline policies.

TABLE 35

ANALYSIS OF VARIANCE DATA USING THE GROUP MEANS OF MALE
AND FEMALE TEACHERS ON THE PERCEIVED IMPORTANCE OF
BEING INVOLVED IN THE ESTABLISHMENT
OF DISCIPLINE POLICIES

Df	S.S.	M.S.	F-Ratio	P
1	.1527	.1527	.23	.6304
158	103.8410	.6572		

Statistical Interpretation

On Item 5 which was the perceived importance of being involved in planning new building facilities, the group mean for male teachers was 3.3703. The group mean for female teachers was 3.4245. The F ratio of .08 obtained indicated that the level of significance was .7814. This level exceeded the .05 level which indicated that there was no statistically significant difference between the group means of the male and female teachers on the perceived importance of being involved in the planning of new building facilities.

Table 36 contains information concerning the degrees of freedom, sums of squares, mean squares, F ratio, and the level of significance obtained from the group means of male and female teachers on the perceived importance of being involved in the planning new building facilities.

TABLE 36

ANALYSIS OF VARIANCE DATA USING GROUP MEANS OF
MALE AND FEMALE TEACHERS ON THE PERCEIVED
IMPORTANCE OF BEING INVOLVED IN THE
PLANNING OF NEW BUILDING FACILITIES

Df	S.S.	M.S.	F-Ratio	P
1	.1049	.1049	.08	.7814
158	214.4888	1.3575		

Statistical Interpretation

On Item 6 which was the perceived importance of being involved in the determination of faculty salaries, the group mean for the male teachers was 4.333. The group mean for the female teachers was 4.3773. The F ratio of .09 obtained indicated the level of significance was .7619. This level exceeded the .05 level which indicated that there was no significant difference difference between the group means of male and female teachers on the perceived importance of being involved in the determination of faculty salaries.

Table 37 contains information concerning the degrees of freedom, sums of squares, mean squares, F ratio, and the level of significance obtained from the group means of the male and female teachers on the perceived importance of being involved in the determination of faculty salaries.

TABLE 37

ANALYSIS OF VARIANCE DATA USING GROUP MEANS OF
MALE AND FEMALE TEACHERS ON THE PERCEIVED
IMPORTANCE OF BEING INVOLVED IN THE
DETERMINATION OF FACULTY SALARIES

Df	S.S.	M.S.	F-Ratio	P
1	.0693	.0693	.09	.7619
158	118.9056	.7525		

Statistical Interpretation

On Item 7 which was the perceived importance of being involved in the determination of grievance procedures, the group mean for the male teachers was 4.1296. The group mean for the female teachers was 4.1792. The F ratio of .08 obtained indicated the level of significance was .7788. The level exceeded the .05 level and indicated that there was no statistically significant difference between the group means of the male teachers and the female teachers on the perceived importance of being involved in the determination of grievance procedures.

Table 38 contains information concerning the degrees of freedom, sums of squares, mean squares, F ratio, and level of significance obtained from the group means of the male and female teachers on the perceived importance of being involved in the determination of grievance procedures.

TABLE 38

ANALYSIS OF VARIANCE DATA USING THE GROUP MEANS OF
MALE AND FEMALE TEACHERS IN THE PERCEIVED
IMPORTANCE OF BEING INVOLVED IN THE
DETERMINATION OF GRIEVANCE
PROCEDURES

Df	S.S.	M.S.	F-Ratio	P
1	.0880	.0880	.08	.7788
158	175.6869	1.1119		

Statistical Interpretation

On Item 8 which was the perceived importance of being involved in the determination of appropriate class size, the group mean for male teachers was 4.4259. The group mean for female teachers was 4.4905. The F ratio of .23 obtained indicated that the level of significance was .6305. This level exceeded the .05 level which indicated that there was no statistically significant difference between the group means of male and female teachers on the perceived importance of being involved in the determination of class size.

Table 39 contains information concerning the degrees of freedom, sums of squares, mean squares, F ratio, and level of significance obtained from the group means of male and female teachers on the perceived importance of being involved in the determination of appropriate class size.

