

1976

Relationships between selected teacher characteristics and tendencies toward collective action

Richard Stephen. Sternberg
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RELATIONSHIPS BETWEEN SELECTED TEACHER
CHARACTERISTICS AND TENDENCIES TOWARD
COLLECTIVE ACTION.

The College of William and Mary in Virginia,
Ed.D., 1976
Education, administration

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RELATIONSHIPS BETWEEN SELECTED TEACHER
CHARACTERISTICS AND TENDENCIES
TOWARD COLLECTIVE ACTION

A Dissertation
Presented to the
Faculty of the School of Education
College of William and Mary in Virginia

In Partial Fulfillment
Of the Requirements for the Degree
Doctor of Education

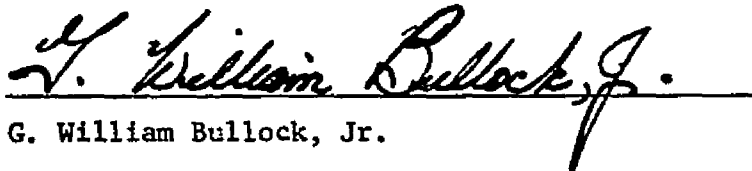
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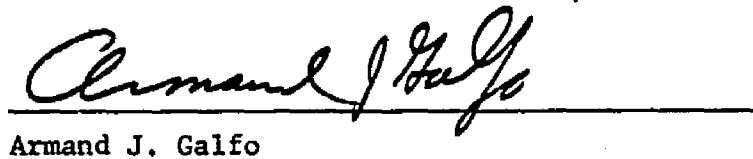
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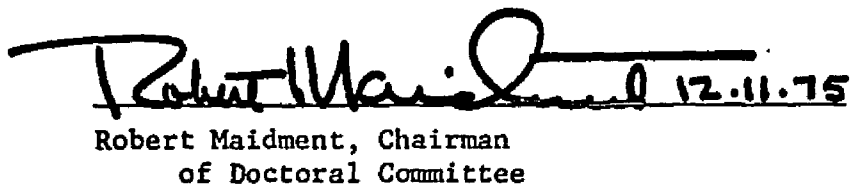
This dissertation is submitted in partial fulfillment of
the requirements for the degree of
Doctor of Education

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Approved December 1975


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DEDICATION

JEAN SHALAND 1897-1974

ACKNOWLEDGMENTS

The author of this dissertation expresses sincere gratitude to Professor Robert Maidment, who has consistently and effectively guided this student's development, specifically in the dissertation effort, and generally throughout the doctoral program. Professors William Bullock and Armand Galfo, and Associate Dean Robert Jones have afforded this writer many constructive hours, which have contributed significantly to his efforts at the College of William and Mary and deserve sincere appreciation.

Additionally, Professor Cynthia Null, Department of Psychology; Professor David Finifter, Department of Economics; and Professor Ronald Brown, School of Law, afforded this dissertation a considerable amount of their valuable time.

A special expression of thanks is due Professor Royce Chesser and Dr. Robert Beebe. Both of these gentlemen have inspired the accomplishments and encouraged the persistence of this writer.

Finally, and most importantly, I wish to acknowledge that this dissertation effort has benefited from the loving support and voluntary sacrifices of my wife, Christine, and my children, Kimberly and Keith.

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RELATIONSHIPS BETWEEN SELECTED TEACHER
CHARACTERISTICS AND TENDENCIES
TOWARD COLLECTIVE ACTION

Chapter 1

INTRODUCTION

In the past decade many public school teachers have demanded greater participation in certain decision-making processes from which they might have been formerly excluded. More importantly, teacher behavior patterns have moved in concert with these expressions. The desire for greater involvement in policy making has prompted teachers to adopt tactics traditionally employed by labor organizations.¹

Not uncommon since 1960 are extensive campaigns to attain collective bargaining rights for professional educators, most notably public school teachers. The 1960s also witnessed a series of illegal teacher strikes nationally; but more recently the utilization of such sanctions against school boards, by comparison to the number of negotiated agreements, has sharply decreased.² This factor is often overlooked by critics of public sector negotiations.

Opportunities to contract mutually for rights and responsibilities have been extended to a continually greater number of teachers

¹T. M. Stinnett, Turmoil in Teaching (New York: Macmillan Co., 1968).

²U.S., Department of Labor, Bureau of Labor Statistics, "1974 Handbook of Labor Statistics--No. 1825" (Washington: Government Printing Office, 1975).

across the nation.³ These collective action practices may reflect vocational objectives and priorities of teachers. Interestingly, such patterns and their related motives and characteristics may well differ from region to region, or even from state to state. This investigation focuses upon teacher attitudes in regard to collective negotiations, strikes, and other sanctions being employed by Tidewater, Virginia, teachers, who among themselves offer a diversity of demographic characteristics.

BACKGROUND OF THE ISSUE

In 1960, twenty-five years after the passage of the Wagner Act, which afforded private sector employees the right to bargain collectively, public employees were yet without such privileges. However, during the subsequent fifteen years, public employees have alerted their jurisdictions to professional/vocational needs and desires. Such awakenings have often been rude and unexpected, often creating disturbances formerly deemed as unprofessional.

Wollett and Chanin, in their appraisal of this transition, state that:

Any movement to convert the relationship between teachers and boards of education from collective begging or organized supplication to collective negotiations was effectively blunted for many years by a multiplicity of legal and practical problems. Teacher apathy and timidity were inhibiting factors. Collective bargaining, trade-union style, was thought to be unprofessional and undignified. The myth that school boards, superintendents,

³ Donald Wollett and Robert Chanin, The Law and Practice of Teacher Negotiations (Washington, D.C.: Bureau of Natural Affairs, 1974), pp. iii, 1:18.

principals and teachers share a common bond--the desire to serve children--which unifies them in a single-minded enterprise manned by a work force whose ethic is punctuality, obedience, dedication, and self-sacrifice was a powerful opiate.⁴

In some localities such traditional sentiments regarding the role of the school teacher still exist.

An Evolution of Attitudes

Regarding the pivotal turning point of societal awareness, Wildman stated:

The most significant single development in the [teacher collective action movement] . . . has been the successful organization of New York City teachers by the United Federation of Teachers, an American Federation of Teachers (AFT) affiliate, and the subsequent contract bargaining which began early in 1962.⁵

Wildman's point is well taken for it reflects on the first occasion when a large metropolitan school system contracted formally through collective negotiations with teachers. Second, and of significance in 1962, was Executive Order Number 10988, promulgated by President Kennedy, which granted collective negotiation rights to Federal employees.

These two occurrences have produced reverberations since inception in public employee life. In the case of the former, the American Federation of Teachers (AFT) had successfully challenged the more staid atmosphere which for so long pervaded the National Education Association (NEA).

Although a majority of the organized teachers of the nation

⁴Ibid., p. 1:7.

⁵Wesley A. Wildman, "Collective Action by Public School Teachers," Administrator's Notebook, XI, 6 (February 1963), 3.

remain members of the NEA, the AFT, an AFL-CIO (American Federation of Labor and Congress of Industrial Organizations) affiliate, has developed into a powerful voice of urban teacher needs and wants. AFT strength is perhaps most apparent in the most recent behavior patterns of NEA members, whose actions now more closely resemble their AFT colleagues.⁶

Executive Order Number 10988 was an especially important directive for teachers as it finally suggested officially that public employees should receive the benefits that were afforded private sector employees through enactment of the National Labor Relations Act of 1935. Since promulgation of the Order,⁷ thirty states have established collective negotiation statutes for their public school teachers as seen in Table 1.⁸

Attitudes in Virginia

Unlike these states, many of which are more industrialized, Virginia has moved very slowly in the area of collective employee rights in the private sector, and the state remains a "right to work" state.⁹ Such jurisdictions disallow agreements which require union membership to remain employed, such as in jurisdictions which have

⁶See Virginia Education Association, Virginia Journal of Education, October 1974, p. 11; and J. Douglas Muir, "The Strike as a Professional Sanction: The Changing Attitude of the National Education Association," Labor Law Journal, 19 (October 1968), 625.

⁷Executive Order Number 10988 has been superseded by Executive Order Number 11491 (President Nixon, 1969); similar limitations on the scope of negotiations remain.

⁸Wollett and Chanin, op. cit., pp. 1001-1132.

⁹Ibid., pp. 3:96-3:97.

Table 1

States which Have Established Collective
Negotiation Legislation for Public
School Teachers

States	
Alaska	Nebraska
California	Nevada
Connecticut	New Hampshire
Delaware	New Jersey
Florida	New York
Hawaii	North Dakota
Idaho	Oklahoma
Indiana	Oregon
Kansas	Pennsylvania
Maine	Rhode Island
Maryland	South Dakota
Massachusetts	Texas
Michigan	Vermont
Minnesota	Washington
Montana	Wisconsin

approved the "union shop" concept.¹⁰

This more traditional labor atmosphere may have influenced public sector employees in Virginia who by comparison to colleagues in several other localities have, recently, begun to demand collective action privileges. Currently, in Virginia, public employee collective bargaining remains controversial. The state appears to be at the crossroads of the issue, and the struggle for direction and guidelines continues to be a significant legislative matter.

Since 1970, in Virginia, negotiation agreements have existed in the absence of authorizing statutes. School divisions in nine localities currently have adopted such contracts with their faculties. See Figure 1 depicting in chronological order, since 1970, master-type contracts which have been signed in the Virginia school divisions of Alexandria, Arlington, Fairfax County, Prince William County, Newport News, Falls Church, Charlottesville, and Virginia Beach. School officials at Marine Base, Quantico, Virginia, negotiate under Federal Executive Order because of the nature of its military domain. At present, it appears that teachers in Norfolk and in Hampton will have similar contracts before the end of the year. Although master-type contracts do not exist in King George County, Page County, Powhatan County, Frederick County, and Bath County, the school boards of these localities and their teachers operate under agreements which include plans and procedures by which these groups "meet and confer."¹¹

¹⁰Ibid.

¹¹See text, p. 12.

