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DOYLE, JERRY WAYNE
A STUDY OF THE RELATIONSHIP OF BIOGRAPHICAL AND SITUATIONAL FACTORS TO MEMBERSHIP IN THE COOPERATIVE COUNCIL OF OKLAHOMA SCHOOL ADMINISTRATORS.

THE UNIVERSITY OF OKLAHOMA, ED.D., 1978

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GRADUATE COLLEGE

A STUDY OF THE RELATIONSHIP OF BIOGRAPHICAL AND SITUATIONAL FACTORS TO MEMBERSHIP IN THE COOPERATIVE COUNCIL OF OKLAHOMA SCHOOL ADMINISTRATORS

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

DOCTOR OF EDUCATION

BY

JERRY DOYLE

Norman, Oklahoma

1978

A STUDY OF THE RELATIONSHIP OF BIOGRAPHICAL AND SITUATIONAL FACTORS TO MEMBERSHIP IN THE COOPERATIVE COUNCIL OF OKLAHOMA SCHOOL ADMINISTRATORS

APPROVED BY

DISSERTATION COMMITTEE

ACKNOWLEDGMENTS

The writer wishes to express special gratitude to my wife, Joretta, whose encouragement throughout my educational career has never faltered.

I am deeply indebted to a number of people who have given advice and assistance in this study: A special thanks to Dr. Jack Parker, Chairman of my committee, who has patiently guided and directed me through this work. I would like to extend my appreciation for their assistance to the other members of the committee, Dr. Gene Pingleton, Dr. Robert Bibens, and Dr. Gerald Kidd.

Many thanks to Dr. Ed Porter for his assistance with the statistical data and to Mrs. Emily Parker who arranged and typed the material.

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A STUDY OF THE RELATIONSHIP OF BIOGRAPHICAL AND SITUATIONAL FACTORS TO MEMBERSHIP IN THE COOPERATIVE COUNCIL OF OKLAHOMA SCHOOL ADMINISTRATORS

CHAPTER I

INTRODUCTION

In Oklahoma two organizations represent most professional educators. They are the Cooperative Council of Oklahoma School Administrators and the Oklahoma Education Association.

Prior to the formation of the Cooperative Council of Oklahoma School Administrators, the Oklahoma Education Association included in its membership most educators and represented their interests with the legislature, other political leaders, and the general public. The Oklahoma Education Association was the primary professional organization for all educators in Oklahoma.

By 1971, administrators had begun to express public dissatisfaction with the Oklahoma Education Association. Various committees were formed to study the situation, and in 1973 the Cooperative Council of Oklahoma School Administrators was established.

The situation in Oklahoma during this time period was not unique. At both the national level and in many States, administrators were disassociating themselves, both as individuals and administrator organizations, from the parent education associations. In 1969 the American Association of School Administrators changed from being a department of the National Education Association to an "associate." In 1973 the separation was completed and the American Association of School Administrators became a totally autonomous organization.

The basic question to which this study was directed was the identification of factors that contributed to the changes in the organizations of professional educators in Oklahoma. The Oklahoma situation was comparable to that of many other States. Therefore, a study of factors contributing to the changes in Oklahoma should contribute to an understanding of the generalized phonomenon in the United States as a whole.

Background and Need

Formation of the Cooperative Council of Oklahoma School Administrators

In October of 1972, representatives from the Oklahoma Association of Elementary School Principals (OAESP), the Oklahoma Association of School Administrators (OASA), and the Oklahoma Association of Secondary School Principals (OASSP) met to discuss the feasibility of forming an organization of

school administrators within the framework of the Oklahoma Education Association (OEA). As it was first conceived, the administrative organization would be a division of the Oklahoma Education Association.

Some administrators who participated in this meeting did not agree that the new organization should maintain an official relationship with the OEA. They viewed the discussions as an opportunity to develop constitutional guidelines for a new and independent organization for administrators. They used these meetings, whose primary purpose was to form an organization of school administrators under the auspices of the Oklahoma Education Association, to encourage support for a separate organization.

Following the meetings with the OEA group, a meeting of interested administrators was held which resulted in the establishment of a temporary governing body consisting of three representatives from each of the member organizations. Those included the Oklahoma Association of Elementary School Principals, the Oklahoma Association of School Administrators, and the Oklahoma Association of Secondary School Principals. A constitution was developed for the administrator organization under the auspices of the OEA. However, difficulties related to the OEA connection seemed to increase and they finally led to a separation of the administrator organization from the Oklahoma Education Association. The superintendents first, then the secondary principals, and finally the elementary principals withdrew as organizations from the OEA.

In the spring of 1973, the constitution of the new administrator organization was revised and then adopted by each of the three sponsoring organizations. In July of 1973, the Cooperative Council of Oklahoma School Administrators constitution was finalized and formally approved by the members of the three parent organizations.

The establishment of an umbrella organization of administrators that was separate from the organization that had historically been the professional group for all educators represented a very significant step towards a changed relationship between teachers and administrators in Oklahoma. Therefore, an investigation of the factors that contributed to the establishment of the new organization is needed. This study was designed to respond to that need.

Statement of the Problem

The problem of this study was to investigate the factors that contributed to the establishment of the Cooperative Council of Oklahoma School Administrators (CCOSA).

Questions to which answers will be sought include:

1. What are the relationships between education related variables and CCOSA membership.

2. What are the differences among CCOSA members' reasons for joining the organization.

3. To what degree do the biographical characteristics of members of CCOSA differ from those of non-members.

Hypotheses to be Tested in the Study

Three general null hypotheses were tested for significance in the study. These hypotheses were as follows:

Ho_1 There are no significant differences between the amount of administrative experience, student enrollments, number of teachers, per capita expenditures, or teacher negotiations of superintendents who are CCOSA members and superintendents who are OEA members but not CCOSA members.

Ho_2 There are no statistically significant differences between the CCOSA members' agreement/disagreement ratings and the OEA members' agreement/disagreement ratings taken from the Administrators' Survey Questionnaire.

Ho_3 There are no statistically significant relationships between the participants' biographical data and their agreement/disagreement ratings of the fourteen items from the Administrators' Survey Questionnaire.

Instrumentation

An instrument (Administrators' Survey Questionnaire) was developed to solicit data from the participants in the study. The items were selected by means of a factor analysis procedure which is described in Chapter III.

Sample

The sample included the entire population of superintendents in Oklahoma. Percentage of responses is reported in Chapter III.

Statistical Design

A discriminant function analysis was used to test the first hypothesis. This statistical technique categorized participants according to predetermined factors. Results showed not only the amount of correlation between the various factors and CCOSA membership, but also the probability of correctly identifying members from other factors provided by the calculations.

The second and third null hypotheses were tested by comparing the two groups of responses with an analysis of variance testing statistic.

Organization of the Study

Chapter I includes the background and need for the study, the statement of the problem, the hypotheses to be tested, and the methodology employed in investigating the problem. Chapter II is a review of the related literature. Chapter III is a description of the methods and procedures. Chapter IV is a report of the results of testing the data, and Chapter V summarizes the results, presents conclusions, and makes recommendations.

CHAPTER II

REVIEW OF RELATED LITERATURE

The Nature and Types of Formal Organizations

The literature of organizations is very large and the positions taken and kinds of organizations studied vary greatly. Examples include Blau who discussed formal organizations in terms of "Dimensions of Analysis";[1] Boulding who discussed organizational revolutions;[2] Braveles who related the uses of computers in studying communications within organizations;[3] Davies who discussed school organizations in general;[4] Campbell who discussed the organizations and control of American schools;[5] and Douglass who discussed the

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[1]P. M. Blau, "Formal Organization: Dimensions of Analysis," American Journal of Sociology 63 (1951):58-59.

[2]K. E. Boulding, The Organizational Revolution (New York: Harper and Sons, 1951).

[3]A. Braveles, G. P. Schultz, and T. L. Whesler, eds., Management Organization and the Computer (New York: Free Press, 1960).

[4]Thomas Ivor Davies, School Organization: A New Synthesis (New York: Pergamon, 1969).

[5]R. T. Campbell, E. Cunningham, and R. R. McPhee, The Organization and Control of American Schools (Columbus, Ohio: Merrill, 1966).

organization and administration of junior and senior high schools.[1]

Max Weber has influenced much of the thinking about organizations. In works such as The Theory of Social and Economic Organizations, he dealt with the fundamental question of legitimation of power in organizations.[2] As Blau and Scott observed:

> Max Weber's perceptive and incisive theoretical analysis of the principles is undoubtedly the most important general statement on formal organizations. . . . it has had a profound influence on almost all subsequent thinking and research in the field.[3]

A typology that has been useful in understanding organizations of different types is that proposed by Peter Blau and Robert Scott. In their book Formal Organizations they identified four different types of organizations: (1) mutual benefit associations; (2) business concerns; (3) service organizations; and, (4) commonweal organizations. They suggested "four basic categories of persons can be distinguished in relation to any given formal organization: rank and file, owners or managers, clients or 'public-in-

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[1]H. E. Douglass, Modern Administration of Secondary Schools: Organization and Administration of Junior and Senior High Schools (Boston: Ginn, 1963).