TABLE 39
**ANALYSIS OF VARIANCE DATA USING GROUP MEANS OF
MALE AND FEMALE TEACHERS ON THE PERCEIVED
IMPORTANCE OF BEING INVOLVED IN THE
DETERMINATION OF CLASS SIZE**

Df	S.S.	M.S.	F-Ratio	P
1	.1494	.1494	.23	.6305
158	101.6942	.6436		

Statistical Interpretation

On Item 9 which was the perceived importance of being involved in the establishment of instructional policies, the group mean for male teachers was 4.3703. The group mean for female teachers was 4.5000. The F ratio of .81 obtained indicated that the level of significance was .3691. This level exceeded the .05 level and indicated that there was no statistically significant difference between the group means of male and female teachers on the perceived importance of being involved in the establishment of instructional policies.

Table 40 contains information concerning the degrees of freedom, sums of squares, mean squares, F ratio, and level of significance obtained from the group means of male and female teachers on the perceived importance of being involved in the establishment of instructional policies.

TABLE 40

**ANALYSIS OF VARIANCE DATA USING GROUP MEANS OF MALE
AND FEMALE TEACHERS ON THE PERCEIVED IMPORTANCE
OF BEING INVOLVED IN THE ESTABLISHMENT OF
INSTRUCTIONAL POLICIES**

Df	S.S.	M.S.	F-Ratio	P
1	.6011	.6011	.81	.3691
158	117.0925	.7410		

Eight of the nine items in Hypothesis Number 11 displayed no statistically significant difference between the group means of male and female teachers on the perceived importance of being involved in the decisional situations. Item One which was the perceived importance of being involved in the hiring of new faculty members was the only item that indicated a statistically significant difference at the .05 level. Since the majority of the items displayed no statistically significant difference, the null hypothesis was accepted.

H₀12: There is no correlation between the teachers' desire to participate in the decisional situation and the value given to the importance of the decisional situation.

Statistical Interpretation

The statistical data indicated that there was a positive correlation between all of the "should be participating" items and the value given to each of the decisional situations with the exception of Item 3.

(1) On Item 1 which was the decisional situation of being involved in the hiring of new faculty members, the correlation coefficient between the variables of "should be participating" and the importance of the decisional situation was .7085. The level of significance reported was .0001.

(2) On Item 2 which was the decisional situation of being involved in the preparation of school budgets, the correlational coefficient between the variables of "should be participating" and the importance of the decisional situation was .7042. The level of significance reported was .0001.

(3) On Item 3 which was the decisional situation of being involved in the selection of textbooks, the correlational coefficient between the variables of "should be participating" and the importance of the decisional situation was .1117. The level of significance reported was .1595.

(4) On Item 4 which was the decisional situation of being involved in the establishment of discipline policies, the correlational coefficient between the variables of "should be participating" and the importance of the decisional situation was .4561. The level of significance reported was .0001.

(5) On Item 5 which was the decisional situation of being involved in the planning of new building facilities, the correlational coefficient between the variables of "should be participating" and the importance of the decisional situation was .6065. The level of significance reported was .0001.

(6) On Item 6 which was the decisional situation of being involved in the determination of faculty salaries, the correlational coefficient between the

between the variables of "should be participating" and the importance of the decisional situation was .3948. The level of significance reported was .0001.

(7) On Item 7 which was the decisional situation of being involved in the determination of grievance procedures, the correlational coefficient between the variables of "should be participating" and the importance of the decisional situation was .6283. The level of significance reported was .0001.

(8) On Item 8 which was the decisional situation of being involved in the determination of appropriate class size, the correlational coefficient between the variables of "should be participating" and the importance of the decisional situation was .4582. The level of significance reported was .0001.

(9) On Item 9 which was the decisional situation of being involved in the establishment of instructional policies, the correlational coefficient between the variables of "should be participating" and the importance of the decisional situation was .5232. The level of significance reported was .0001.

Since the statistical data indicated that there was a positive correlation between all of the "should be participating" items and the values given to each of the decisional situations (with the exception of Item 3), the null hypothesis was rejected and the alternative hypothesis was accepted.