Legend:

● Master-type Contracts

- Arlington
- Alexandria
- Charlottesville
- Falls Church
- Fairfax
- Newport News
- Prince William County
- Quantico (federal guidelines)
- Virginia Beach

+ Procedural Agreements

- King George County
- Page County
- Powhatan County
- Frederick County
- Bath County



Figure 1

Master-type Contracts and Procedural Agreements

The Commonwealth's Legal
Interpretation

In lieu of authorizing statutes, Attorney General Andrew P. Miller has written legal opinions to offer some guidelines to school officials. The following is a concise and objective condensation of the guidelines:

- . . . 1. A recognition agreement can be entered into by a school board.
2. The board should retain the right to make the final decision.
3. Membership in the association could not be required as a condition of employment.
4. Discussions under the agreement would be subject to the Virginia freedom of information act.
5. The right of others to be heard cannot be precluded.
6. There is no authority to preclude the submission of a disputed issue to mediation or arbitration but the board should retain the authority to make the final decision.
7. It is immaterial whether or not a "No Strike Provision" is included in the agreement. Section 40-65 of the code of Virginia prohibits strikes by public employees and would be applicable whether or not this provision were contained in the contract.
8. Principals and supervisors can be included under the contract.¹²

The Virginia General Assembly has consistently delayed passage of bills which afford public employees the right to bargain collectively. However, an acknowledgment of the desires of public employees to communicate their vocational and personal needs has been expressed in the form of resolutions:

. . . it is the sense of the General Assembly of Virginia that each school board in the Commonwealth be encouraged to devise a means of seeking and receiving the benefit of the practical

¹²Division of Professional Negotiations, Virginia Education Association, "No. 1011-A," May 14, 1975. [Reproduction.]

experience of its teachers with respect to the educational programs of such boards, with the view toward broadening the impact of such programs, in order that the educational process be improved to attain the high quality standards required in the Constitution.¹³

. . . it is the sense of the General Assembly of Virginia that the public policy require every public employer to promulgate and implement such rules or policies as will provide to its employees an opportunity to contribute to the development of policies which directly or indirectly affect the working conditions of the employees.¹⁴

On February 5, 1975, the latest public employee collective bargaining bill was not passed. Lacking affirmative legislation, and in light of recent unfavorable legal interpretations by Attorney General Miller, school divisions and teacher organizations continue to operate in an atmosphere of uncertainty relative to professional rights and privileges.¹⁵ The Virginia Education Association (VEA) has estimated that school year 1975-1976 will show 30 percent of the teachers in the state to be covered by nonbinding bargaining agreements, and a Ford Foundation consultant recently has warned the Norfolk City Council that: ". . . collective bargaining is coming and cities should begin to prepare to deal with it effectively."¹⁶

¹³Senate Joint Resolution Number 72, Virginia General Assembly (March 1, 1972), Acts of Assembly: Virginia Regular Session 1972, p. 1645.

¹⁴House Joint Resolution Number 208, Virginia General Assembly (January 18, 1973), Acts of Assembly: Virginia Regular Session 1973, p. 1290.

¹⁵Virginia Education Association, Virginia Journal of Education, December 1974, p. 8.

¹⁶Virginia Education Association, Virginia Journal of Education, October 1974, p. 11.

STUDY AND ITS PURPOSE

The purpose of the present study was to examine teacher attitudes toward collective action, including collective bargaining, and the utilization of strikes and other sanctions, in relation to nine class or status differences: age, level of educational background, level of teaching (secondary-elementary), marital status, membership in the NEA or the AFT, race, sex, undergraduate major field of study, and years of teaching experience. Few people have carefully studied the relationships which may exist between teacher attitudes toward collective action and these potentially operant demographic characteristics. Such a study is important to state legislators, school boards, their administrators, and their teachers, since collective negotiations among public employees is increasingly confronting management, especially in Virginia.

DEFINITION OF TERMS

The following terms will be used frequently throughout the report. The specific definitions are provided to help the reader properly evaluate the research and its implications.

Collective Bargaining

As used in this study, collective bargaining represented:

The performance of the mutual obligation of the employer and the representatives of the employees to meet at reasonable times and confer in good faith with respect to wages, hours, and other terms and conditions of employment, or the negotiation of any agreement, or any question arising thereunder, and the execution of a written contract incorporating any agreement reached, if

requested by either party, but such obligation does not compel either party to agree to a proposal or require the making of a concession.¹⁷

Collective Negotiation

As used in this report, collective negotiation was considered:

A set of procedures to provide an orderly method for teachers associations and school boards through professional channels to negotiate on matters of common concern, to reach mutually satisfactory agreement on these matters, and to establish educational channels for mediation and appeal in the event of impasse.¹⁸

Meet and Confer

As used in this study, the "meet and confer" phrase was considered to be a formalized process whereby an exchange of ideas occurs rather than bargaining with, or extracting from, the other side.

Sanctions

As used in the study, sanctions were considered as:
". . . coercive acts of various kinds, varying in intensity from verbal warning to withholding of services. Sanctions of all types

¹⁷Labor Management Relations Act [Taft-Hartley Act], section 8(d) (1947), United States Statutes at Large, Vol. 61, Pt. 1, p. 142.

¹⁸School Law Series, Research Report, 1965-R3, "Professional Negotiations with School Boards, A Legal Analysis and Review" (Washington, D. C.: Research Division, National Education Association, 1965), p. 15.

are used to gain concessions from the employer."¹⁹

Strike

As used in the study, strike was: ". . . a severe form of sanction involving concerted work stoppage by employees."²⁰

Collective Action

This term as used in this investigation was defined as a combination of collective strategies including negotiations, strikes, and other sanctions.

THEORETICAL BASE

The present study was a partial replication and extension of certain studies researching factors related to collective action outside the state of Virginia. The purpose of the investigation was to determine which, if any, of the nine demographic characteristics are related to attitudes supportive of collective action.

Towers²¹ surveyed teacher attitudes toward four forms of

¹⁹Patrick W. Carlton, The Attitudes of Certified Instructional Personnel toward Professional Negotiation and "Sanctions" (Eugene, Oregon: Center for Advanced Study of Educational Administration, University of Oregon, 1967), p. 213.

²⁰Ibid.

²¹Richard Lewis Towers, "The Relationship between Selected Variables and the Attitudes of Teachers toward Collective Action" (unpublished Doctoral dissertation, University of South Carolina, 1969).

collective action in South Carolina. Included among the demographic characteristics considered were sex, level of school, age, years of teaching experience, and highest degree earned. Towers found significant relationships respectively for each of the following types of teacher attitudes toward collective action. Teacher attitudes toward collective negotiations related significantly to age; their attitudes toward teacher strikes related significantly to age, race, sex, and years of teaching experience; and teacher attitudes toward teacher utilization of sanctions related significantly to race and sex.

Cooper²² conducted a study in California to develop an instrument which would measure attitudes of teachers toward negotiations with local school boards, to isolate and describe variables determining teacher attitudes toward negotiations, and to determine the relationships between the sex, level of school, age, years of teaching experience, and militancy of teachers in selected local chapters of the California Teachers Association. Among his conclusions, Cooper suggested that secondary teachers were more concerned with collective negotiations than were those at the elementary level.

Evans and Maas²³ investigated the collective bargaining power

²²Frank Whitefoord Cooper, "A Survey of Teacher Attitudes toward Negotiations" (unpublished Doctoral dissertation, University of Southern California, 1971).

²³Geraldine Evans and John M. Maas, Job Satisfaction and Teacher Militancy: Some Teacher Attitudes (Minneapolis, Minnesota: Minneapolis Educational Research and Development Council of the Twin Cities Metropolitan Area, University of Minnesota, 1969).

of teachers in the Minneapolis--St. Paul metropolitan area. The study specifically evaluated perceptions of power and attitudes toward the use of power among teachers. The teachers were asked to respond to specific events and circumstances, registering various degrees of militancy or lack of militancy. The results of the study suggested that the teachers of the area did not fully perceive their bargaining power and did not possess a militant attitude relative to using it. Teachers generally failed to see the economic value of education and educators, and the political influence or control available to them. Conclusions relative to personal characteristics revealed that the most militant teachers had recently enrolled in higher education course work, were young, male, members of the AFT, teaching in suburban schools, receiving higher salaries than the testwide mean, and were dissatisfied with their jobs.

Carlton studied the attitudes of 1,249 principals and teachers in North Carolina.²⁴ He found that male educators are more favorable toward collective negotiations, sanctions, or strikes than are female educators. Also, he stated that teachers are more favorable toward collective negotiations, sanctions, or strikes than are principals. Finally, the investigator concluded that interaction effects based on sex and position do not manifest themselves with respect to collective negotiations, sanctions, or strikes.

Hoehn, in a study of collective bargaining in California

²⁴Carlton, op. cit., pp. 82-84.

State Colleges, stated that:

. . . younger faculty members in the lower ranks express the greatest interest in unionization. In many cases, non-tenured faculty no longer wish to entrust their reappointment and promotion to older, tenured faculty.²⁵

Benson, in a study of college campuses, found that: ". . . one of the chief groups likely to support collective bargaining, namely younger faculty, could not find a system based exclusively on seniority advancement appealing."²⁶

In a study of attitudes toward collective bargaining by faculty members of higher education institutions in Ohio, Gress and Wohlers²⁷ tested fourteen variables as potentially contributing attitudinal factors. Among the several factors, tenure status was significant (minus .23) at the .001 level. Age (minus .07) and marital status (plus .05) were of no statistical significance.

This brief review of the research on attitudes toward collective action, as related to demographic characteristics of faculty members, suggests that there is need for more comprehensive research in the area. The present study was designed to generate

²⁵ James O. Hoehn, "Collective Bargaining in Higher Education: An Empirical Analysis in the California State College" (paper presented at the California Education Research Association annual meeting, April 30, 1971, San Diego, California), p. 7.

²⁶ Charles S. Benson, "Collective Bargaining in Higher Education," Monthly Labor Review, 96 (May 1973), 33-34.

²⁷ James Gress and Arthur Wohlers, "An Explanation of Faculty Attitudes toward Collective Bargaining in Selected Ohio Higher Education Institutions" (paper presented at the annual meeting of the American Educational Research Association, April 1974, Chicago, Illinois).

findings which would contribute significantly in further understanding the relationships between the demographic characteristics of teachers and their tendencies to support collective action.