[2]Max Weber, The Theory of Social and Economic Organizations (Glencoe, Ill.: Free Press and Falcons Wing Press, 1947), p. 324.

[3]Peter M. Blau and W. Richard Scott, Formal Organizations: A Comparative Approach (San Francisco: Chandler Publishing Co., 1962), p. 43.

contact,' and the public at large."[1] The significant point is "who benefits." Whether it is an auto factory organization, which was formed to promote cohesiveness and esprit de corps, or efforts to form a unified teacher group, a need must be present or there is little hope of success for the organization.

The organizations with which this study was concerned were clearly what Blau and Scott called mutual benefit associations. The test of success for this type of organization is the degree to which it serves the interests of its members. This interest certainly implies the need for sharing of fundamental commitment. "It is difficult to see how persons could be members of the same profession unless they shared common bodies of specialized knowledge, skills and techniques."[2]

In the last two decades members of education-related organizations have exhibited dissatisfactions that have led their leaders to initiate changes in their approaches to serving the members' needs. The resulting conflicts have brought about re-alignments, changes in eligibility for membership, entirely new strategies for gaining benefits, and other changes.

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[1]Ibid., p. 42.

[2]Myron Leiberman, Education as a Profession (Englewood Cliffs, N.J.: Prentice-Hall, 1956), p. 190.

The following sections deal with the evolution, particularly in recent years, of these education organizations. The first section is a short discussion of Blau and Scott's analysis of the nature of and general problems associated with mutual benefit associations. Subsequent sections deal specifically with the American Federation of Teachers, the National Education Association, the Oklahoma Education Association, and the creation of the Cooperative Council for Oklahoma School Administrators.

The Nature of Mutual Benefit Organizations

The beneficiaries in this type organization are its rank and file members. Usually, the members leave the management of the organization to an active small group, elected or appointed, called the executive branch or the trusteeship.

> It is well established that the majority of members of mutual benefit associations are not sufficiently interested to devote much time or energy to conducting the business of the association and are content to leave the running of the organization to a corps of active members or to a hired staff.[1]

"Goals may be set by its members, stockholders, trustees, or others. However, once these goals have been established, it is difficult to alter or remove them."[2] Even though most members are willing to leave the management to a

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[1]Blau and Scott, Formal Organizations, p. 46.

[2]Robert Michels, Iron Law of Oligarchy (New York: Dover Publishing Co., 1959), p. 26.

select few, participation is a key to the success of this type of organization. Those who are placed in charge sometimes make decisions which do not satisfy the membership. This creates unfavorable reactions and a problem of maintaining membership control.

One of the many problems confronting the mutual benefit organization is the kinds of people who make up the organization. Their interests, attitudes, and desires determine how they perceive the benefits provided to them by the organization. If members don't value what they receive from belonging, indifference often develops. Two of the major problems with mutual benefit organizations are the satisfaction of clientele and control of membership.

American Federation of Teachers

Teachers' unions existed before 1900, but they had little or no impact until about 1916. There was dissent over teachers' affiliating themselves with trade unions and it was prohibited by some school boards. In Chicago the dissension between teachers and the school board was especially apparent. The autocratic practices of the board finally induced the Chicago teachers to take the lead in forming a national organization of teachers.[1] This resulted in an invitation for the teachers' organization to become an

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[1]Leiberman, Education as a Profession, p. 301.

affiliate of the American Federation of Labor (AF of L). As early as 1902, the AF of L had indicated its interest in teachers.[1] However, not until the conflict in Chicago had it really materialized. During the few years following 1916, the American Federation of Teachers (AFT) struggled to survive despite strong resistance from school boards.

Control of the American Federation of Teachers is through the Executive Council that is chosen at the annual conventions. Upon majority vote of the Executive Council, a charter may be issued to a State federation. Ten or more teachers may be granted a charter within a State upon application to the Executive Council. Charters may be granted to administration and supervisory personnel when they meet specific conditions that are part of the AFT constitution. The AFT excludes superintendents from membership on the grounds that the superintendents are the executive agents of the school boards.[2]

No single pattern is described as the only method of becoming affiliated with the American Federation of Teachers. Almost any approach is considered acceptable. Units often come into existence as a result of a local crisis.

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[1]Report by the Commission of Educational Reconstruction: Organizing the Teaching Profession (Glencoe, Ill.: The Free Press, 1955), p. 265.

[2]Leiberman, p. 305.

The leaders of the Federation follow political and social events very closely. The history of the AFT clearly demonstrates that the welfare and concerns of teachers have been closely linked to larger social issues.[1] In general, from the early 1900s until the present, the AFT has had as its objective the aggressive defense of teacher rights.[2] However, even with this aggressive attitude, the reluctance of teachers to become identified with the American Federation of Labor and the blue-collar workers has kept its membership relatively small.[3] The union has been most successful in larger cities where its locals sometimes have a larger membership than the National Education Association.[4]

National Education Association

In the early history of American schools, control was by town boards, town citizens, or some community power group which was concerned with providing educational services. "Common education," as it was called, was provided in a one-room school which housed several grades. As the number of

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[1] Report by the Commission of Educational Reconstruction: Organizing the Teaching Profession, p. 265.

[2] Carroll Atkinson and Eugene T. Maleska, The Story of Education (Philadelphia: Chilton Co., 1962), p. 362.

[3] Stanley Elam, "Who's Ahead and Why? The NEA-AFT Rivalry," Phi Delta Kappan 46 (September 1964):13.

[4] Donald W. Robinson, "A Tough Man in a Tough Spot, Superintendent Marland of the Pittsburgh Schools," Phi Delta Kappan 99 (June 1968):562.

rural areas decreased and urban communities developed, schools changed. They were consolidated to bring about some degree of consistency. Increasing numbers of educators saw the need for uniform rules and regulations as well as consistent teaching methods. Professional interests continued to evolve until a group of forty-three educators met in Philadelphia, Pennsylvania, in 1857, and formed the National Teachers Association.[1] Its stated primary objective was "to elevate the character and advance the interest of the profession of teaching and to pool knowledge, disseminate ideas, and raise standards."[2] In 1907 a special act of Congress changed its name to the National Education Association.[3]

During its early history, the new organization emphasized the improvement of education. In 1892 the famed "committee of ten" recommended the expanding of the curriculum from the elementary school to the junior high school.[4] In later years other areas of growth emerged. By 1917, vocational education funds were provided to schools through the Smith Hughes Act.[5] Special common interest areas were

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[1] Encyclopedia Americana, 1974 ed., s.v. "National Education Association of the United States."

[2] Ibid.

[3] Edgar B. Wesley, The First Hundred Years (New York: Harper and Brothers, 1957), p. 347.

[4] Ibid., p. 279.

[5] Ibid., p. 347.

established which provided specialized areas of participation in the NEA to individuals who had various professional interests. Periodicals, journals, and other publications broadened the educational scope of the organization. Yearbooks, handbooks, and other literature contributed to its identification as a professional organization. Research and field service strengthened its ability to draw members. "By the early 1960s, membership grew to the 700,000 mark."[1] Current estimates indicate a membership of a million or more.

Until the 1960s, departmentalization within the NEA provided for the needs of all the divisions of education. However, as is typical of mutual benefit organizations, increasing size often creates problems. Blau and Scott indicated that "As they become larger and more complex and differentiated in internal structure, they also seem to become more differentiated from the larger societal structure, forming relatively autonomous subsystems with their own principles of organization."[2]

As long as the association provided for the differentiated needs of the various subgroupings, it seemed to be acceptable to its members. Ultimately, however, subsystems within the organization began to differ in ideology. "There is no question that by 1962 there was need for change in the

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[1]Ibid., p. 347.

[2]Blau and Scott, Formal Organizations, p. 225.

association. Teachers' attitudes had changed, with increasing numbers becoming increasingly aware of and disturbed by the failure of the professional associations to be effective vehicles through which they might gain benefits of importance to them."[1]

NEA's efforts to meet the increasingly diverse needs and interests of its members resulted in increased internal dissent and signs of serious rebellion on the part of some of the units. Particularly apparent was the growing discomfort arising from the conflicting views and interests of administrators and teachers over issues relating to teacher compensation and welfare.

Teachers who belonged to the NEA began to look for other organizations which could satisfy their needs. The most obvious alternative was the American Federation of Teachers. By the early 1960s, the stage was set for a membership battle between the NEA and the AFT which continues to the present.

AFT-NEA Competition for Membership

The struggle for increased membership between the NEA and the AFT came to the forefront in the early 1960s, "the NEA laying claim to the professional route,"[2] and the AFT

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[1]Jack F. Parker, "Let's Abolish the NEA," Phi Delta Kappan 99 (June 1968):568.

[2]Elam, "Who's Ahead," p. 12.

saying the NEA was a brand of professionalism.[1] Before the 1960s this competition was apparent but not as intense. Earlier controversies related to affiliation with labor unions and other matters such as merit pay.