Written Comments

The teachers in the sample were given the opportunity to add any other important decisional situations in which they would desire to be involved. The following is a report of the number of teachers who desired to be involved in other decisional situations:

(1) Five teachers reported that they would like to be involved in determining an attendance policy.

(2) Five teachers reported that they would like to be involved in the decisions about the school calendar.

(3) Six teachers reported that they would like to be involved in the evaluation of administrators.

(4) Four teachers reported that they would like to be involved in decisions made about class schedules.

(5) Three teachers reported that they would like to be involved in the procedures of teacher evaluation.

(6) Six teachers reported that they would like to be involved in decisions made about the number of days missed by students for co-curricular activities.

(7) Two teachers reported that they would like to be involved in determining policies regarding retention and promotion of students.

The statistical data obtained from the research of the problem of this study yielded the percentages of teachers that were categorized into the five different decisional states. The data indicated that: (1) 16.25% of the teachers were categorized as severely deprived, (2) 48.12% of the teachers were categorized as moderately deprived, (3) 31.88% of the teachers were categorized as being slightly deprived, (4) 2.50% of the teachers were categorized as being in an equilibrium state, and (5) 1.25% of the teachers were categorized as being in the saturated state.

Table 40 contains information concerning the percentages of teachers that have been placed into categories of decisional states based on four previous studies done by Conway, Belasco and Alutto, Best, Richardson, and the present study.

TABLE 41

COMPARISON OF THE PERCENTAGES OF TEACHERS
CATEGORIZED INTO THREE DECISIONAL STATES
IN FIVE STUDIES

Study	N	Deprived	Equilibrium	Saturated
Conway	166	72.0%	24.4%	3.6%
Belasco & Alutto	454	57.2%	23.6%	19.2%
Best	182	81.8%	15.9%	2.2%
Richardson	91	80.2%	14.3%	5.5%
Present Study	160	96.25%	2.50%	1.25%

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Summary

The problem of this study was to investigate the relationship between the process of negotiations and teachers' decisional states. More specifically, the effort was designed to compare the teachers' decisional state scores in negotiating and non-negotiating school districts.

Twenty school districts which represent twenty counties in the State of Oklahoma were included in the study. The negotiating and non-negotiating school districts were matched on the basis of revenue per capita and average daily attendance. The sample of teachers surveyed in the study included 286 elementary and secondary teachers from both categories of districts.

The instrument used in obtaining the teachers' decisional state scores was patterned after Belasco and Alutto's Decisional Participation Scale. The scale included ten decisional situations in which teachers responded with a yes or no answer as to whether they were currently participating in the decisional situation and whether they wished to participate in the decisional situation. In Part 2 of the questionnaire, the teachers responded to the value of importance given to each of the decisional situations. A five point Likert scale ranging from one to five indicated responses of "not important" to "very important."

Part 3 of the questionnaire included the demographic information that was needed for the study. This information included the school district represented, level of teaching, teacher age, teacher gender, seniority in teaching, membership on a negotiations team, and membership in the teachers' association.

The decisional state scores that were obtained from the scale were divided into these categories: (1) 0-2 indicated severely deprived, (2) 3-6 indicated moderately deprived, (3) 7-9 indicated slightly deprived, (4) 10 indicated equilibrium, and (5) 11 and over indicated saturation. The means of the decisional state scores were used to determine the decisional states.

The reliability of the instrument was tested in a pilot project which included twenty-five teachers at the secondary level. Predictive validity of the instrument was determined in an ex post facto test for predictive validity.

Eleven of the twelve hypotheses were statistically tested by using one- and two-way analysis of variance. For the hypothesis that questioned the possibility of correlation, the Pearson product moment point biserial correlational technique was used.

Major Findings

The major findings of the study were reported by: (1) stating the hypothesis, (2) summarizing the findings, and (3) accepting or rejecting the hypothesis based on the findings.

H₀ 1: There is no significant difference in the means of the decisional state scores of teachers in negotiating school districts and non-negotiating school districts.