HYPOTHESES

The five hypotheses tested were as follows:

Hypothesis 1--Male teachers are more likely to support collective action than are female teachers.

Hypothesis 2--Married teachers are more likely to support collective action than are nonmarried teachers.

Hypothesis 3--Teachers under forty years of age are more likely to support collective action than are those forty or older.

Hypothesis 4--Secondary level teachers are more likely to support collective action than are elementary level teachers.

Hypothesis 5--There exists an inverse relationship between one's years of teaching experience and the tendency to support collective action.

LIMITATIONS

In the present study only certain attitudinal aspects of collective action in public education were investigated in eastern Virginia. No attempt was made to justify or disavow the utilization of collective bargaining or sanctions by teachers.

ORGANIZATION OF REMAINDER OF STUDY

Chapter 2 will focus on a review of the related research and literature. Chapter 3 will illustrate the design and procedure employed in conducting this study, including explanations of instrumentation, methodology, and data analysis. Chapter 4 will offer findings of the research study. Chapter 5 will present conclusions as drawn from the results obtained, and will offer recommendations both for administrators in the field and researchers interested in advancing current thinking on teacher attitudes toward collective bargaining.

Chapter 2

RELEVANT LITERATURE AND RELATED RESEARCH

Teacher collective action has been the object of considerable interest during the past decade and much has been written relative to the subject. Chapter 2 reports noteworthy literature and research studies since 1965. Collective action encompasses collective negotiations, strikes, and other sanctions. As the present study concerns an investigation of collective action in relation to demographic characteristics, the materials reported relate to these factors with emphasis within the education arena.

RELEVANT LITERATURE

Corwin notes an interesting dilemma in schools relative to teachers. The dilemma exists due to the conflict of expectations relative to the role of the teacher as he attempts to guide the student on the basis of his expertise, while the organization and the lay public have differing priorities more in conformity with bureaucratic, organizational governance. Corwin states:

As individual employers have disappeared, these relationships [management-employee] . . . increasingly have been defined by impersonal administrative principles. . . . In a professional-employee society, the fundamental tension is not between the individual and the system, but between parts of the system--between the professional and the bureaucratic principles of

organization.²⁸

While teachers may be more expert in their respective disciplines, school systems today are fewer in number, larger in size, and administratively less personalized and more bureaucratic.²⁹ Corwin has illustrated the conflict between certain professional-employee expectations and the bureaucratic-employee expectations (see Table 2).

The professional employee attempts to gain greater control over his vocational environment; in an atmosphere of depressed economy and overt political subterfuge, the lay public attempts to gain control of those functions of society for which it pays. The result, suggests Corwin, is the development of teacher associations,³⁰ which pose a threat to the school board and the public it represents.

What is actually involved, says Corwin, are two underlying issues. One is: ". . . the appropriate role of professional-employees in complex organizations . . ."; a second: ". . . involves the place of experts in a democracy."³¹

Corwin researched this conflict in the public schools,

²⁸Ronald G. Corwin, "Professional Persons in Public Organizations," Educational Administration Quarterly, Autumn 1965, p. 4.

²⁹See Stephen J. Knezevich, Administration of Public Education (New York: Harper & Row, 1969), pp. 127-34; and Myron Lieberman and Michael H. Moskow, Collective Negotiations for Teachers (Chicago: Rand McNally & Co., 1966).

³⁰Corwin, op. cit., pp. 1-22.

³¹Ibid., p. 5.

Table 2

Contrasts in the Bureaucratic and Professional-
Employee Principles of Organization

Organizational Characteristics	Bureaucratic-Employee Expectations	Professional-Employee Expectations
Standardization		
Routine of work	Stress on uniformity of clients' problems	Stress on uniqueness of clients' problems
Continuity of procedure	Stress on records and files	Stress on research and change
Specificity of rules	Rules stated as universals; and specific	Rules states as alternatives; and diffuse
Specialization		
Basis of division of labor	Stress on efficiency of techniques; task orientation	Stress on achievement of goals; client orientation
Basis of skill	Skill based primarily on practice	Skill based primarily on monopoly of knowledge

Table 2 (continued)

Organizational Characteristics	Bureaucratic-Employee Expectations	Professional-Employee Expectations
Authority		
Responsibility for decision-making	Decisions concerning application of rules to routine problems	Decisions concerning policy in professional matters and unique problems
Basis of authority	Rules sanctioned by the public	Rules sanctioned by legally sanctioned professions
	Loyalty to the organization and to superiors	Loyalty to professional associations and clients
	Authority from office (position)	Authority from personal competence

Source: Corwin, Ronald G. "Professional Persons in Public Organizations," Educational Administration Quarterly, Autumn 1965, p. 7.

hypothesizing that: ". . . professionalization in bureaucratic organizations is a militant process."³² His findings confirmed his hypothesis. Corwin urged administrators of complex organizations to provide for the expectations of professional employees who express themselves through employee organizations. ". . . Group conflicts," says Corwin, "function as 'checks and balances.'"³³

Etzioni offers an important view of collective action as a vehicle for change:

One major way in which an increase in societal consciousness can be initiated is for a societal unit to act collectively. This statement is a reversal of the widely held proposition that consciousness precedes collective action. Once the process is initiated, there is a mutual-reinforcing effect with some collective action generating some consciousness. . . .³⁴

Wellington and Winter refer to a government memorandum issued as early as 1902, which applies today:

The chief advantage which comes from the practice of periodically determining the conditions of labor by collective bargaining directly between employers and employees is that thereby each side obtains a better understanding of the actual state of the industry, of the conditions which confront the other side, and of the motives which influence it. Most strikes and lockouts would not occur if each party understood exactly the position of the other.³⁵

These authors additionally view collective bargaining as a

³² Ibid., p. 9.

³³ Ibid., p. 20.

³⁴ Amitai Etzioni, The Active Society (Toronto: MacMillan Publishing Co., 1968), p. 231.

³⁵ Harry H. Wellington and Ralph K. Winter, Jr., "The Limits of Collective Bargaining in Public Employment," Collective Bargaining in Government, ed. J. Joseph Loewenberg and Michael H. Moskow (Englewood Cliffs, New Jersey: Prentice-Hall, 1972), p. 264.

method by which teachers will govern themselves and foster greater political representation for their needs. This is unusual for teachers who for so long were subservient to the school board or its superintendent.

With some notable exceptions, observers of the growth of teacher collective action endorse this trend. Petro, in his lengthy attack on compulsory public-sector bargaining, warns of continuous strikes, additional sanctions, and general chaos in this sector of employment, which, he suggests, is to be protected from such civil disobedience and thereby function in the interests and welfare of society. Most frightening, says Petro, is the impending crisis to the populace should Congress pass the Clay Bill, legislation:

". . . which would compel all states, at one fell swoop, to abdicate to unions their sovereign powers and responsibilities in a degree vastly greater than any state government has yet chosen to yield them."³⁶

Petro notes the remarkable increases since 1960 in both teacher collective bargaining rights and teacher strikes, which, he states, accounted for 40 percent of all public employee work stoppages.³⁷ Petro points out that the private sector, which he suggests is analagous, witnessed simultaneously a tremendous upswing in union membership and employee strikes after passage of the Wagner

³⁶Sylvester Petro, "Sovereignty and Compulsory Public-Sector Bargaining," Wake Forest Law Review, 10 (1974), p. 26.

³⁷Ibid., p. 33.

Act in 1935.³⁸ Apparently, Petro believes that the statements which suggest that collective bargaining will lead to more harmonious relationships between management and employees are false.

Sergiovanni and Carver point out that while administrators are being urged to utilize a less formalized approach in working with subordinates, increased collective bargaining results in more formalized relations and a more structured orientation relative to professional rights and responsibilities.³⁹ Positive relationships between a principal and the faculty, and especially on an individual level, can be threatened by the severity of collective bargaining as both parties may adhere to strict interpretations once agreements are consummated.

Myers, however, suggests that teachers must utilize collective action if they wish to accomplish each of their broad objectives.⁴⁰

1. Teacher Welfare Objectives: salary, sick leave duties, and benefits.
2. Service Objectives: assistance to students, quality of curriculum, textbooks, library utilization, guidance, and counseling.
3. Professional Objectives: privileges and responsibilities attained by teachers, including the right to negotiate contracts

³⁸ Ibid., pp. 34-35.

³⁹ Thomas Sergiovanni and Fred D. Carver, The New School Executive: A Theory of Administration (New York: Dodd, Mead and Co., 1973), p. 142.

⁴⁰ Donald Myers, Teacher Power--Professionalization and Collective Bargaining (Lexington, Massachusetts: D. C. Heath and Co., 1973), pp. 90-91.

with boards of education and to participate in the recruitment of administrators and teachers.

To satisfy these needs, teachers have employed such labor strategies as collective negotiations, strikes, and other sanctions.

Myers also states that to explain the more aggressive teacher of the current day in comparison to his colleagues fifteen years ago, one should not dwell simply on the rising power of the AFT or the obvious inadequacy of teacher salaries.⁴¹ Myers notes that in identifying factors which have effected teacher militancy:

... . Williams designated three internal and three external causes.

1. Civil Disobedience. The successes of those using civil disobedience have not been ignored by teachers.

2. The American Labor Movement. Teachers are not unmindful of the labor movement's success in improving the wages and working conditions of its members.

3. Dissatisfaction with Schools. Many educators believe that the schools are not making the appropriate contribution to society. This creates a climate of dissatisfaction for change and tends to legitimize teacher militancy.

4. Changing Character of the Teaching Profession. There has been a change from a female-to-a-male-dominated profession.

5. Inadequate Teacher Compensation.

6. Professionals in the Organization. As teachers gain in power and ability, they will increasingly view themselves as professionals. Consequently, they will put pressure on administrators and increase the tension between management and labor.⁴²

Myers adds four additional external factors to Williams' list. These include larger, more bureaucratic school systems, societal attempts to reform our institutions, conflicts between the AFT and the NEA, and a

⁴¹Ibid., p. 95.