From the first major strike in 1877 by the Noble and Holy Order of Nights of Labor[2] through the more recent disturbances in the cities, disagreement about which organization would represent the teaching profession has been an issue. "One of the greatest victories for the AFT was over the representation of membership with the NEA in New York in 1961."[3] "Even though the AFT at one time supported a no-strike policy,"[4] they later supported sanctions, walk-outs, teacher-board negotiations, and strikes to achieve their goals. This militant stance attracted large numbers of teachers to the American Federation of Teachers from the National Education Association. To the leaders of NEA, the AFT had become a serious threat to the continued success and perhaps survival of their organization.

One of the most bitter campaigns for membership occurred in the Florida walkout in 1968. About 25,000 teachers left their classrooms for three weeks and the "AFT stepped in with a statewide recruiting campaign, hoping to

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[1]Ibid.

[2]Atkinson and Maleska, Story of Education, p. 265.

[3]Parker, "Let's Abolish the NEA," p. 568.

[4]Leiberman, Education as a Profession, p. 318.

capitalize on teacher unhappiness with results of the walkout."[1] The Superintendent of Public Instruction said, "There is no question in his mind that the NEA is competing for teacher members with the AFT . . ."[2] The walkout was needed to demonstrate the NEA's strength in order to prevent defection of teachers to the AFT, whose national membership was increasing dramatically.[3] In 1964, Stanley Elam indicated the AFT had increased its membership by nearly 70 per cent.[4]

The loss of membership of the NEA to the AFT in the Florida walkout and during the early 1960s seemed to divert the NEA from its original objective "to elevate the character and advance the interest of the profession of teaching"[5] to a more militant approach.

A trend in the posture of both the NEA and the AFT began to develop throughout the country. The original philosophy of the AFT became the dominant theme. Emphasis was now directed toward support of sanctions, work-stoppages, walkouts and strikes. Large cities such as New York,

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[1]Donald W. Robinson, "Teacher Militancy Around the Nation," Phi Delta Kappan 99 (June 1968):554.

[2]Gayle Norton, "The Florida Story," Phi Delta Kappan 99 (June 1968):557.

[3]Ibid.

[4]Elam, "Who's Ahead," p. 12.

[5]Encyclopedia Americana 1974, "NEA," p. 730.

Pittsburgh, and others felt the full brunt of pressure from their AFT unions. Sidney Marland, Superintendent of Pittsburgh schools, stated, "Teacher militancy brings new dimension to the governance of our schools. We are now launched on a period of disputing who shall bear responsibility for determining public policy . . . power has recently been shifted in many school districts . . ."[1] Several court decisions were delivered favoring teacher action. Much of the credit for the success accomplished was given to the militancy of the teachers. The NEA, recognizing that many of its members were defecting to the union, began to revise its philosophy of professionalism. The organization supported such actions as a one-week strike by teachers in New Mexico, jurisdictional dispute in San Francisco, a one-day walkout and sanction alert in Oklahoma; and they confirmed their support of other potential strikes in other states.[2]

With the losses in New York in the 1960s and in Florida in 1967, the NEA began to press State organizations for "unification." This involved requiring that each member of an affiliated local and State unit belong to the NEA. It offered those States who unified financial support to do so.

Administrators found themselves facing militant teachers in formal collective negotiations. The obvious

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[1]Robinson, "Tough Man," p. 562.

[2]Robinson, "Teacher Militancy," p. 554.

support by the NEA of these aggressive tactics caused many administrators to withdraw from the NEA. Whatever the reasoning, "it was as if hidden behind the years of professionalism, even in the years when lofty ideals seemed to matter much more than mundane consideration of money and status, practical matters were not ignored."[1]

With this changed situation, some of the departments of the NEA, and especially the American Association of School Administrators (AASA), were faced with making some difficult decisions about continued affiliation. As executive officers of the school boards, superintendents would inevitably be forced to contend for many things which the teachers would oppose.[2]

The AASA, made up primarily of superintendents, decided to become an associate rather than a department of NEA in 1969. In January of 1973, the AASA removed itself from any NEA affiliation and established a totally separate organization.

While NEA and AFT battle for new members, some teachers, disenchanted with both groups, have begun forming their own teacher organizations. Education U.S.A. reported that "A dislike of union tactics and a desire to maintain a 'professional image' have led teachers in more than forty states

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[1]Wesley, The First Hundred Years, p. 347.

[2]Leiberman, Education as a Profession, p. 282.

to form their own local association, unaffiliated with either national group."[1]

The Oklahoma Education Association

The Oklahoma Education Association (OEA) was formed in 1889 when thirty-two educators met on Christmas Day in Guthrie to formally organize.[2] During OEA's early history, its stated purposes were "to promote the welfare of the teacher and the educational interest of all the people of the State of Oklahoma."[3] In the early 1900s membership in the OEA grew gradually into the thousands. Periodicals, journals, and other handouts encouraged participation. A journal, the Oklahoma Teacher, became one of the organization's major means of communicating with its membership.[4] Departments and commissions made up of groups with different interests were formed. By the 1960s there were nine departments. The State was divided into thirteen districts, each having representation on the executive committee, which was the controlling body.

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[1] "Independent Teachers Nip at Union Movement," Education U.S.A. (24 July 1978):347.

[2] Know Your OEA (Oklahoma City: Oklahoma Education Association, 1969), p. 3.

[3] Ibid., p. 1.

[4] Clyde M. Howell, "The History of Teacher Associations in Oklahoma," (Ed.D. dissertation, University of Oklahoma, 1936), p. 52.

By the 1960s, dissension had developed within the OEA. The national climate that was evolving among NEA members and their leaders led to increasing pressure from NEA that OEA support the national organization's increasingly militant posture. In order to gain support in Oklahoma, the Deputy Executive Secretary of the NEA appeared as a speaker at the Oklahoma convention to announce the action of the executive committee of NEA in invoking State sanctions on Oklahoma.[1] With the emerging national movement toward sanctions, walkouts, negotiations and other means of pressuring school boards, Oklahoma became a prime target. Significant numbers of OEA members opposed collective negotiations. Miller indicated that most classroom teachers and superintendents in Oklahoma did not approve of boycotts, blacklists, or strikes by the education profession.[2]

Partly as a result of encouragement by administrators, most Oklahoma teachers had belonged to the OEA. However, circumstances were changing, and a change in OEA's approach to defending teacher interests began to emerge.

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[1]Lonnie Warren Fuson, "An Historical Analysis of Sanctions in the State of Oklahoma," (Ed.D. dissertation, University of Oklahoma, 1965), p. 56.

[2]Jack Edwin Miller, "A Study of the Attitude of Oklahoma Public Schools, Elementary and Secondary Classroom Teachers and Public Schools District Superintendents Toward the Oklahoma Education Association," (Ed.D. dissertation, University of Oklahoma, 1964), p. 152.

In November of 1967, the Delegate Assembly of OEA issued a statement of policy regarding professional negotiations. "We believe professional negotiations provide an ethical way to solve educational problems . . . teachers must be protected against those in the power structure . . ."[1] By February 1974 most administrators had come to realize that the OEA's approach differed from what it had been throughout its history. The OEA President issued a letter in which she stated "the delegate assembly is firmly committed to professional negotiations."[2]

The Formation of the Cooperative Council of Oklahoma School Administrators

In several States administrators had separated themselves from the teacher organization of their respective States. Kansas was one of the earlier States to form an umbrella organization for administrators. The Kansas organization included a number of other education groups such as the School Public Relations Association. Each of these divisions in Kansas retained its own identity, but maintained affiliation with the United School Administrators of Kansas (USAK).

Arkansas also established an umbrella administrator's organization. Its structure is similar to that of Oklahoma.

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[1] Know Your OEA, p. 3.

[2] Letter to Superintendents of Schools, from Barbara Ware, President of Oklahoma Education Association, Oklahoma City, 4 February 1974.

Oregon established a separate organization in 1973. The Confederation of Oregon School Administrators proposed a change early in the 1970s and developed its first draft in June 1973.[1] It was revised in August of that year and again in November, and, finally, a proposed constitution and bylaws were developed and adopted. Oregon's membership encompassed any "certified personnel with administrative responsibility in education, persons whose assignments identify them as performing administrative responsibilities, and persons who are individual members of the department." The stated purpose of the Oregon Confederation was to unite all school administrators into a motion of continuous improvement of education and to maintain and elevate the professional ethical standard of its members. More specifically, the purposes included: (1) to improve the educational process, (2) to meet the needs of members, (3) to coordinate programs and activities and provide for sharing of services, and (4) to cooperate with other organizations and agencies seeking to improve public education.[2]

Most of these state-wide organizations came into being because of mutual concern among administrators with critical problems. These included teacher maternity leaves,

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[1]Confederation of Oregon School Administrators, Proposed Constitution and By-Laws (November 1973), art. III, sec. 1a.

[2]Ibid., art. II, sec. 1.

sex discrimination, accountability, negotiation with classroom teachers, and many others.