The statistical data indicated that the decisional state scores for teachers in negotiating school districts were higher than for teachers in non-negotiating school districts. Although this was the finding, both groups of

teachers scored in the moderately deprived category of the decisional state index. Based on the statistical data, the null hypothesis was rejected and the alternative hypothesis was accepted.

H₀2: There is no significant interaction among the variables of school size, the presence or absence of negotiations and the means of the teachers' decisional state scores.

The statistical data indicated that school size was not a factor that affected a difference in the teachers' decisional state scores. There was a main effect of presence or absence of negotiations. Based on the statistical data, the null hypothesis was accepted.

H₀3: There is no significant interaction among the variables of teaching levels, the presence or absence of negotiations, and the means of the teachers' decisional states.

The statistical data indicated that although there was a main effect of the presence or absence of negotiations, the variable of teaching levels was not a factor that affected a difference in the teachers' decisional state scores. Based on the statistical data, the null hypothesis was accepted.

H₀4: There is no significant difference in the means of the decisional state scores of those teachers who had never served on a negotiations team and those who had served or were presently serving on a negotiations team.

The statistical data indicated that there was no statistically significant difference in the decisional state scores based on the variable of having served or not served on a negotiations team. Based on the statistical data, the null hypothesis was accepted.

H₀5: There is no significant difference in the means of the decisional state scores of teachers who were members of the teachers' association and

teachers who were not members of the teachers' association.

The statistical data indicated that the variable of membership in the teachers' association did not affect a difference in the teachers' decisional state scores. Although the sampling was almost equal in negotiating and non-negotiating school districts, 144 teachers reported that they were members of the teachers' association and 16 teachers reported that they were not members of the teachers' association. Based on the statistical data, the null hypothesis was accepted.

H_{06} : There is no significant difference in the means of the decisional state scores of teachers who had been teaching five years or longer and those teachers who had been teaching less than five years.

The statistical data indicated that the variable of teaching seniority did not affect the teachers' decisional state scores. Based on the statistical data, the null hypothesis was accepted.

H_{07} : There is no significant difference in the means of the decisional state scores between teachers who are thirty and over and those teachers who were under the age of thirty.

The statistical data indicated that the variable of teacher age did not affect the teachers' decisional state scores. Based on the statistical data, the null hypothesis was accepted.

H_{08} : There is no significant interaction among the variables of teaching levels, teacher gender, and the means of the teachers' decisional state scores.

The statistical data indicated that there was no interaction among the variables of teaching levels and teacher gender and their effect on teachers' decisional state scores. Based on the statistical data, the null hypothesis was accepted.

H₀ 9: There is no significant difference in the teachers' perceptions of important decisional situations in negotiating and non-negotiating school districts.

The statistical data indicated that there was no difference between the perceived importance value of being involved in the decisional situations between teachers in negotiating and non-negotiating school districts. The group means of both teacher groups for each decisional situation and the findings were as follows:

(1) In hiring new faculty members (negotiating -- 2.3) (non-negotiating -- 2.2). These group means indicated that the need to be involved in this decision was not very important.

(2) In preparing school budgets (negotiating -- 2.9) (Non-negotiating -- 2.6). These group means indicated that the need to be involved in this decisional situation was not very important.

(3) In selecting textbooks (negotiating -- 4.8) (non-negotiating -- 4.8). These group means indicated that the need to be involved in this kind of decisional situation was very important.

(4) In establishing discipline policies (negotiating -- 4.4) (non-negotiating -- 4.5). These group means indicated that the need to be involved in this decisional situation was very important.

(5) In planning new building facilities (negotiating -- 3.3) (non-negotiating -- 3.4). These group means indicated that it was important to be involved in this decisional situation.

(6) In determining faculty salaries (negotiating -- 4.4) (non-negotiating -- 4.2). These group means indicated that it was very important to be involved in this decisional situation.

(7) In determining grievance procedures (negotiating -- 4.2) (non-negotiating -- 4.0). These group means indicated that the need to be involved in this decisional situation was very important.

(8) In determining appropriate class size (negotiating -- 4.4) (Non-negotiating -- 4.5). These group means indicated that the need to be involved in this decisional situation was very important.