⁴²Richard C. Williams in Donald Myers, Teacher Power-- Professionalization and Collective Bargaining (Lexington, Massachusetts: D. C. Heath and Co., 1973), pp. 95.96.

phenomenon entitled "countervailing power," which occurs when one section of economy attains disproportionate level of control relative to a second section.⁴³

Perry and Wildman analyze collective bargaining on the basis of two suppositions:

. . . first, there is a significant and continuing conflict between the managers and the managed in any enterprise; and second, there will be a strong, identifiable community of interest and consensus within the employee group in regard to items and areas of judgment over which there will be conflict with the managing authority. The establishment of a formal collective employer-employee relationship can set in motion certain processes that tend to change those underlying assumptions into self-confirming hypotheses.⁴⁴

Argyris⁴⁵ in his infant-dependency theory has strongly urged organizational restructuring to allow for participative decision making by persons who do not hold managerial status. Argyris suggests that heretofore organizations have placed employees in the role of dependent children, and when placed in a system which advances organizational goals, while simultaneously minimizing personal growth, conflict occurs. In essence, he says, organizations "buy off" the needs and desires for self-fulfillment which individuals bring with them into the organizational sphere.

Teachers view collective action as a manner by which to

⁴³Myers, op. cit., p. 96.

⁴⁴Charles R. Perry and Wesley A. Wildman, The Impact of Negotiations in Public Education: The Evidence from the Schools (Belmont, California: Wadsworth Publishing Co., 1970), p. 25.

⁴⁵Chris Argyris, Personality and Organization (New York: Harper and Row, 1957).

assert themselves and move toward self-fulfillment. Monetary gain is an obvious goal because of its tangibility and simplicity. Yet, the opportunity to control one's vocational destiny, especially in matters where he perceives himself as expert, is the kind of motivation to which Herzberg and Gellerman frequently refer.⁴⁶

Gellerman states that organizations which possess an atmosphere of mutual trust and understanding are more effective than those which do not:

The weight of research evidence indicates that organizations that function most effectively are characterized by high levels of mutual trust and confidence between individuals and between groups. The needs of individuals and groups in such organizations are reconciled through open negotiation, not by fiat The effective organization is characterized, then, by a high degree of awareness on the part of every component of the needs of all other components with which it interfaces.⁴⁷

Giandomenico states that to afford teachers an opportunity to accomplish this goal, the scope of negotiations must allow for teacher utilization of expertise in regard to educational issues wherein he perceives himself as the expert:

Collective bargaining could be viewed as a tool by which obstacles preventing higher and lower order need-fulfillment [reference made to Maslow's "needs scale"] . . . were removed. It would foster professional growth and development by such things as modifying existing organizational structures in order to permit teachers to exercise discretion based upon expertise in their respective subject areas.⁴⁸

⁴⁶See Frederick Herzberg, Work and the Nature of Man (Cleveland, Ohio: World Publishing Co., 1966); and Saul W. Gellerman, Management by Motivation (New York: American Management Association, 1968).

⁴⁷Gellerman, op. cit., p. 18.

⁴⁸Lawrence L. Giandomenico, "Teacher Needs, Militancy and the Scope of Collective Bargaining," Journal of Educational Research, 66:259, Fall 1973.

Brubacher points out that the change in teacher attitudes toward the use of collective action occurred logically in the 1960s. Prior to that time, many groups, which during that decade became more aggressive, simply "knew their place" in society:

Until the 1960s, groups such as blacks, students and teachers were generally willing to abide by the results of the decision making process of the "establishment." However, this process did not enable such groups to realize their goals to the extent they desired. Therefore, such groups began to demand more voice and participation in the decisions affecting their future and their ability to reach their goals. Consequently, the 1960s may well become known as the age of "participatory democracy."⁴⁹

Carr wrote in 1968 that although many external forces were at work, internal characteristics were moving the teaching force into a potentially more aggressive mood:

The average age of all teachers dropped. The younger teachers had less experience and, almost by definition, less maturity. The proportion of these young teachers steadily increased as growing numbers of beginning teachers were employed to staff new classrooms as the shock waves of the population explosion moved upward through successive levels of the school system. These newcomers . . . usually had more and better formal education than those who had preceded them into the profession.

[Also,] . . . men fill a majority of the positions in high school teaching and they have infiltrated the elementary schools to a growing extent. . . . The feeling of responsibility for others . . . [author has pointed out that men more than women carry this burden] is very likely to lead to a militant attitude in the assertion of rights and in the demand for status and recognition, which will provide an income adequate to meet growing responsibilities.⁵⁰

Sergiovanni and Carver state that negotiations:

⁴⁹ J. W. Brubacher, "Why Teacher Militancy?" Educational Leadership, 27:30, October 1969.

⁵⁰ W. G. Carr, "Changing World of the American Teacher," National Elementary Principal, 47:18, April 1968.

". . . represent a form of participatory decision-making in education."⁵¹ Yet, the current type of collective negotiations is not frequently conducted in an atmosphere of problem solving. Sergiovanni and Carver state that particularly significant are the processes through which decisions are reached in a bargaining relationship.

[Such processes] depend upon (1) attitudes which each of the groups holds for the other; (2) the perceived availability of resources which constitute the bargaining issue (money, time, power, responsibility, control, protection, influence); and (3) the extent to which the parties perceive the outcome of bargaining to be fixed or variable.⁵²

There exist two sets of expectations which can be brought by parties to negotiations, which will determine the specific process to be employed. The first, relative to the previously mentioned expectation-perception factors, is based on mutual distrust and focuses on winning in an apparent fight to distribute limited resources in a manner unreasonable to the other side. The second method in regard to these expectation-perception factors is one which is based on mutual trust, and represents an atmosphere in which educational goals are agreed upon and where the distribution of resources affords flexibility.

Relative to the arguments favoring and opposing teacher strikes, Wildman states:

Despite the persuasiveness of the "working mother" argument, I am not one who feels that it is an unmitigated disaster for

⁵¹Sergiovanni and Carver, op. cit., p. 121.

⁵²Ibid.

children to miss an occasional day of school as a result of a teacher strike; nor do I feel that a strike by teachers in any given system must necessarily be in conflict with a proper concept of professional behavior and concern for the teaching craft. However, as a matter of long run public policy, the grant of the strike power in education or to public employees generally would seem to make little sense.⁵³

Randles, in 1973, stated that comparisons of teachers currently with the teacher population which existed for many years, until quite recently, show marked differences. These characteristic changes have resulted in an atmosphere more conducive to collective action. Among characteristic changes to which Randles refers are the following: ". . . The male-female shifting in favor of men; an increasing proportion of young to old teachers; an increasing proportion of teachers from 'blue collar' backgrounds entering the field."⁵⁴

This change can further be illustrated by demographic changes that occurred in the course of a single decade. In 1961, the median teacher age was forty-one; ten years later, it was thirty-five. In 1961, 15 percent of the teacher force lacked a Bachelor Degree. By 1971, only 3 percent lacked this degree. Furthermore, by 1971, over a quarter of the teachers in the nation had earned Master Degrees.

⁵³ Wesley A. Wildman, "The Nature and Dynamics of Teacher Organization--School Administrator Negotiating Activities and Their Impact on School Administration," Collective Negotiations and Educational Administration, eds. Roy B. Allen and John Schmid (Fayetteville, Arkansas: College of Education, University of Arkansas Press, and University Council for Educational Administration; and Washington: U.S., Department of Health, Education and Welfare, Office of Education, 1966), p. 55.

⁵⁴ Harry E. Randles, "Toward an Understanding of Negotiations in the Public Sector: Part I," Journal of Collective Negotiation in the Public Sector, Spring 1973, pp. 222-23.

Lieberman and Moskow suggest that until quite recently a statement made in regard to Federal government employees was applicable to public educators as well:

. . . an effective bargaining system has not developed . . . because employees have not desired or insisted upon such a system. Inadequate representation of teacher interests at the local level [was] . . . a pervasive characteristic of American education for many years with only intermittent and sporadic protests by teachers . . . teachers accepted such inadequacy in the past. . . .⁵⁵

This section has offered literature relevant to the study. Almost sixty years have passed since Veblen wrote in 1918:

There is no trade union among university teachers and no collective bargaining. There appears to be a feeling prevalent among them that their salaries are not of the nature of wages and that there would be a species of moral obliquity implied in so overtly dealing with the matter.⁵⁶

An obvious evolution has occurred in education, and investigators have begun to attempt to account for its causes

RELATED RESEARCH

The following research studies were carefully selected for their significance to the field of teacher collective action and their relevance to the study. This study was concerned with demographic characteristics as independent variables.

Among the earliest and most significant items of research in the area of relationships between attitudes toward teacher collective

⁵⁵ Myron Lieberman and Michael H. Moskow, Collective Negotiations for Teachers (Chicago: Rand McNally & Co., 1966), p. 57.

⁵⁶ Thorstein Veblen, Higher Learning in America (New York: Hill and Wang, 1957), p. 118.

action and demographic characteristics was a study by Carlton in 1966.⁵⁷ Carlton developed collective action scales to assess teacher attitudes toward (1) collective negotiations, (2) utilization of the strike tactic, and (3) the utilization of other sanctions. As stated in Chapter 1, the Carlton study sought to confirm collective action hypotheses relative to specific demographic characteristics. The design of the study stratified subjects as: male teacher, female teacher, male principal, female principal.

Carlton found male teachers to be significantly more favorable toward collective action than female teachers, and he also noted significant differences between teachers and principals, the former being more favorable. Ultimately, Carlton produced the thirty-item Collective Action Scale used in the current investigation.

In 1967, Fisher⁵⁸ studied attitudes of Oregon educators in a replication of the Carlton study to identify and compare the attitudes of teachers and principals toward collective negotiations and sanctions, in relation to sex, level, and position. Among his findings, Fisher noted that male teachers tended to be most favorable toward collective negotiations but that no significant differences in

⁵⁷ Patrick W. Carlton, The Attitudes of Certified Instructional Personnel toward Professional Negotiation and "Sanctions." (Eugene, Oregon: Center for Advanced Study of Educational Administration, University of Oregon, 1967).