During the 1970s, Oklahoma was experiencing problems which divided administrators from teachers. In 1972 representatives of the Oklahoma Association of Elementary School Principals (OAESP), the Oklahoma Association of Secondary School Principals (OASSP), and the Oklahoma Association of School Administrators (OASA), which was made up of superintendents, met in Oklahoma City at the OEA building to discuss the feasibility of some type of joint organization within the framework of OEA. Another alternative discussed was an administrators' organization not affiliated with the OEA.

Those attending proposed the formation of an organization to be called the Cooperative Council for Oklahoma School Administrators (CCOSA). They appointed a constitution committee and a governing body consisting of three representatives from each of the three associations involved. Representatives of the "umbrella" committee agreed to present these proposals to the memberships of their respective organizations. In July of 1973, the constitution committee sent to each of its representatives a draft of the proposed constitution of CCOSA. In October of 1973, the CCOSA constitution was adopted by the members of the three organizations with the intention of remaining within the structure of the OEA.

During this period of time, several conflicts developed between the administrators and the Oklahoma Education Association. This led to the separation of the two groups in 1974.

As early as July 1972, there were indications that the OEA intended to move toward classroom teacher control of the organization. At that time the Executive Committee of the OEA submitted the following proposal to the members. In Article 7, Section 1A of this amendment concerning the Executive Committee, the following statement was made:

> It shall be further provided that members of the Executive Committee serving at the time of the adoption of this constitution shall complete their terms, each district eligible to fill a vacancy previously filled by a classroom teacher, his replacement may be any OEA member, if the delegate is not a classroom teacher, his replacement shall be a classroom teacher. This practice shall be continued in the election of Executive Committee members.[1]

The approval of this amendment meant that administrators would no longer be eligible to serve on the Executive Committee. Among the Committee's most important functions was the selection of an Executive Secretary. Many administrators expressed displeasure with losing representation in the process that would determine who the chief administrator and professional representative of the organization would be.

On May 4, 1973, a letter was sent from the OEA which gave the membership an opportunity to vote on a constitutional

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[1]Oklahoma Education Association, Constitution (1972), art. VII, sec. 1a.

amendment which would honor local units' decisions to unify. This amendment read as follows:

> The Oklahoma Education Association shall honor the unification agreement between a local unit and the National Education Association by refusing to accept dues from non-unified members within unified locals.[1]

The Committee indicated it was aware that the statewide unification was voted upon the previous year by the members and was rejected. The letter asked the members to consider a vote to allow local units the right of self-determination and to allow the OEA to support decisions of their unified locals. An affirmative vote on this constitutional amendment would not affect any local which had not voted unification, nor would it force any local to vote on unification.

On February 4, 1974, the President of the OEA sent a memorandum to all school superintendents concerning contract negotiations. The OEA President had indicated that she had received several inquiries about administrators who were OEA members, and was asked to clarify the OEA's position on collective bargaining. The following excerpts are from that letter:

> At a December OEA Executive Board meeting I was directed to communicate with our administrators in the state about the possible misunderstanding and disagreements surrounding professional negotiations. In the relatively near future it is our intention to invite our administrators to a series

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[1]Letter to all OEA Members, from Members of the Committee on Local Unification, Oklahoma Education Association, Oklahoma City, 4 May 1974.

> of regional meetings to discuss the OEA and professional negotiations. In the meantime, to make these meetings more productive, I have decided to address an open letter to the administrators and members of OEA attempting to explain what, based on my discussion with the OEA staff and the OEA Executive Committee, the future of negotiation is in Oklahoma and what some of its possible consequences are, particularly for administrators. I am hopeful that my observations can contribute to a thoughtful open dialogue among administrators about this most important matter. The OEA's position on PN taken by OEA is consistent with the position of all other state associations and the National Education Association . . . to be neutral between the affiliate of the OEA and the School Board would be most illogical . . . It is true, of course, that administrators often serve on the board's negotiation team . . . it would be not only illogical but presumptuous for the OEA to assist local school boards in their negotiations with the local professional organizations.[1]

The OEA established a training program for its staff to make them more effective in working with the local units on negotiations. The OEA President wrote:

> It was realized that much of what had been written above may be termed naive by some administrators and teachers but she believed negotiations was a way of life, both in the public and the private sectors because it is the most effective way of resolving problems, not creating them.[2]

During this same period, the OEA appointed regional directors to be placed in specific locations throughout the state. These persons were called UniServ Directors. Their primary purpose was to convince OEA's members to unify with the NEA. NEA would help in financing them if they did so. Letters were sent to the OEA membership supporting the

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[1]Ware, letter, 4 February 1974.

[2]Ibid.

unification. These regional UniServ Directors were paid from OEA funds, which at that time included many superintendents.

On May 31, 1974, in the Oklahoma Teacher, the OEA staff indicated its pleasure with the campaign for unification. In an editorial written by the OEA President on the same date, the President said, "Nothing worthwhile ever comes easy and certainly has to fit OEA's campaign for the approval of unification."[1] June 15, 1974, the National Education Association guaranteed the OEA three years membership revenues equivalent to the year preceeding the date that unification became effective.

Later reported in the Oklahoma Teacher, the OEA President wrote:

> It must be fully understood that all individuals and all departments of this association that choose to dis-enfranchise from the OEA, will do so by their own choice not because of the action by elected officials but by their own choice. No department can be recognized as an affiliate of OEA without requiring its membership to be members of the state association as well. If a department does choose to leave the ranks of the association, it assumes that individual membership of such departments will continue to be welcome members of the association simply by abiding by the constitution of the OEA.[2]

On May 14, 1974, the Oklahoma Education Association issued a memo to school superintendents inquiring about the need to help support personnel. The OEA had been approached

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[1]Barbara Ware, "Let's Make Unification More Than a Concept," Oklahoma Teacher, 31 May 1974, p. 2.

[2]"An All Inclusive Association," Oklahoma Teacher, 15 June 1974, p. 2.

by a group of support personnel. This request was approved, and the OEA delegate assembly voted to help support personnel organize to negotiate for fringe benefits and set their dues at $15.00. The OEA guaranteed support personnel a full-time professional staff person if they attained as many as 6,000 members. OEA stated:

> The need of support personnel is apparent and the time is right. Conditions of employment and economic status of supportive personnel have a direct, and in many cases, an intimate bearing on the teacher and the educational programs. The interest of support personnel, teachers and students will be best served only if there is a cooperative organizational effort.[1]

The Daily Oklahoman released an article by Tom McCarthy which was headlined "OEA Wooing City School Support Help."[2] This article discussed custodians, cafeteria workers, etc., and their work responsibilities. Indications were that if they united with the OEA, that organization could deliver benefits. An active effort was then made by the OEA to solicit non-professional staff employee participation.

The OEA leaders, through the efforts of the UniServ Directors, finally achieved unification. Many administrators questioned the procedures followed in gaining approval of

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[1]Letter to Superintendents of Schools and all OEA Members, from Oklahoma Education Association, Oklahoma City, 14 May 1974.

[2]Tom McCarthy, "OEA Wooing City Schools' Support Help," Daily Oklahoman (Oklahoma City), 20 June 1974.

the concept and indicated that they did not believe it represented the majority feelings of the OEA teacher members at that time. In any case, it was another incident in a series that had served to alienate many administrators, particularly superintendents, from the OEA.

Meanwhile, in May of 1974, 111 superintendents who were interested in the umbrella organization met at the Oklahoma City Board of Education office to discuss their affiliation with the OEA. After a lengthy discussion, the administrators voted 101 to seven to delete the requirement in the administrators' constitution which required affiliation with the OEA. The administrators present at the meeting represented districts that served more than ninety percent of the students in the State of Oklahoma. Ten were from districts with less than 300 students, thirty-two with less than 1,000, twenty with less than 2,500, and seventeen with more than 2,500 students. They decided to activate CCOSA and encourage secondary and elementary principals to join them in this new organization for administrators.

In July of 1974, a CCOSA committee of superintendents met and submitted a proposal encouraging all three organizations--Oklahoma Association of School Administrators, Oklahoma Association of Secondary School Principals, and Oklahoma Association of Elementary School Principals--to participate in CCOSA. The Oklahoma State School Board Association, made up of the majority of the school boards of Oklahoma, offered

to share office space with CCOSA until such time as the organization was financially able to support itself.

The OASA had already adopted a resolution of participation in the CCOSA organization, and in August of 1974, the same proposal was submitted to the OASSP. The Secondary Principals voted by a 65 percent majority to join CCOSA. The Elementary School Principals found it difficult because of the constitutional wording to vote on the change at that particular time. Several efforts were made to change their constitution, but through membership disagreements and sentiment favorable to the OEA nothing materialized from the organization as a whole. Later, members of the elementary association were invited to join CCOSA, thus dividing the elementary principals into two units.