(9) In establishing instructional policies (negotiating -- 4.4) (non-negotiating -- 4.4). These group means indicated that the need to be involved in this decisional situation was very important.

H₀ 10: There is no significant difference in the teachers' perceptions of important decisional situations in middle size and small size school districts.

The statistical data indicated that there was no difference between the perceived importance value of being involved in the decisional situations between teachers in middle and small size school districts. The group means of both teacher groups for each decisional situation and the findings were as follows:

(1) In hiring new faculty members (small -- 2.1) (middle -- 2.3). These group means indicated that the need to be involved in this decisional situation was not important.

(2) In preparing school budgets (small -- 2.7) (middle -- 2.8). These group means indicated that the need to be involved in this decisional situation was not important.

(3) In selecting textbooks (small -- 4.7) (middle -- 4.8). These group means indicated that the need to be involved in this decisional situation was very important.

(4) In establishing disciplinary policies (small -- 4.5) (middle -- 4.5).

These group means indicated that the need to be involved in this decisional situation was very important.

(5) In planning new building facilities (small -- 4.2) (middle -- 4.3). These group means indicated that the need to be involved in this decisional situation was very important.

(6) In determining faculty salaries (small -- 4.2) (middle -- 4.3). These group means indicated that the needs to be involved in this decisional situation was very important.

(7) In determining grievance procedures (small -- 4.2) (middle -- 4.1). These group means indicated that the need to be involved in this decisional situation was very important.

(8) In determining class size (small -- 4.2) (middle -- 4.5). These group means indicated that the need to be involved in this decisional situation was very important.

(9) In establishing instructional policies (small -- 4.3) (middle -- 4.5). These group means indicated that the need to be involved in this statistical situation was very important.

Based on the statistical data, the null hypothesis was accepted.

H_{011} : There is no significant difference in the male and female teachers' perceptions of important decisional situations.

There was no statistically significant difference between the perceived importance of being involved in the decisional situations between male and female teachers with the exception of the first item. There was a statistically significant difference between the group means of male and female teachers in the perceived importance of being involved in the hiring of new faculty members. Male teachers indicated a higher value of importance of being

involved in the hiring of new faculty members than did the female teachers. The group means of both teacher groups for each decisional situation and the findings were as follows:

(1) In hiring new faculty members (male -- 2.7) (female -- 2.0). These group means indicated that the need to be involved in this decision was not important.

(2) In preparing school budgets (male -- 2.9) (female -- 2.8). These group means indicated that the need to be involved in this decisional situation was slightly important.

(3) In the selecting of textbooks (male -- 4.8) (female -- 4.8). These group means indicated that the need to be involved in this decisional situation was very important.

(4) In the establishing of discipline policies (male -- 4.4) (female -- 4.5). These group means indicated that the need to be involved in this decisional situation was very important.

(5) In planning new building facilities (male -- 3.3) (female -- 3.4). These group means indicated that the need to be involved in this decisional situation was important.

(6) In determining faculty salaries (male -- 4.3) (female -- 4.3). These group means indicated that the need to be involved in this decisional situation was very important.

(7) In determining grievance procedures (male -- 4.1) (female -- 4.1). These group means indicated that the need to be involved in this decisional situation was very important.

(8) In determining appropriate class size (male -- 4.4) (female -- 4.4). These group means indicated that the need to be involved in this decisional

situation was very important.

(9) In establishing instructional policies (male -- 4.3) (female -- 4.5). These group means indicated that the need to be involved in this decisional situation was very important.

The statistical data indicated that there was no difference between the perceived importance of being involved in eight out of nine of the decisional situations. Based on the statistical data, the null hypothesis was accepted.

H₀ 12: There is no correlation between the teachers' desire to participate in the decisional situation and the value given to the importance of the decision.

The statistical data indicated that there was a positive correlation between all of the "should be participating" items and the value given to each of the decisional situations with the exception of Item 3. Five of the nine items had a correlational coefficient which exceeded .50. Based on the statistical data, the null hypothesis was rejected and the alternative hypothesis was accepted.