⁵⁸ James Ronald Fisher, "The Relationship of Sex, Level, and Position of Oregon Educators to Attitudinal Statements that Deal with Collective Negotiations and Sanctions" (unpublished Doctoral dissertation, University of Oregon, 1967), summarized in Dissertation Abstracts, 28-06A-1980.

attitude among Oregon educators existed, regardless of level. Teachers were found to be more favorable toward sanctions than were principals, and male teachers were considerably more favorable toward same than were females.

Evans,⁵⁹ in 1968, researched attitudes of teachers in the Minneapolis--St. Paul metropolitan area to measure the relationship of their perceptions of bargaining power with militancy, and, also, to evaluate personal and professional characteristics relative to these two factors. Among the findings, Evans noted that teachers exhibited a lack of knowledge of their bargaining power, were generally not willing to strike or employ other sanctions, and were most militant about the right to negotiate, fair representation, salaries, fringe benefits, and grievance policies, and less militant about a voice in educational decision making. Only three of fourteen personal and professional characteristics were found to be significant, relative to both perceptions of bargaining power and militancy. Those variables were sex, membership in the AFT (as opposed to the NEA or nonmembership), and recency of higher education study. Males, members of the AFT, and teachers more recently enrolled in universities were more aware of their bargaining power and more militant in attitude.

⁵⁹Geraldine Evans, "Perceptions of and Attitudes toward the Use of Collective Bargaining Power" (unpublished Doctoral dissertation, University of Minnesota, 1968), summarized in Dissertation Abstracts, 29-10A-3368.

In 1969, Hellriegel⁶⁰ studied the relationship between satisfactions, professionalism, and collective negotiations among secondary school teachers in the metropolitan Seattle area. He also concluded, however, that males and teachers under forty years of age were more supportive of teacher strikes than were females and teachers over fifty years of age.

Shell,⁶¹ in 1969, noted in his study of the attitudes of Oklahoma public school educators toward collective negotiations that teachers desired to have some input into curriculum development, teacher evaluations, and teacher working conditions, and yet expressed little interest in personnel, maintenance, and building construction decisions. Also, teachers generally did not support the concept of mandatory state negotiations legislation.

Marquardt,⁶² in 1969, evaluated the perceptions held by elementary school teachers toward the impact of collective negotiations in twelve Michigan school districts. Among his results, Marquardt found that sex, elementary grade level taught, years and place of

⁶⁰Don Hellriegel, "Collective Negotiations and Teachers: A Behavioral Analysis" (unpublished Doctoral dissertation, University of Washington, 1969), summarized in Dissertation Abstracts, 30-06A-2200.

⁶¹William Lauren Shell, "A Study of the Attitudes of Oklahoma Public School Elementary and Secondary Classroom Teachers and Public School Superintendents toward Collective Negotiations" (unpublished Doctoral dissertation, University of Oklahoma, 1969), summarized in Dissertation Abstracts, 30-05A-1793.

⁶²Edward Theodore Marquardt, "Perceptions of Elementary Teachers of the Impact of Collective Negotiations" (unpublished Doctoral dissertation, University of Michigan, 1969), summarized in Dissertation Abstracts, 31-03A-971.

experience, marital status, education and age do not account for significant differences among teacher perceptions regarding the impact of collective negotiations. However, teachers in districts in which the AFT was the bargaining unit expressed attitudes which suggest that they were more favorable toward collective negotiations than were teachers who were represented by the Michigan Education Association (MEA), an NEA affiliate.

In 1970, Phelps⁶³ designed an instrument which would measure the attitudes of educators toward collective negotiation goals in the state of Michigan. Among his findings, Phelps concluded that six demographic variables--sex, academic degree, teaching level, years of experience, tenure status, and teacher organization membership--offered a basis for attitudinal differences relative to these goals.

In 1972, the Cooper⁶⁴ study revised the Negotiation Attitude Inventory, an instrument utilized by the California Teachers' Association and sought to find: ". . . relationships between selected demographic variables and militancy level of teachers in selected local chapters of the California Teachers' Association."⁶⁵

⁶³ James Luther Phelps, "Differences of Attitudes toward Collective Bargaining Goals in Education: The Development and Application of an Instrument" (unpublished Doctoral dissertation, University of Michigan, 1970).

⁶⁴ Frank Whitefoord Cooper, "A Survey of Teacher Attitudes toward Negotiations" (unpublished Doctoral dissertation, University of Southern California, 1972).

⁶⁵ Ibid.

The six demographic characteristics included sex, status in the association, chapter, school level, years of teaching, and age. Cooper found males significantly more supportive than females in specific regard to the utilization of sanctions in resolving an impasse situation. Secondary teachers were found to be significantly more supportive of strikes and other sanctions than were elementary teachers. However, age did not appear to be of any significance as an independent variable.

McInnes,⁶⁶ in 1972, studied the attitudes of faculty members at Florida State University regarding collective bargaining in higher education as related to age, sex, faculty salary perception, and faculty organizational membership. McInnes found that faculty members supportive of collective bargaining were: ". . . younger, more liberal, more likely to view their salary as low, more likely to feel their department had little autonomy, and more likely to have joined an organization involved in collective bargaining."⁶⁷ Sex did not prove to be a significant demographic variable in this study.

Tessier,⁶⁸ in 1972, in research conducted among public school

⁶⁶Malcolm C. McInnes, "Demographic and Non-Demographic Variables Associated with the Florida State University Faculty Members' Attitudes toward Collective Bargaining in Higher Education" (unpublished Doctoral dissertation, Florida State University, 1972), summarized in Dissertation Abstracts, 33-07A-3326.

⁶⁷Ibid.

⁶⁸Joseph H. Tessier, Jr., "Attitudes of Kansas Teachers toward the Scope of Collective Negotiations" (unpublished Doctoral dissertation, University of Kansas, 1972), summarized in Dissertation Abstracts, 33-12A-6635.

teachers in Kansas attempted to determine the predictive ability of specific demographic characteristics as related to the scope of collective negotiations in their respective school districts. Age, marital status, level of support to teacher organization, and level of professional preparation were found to be significant predictors relative to the scope of negotiations in these Kansas school districts.

In 1972, Ball⁶⁹ studied attitudes regarding the willingness to accept teacher collective negotiations legislation existing currently and, also, that being proposed in Illinois, Minnesota, and Wisconsin. The study includes the development of an instrument which was utilized to survey a population consisting of teachers, school administrators, school board members, and parents in two communities in each of the three states.

Among the results, Ball found that: ". . . a majority of all status groups favored granting teachers the right to negotiate collectively. Age, level of education and sex did not appear to affect attitudes toward this proposition."⁷⁰ The same was found to be the case relative to teachers' right-to-strike propositions.

In 1972, Peterson,⁷¹ in a cross-cultural study of educators in

⁶⁹Lyle Edwin Ball, "Collective Negotiations in the Public Sector: A Legal and Attitudinal Study" (unpublished Doctoral dissertation, University of Illinois, 1972), summarized in Dissertation Abstracts, 33-01A-430.

⁷⁰Ibid.

⁷¹Richard B. Peterson, Teacher Attitudes toward Professionalism, Job Satisfaction, and Collective Negotiations: A Cross-Cultural Study (Washington, D.C.: United States Department of Health, Education and Welfare, Office of Education, 1972).

the state of Washington and the nation of Sweden, compared, among other factors, selected demographic characteristics as they related to teacher collective action. The investigator specifically chose Sweden, for teachers in that country have utilized collective bargaining rights for over twenty-five years.

Peterson suggested that level of teaching, sex, age, marital status, level of formal education, years of teaching experience, and professional affiliation are potentially important variables in regard to teacher attitudes relative to collective action. He refers to previous studies that indicate that:

. . . teachers of the secondary level are more professionally oriented than teachers at the primary school level; older female teachers are more satisfied with their jobs than younger male teachers; and younger male and female teachers at the secondary school level are more supportive of collective negotiations than are older male and female teachers at the elementary level.⁷²

Peterson hypothesized that certain demographic characteristics significantly affect teacher attitudes toward collective negotiations. From his results of studies of Washington state teachers, he found that sex, age, professional affiliation, level of teaching, and length of experience are significantly correlated with items based on teacher attitudes toward collective negotiations.⁷³

Keely,⁷⁴ in 1973, studied teacher attitudes as related to

⁷²Ibid., p. 9.

⁷³Ibid., p. 42.

⁷⁴Charles B. Keely, "Teacher Characteristics and Collective Bargaining Militancy" (paper presented at the American Educational Research Association annual meeting, 58th, February 26--March 1, 1973, New Orleans, Louisiana).

degrees of militancy with the intention of developing a teacher militancy model, based on "background" characteristics. He assessed the following factors: age, sex, education, marital status, religious and political affiliation, teaching history, and collective bargaining affiliation. He also questioned teachers on attitudinal aspects of collective action regarding professionalism, strikes, and their justifiability, voting behavior in the September 1970 strike action, and an NEA-AFT merger. Among his results, Keely found that political affiliation was the best predictor of attitudinal militancy. There existed, also, an interaction effect between age and sex within the more militant category, relative to political affiliation.

Keely, then, controlled for age and sex and eliminated political affiliation as an independent variable in order to determine other "background" factors with high predictability for teacher militancy. The three variables which consistently showed up were religious preference, father's occupation, and number of children. All, however, interacted with age.

Keely concluded:

The explanation of these patterns seems to lie in the possibility that political affiliation is the best indicator of a conservatism dimension which includes political and religious affiliation and economic background dimensions. Since political affiliation is the strongest indicator, its presence clouds the economic and religious factors. When political affiliation is removed, these other indicators of a conservative dimension emerge.⁷⁵

Keely also found that age correlates more closely with

⁷⁵Ibid., p. 14.

economic and not ideological attitudes, and further that when political affiliation is eliminated age interacts with sex as an indicant, most notably in females. Also interesting is an inverse relationship between a male's militancy level and his number of offspring. This might well suggest possible conservatism factors relative to economics and religious affiliation, as previously noted. In summation, Keely found political affiliation, age, and sex as the best predictors of teacher attitudes.