In January of 1975, a CCOSA executive meeting was called for the purpose of selecting an Executive Director for the organization. Even though the Elementary Principals were not fully supportive of CCOSA, a representative of their organization, their president-elect, was present at that particular meeting. The presidents of the other organizations along with the president-elect of the elementary organization selected an Executive Director of CCOSA.

In March 1975 the Oklahoma Legislature recognized CCOSA as the organization representing school administrators in Oklahoma. The PTA (Parent Teacher Association) also recognized CCOSA as an active organization representing

administrators of the state. In October 1975 the first CCOSA convention was held in the Hilton Inn West in Oklahoma City.

CHAPTER III

METHODS AND PROCEDURES

In the present study, three hundred sixty-one (N=361) Superintendents from Oklahoma's Public School Systems served as subjects to determine the relationships among several biographical and educational factors and membership in the Cooperative Council of School Administrators (CCOSA). Participants completed an Administrators' Survey Questionnaire which contained fifteen reasons why school administrators should join CCOSA. Agreement/disagreement ratings of the ratings were compared to CCOSA membership status to test the null hypotheses.

This chapter contains the procedures followed in completing the study. Procedures are divided into pre-survey, survey, and data analysis procedures.

Pre-Survey Procedures

Selection of a Research Design

The first pre-experimental procedure was to choose the proper research design for the conduct of the study. The words "research design" are intended to mean the plan, structure, and strategy of investigation conceived to obtain answers to research questions and to control external sources

of variation. The plan is the overall scheme or program of the evaluation problem. The structure is the more specific structure or paradigm of the actual manipulation of the independent variables being studies. The strategy as used here is even more specific than the structure--it is the actual methods to be used in the gathering and analysis of the data.[1]

A research design serves two basic purposes: (1) it provides answers to research questions posed by the investigator; and (2) it controls external sources (independent variables) of variation. In other words, it is through the design of a study that research is made effective and interpretable. Kerlinger makes the following statement in regard to research and evaluation designs:

> How does design accomplish this? Research design sets up the framework for "adequate" tests of the relations among variables. The design tells us, in a sense, what observations (measurements) to make, how to make them, and how to analyze the quantitative representations (data) of the observations. Strictly speaking, design does not "tell" us precisely what to do, but rather suggests the directions of observation making and analysis, how many observations should be made, and which variables (independent variables) are active variables and which are assigned. We can then act to manipulate (control) the active variables and to dichotomize or trichotomize or otherwise categorize the assigned variables. A design tells us what type of statistical analysis to use. Finally, an adequate (proper for the particular situation) design outlines possible conclusions to be drawn from the statistical analysis.[2]

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[1]Fred N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart & Winston, 1973), p. 196-197.

[2]Ibid.

The research design chosen for the present experiment was a three-sample, quasi-experimental design preceded by the sampling of participants from three finite populations. A paradigm of this research design is presented in Figure 1.

Data Collection Instrument

The Administrators' Survey Questionnaire was developed by making a preliminary survey of the reasons for the existence of CCOSA. Superintendents and other CCOSA members were asked to list reasons why they had formed and supported an organization such as the Cooperative Council of School Administrators (CCOSA).

Two hundred sixty-five participants listed a total of 784 reasons why they had joined and supported CCOSA. Since this was an unmanageable number, a factor analysis was performed in an attempt to identify underlying factors common to several of the reasons given.

Results of the factor analysis showed a factor loading on fourteen factors. That is, the 784 reasons given by the participants grouped themselves into fourteen clusters or areas each having an underlying theme. The general themes of these areas were as follows:

(1) Declining Influence in the OEA

(2) Help with Teacher Negotiations

(3) Help in Solving the Common Problems of Administrators

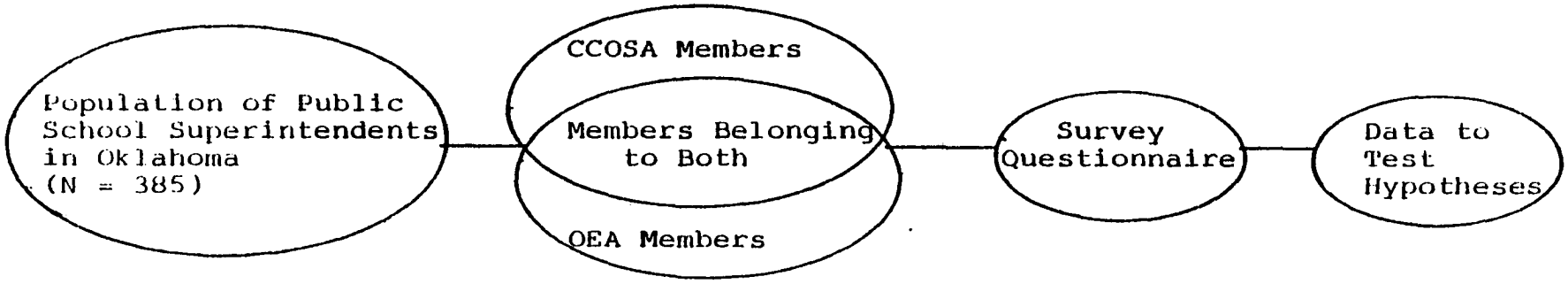

Fig. 1. Research design used in the study.

(4) Defense Against Problems Caused by NEA/OEA Unification

(5) Defense Against the OEA

(6) Defense Against Teacher Militancy

(7) Protection of Administrators

(8) Social and Economic Benefits

(9) Belief in the Goals Espoused by CCOSA

(10) Educational Leadership Possibilities

(11) Administrative Training Opportunities

(12) Peer Expectations

(13) Other States' Actions and Expectations

(14) Job Opportunities and Job Security

These fourteen factors served as the basis for the questionnaire statements.

Biographical and Educational Data

As part of the preliminary survey, CCOSA members were also asked to indicate the personal, social, or educational factors which they felt influenced their decision to join CCOSA.

Analysis of the biographical and educational data showed that the following factors were listed most often by CCOSA members:

(1) Amount of Administrative Experience

(2) School Size (ADA)

(3) District Valuation

(4) Number of Teachers in the School System

(5) Whether the School System was Involved in Teacher Negotiations

(6) The Number of Years the School had been Involved in Teacher Negotiations (If Applicable)

The biographical information and the questionnaire statements were combined resulting in the final data collection instrument. Copies of the instrument were submitted to each committee member for their perusal and comments. Minor revisions were recommended; and all were made by the researcher. A copy of the finalized data collection instrument is presented in Appendix A.

Data Collection Procedures

Initial Mailing

Data collection began during the spring of 1977. In collecting these data a cover letter, the research questionnaire, and a self-addressed stamped envelope were sent to the Superintendents of all independent school districts in the State. A copy of the cover letter sent with the questionnaire is presented in Appendix B.

Follow-up Mailing

A follow-up notice was sent to non-respondents ten days after the initial mailing. This follow-up notice, a postcard, is presented in Appendix C.

Second Mailing

One week after the follow-up notice and approximately two and one-half weeks after the initial mailing a second packet was sent to Superintendents who had not responded. This mailing included the same materials as that contained in the initial mailing.

A final follow-up was conducted by calling those who had not responded if all other attempts to collect responses had failed. However, no more than one week was spent in the telephone campaign and data collection was considered complete after that time.

The researcher, as suggested by Kerlinger, had established a return percentage of at least sixty percent (60%) as acceptable for the survey questionnaires.[1] The response patterns at each stage of the data collection process are shown in Figure 2.

Data Analysis Procedures

Data analysis procedures were initiated as soon as the questionnaires were returned. Questionnaire responses were assigned the quantitative values shown in Figure 3 and entered on IBM cards for further processing.

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[1]Kerlinger, Foundations of Behavioral Research, p. 397.

	Number	Percent of Total
Number of questionnaires sent at initial mailing	385	100
Number of respondents to first mailing	307	
Number of follow-up notices sent	78	
Number responding to follow-up notices	51	
Number of non-respondents contacted by telephone	10	
Number responding to telephone follow-up	3	
Total Number of Respondents	361	98.2

Fig. 2. Superintendent responses resulting from each phase of the data collection procedures.

Information Entered	Card Column(s)	Range of Values
Amount of administrative experience (methods)	1 - 3	006 - 362
School size (ADA)	4 - 8	00170 - 62,400
Number of teachers	9 - 12	0015 - 2,962
Per pupil expenditure	13 - 16	0688 - 4,685
Organizational membership	17	1 - 4
Teacher negotiations	18	1 - 2
Year teacher negotiations were started	19 - 20	62 - 77
Agreement/disagreement ratings of 15 questionnaire areas	21 - 35	1 - 5

Fig. 3. Card format used to enter questionnaire data on IBM cards.

Statistical Analysis

The data were analyzed by performing several statistical tests as well as descriptive calculations. Primary calculations included means, standard deviations, and frequency counts on the biographical data: (1) the amount of administrative experience, (2) school size, (3) number of teachers, (4) per capita expenditure, (5) organizational membership, (6) teacher negotiation processes, and (7) the year teacher negotiations had begun.