The findings of the study indicated the percentages of the teacher sample that were categorized into the decisional state index: (1) 16.25% were severely deprived, (2) 48.12% were moderately deprived, (3) 31.87% were slightly deprived, (4) 2.50% functioned at equilibrium, and (5) 1.25% were at the saturation level.

Conclusions

The following conclusions were supported by the study:

(1) The presence of the process of negotiations in a school district does positively affect the teachers' perceived participation in the organizational decision-making process.

(2) Teachers want to be more involved in the kinds of decisions that commonly occur in school organizations.

(3) Teachers agree on the kinds of decisions in which they would like to participate.

(4) Teaching levels, teacher gender, teacher age, or seniority in teaching cannot be characterized as typology for participation in organizational decision-making.

(5) Serving as a negotiations team member or being a member of the teachers' organization does not affect the teachers' perceived participation in the organizational decision-making process.

(6) School size has no influence on teachers' perceived participation in the decision-making process of the school organization.

Implications and Recommendations

The teachers' perceived participation in the decision-making process of the school organization can be positively affected by the process of negotiations. There may be several reasons why this implication contradicts the theoretical framework:

(1) It is possible that participation in the negotiations process at the local level of the teachers' organization serves the purpose of adequate representation that may not be possible through state and national organizations.

(2) It is possible that the negotiations process is the only vehicle provided by school boards and administrators in which teachers are given the opportunity to participate in the decision-making process of the school organization.

Because of these possibilities, further research could be to investigate:

(1) The attitudes of teachers concerning their perceived participation in their local, state, and national organizations,

(2) The other kinds of processes in which teachers could participate in organizational decision-making, i.e., the meet and confer concept, advisory groups, etc.

Another implication of this study is that teachers, even those who are given the opportunity to participate through the negotiations process, are decisionally deprived.

The reasons for this phenomena may be that:

(1) The negotiations process is stifled by the determination of which items are negotiable and non-negotiable.

(2) The leadership styles of the administrators in the school district do not provide an open climate for teachers.

In considering these possibilities, further research could investigate:

(1) Which items have been and are being negotiated in school districts and how teachers perceive involvement in these decisions.

(2) Which items have been determined to be non-negotiable and how teachers perceive involvement in these decisions.

(3) The effect of leadership styles of administrators on the perceived participation of teachers in the organizational decision-making process.

The contradiction of the concept of a typology for participation in organizational decision-making could be caused by the changes in the family structure, roles of women, and economic factors in the last eleven years. Further research could be done to investigate:

(1) The motivations, aspirations, and lifestyles of both male and female teachers during the past decade.

(2) The participation of women teachers in decision-making roles within the teachers' organization.

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APPENDIXES

APPENDIX 1

LETTERS TO SUPERINTENDENTS

Sue Nelson
3417 Baird Drive
Edmond, Oklahoma 73034

Dear Superintendent,

I am preparing to do research for a doctoral dissertation in Educational Administration at the University of Oklahoma under the direction of Dr. Jack Parker.

I am investigating the problem of how teachers perceive their involvement in organizational decision-making in districts that negotiate and in districts that do not negotiate. I will be using districts which have been negotiating for three or more years and have a professional negotiations agreement that provides for the procedures involving impasse.

I would appreciate your help in obtaining the needed information. Please mark the appropriate responses on the post card and mail it back to me as soon as possible. If your district is one that will be used for the study, I will look forward to contacting you again. Thank you for your consideration and help.

Sincerely,

Sue Nelson

Sue Nelson
Principal
Edmond Mid High School
Edmond, Okla 73034

Sue Nelson
3417 Baird Drive
Edmond, Oklahoma 73034

Dear

I am doing research for my doctoral dissertation in the area of Educational Administration at the University of Oklahoma under the direction of Dr. Jack Parker.

My study compares the teacher's perceived degree of involvement in the organizational decision-making process in school districts that negotiate and in districts that do not negotiate.

I will be surveying a random sample of teachers in thirty-six school districts in Oklahoma. On the basis of ADA and revenue per capita, eighteen negotiating districts have been matched to eighteen non-negotiating districts.