Miskel,⁷⁶ in 1973, studied teachers and administrators and attempted to relate age, sex, experience, marital status, and teacher association support characteristics to attitudes regarding the scope of collective negotiations. Miskel discovered that demographic characteristics were not good predictors of teacher attitudes toward negotiation issues. Furthermore, he states that: ". . . the stereotypes of the militant, young, male teacher and the submissive, older, female teacher were not supported."⁷⁷ Miskel, in his recommendations for further research, states that what is needed is an expansion in the range of variables potentially influencing teacher attitudes regarding collective negotiations.

⁷⁶Cecil Miskel, "Teacher and Administrator Attitudes toward Collective Negotiation Issues" (paper presented at the American Educational Research Association annual meeting, 58th, February 26--March 1, 1973, New Orleans, Louisiana).

⁷⁷Ibid., p. 8.

In 1974, Minus⁷⁸ compared attitudes toward collective negotiations held by faculty members at selected public and private institutions of higher learning in the metropolitan Washington, D.C., area. His research also compared attitudes between Black and non-Black faculty members at these colleges. Among his results, Minus found significant differences between Black faculty members, who were more favorable, and their non-Black colleagues, who were not comparably supportive of collective negotiations.

Wilkinson,⁷⁹ in 1974, investigated factors in the attitudes of faculty members in regard to collective action at public institutions of higher education in Florida. In an attempt to profile these teachers demographically, Wilkinson utilized "professionalism" as a factor to accommodate both supportive and nonsupportive attitudes relative to collective action. Those teachers who supported collective action view membership in an employee-rights organization as a method by which to attain "professionalism," while those who are opposed to collective action perceive unionization as a threat to "professionalism." Faculty members who were older and

⁷⁸ Tony Minus, "A Comparison of Attitudes of Faculty Members toward Collective Negotiations at Selected Public and Private Institutions of Higher Education in the Washington, D.C., Metropolitan Area" (unpublished Doctoral dissertation, George Washington University, 1974), summarized in Dissertation Abstracts, 35-05A-2726.

⁷⁹ Robert E. Wilkinson, "An Investigation of Factors which Influence Attitudes of Faculty Members in Florida's Publicly Supported Higher Education Institutions Relative to Collective Action and Third-Party Representation" (unpublished Doctoral dissertation, Florida State University, 1974), summarized in Dissertation Abstracts, 35-05A-2482.

nonorganization members were less supportive of collective action in comparison to younger faculty members who were also members of employee-rights organizations.

In 1974, Briggs⁸⁰ attempted to develop a conceptual model which would offer some predictability to the advent of collective negotiations in public school systems in Texas. His study included responses from teachers, administrators and school board members.

In addition to finding that school districts with negotiation agreements cluster geographically, Briggs concluded that the most significant factor in predicting the advent of collective negotiations is the existence of a local affiliate of the NEA. Furthermore, he found that teachers in school systems which have negotiation agreements tend to be younger, have attained higher levels of education, and have fewer years of teaching experience than do their colleagues in school systems without such agreements.

Wilson,⁸¹ in 1974, studied the perceptions of teachers in Mississippi public schools regarding appropriate and inappropriate roles for professional associations in education. Wilson attained indicants which suggested that in Mississippi, teachers who are male,

⁸⁰ John A. Briggs, "A Proposed Model for Predicting the Advent of Professional Negotiations in Public School Systems" (unpublished Doctoral dissertation, University of Texas, 1974), summarized in Dissertation Abstracts, 35-05A-2563.

⁸¹ Elbert D. Wilson, "The Perceptions of Mississippi Public School Teachers of the Appropriate Roles of Professional Associations in Collective Bargaining and Protection of Teachers" (unpublished Doctoral dissertation, Mississippi State University, 1974), summarized in Dissertation Abstracts, 35-08A-4956.

young, have fewer years experience, are members of the AFT, teach on the secondary level, and felt pressured to join a professional association tended to support a stronger association stand in protection of teacher rights. This study also made apparent the negative feelings of the large majority of these teachers in regard to the utilization of strikes.

In 1974, D. B. Peterson⁸² researched selected issues of a professional negotiation law and surveyed attitudes among administrators and teachers in Tennessee. The four variables utilized were age, sex, number of years experience, and geographic location of employment.

Among teachers, D. B. Peterson found significant relationships between attitudes held by teachers and the four variables. By contrast to teachers in Mississippi, respondents in the Tennessee study did not want a legislative ban placed on public employee strikes and other sanctions.

In 1975, Osburn⁸³ and Toth studied teachers in Missouri to find the factors affecting their attitudes toward professional negotiations. In regard to two closely related demographic characteristics, years of teaching experience and age, the researchers

⁸²David B. Peterson, "The Attitudes of Tennessee Administrators and Teachers toward Selected Issues Concerning a Professional Negotiation Law" (unpublished Doctoral dissertation, East Tennessee State University, 1974), summarized in Dissertation Abstracts, 35-08A-4937.

⁸³Donald D. Osburn, "Professional Negotiations: A Survey of Teacher Attitudes," School and Community, 61:27, February 1975.

note inverse correlations with attitudes favoring negotiations. Sex was not found to be significant, and the authors suggest that an obvious change in the woman's role must contribute to this finding. In a comparison with administrators, the investigators found, as have Carlton and Fisher in other localities, that teachers are significantly more favorable toward negotiation rights.

SUMMARY

In Chapter 2, research specifically related to the current study seems to suggest that certain demographic variables relate to teacher attitudes toward collective action. Table 3, which recapitulates the research studies reflected upon herein, illustrates that several of the variables investigated by this researcher have evidenced significant relationships in previous studies.

Table 3 is culminated with an accumulated number of occasions in which a particular variable has expressed a significant relationship to teacher collective action. Most notably, age (in ten studies), sex (in ten studies), and membership in a professional-employee organization (in nine studies) have expressed significance most frequently among studies conducted with regard to teacher collective action, between 1967 and 1975.

Additionally in Chapter 2, relevant literature has suggested that teacher collective action, whether positive or negative, is an integral part of education. Apparently, to most observers, this

Table 3
Current Variables Found Significant by Previous Researchers

Researcher	Age	Level of Education	Level of Teaching	Marital Status	Membership in NEA or AFT ^a	Race	Sex	Undergraduate Major	Years of Teaching Experience
Carlton							X		
Fisher							X		
Evans					X		X		
Hellriegel	X						X		
Shell									
Marguardt					X				
Phelps		X	X		X		X		X
Cooper			X				X		
McInnes	X				X				
Tessier	X	X		X	X				
Ball									

Table 3 (continued)

Researcher	Age	Level of Education	Level of Teaching	Marital Status	Membership in NEA or AFTA	Race	Sex	Undergraduate Major	Years of Teaching Experience
R. B. Peterson	X		X		X		X		X
Keely	X						X		
Miskel									
Minus						X			
Wilkinson	X				X				
Briggs	X	X			X				X
Wilson	X		X		X		X		X
D. B. Peterson	X						X		X
Osburn	X								X
Total	10	3	4	1	9	1	10	0	6

²NEA, National Education Association; AFT, American Federation of Teachers.

relatively new atmosphere is beneficial to the further development of proper communications and a wider range of decision-making opportunity in the public schools.

Chapter 3

DESIGN OF THE STUDY

The present chapter identifies the instruments employed in this descriptive investigation of teacher collective action and illustrates the methodology utilized in selecting the research sample. In addition, this chapter describes the procedures required to administer the instruments, and the methods used to analyze the data resulting from the research.

DEVELOPMENT OF THE INSTRUMENTS

Collective Action Scale

Reference was made in Chapters 1 and 2 to the Carlton study of teacher attitudes toward collective action. In the conduct of the study, Carlton developed the Collective Action Scale, a thirty-item, Likert-type, summated rating scale. This scale has been adapted for use in the current investigation.⁸⁴

Carlton stated that in this scale:

. . . total scores for individuals are obtained by summing their scores on individual scale items. Each item response is considered to be a rating, or miniature scale, measuring the

⁸⁴See Appendix B for Collective Action Scale instrument.

degree of respondent affect toward an empirical referent.⁸⁵

Each item is rated from one to five. A rating of five represents the attitude most favorable to collective action, and a rating of one represents the attitude most opposed to collective action. In one half of the items, the point values are reversed; thus, "response set"⁸⁶ is controlled as a potential biasing variable.

Personal Demographic Data Sheet

The second instrument employed in the study was the Personal Demographic Data Sheet,⁸⁷ which surveys individual subjects according to nine demographic and professional characteristics. These included sex, race, age, marital status, level of teaching, number of years teaching experience, membership status in an AFT or NEA affiliate, level of educational attainment, and undergraduate area of concentration.

These characteristics, used as independent variables, were carefully partitioned according to the current sociological nomenclature. Such determinations were made with the aid of judges from the Department of Sociology at the College of William and Mary.

⁸⁵Patrick W. Carlton, The Attitudes of Certified Instructional Personnel toward Professional Negotiation and "Sanctions." (Eugene, Oregon: Center for Advanced Study of Educational Administration, University of Oregon, 1967).

⁸⁶Gardner Murphy and Rensis Likert, Public Opinion and the Individual (New York: Harper and Brothers, 1938).

⁸⁷See Appendix D for Personal Demographic Data Sheet instrument.

SELECTED GEOGRAPHICAL AREA

The geographical area selected for study was the Tidewater region of Virginia, a rapidly growing and industrializing area. The area constitutes that region of Virginia immediately east and south of Richmond, including the cities and counties between the York and James Rivers, and along the coasts of Norfolk and Virginia Beach. Within this region, six school divisions, offering a wide variety of community representation, were studied and are described in Table 4.

The six school divisions serving these localities were contacted and appointments were made with central office personnel to explain fully the proposed study. Each approved the research and provided comprehensive faculty directories, listing a total of eight thousand Tidewater teachers.

SAMPLING PROCEDURE

Each of these teachers was assigned a numeral and placed in stratified sample cells according to two of the independent variables, sex and teaching level (elementary or secondary). A prescribed randomization procedure⁸⁸ was strictly applied in filling each cell with twenty-five subjects, and five alternate subjects. A total of 120 persons were chosen. Their names were recorded and reported to central office administrative personnel, who notified their respective

⁸⁸M. G. Kendall and Babbington Smith, Tables of Random Sampling Numbers (Cambridge, England: University Press, 1961).