An agreement/disagreement index was computed for each of the first fourteen questionnaire items. This index was computed by multiplying the number of frequencies at each rating point on the continuum by the numerical value assigned to the rating points and dividing the products by the total number of ratings made. These calculations yielded an average or mean index of agreement/disagreement for each statement. These agreement/disagreement indexes were then treated as raw scores as they were being correlated with the biographical data.

A Pearson product-moment correlation was used to develop the correlation matrix. The matrix consisted of correlating the numerical values assigned to each area of biographical information and questionnaire item with all other numerical values by item. Values taken from the correlation matrix were used to test some of the hypotheses.

Additional analyses were performed when it became necessary to do so in order to fully explain the results of the study. Primarily, comparisons were made among the groups who belong to CCOSA, the OEA, and those who belonged to both. The results of all data analysis are presented in Chapter 4.

CHAPTER IV

RESULTS OF DATA ANALYSIS

In the present study, 361 superintendents from Oklahoma's public school systems served as subjects to determine possible reasons for their having formed and supported the Cooperative Council of Oklahoma School Administrators (CCOSA), an organization composed primarily by and for school administrators. Participants responded to an Administrative Survey Questionnaire which was composed of fourteen selected reasons which had been cited for forming the organization and selected biographical information which had been related to CCOSA membership in the past. Participants made agreement/disagreement ratings of the fourteen questionnaire statements. A one-way analysis of variance testing statistic was used to compare the CCOSA members' (N=142) ratings with the OEA members' (N=64) ratings, and those who were members of both organizations (N=121). This chapter contains the results of all data analysis as well as secondary findings and a general explanation of the results.

Biographical Information

The biographical information concerning the respondents is presented in Table 1. These data show that the

TABLE 1

STATISTICS CONCERNING THE BIOGRAPHICAL DATA REPORTED BY THE THREE GROUPS AND THE TOTAL POPULATION

Biographical Area	CCOSA Members (N = 142)	OEA Members (N = 64)	CCOSA/OEA Members (N = 121)	TOTAL Members (N = 327)
Years of Administrative Exp.	$\bar{X}$ = 13.72 yrs. s = 6.59	$\bar{X}$ = 10.62 yrs. s = 7.15	$\bar{X}$ = 11.17 yrs. s = 6.13	$\bar{X}$ = 12.17 yrs. s = 7.74
School Size (ADA)	$\bar{X}$ = 1,154 s = 295	$\bar{X}$ = 564 s = 205	$\bar{X}$ = 824 s = 185	$\bar{X}$ = 916 s = 203
Number of Teachers	$\bar{X}$ = 64.3 s = 19.2	$\bar{X}$ = 26.9 s = 20.7	$\bar{X}$ = 46.6 s = 19.8	$\bar{X}$ = 50.4 s = 21.5
Per Capita Expenditure	$\bar{X}$ = $1,177 s = 170	$\bar{X}$ = $975 s = 206	$\bar{X}$ = $1,209 s = 187	$\bar{X}$ = $1,149 s = 217
Involved in Teacher Negotiations	Yes = 107 No = 34 ? = 1	Yes = 4 No = 57 ? = 3	Yes = 25 No = 94 ? = 2	Yes = 136 No = 185 ? = 6
Totals	142	64	121	327

CCOSA members had the greatest amount of administrative experience while the OEA members had the least amount of administrative experience.

Results of Testing Null Hypothesis Number One

The first null hypothesis was as follows:

Ho_1 There are no significant differences between the amount of administrative experience, student enrollments, number of teachers, per capita expenditures, or teacher negotiations of superintendents who are CCOSA members and superintendents who are OEA members but not CCOSA members.

The first general hypothesis was tested by comparing the biographical statistics of superintendents who were CCOSA members with superintendents who were members of the OEA. Five comparisons were made in order to test the first general null hypothesis.

First, a student's t-test was used to compare the two groups' data concerning years of administrative experience, school size, number of teachers, and per capita expenditure. A chi square was used to compare the numbers of those who were involved in teacher negotiations. The results of these comparisons are presented in Table 2.

The results presented in Table 2 show that there were significant differences between the two groups' biographical data in all areas considered. CCOSA members had over three years more experience than OEA members which was significant beyond the .01 level ($t=2.950$).

TABLE 2

A COMPARISON OF THE CCOSA MEMBERS' AND OEA MEMBERS' BIOGRAPHICAL DATA FROM FIVE AREAS

Biographical Area	CCOSA Members (N - 142)	OEA Members (N = 64)	Statistical Results	Significance Level
Years of Administrative Experience	$\bar{X}$ = 13.72 yrs. s = 6.59	$\bar{X}$ = 10.62 yrs. s = 7.15	t = 2.950	< .01
School Size (ADA)	$\bar{X}$ = 1,154 s = 295	$\bar{X}$ = 564 s = 205	t = 16.587	< .001
Number of Teachers	$\bar{X}$ = 64.3 s = 19.2	$\bar{X}$ = 26.9 s = 20.7	t = 12.270	< .001
Per Capita Expenditure	$\bar{X}$ = $1,177 s = $ 170	$\bar{X}$ = $976 s = $206	t = 6.854	< .001
Involved in Teacher Negotiations	Yes = 107 No = 34	Yes = 4 No = 57	X^2 = 85.55	< .001

CCOSA members reported student enrollments which were more than twice the enrollments reported by the OEA members. Differences between the two groups' ADA figures were significant ($t=16.587$; $df=204$; $p < .001$).

CCOSA members also employed significantly more teachers than OEA members. Again, the number employed by CCOSA members was more than twice the number employed by OEA superintendents ($t=12.270$; $df=204$; $p < .001$).

Superintendents who were CCOSA members spent significantly more money per child than superintendents who were OEA members ($t=6.854$; $df=204$; $p < .01$).

Differences between the numbers of superintendents in each group who were involved in some form of teacher negotiations were dramatic. One hundred seven (75%) of the CCOSA members were involved in some form of teacher negotiations, while only four (11%) of the OEA members were involved in teacher negotiations. A chi square comparison of the two groups' frequencies was significant beyond the .001 level ($X^2=85.55$; $df=1$; $p < .001$).

Comparisons of the two groups' biographical data may be summarized by saying that CCOSA members (1) had significantly more administrative experience than OEA members, (2) had significantly more students than OEA members, (3) had significantly more teachers than OEA members, (4) had a significantly higher per capita expenditure than OEA members, and (5) were significantly more involved in teacher negotia-

tions than OEA members. These results allowed the researcher to reject the first null hypothesis.

A Comparison of the Agreement/Disagreement Ratings Made of Each Questionnaire Item

The three groups of participants made agreement/disagreement ratings on the fourteen questionnaire items. The mean rating indexes computed for each group on each item are presented in Table 3.

The data presented in Table 3 show that in general the CCOSA members made higher ratings on the fourteen items than the OEA members and the CCOSA/OEA members. CCOSA members were in strongest agreement with the following five statements in descending order:

1. Attempt to solve administrative problems.
2. Loss of influence within the OEA.
3. Response to anti-administration position taken by OEA leadership.
4. NEA/OEA unification.
5. Increase in teacher negotiations.

The five statements with which the OEA members were in strongest agreement in descending order were as follows:

1. Increase in teacher negotiations.
2. Increasing teacher militancy.
3. Loss of influence within the OEA.
4. NEA/OEA unification.
5. Commitment to the goals and purposes of CCOSA.

TABLE 3

MEAN RATING INDEXES COMPUTED FOR THE THREE GROUPS AND TOTAL POPULATION ON THE FOURTEEN QUESTIONNAIRE ITEMS

	Questionnaire Items	CCOSA Members	OEA Members	CCOSA/OEA Members	TOTAL Population
1.	Loss of influence within the OEA	4.91	3.95	4.26	4.72
2.	Increase in professional negotiations	4.82	4.01	4.29	4.31
3.	Attempt to solve administrative problems	4.94	3.77	4.15	4.81
4.	NEA/OEA unification	4.84	3.92	4.04	4.68
5.	Response to anti-administration position taken by OEA leadership	4.87	3.61	4.29	4.51
6.	Increasing teacher militancy	4.73	3.97	4.24	4.22
7.	Protection from teachers' organizations	4.58	3.15	4.26	3.79
8.	Social and economic benefits of CCOSA	4.13	3.62	3.28	3.15
9.	Commitment to the goals and purposes of CCOSA	4.61	3.80	3.75	4.14
10.	Additional educational leadership	4.52	3.74	3.98	3.54
11.	Training offered by CCOSA	4.22	3.68	4.02	4.15
12.	Other administrators' expectations	2.51	1.64	2.92	2.74
13.	Other states' expectations and leadership	3.10	2.55	3.20	2.87
14.	More advancement, better jobs, and more job security	4.70	3.84	4.37	3.94

The five statements with which the CCOSA/OEA members were in strongest agreement in descending order were as follows:

1. More advancement, better jobs, and more job security.
2. Increase in teacher negotiations.
3. Response to anti-administration position taken by OEA leadership.
4. Loss of influence within the OEA.
5. Protection from teacher organizations.