The purpose of the study is to further our knowledge concerning the effect of negotiations on teachers' perceptions about their role in the decision-making process in school organizations.

Your school district was chosen as one that does not have professional negotiations. If this is a correct assumption, I would like your permission to survey a sample of the teachers in your district on a questionnaire that will be mailed to their home address. Because no names will appear on the questionnaire, the responses will be confidential.

Your further help is also needed by providing me with a directory of all of your elementary and secondary teachers. I would appreciate it if you could mail the directory to me at my address shown above.

I will be happy to provide you with a report of my study. If you would like for me to do so, please indicate this request on the directory.

If you have any questions regarding my study, please feel free to contact me at home (405) 341-7574 or at my office (405) 341-1077.

Thank you for your consideration of my requests.

Sincerely,

Sue Nelson

Sue Nelson
Principal
Edmond Mid High School
Edmond, Oklahoma 73034

Sue Nelson
3417 Baird Drive
Edmond, Oklahoma 73034

Dear

Thank you very much for replying so promptly to my request for information concerning your negotiations process. The information you provided was extremely helpful in determining the sample needed for my study.

As you know, I am doing research for my doctoral dissertation in the area of Educational Administration at the University of Oklahoma under the direction of Dr. Jack Parker.

I will be surveying a random sample of teachers in thirty six school districts in Oklahoma. On the basis of ADA and revenue per capita, eighteen negotiating districts have been matched to eighteen non-negotiating districts.

The purpose of the study is to further our knowledge concerning the effect of negotiations on teachers' perceptions about their role in the decision-making process in school organizations.

I would like your permission to randomly sample the teachers in your district on a questionnaire that will be mailed to their home address. Because no names will appear on the questionnaire, the responses will be confidential.

Your further help is also needed by providing me with a directory of all of your elementary and secondary teachers. I would appreciate it if you could mail the directory to me at my address shown above.

I will be happy to provide you with a report of my study. If you would like for me to do so, please indicate this request on the directory.

If you have any questions regarding my study, please feel free to contact me at home (405) 341-7574 or at my office (405) 341-1077.

Thank you for your consideration of my requests.

Sincerely,
Sue Nelson
Sue Nelson
Principal
Edmond Mid High School
Edmond, Oklahoma 73034

APPENDIX 2

LETTER TO TEACHERS

QUESTIONNAIRE

FOLLOW-UP LETTER

Sue Nelson
3417 Baird Drive
Edmond, Oklahoma 73034

Dear Teacher,

I am doing research for my doctoral dissertation in the area of Educational Administration at the University of Oklahoma under the direction of Dr. Jack Parker. I have received permission from the Superintendent of your school district to conduct this survey.

Your school district was chosen among thirty-six other school districts in Oklahoma to be surveyed because it met the criteria of school population, state money available per student, and the presence or absence of professional negotiations.

The questionnaire is designed to measure your views on decision-making in the school setting. I am particularly interested in those decisions which are most important to you as a teacher.

The questionnaire has been prepared so that it will take very little of your time. Because your name does not appear on the questionnaire, your responses will be confidential.

I think you will agree that your input is important in trying to determine the role of teachers in the decision-making process. I will be looking forward to receiving your completed questionnaire.

If you have any questions regarding the study, please feel free to call me at home (405) 341-7574, or at my office (405) 341-1077.

Thank you again,

Sue Nelson

Sue Nelson

I will be more than happy to provide you with a report of this study. If you would like for me to do so, please fill out the information below and enclose it with the questionnaire.

Name

Address

City, State, Zip

DEMOGRAPHIC INFORMATION

School District _____

Level (s) taught _____

Age _____

Gender _____

How many total years have you been teaching? _____

How many years in this district? _____

How many years in other district (s)? _____

If you have taught less than two years in this district, did the district you taught in previously have negotiations? _____

Are you a member of OEA or AFT? _____ Which one? _____

Are you a member of a negotiations team? _____

Have you ever been a member of a negotiations team? _____

After: completing the demographic information and both pages of the questionnaire, please fold, staple, and mail the folder with my address showing on the outside. Thank you again for your cooperation.