Table 4

Brief Description of Selected Tidewater Virginia Locations

Current Collective Negotiation Status	Locality	Description and Population
Teachers do not negotiate collectively for master contract.	Hampton	A medium-sized city with developing industry and military installations (population: 126,800)
Teachers negotiate collectively for master contract.	Newport News	A medium-sized city whose shipbuilding operations are the focus of its industrial capacity (population: 136,400)
Teachers do not negotiate collectively for master contract.	Norfolk	A large, urban industrialized center (population: 289,200)
Teachers do not negotiate collectively for master contract.	Poquoson	A small, rural riverfront community (population: 6,850)
Teachers negotiate collectively for master contract.	Virginia Beach	A large resort city and military community (population: 209,200)
Teachers do not negotiate collectively for master contract.	Williamsburg-- James City County	A small city which includes tourist attractions, a college, and the adjacent rural county (respective populations: 10,100; 19,300)

Source: Population Data obtained from Tayloe Murphy Institute, Graduate School of Business, University of Virginia, Charlottesville.

building principals of the names of those involved in the study. In several school divisions, the central offices sent letters to the subjects requesting their cooperation and assuring the teachers that those who did not wish to participate were under no obligation to do so.

During a five-day period, the researcher contacted the subjects by telephone and explained fully the purpose of the study, how the applicable forms were to be completed, definitions of key terms and phrases, distribution and return mailing, and also requested cooperation in the project. On each day following these phone conversations, the researcher placed the instruments in the school mail boxes of the teachers.⁸⁹ Only one of the original one hundred subjects declined to participate, and an alternate subject was chosen. The seventy-seven school buildings visited were located in Virginia Beach (twenty-two), Norfolk (twenty-one), Hampton (seventeen), Newport News (twelve), Williamsburg--James City County (three), and Poquoson (two).

DATA COLLECTION

In addition to the instruments, self-addressed and stamped return envelopes were provided. Each envelope was coded to represent the individual's name and school, thus allowing the researcher to record the names of persons who had returned the forms.

⁸⁹ See Appendix D for letter to teacher subjects.

During the two-week period following distribution, 72 percent of the forms were completed and returned. At this point, follow-up telephone calls were made to nonrespondents; of these twenty-eight persons, nineteen responded during the following three weeks. An alternate was chosen to replace one unusable set of responses. The eight remaining subjects were called a third time, six weeks after the original distribution; two people expressed negative interest and were deleted from the study, and three others were no longer available due to summer vacation or permanent relocation; five alternate subjects were chosen. The three remaining subjects eventually returned their forms.

The researcher attained a 100 percent response from subjects and selected alternates, randomly chosen in the stratified sample. This fact is an important one. Previous researchers conducting descriptive studies of this nature have almost always utilized mail-out distribution and return procedures and have lost sizable numbers of their original samples. This fact is apparently an expected handicap of such methods. It seems to this investigator, however, that in utilizing such impersonal procedures, there exists the risk of drawing faulty conclusions on the basis of data which are incomplete and, thus, perhaps distorted. That is to suggest that some people tend not to respond to such "form-completion" requests, and perhaps there exist some significant differences attitudinally between them and participants who tend to be cooperative. Parten states that: ". . . It has long been known that people who return questionnaires or who write to their congressmen are a highly

selected element of the population."⁹⁰

Carlton,⁹¹ for example, mailed 1,249 Collective Action Scale forms and received 888 which were usable. Since as many as 29 percent of the forms were not received, a large segment of the sampled population was unavailable for research purposes. This type of apathetic, mildly positive, or mildly negative subject represents a sizable group, or sizable subgroup, of teachers who must in one manner or another be accounted for. A careful review of the related research shows a lack of commitment to attaining responses from total samples. The result is a series of inconclusive surveys, based upon population samples which do not necessarily represent the total population.

DATA ANALYSES

Noting Table 5 and Appendix A, the reader will see that data were tabulated so as to determine independent and dependent variable totals, respectively. Due to stratified sampling, fifty male and fifty female, and fifty secondary and fifty elementary teachers had been chosen.

Independent Variables

Of this sample, 71 percent report themselves as White, while 27 percent are Black, and 2 percent are Oriental. For statistical

⁹⁰Mildred Bernice Parten, Surveys, Polls, and Samples: Practical Procedures (New York: Harper and Brothers, 1950), p. 391.

⁹¹Carlton, op. cit.

Table 5
 Personal Demographic Data
 Percentage Breakdown

Independent Variables	Percentages
Sex	
Male	50
Female	50
Age	
20-29 years	41
30-39 years	27
40-49 years	20
50 years and older	12
Marital Status	
Nonmarried	28
Married	72
Level of Teaching	
Elementary	50
Secondary	50
Teaching Experience	
Less than 5 years	32
5-9 years	28
10-14 years	17
15 years and more	23

Table 5 (continued)

Independent Variables	Percentages
Race	
White	71
Black	27
Oriental	2
Membership in NEA or AFT	
Office holder	3
Perceive self as active member	38
Perceive self as passive member	39
Nonmember	20
Educational Attainment	
Bachelor Degree	20
Bachelor Degree plus Graduate credits	49
Advanced Graduate Degrees	31
Undergraduate Major	
Liberal Arts and Humanities	28
Social Sciences	10
Natural Sciences	13
Physical Education and Health Education	12
Elementary Education	23
Special Education and Speech Therapy	5
Home Economics, Industrial Arts and others	9

purposes, these latter two subjects were deleted from relationships and conclusions reflecting on race.

Of the respondents, 41 percent are between the ages of twenty and twenty-nine, 27 percent are between ages thirty and thirty-nine, and 20 percent are between ages forty and forty-nine. The remaining 12 percent are fifty years of age or older.

Of the subjects, 72 percent are married. The remaining 28 percent are not married.

Relative to number of years of teaching experience, 32 percent have taught for less than five years, 28 percent have taught for five to nine years, and 17 percent have taught for ten to fourteen years. The remaining 23 percent have taught for fifteen years or more.

Of the subjects, 3 percent reported holding office in their NEA or AFT affiliate organizations. In addition, 38 percent stated that they perceived themselves as "active" members in their local organization, 39 percent described themselves as "passive" members, and 20 percent stated that they are not members of such an organization.

Of the sample, 20 percent reported holding Bachelor Degrees, 49 percent reported graduate credits beyond the Bachelor Degree, and 29 percent reported Master Degrees. The remaining 2 percent reported advanced graduate degrees, including one Doctoral Degree.

The distribution of undergraduate major fields of concentration was among seven categories. These were: Liberal Arts and Humanities, 28 percent; Social Sciences, 10 percent; Natural Sciences, 13 percent; Physical Education and Health Education, 12 percent;

Elementary Education, 23 percent; Special Education and Speech Therapy, 5 percent; Home Economics, Industrial Arts and Other, 9 percent.

Dependent Variables

The dependent variable instrument, the Collective Action Scale, yielded scores tabulated in Chapter 4. As each item afforded a one-to-five point range, a total of 30 points represented the lowest score, or that least favorable to teacher collective action. A score of 150 points expressed the highest possible rating, that most favorable to teacher collective action.

Certain data were analyzed by item groupings;⁹² fifteen items which were closely identifiable with attitudes toward collective negotiations (1, 2, 5, 7, 9, 11, 12, 15, 16, 17, 18, 19, 20, 28, 30) were analyzed. An additional eight items were concerned with teacher strikes (3, 4, 8, 10, 13, 14, 25, 26); and seven other items evaluated attitudes toward the utilization of other sanctions by teachers (6, 21, 22, 23, 24, 27, 29).

Total collective action scores ranged from a low of 52 to a high of 150. Collective negotiation scores ranged from 31 to 75; strike scores ranged from 8 to 40; and sanction scores ranged from 9 to 35. All tabulations were statistically examined to offer conclusions relative to specific types of collective action by

⁹²Item grouping determination similar to one employed by Carlton, op. cit.

teachers. For example, it might have been shown that teachers who strongly support collective negotiations are strongly opposed to teachers employing strikes or other sanctions, in their efforts to attain better professional opportunities.

Statistical Analyses Employed

A multiple regression, in some instances employing dummy coding, was applied to determine statistical significance at the .05 level and to identify, statistically, significant correlations between the nine independent and four dependent variables. The data analysis utilized the Statistical Package for the Social Sciences.⁹³

⁹³Norman H. Nie and others, Statistical Package for the Social Sciences (2d ed.; New York: McGraw-Hill Book Co., 1975).

Chapter 4

FINDINGS

This chapter offers descriptive and statistical relationships from among the findings attained through execution of the research design described in Chapter 3. Additionally, specific findings related to the five hypotheses stated in Chapter 1 reveal some significant differences among independent variable subgroups where applicable, and the significance, or lack thereof, of relationships existing between each of the nine independent variables and the four dependent variables.

DESCRIPTIVE FINDINGS

The Collective Action Scale (CAS) score is the total point value received by a subject. The CAS score reveals attitudes toward the total teacher collective action movement. A mean score of 106.87 with a standard deviation of 18.66 was derived from the tabulation of CAS scores. The median score was 106.5. The frequency distribution of CAS scores and related descriptive statistics are presented in Table 6.

The three other dependent variable scores are, when combined, equivalent to the CAS score. The first of these three dependent variables reflects collective negotiations, or the score received for attitudes toward the negotiation variable, isolated from attitudes toward more coercive behavior as expressed in the form of teacher

Table 6
Collective Action Scale

Range	Frequencies	Cumulative Percentage
51-55	1	1
56-60	0	1
61-65	1	2
66-70	1	3
71-75	1	4
76-80	0	4
81-85	4	8
86-90	9	17
91-95	15	32
96-100	7	39
101-105	9	48
106-110	14	62
111-115	7	69
116-120	9	78
121-125	4	82
126-130	5	87
131-135	4	91
136-140	5	96

Table 6 (continued)

Range	Frequencies		Cumulative Percentage
141-145	2		98
146-150	2		100
Mean	106.870	Standard error	1.866
Standard deviation	18.660	Variance	348.194
Minimum	52.00	Maximum	150.000
Median	106.500	Range	98.000

strikes or other teacher sanctions. For collective negotiation scores, a mean score of 55.36 with a standard deviation of 9.96 resulted. The median score was 55.63. Table 7 presents frequency distributions and related descriptive statistics.