The five questionnaire statements with which the total group of participants were in strongest agreement in descending order were as follows:

1. Attempt to solve administrative problems.
2. Loss of influence within the OEA.
3. NEA/OEA unification.
4. Response to anti-administration position taken by the OEA leadership.
5. Increase in teacher negotiations.

A comparison of the three groups' and total group's ratings on the fourteen questionnaire items shows very little agreement. The only statements on which there was general agreement were (1) loss of influence within the OEA and (2) increase in teacher negotiations.

Results of Testing Null Hypothesis Number Two

The second null hypothesis was as follows:

Ho_2 There are no statistically significant differences between the CCOSA members' agreement/disagreement ratings and the OEA members' agreement/disagreement ratings taken from the Administrators' Survey Questionnaire.

The second general null hypothesis was tested by comparing the mean ratings made by the CCOSA member administrators with the mean ratings made by the OEA member administrators on the fourteen questionnaire items. A student's t-test was used to make the individual comparisons. The mean ratings made by the two groups and the results of the fourteen comparisons are presented in Table 4.

The results presented in Table 4 show that there was a significant difference between the agreement/disagreement ratings made by the CCOSA and OEA members on eleven (N=11) of the fourteen questionnaire items. The area of greatest disagreement was between the two groups' ratings of item seven, "protection from teacher organizations." CCOSA members gave this reason a much higher rating than OEA members ($t=7.13$; $df=204$; $p < .001$). Areas showing significant differences between the two groups' ratings in descending order were as follows:

1. Protection from teachers' organizations.
2. Response to anti-administration position taken by OEA leadership.

TABLE 4

A COMPARISON OF THE CCOSA MEMBERS' AND OEA MEMBERS' AGREEMENT/ DISAGREEMENT RATINGS ON THE FOURTEEN QUESTIONNAIRE ITEMS

	Questionnaire Items	CCOSA Members	OEA Members	Calculated t-value	Significance Level
1.	Loss of influence within the OEA	4.91	3.95	3.22	< .01
2.	Increase in teacher negotiations	4.82	4.01	2.04	< .05
3.	Attempt to solve administrative problems	4.94	3.77	5.14	< .001
4.	NEA/OEA unification	4.84	3.92	3.10	< .01
5.	Response to anti-administration position taken by OEA leadership	4.87	3.61	6.23	< .001
6.	Increasing teacher militancy	4.73	3.97	2.17	< .05
7.	Protection from teachers' organizations	4.58	3.15	7.13	< .001
8.	Social and economic benefits offered by CCOSA	4.13	3.62	1.13	> .05
9.	Commitment to the goals and purposes of CCOSA	4.61	3.80	2.27	< .05
10.	Additional educational leadership	4.52	3.74	2.35	.01
11.	Training offered by CCOSA	4.22	3.68	1.45	> .05
12.	Other administrators' expectations	2.51	1.64	2.65	< .01
13.	Other states' expectations and leadership	3.10	2.55	1.29	> .05
14.	More advancement, better jobs, and more job security	4.70	3.84	2.71	< .01

3. Attempt to solve administrative problems.

4. Loss of influence within the OEA.

5. NEA/OEA unification.

6. Other administrators' expectations.

7. More advancement, better jobs, and more job security.

8. Commitment to the goals and purposes of CCOSA.

9. Additional educational leadership.

10. Increasing teacher militancy.

11. Increase in professional negotiations.

The three areas showing no significant differences between the CCOSA members' and OEA members' ratings in descending order were as follows:

1. Other states' expectations and leadership.

2. Administrative training offered by CCOSA.

3. Social and economic benefits offered by CCOSA.

The results of comparing the CCOSA members' ratings of the questionnaire items with the OEA members' ratings showed that the present CCOSA members joined the parent organization primarily because they felt they needed some protection against the increasing strength and militancy of teachers' organizations and they felt that they needed to form an organization which could offer professional training, job opportunities, and assistance in solving administrative problems.

While the OEA member superintendents were in general agreement with the CCOSA member superintendents, they were not so strongly in favor of joining the CCOSA as a protective organization. They were more in favor of joining CCOSA for the professional training, job opportunities, and job security.

Determining the Relationships Among the Participants' Biographical Data and Rating Indexes

The final part of the data analysis was to determine the relationships among the participants' biographical data and their agreement/disagreement ratings of the fourteen questionnaire areas. These correlation coefficients were needed to test the third general null hypothesis. A Pearson product-moment correlation technique was used to generate the coefficients shown in Table 5.

The primary purpose of the data presented in Table 5 was to show which biographic variables and/or questionnaire items were most related to membership in the CCOSA and OEA organizations. The data presented in Table 5 represent the intercorrelations among the six demographic variables and their relationship to the fourteen questionnaire items and a composite rating from the questionnaire statements. The intercorrelation matrix of the fourteen questionnaire items is not presented since it was not related to the results of the study.

TABLE 5

MATRIX OF CORRELATION COEFFICIENTS COMPUTED BETWEEN THE PARTICIPANTS' BIOGRAPHICAL DATA AND THEIR AGREEMENT/DISAGREEMENT RATINGS OF QUESTIONNAIRE ITEMS

	ADA	No. Tchrs.	$ Per Capita	Org.	Tchr. Neg.?	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	#14	Comp.
# yrs. exp.	.744	.691	.331	-.713	-.844	.652	.673	.850	.713	.644	.579	.610	.625	.614	.507	.525	.315	.421	.378	.592
ADA		.853	-.173	-.752	-.851	.702	.629	.718	.704	.573	.407	.705	.452	.561	.510	.446	.561	.269	.296	.256
No. Teachers			-.225	-.694	-.809	.811	.704	.651	.815	.718	.526	.525	.873	.416	.525	.375	.407	.207	.376	.165
$ Per Capita				-.573	-.517	.716	.813	.714	.720	.518	.416	.513	.517	.715	.407	.518	.417	.118	.317	.244
Org. Membership					.843	-.852	-.713	-.609	-.944	-.817	-.688	-.703	-.715	-.705	-.413	-.594	-.602	-.307	-.295	-.387
Tchr. Negotiations?						-.873	-.704	-.812	-.904	-.653	-.820	-.617	-.407	-.307	-.522	-.416	-.627	-.296	-.322	-.410

A Pearson product-moment correlation technique was used to develop the correlation matrix of Table 5. All coefficients exceeding r = 0.700 were considered to be significant beyond the .05 level. All coefficients exceeding r = 0.850 were significant beyond the .01 level, and coefficients exceeding r = 0.950 were significant beyond the .001 level. There were 204 degrees of freedom associated with each correlation coefficient.

Results of Testing Null Hypothesis Number Three

The third null hypothesis was as follows:

Ho_3 There are no statistically significant relationships between the participants' biographical data and their agreement/disagreement ratings of the fourteen items from the Administrator's Survey Questionnaire.

In order to test the third general null hypothesis, data from the correlation matrix shown in Table 5 were used to identify biographical information and questionnaire items which were related to organizational membership. A discriminant function analysis was used to identify the significant relationships and establish the variables most related to organizational membership. The results of the discriminant function analysis are presented in Table 6.

The data presented in Table 6 represent biographical factors and questionnaire items which were related to membership in the CCOSA and OEA organizations. The discriminant function analysis identified four biographic areas which are indicative of CCOSA and OEA membership: (1) years of administrative experience; (2) student enrollment; (3) number of teachers; and (4) involvement in teacher negotiations.

Reasons for joining CCOSA varied between the CCOSA and OEA members, but both agreed that (1) loss of influence within the OEA, (2) increase in teacher negotiations, (3) NEA/OEA unification, and (4) commitment to the goals and purposes espoused by CCOSA were good reasons for joining the

TABLE 6

BIOGRAPHICAL FACTORS AND QUESTIONNAIRE RESPONSES IDENTIFIED AS BEING RELATED TO ORGANIZATIONAL MEMBERSHIP

	Biographic Data Areas	Questionnaire Item Areas
FACTORS RELATED TO CCOSA MEMBER-SHIP	1. Yrs. of administrative experience; 13-15 yrs. 2. Enrollment (ADA); 1,175-2,000 students 3. Number of teachers, 55-100 teachers 4. Involved in teacher negotiations; Yes	1. Loss of influence within the OEA 2. Increase in teacher negotiations 3. NEA/OEA unification 4. Response to anti-administration position taken by OEA leader-ship 5. Protection from teacher organiza-tions 6. Social and economic benefits offered by CCOSA 7. Commitment to the goals and purposes of CCOSA
FACTORS RELATED TO OEA MEMBER-SHIP	1. Yrs. of administrative experience; 5-7 yrs. 2. Enrollment (ADA); 300-750 students 3. Number of teachers; 12-35 teachers 4. Involved in teacher negotiations; No	1. Increase in teacher negotiations 2. Increasing teacher militancy 3. Loss of influence within the OEA 4. NEA/OEA unification 5. More advancement, better jobs, and more job security 6. Commitment to the goals and pur-poses of CCOSA 7. Attempt to solve administrative problems 8. Additional educational leadership

CCOSA organization. The results presented in Tables 5 and 6 allowed the researcher to reject the third null hypothesis.