DECISIONAL SITUATIONS

INSTRUCTIONS: PLEASE CIRCLE HOW IMPORTANT IT WOULD BE FOR YOU TO
BE INVOLVED IN EACH OF THE DECISIONAL SITUATIONS.

	NOT IMPORTANT			VERY IMPORTANT	
	1	2	3	4	5
HIRING NEW FACULTY MEMBERS	1	2	3	4	5
PREPARING SCHOOL BUDGETS	1	2	3	4	5
SELECTING TEXTBOOKS	1	2	3	4	5
ESTABLISHING DISCIPLINARY POLICIES	1	2	3	4	5
PLANNING NEW BUILDING FACILITIES	1	2	3	4	5
DETERMINING FACULTY SALARIES	1	2	3	4	5
DETERMINING GRIEVANCE PROCEDURES	1	2	3	4	5
DETERMINING APPROPRIATE CLASS SIZE	1	2	3	4	5
ESTABLISHING GENERAL INSTRUCTIONAL POLICIES	1	2	3	4	5

Please list any other decisions in which you as a teacher would like to
have involvement.

Sue Nelson
3417 Baird Drive
Edmond, Oklahoma 73034

Dear Teacher,

I would very much appreciate your help in filling out the questionnaire that you should have received three weeks ago. For your convience, I am sending another questionnaire.

This study will investigate the problem of teacher involvement in the decision-making process of the school organization. I need your help in obtaining the data needed to investigate this problem adequately.

If you have any questions regarding the study, please feel free to call me at home (405) 341-7574, or at my office (405) 341-1077.

Thank you for your consideration and help in the research for this study.

Sincerely,

A handwritten signature in cursive script that reads "Sue Nelson".

Sue Nelson

DECISIONAL SITUATIONS

INSTRUCTIONS: IN FILLING OUT THE QUESTIONNAIRE, BE SURE TO CIRCLE ONE RESPONSE ON BOTH SIDES OF EACH OF THE DECISIONAL SITUATIONS

I FEEL I AM ALREADY
PARTICIPATING
(CIRCLE ONE)

I FEEL I SHOULD BE
PARTICIPATING
(CIRCLE ONE)

YES	NO	IN HIRING NEW FACULTY MEMBERS	YES	NO
YES	NO	IN PREPARING SCHOOL BUDGETS	YES	NO
YES	NO	IN SELECTING NEW TEXTBOOKS	YES	NO
YES	NO	IN ESTABLISHING DISCIPLINARY POLICIES	YES	NO
YES	NO	IN PLANNING NEW BUILDING FACILITIES	YES	NO
YES	NO	IN DETERMINING FACULTY SALARIES	YES	NO
YES	NO	IN DETERMINING GRIEVANCE PROCEDURES	YES	NO
YES	NO	IN DETERMINING POLICY CONCERNING EXTRA DUTIES	YES	NO
YES	NO	IN DETERMINING APPROPRIATE CLASS SIZE	YES	NO
YES	NO	IN ESTABLISHING GENERAL INSTRUCTIONAL POLICIES	YES	NO

DECISIONAL SITUATIONS

INSTRUCTIONS: PLEASE CIRCLE HOW IMPORTANT IT WOULD BE FOR YOU TO
BE INVOLVED IN EACH OF THE DECISIONAL SITUATIONS.

	NOT IMPORTANT			VERY IMPORTANT	
HIRING NEW FACULTY MEMBERS	1	2	3	4	5
PREPARING SCHOOL BUDGETS	1	2	3	4	5
SELECTING TEXTBOOKS	1	2	3	4	5
ESTABLISHING DISCIPLINARY POLICIES	1	2	3	4	5
PLANNING NEW BUILDING FACILITIES	1	2	3	4	5
DETERMINING FACULTY SALARIES	1	2	3	4	5
DETERMINING GRIEVANCE PROCEDURES	1	2	3	4	5
DETERMINING APPROPRIATE CLASS SIZE	1	2	3	4	5
ESTABLISHING GENERAL INSTRUCTIONAL POLICIES	1	2	3	4	5

Please list any other decisions in which you as a teacher would like to
have involvement.