Summary of Results

The results of testing the three general null hypotheses may be summarized as follows:

Superintendents who were CCOSA members had significantly more administrative experience, significantly larger student enrollments, significantly more faculty members, spent significantly more money per student, and were involved in teacher negotiations significantly more often than superintendents who were OEA members and not CCOSA members.

Superintendents who were CCOSA members were significantly more in agreement with the reasons for joining CCOSA than OEA members, especially those reasons which were oriented toward meeting the challenge of teacher organizations and teacher militancy. OEA members were more in agreement with the educational benefits, job security, and training offered by CCOSA than with the anti-OEA statements.

The biographical factors most related to CCOSA membership were years of administrative experience, numbers of students and teachers, and involvement with teacher negotiations. Reasons given most often for joining CCOSA were protection from teacher organizations, increasing teacher militancy, and loss of leadership within the OEA.

Chapter V contains a summary of the study, several conclusions which are drawn from the results, and implications for further research.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to determine the relationships among selected biographical and situational factors and membership in the Cooperative Council of School Administrators (CCOSA). More precisely, the study was an attempt to determine relationships between situational variables and CCOSA membership, differences among CCOSA members' ratings of reasons for joining the organization, and differences between CCOSA members' and nonmembers' ratings of the reasons for becoming CCOSA members.

In conducting the study, 361 superintendents from Oklahoma's public school systems served as subjects to determine possible reasons for their having formed and supported the CCOSA organization, a council composed primarily by and for school administrators. Participants responded to an Administrators' Survey Questionnaire which was composed of fourteen selected reasons which had been cited for forming the organization and selected biographical information which had been related to CCOSA membership in the past. Participants made agreement/disagreement ratings of the fourteen

items contained on the questionnaire. A one-way analysis of variance testing statistic was used to compare the CCOSA members' (N=142) ratings with the OEA members' (N=64) ratings, and those who were members of both organizations (N=121).

Findings

Hypothesis number one was stated as follows:

Ho_1 There are no significant differences between the amount of administrative experience, student enrollments, number of teachers, per capita expenditures, or teacher negotiations of superintendents who are CCOSA members and superintendents who are OEA members but not CCOSA members.

In testing the hypothesis, the statistical analysis showed there was a statistically significant relationship above the .05 level for all of the five factors tested. Superintendents who were CCOSA members had significantly more administrative experience, significantly larger student enrollments, significantly more faculty members, spent significantly more money per student, and were involved in teacher negotiations significantly more often than superintendents who were OEA members and not CCOSA members.

The hypothesis was rejected.

Hypothesis number two was stated as follows:

Ho_2 There are no statistically significant differences between the CCOSA members' agreement/disagreement ratings and the OEA members' agreement/disagreement ratings taken from the Administrators' Survey Questionnaire.

In testing the hypothesis, the statistical analysis showed there was a statistically significant relationship above the .05 level. Superintendents who were CCOSA members were significantly more in agreement with the reasons for joining CCOSA than OEA members, especially those reasons which were oriented toward meeting the challenge of teacher organizations and teacher militancy. OEA members were more in agreement with the educational benefits, job security, and training offered by CCOSA than with the anti-teacher statements.

The hypothesis was rejected.

The third hypothesis was stated as follows:

Ho_3 There are no statistically significant relationships between the participants' biographical data and their agreement/disagreement ratings of the fourteen items from the Administrators' Survey Questionnaire.

In testing the hypothesis, the statistical analysis showed there was a significant relationship above the .05 level. The biographical factors most related to CCOSA membership were years of administrative experience, numbers of students and teachers, and involvement with teacher negotiations. Reasons given most often for joining CCOSA were protection from teacher organizations, increasing teacher militancy, and the administrators' loss of leadership within the OEA.

The hypothesis was rejected.

Conclusions

1. Dissatisfaction with the representation of and influence in the Oklahoma Education Association led administrators to form an autonomous professional association.

2. Superintendents joining the new organization were from larger school systems than those who did not join.

3. Superintendents joining the new organization had more experience than those who did not join.

4. Superintendents joining the new organization were from school systems that spent more money per pupil than those who did not join.

5. Superintendents joining the new organization were from school systems more heavily involved in collective negotiations than those who did not join.

6. Superintendents did not join the new organization because of perceived professional and economic benefits offered by the new organization.

Recommendations

1. The appeal of professional organizations in education which have membership welfare and fringe benefits as their major concern seems to have declined in Oklahoma in recent years. This seems to have resulted from their movement toward union-like tactics to achieve their rather narrow aims. A study designed to investigate these changes in professional organizations in Oklahoma and their impact on

the attitude of members would be appropriate.

2. It seems clear that there is significant difference between the responsibilities of administrators and teachers and that each group will find its best professional interests served through separate and autonomous organizations. Nevertheless, it is recommended that efforts be made to identify areas of mutual concern so that teacher and administrator organizations can cooperate where possible to achieve political goals related to the general interests of public education.

3. It is recommended that all educational organizations provide leadership that will contribute to an atmosphere that promotes the broad concerns of the education profession. Mutual benefit organizations must provide fringe benefits which enhance the needs of their respective memberships. However, professional educators, both administrators and teachers, are not likely to respond with total commitment and enthusiasm to organizations whose goals are narrowly and exclusively focused on nothing more than perquisites and welfare.

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APPENDIX A

COOPERATIVE COUNCIL OF OKLAHOMA SCHOOL ADMINISTRATORS (CCOSA)

ADMINISTRATORS' SURVEY QUESTIONNAIRE

(1) Administrative Experience: Years____ Months____

(2) School Size: (ADA) _____

(3) Number of Certified Teachers (1975-76: _____

(4) Per Pupil Expenditure (1975-76) _____

(5) I Am Currently a Member of: ____CCOSA ____OEA ___Both ____Neither

(6) Has Your School System Established a Process for Teacher Negotiations? YES___ NO___

(7) If Yes, List the School Year You Started Teacher Negotiations. _____

Directions: The CCOSA is attempting to determine what influences educators as they consider joining the CCOSA organization. You can make an important contribution to this effort by completing and returning this questionnaire as soon as possible. Complete the information section above. Then, using the letter codes provided, circle the rating point which most nearly reflects your feelings concerning the factors which would be most influential in causing you to join the CCOSA organization. Be sure to circle one rating point on the continuum after each statement.

SA = Strongly Agree
A = Agree
N = Not Sure
D = Disagree
SD = Strongly Disagree

1. School administrators should join CCOSA because of the decline of administrators' influence within the OEA Organization . . . . SA A N D SD

2. School administrators should join CCOSA because of teachers and administrators becoming more and more involved in professional negotiations . . . . . SA A N D SD

3. School administrators should join CCOSA in order to belong to an organization which is oriented toward the unique problems of an administrator . . . . . SA A N D SD

4. School administrators should join CCOSA because of the NEA/OEA unification . . . . . SA A N D SD

5. School administrators should join CCOSA because of the anti-administration position taken by the OEA leadership concerning professional negotiations . . . . . SA A N D SD

6. School administrators should join CCOSA because of increasing teacher militancy . . . SA A N D SD

7. School administrators should join CCOSA so they can get protection from local, state, and national teachers' organizations . . . . SA A N D SD

8. School administrators should join CCOSA because of social and economic benefits offered by the organization . . . . . SA A N D SD

9. School administrators should join CCOSA because of commitment to the purposes and goals espoused by CCOSA . . . . . SA A N D SD

10. School administrators should join CCOSA because educational leadership is not available through any other organization . . . SA A N D SD

11. School administrators should join CCOSA because of the additional training the organization offers in different administrative areas . . . . . SA A N D SD

12. School administrators should join CCOSA because other administrators expect them to do so . . . . . SA A N D SD

13. School administrators should join CCOSA because school administrators in other states are forming similar organizations . . . SA A N D SD

14. School administrators should join CCOSA because it will contribute to better job opportunities, more advancement and more job security . . . . . SA A N D SD

15. Other (Specify) _____
_____ . . . SA A N D SD

APPENDIX B

LETTER TO SUPERINTENDENTS

Dear Superintendent:

I realize you are extremely busy, but you can provide valuable information and assistance in determining the future direction of the Cooperative Council of Oklahoma School Administrators (CCOSA). As a fellow administrator (Elk City Public Schools) and Past President of the Oklahoma Association of School Administrators (OASA), I am asking you to take two or three minutes and complete the enclosed questionnaire. Your response is vital to our survey, so return the questionnaire as soon as possible.

Respectfully submitted,

Jerry Doyle

APPENDIX C

FOLLOW-UP POSTCARD

Dear Superintendent:

About 10 days ago you received a questionnaire from me pertaining to the CCOSA organization. If you have not already completed the questionnaire and returned it to me, please do so as soon as possible because it is important to my research.

Jerry Doyle
222 W. Broadway
Elk City, Okla. 73644