Scores for attitudes toward teacher strikes revealed a mean of 25.6, a standard deviation of 7.66, and a median of 26.9. These scores isolate and reflect upon the most severe form of employee sanction. Table 8 offers frequency distributions and related descriptive statistics.

Tabulations of teachers' attitudes toward the utilization of sanctions other than the strike tactic were also obtained. The mean score on this portion of the Collective Action Scale was 25.91, with a standard deviation of 4.52, and a median of 26.13. Table 9 offers frequency distributions and related descriptive statistics.

Table 7
Collective Negotiation
Frequency Breakdowns

Range	Frequencies	Cumulative Percentage
31-33	1	1
34-36	3	4
37-39	2	6
40-42	5	11
43-45	6	17
46-48	7	24
49-51	11	35
52-54	11	46
55-57	12	58
58-60	10	68
61-63	13	81
64-66	3	84
67-69	8	92
70-72	5	97
73-75	3	100
Mean	55.360	Standard error 0.995
Standard deviation	9.955	Variance 99.101

Table 7 (continued)

Range	Frequencies		Cumulative Percentage
Minimum	31.000	Maximum	75.000
Median	55.625	Range	44.000

Table 8
Strike Frequency Breakdowns

Range	Frequencies		Cumulative Percentage
8-10	4		4
11-13	5		9
14-16	6		15
17-19	5		20
20-22	8		28
23-25	18		46
26-28	15		61
29-31	21		82
32-34	6		88
35-37	5		93
38-40	7		100
Mean	25.610	Standard error	0.766
Standard deviation	7.657	Variance	58.624
Minimum	8.000	Maximum	40.000
Median	26.900	Range	32.000

Table 9
Sanctions Frequency Breakdowns

Range	Frequencies		Cumulative Percentage
9-11	1		1
12-14	0		0
15-17	3		4
18-20	4		8
21-23	19		27
24-26	26		53
27-29	30		83
30-32	9		92
33-35	8		100
Mean	25.910	Standard error	0.452
Standard deviation	4.515	Variance	20.386
Minimum	9.000	Maximum	35.000
Median	26.125	Range	26.000

Through the utilization of the Statistical Package for the Social Sciences⁹⁴ program "Breakdown," the investigator was able to view more clearly additional descriptive statistics in the form of subgroup means for each of the dependent variable scores. Emphasis is afforded the Collective Action Scale score; which is the sum of the collective negotiation, strike, and sanction scores. Relative to independent variables about which hypotheses were generated, subgroup CAS mean score differences between males and females were not significant. Such findings are not consistent with Carlton's⁹⁵ results in 1967. This may be a function of societal change in terms of perceptions and expectations held concerning the role and image of women in education.

A significant F ratio (5.6502 at the .05 level of significance) was revealed in data measuring subgroup CAS mean scores based on age differences. For subjects aged 39 or younger, there was a significantly higher mean score than for subjects aged forty and older, as hypothesized.

Subgroup scores based on marital status expressed a lack of significant differences between married and nonmarried subjects. Differences between secondary level and elementary level teachers indicated a lack of significance between mean CAS scores for these

⁹⁴ Norman H. Nie and others, Statistical Package for the Social Sciences (2d ed.; New York: McGraw-Hill Book Co., 1975).

⁹⁵ Patrick W. Carlton, The Attitudes of Certified Instructional Personnel toward Professional Negotiation and "Sanction" (Eugene, Oregon: Center for Advanced Study of Educational Administration, University of Oregon, 1967).

two subgroups.

The variable, years of experience in teaching, expressed significant differences ($F = 4.1665$ at the .05 level of significance) between teachers with nine years or less experience and subjects who have taught for ten or more years. Significantly higher scores were found to be a function of fewer years of teaching, and as hypothesized, an inverse relationship exists between accrued years teaching experience and favorable attitudes toward teacher collective action. All tabulations for these CAS scores, and for collective negotiation, strike and sanction scores as well, are categorized according to independent variable score distributions in Table 10. Related descriptive information including F ratio is given.

Among the four independent variables about which hypotheses were not generated, some interesting findings can be reported on the basis of subgroup mean scores on the Collective Action Scale. On the basis of race, as an independent variable, mean scores express no significant differences between Whites and Blacks. This is not consistent with results attained by Minus⁹⁶ who similarly evaluated tendencies toward collective action among metropolitan Washington, D. C., educators in eight institutions of higher learning. Minus found Blacks more supportive of collective action. The current

⁹⁶Tony Minus, "A Comparison of Attitudes of Faculty Members toward Collective Negotiations at Selected Public and Private Institutions of Higher Education in the Washington, D. C., Metropolitan Area" (unpublished Doctoral dissertation, George Washington University, 1974).

Table 10
Description of Sub-groups

Dependent Variable	Independent Variable	Mean	Standard Deviation	N ^a
Sex				
CAS	Male	106.22	17.15	50
	Female	107.52	20.21	50
CN	Male	54.66	9.72	50
	Female	56.06	10.24	50
Strike	Male	26.30	6.47	50
	Female	24.92	8.70	50
Sanction	Male	25.28	4.09	50
	Female	26.54	4.87	50
Age (years)				
CAS	20-29	112.81	15.43	41
	30-39	109.00	17.79	27
	40-49	93.65	18.42	20
	50 and older	103.83	21.55	12

Table 10 (continued)

Dependent Variable	Independent Variable	Mean	Standard Deviation	N ^a
Age (years)				
CN	20-29	58.29	7.81	41
	30-39	57.41	8.63	27
	40-49	48.55	10.59	20
	50 and older	52.08	12.72	12
Strike	20-29	27.68	6.59	41
	30-39	25.19	8.05	27
	40-49	21.50	8.31	20
	50 and older	26.33	7.04	12
Sanction	20-29	26.83	3.54	41
	30-39	26.41	4.77	27
	40-49	23.60	4.85	20
	50 and older	25.50	5.45	12
Marital Status				
CAS	Nonmarried	105.18	19.61	28

Table 10 (continued)

Dependent Variable	Independent Variable	Mean	Standard Deviation	N ^a
Marital Status				
CAS	Married	107.53	18.38	72
CN	Nonmarried	54.82	9.90	28
	Married	55.57	10.04	72
Strike	Nonmarried	24.79	8.32	28
	Married	25.93	7.42	72
Sanction	Nonmarried	25.57	4.21	28
	Married	26.04	4.65	72
Level of Teaching				
CAS	Elementary	105.36	15.71	50
	Secondary	108.38	21.26	50
CN	Elementary	54.56	9.00	50
	Secondary	56.16	10.86	50
Strike	Elementary	25.10	6.64	50
	Secondary	26.12	8.59	50

Table 10 (continued)

Dependent Variable	Independent Variable	Mean	Standard Deviation	N ^a
Level of Teaching				
Sanction	Elementary	25.72	3.65	50
	Secondary	26.10	5.27	50
Years Experience in Teaching				
CAS	0-4	112.03	15.74	32
	5-9	111.96	19.48	28
	10-14	100.06	14.22	17
	15 and more	98.52	20.61	23
CN	0-4	58.25	7.25	32
	5-9	58.21	9.27	28
	10-14	53.82	9.49	17
	15 and more	49.00	11.59	23
Strike	0-4	27.63	7.36	32
	5-9	26.93	6.78	28
	10-14	21.00	7.62	17

Table 10 (continued)

Dependent Variable	Independent Variable	Mean	Standard Deviation	N ^a
	Years Experience in Teaching			
Strike	15 and more	24.61	7.96	23
Sanction	0-4	26.16	3.94	32
	5-9	26.86	5.12	28
	10-14	25.24	5.04	17
	15 and more	24.91	4.08	23

^aNumber of subjects in sample population.

investigation rejects race as a factor effecting collective action attitudinal scores.

In the area of professional organization membership, office holders recorded higher mean CAS scores than did other organization members and nonmembers. However, these differences were not significant.

Although a lack of significance exists between the mean scores attained by subgroup levels on the basis of undergraduate major, those subjects who majored in the social sciences scored

noticeably lower than other subject area majors. This may suggest a less positive attitude toward teacher collective action.

Educational attainment, as an independent variable, produced no significant differences in subgroup mean CAS tabulations. All tabulations for these CAS scores, and for collective negotiation, strike, and sanction scores as well, are categorized according to independent variable score distributions in Table 11. Related descriptive information including F ratio is given.

STATISTICAL FINDINGS

Multiple Regression

To designate the specific facets among the independent variables which most closely relate to and effect the dependent variables in the investigation, the statistical tool, multiple regression, in the Statistical Package for the Social Sciences program has been employed in a variety of modes to afford several potentially significant relationships. Use of multiple regression was enhanced by the employment of "dummy" coding. This process is utilized in those independent variables which characteristically have three or more levels, and whose scores are recorded in nominal form.⁹⁷ In some instances, all nominal data were dummy coded whether or not independent variables were dichotomous. In this manner, specific subgroups can be isolated and improved understanding of potential relationships generated. Age and years experience in teaching are evaluated as interval data.

⁹⁷ Nie and others, op. cit.

Table 11
Description of Sub-groups^a

Dependent Variable	Independent Variable	Mean	Standard Deviation	N ^b
Race				
CAS	White	107.887	18.783	71
	Black	105.963	18.122	27
	Oriental	83.000	0.000	2
CN	White	56.056	9.882	71
	Black	54.370	10.012	27
	Oriental	44.000	7.071	2
Strike	White	26.113	7.784	71
	Black	25.333	6.598	27
	Oriental	11.500	3.536	2
Sanction	White	25.718	4.660	71
	Black	26.296	4.268	27
	Oriental	27.500	3.536	2

Table 11 (continued)

Dependent Variable	Independent Variable	Mean	Standard Deviation	N ^b
	Membership in a Professional Organization ^a			
CAS	Office holder	121.000	23.812	3
	Active member	107.737	17.317	38
	Passive member	105.667	20.999	39
	Nonmember	105.450	15.830	20
CN	Office holder	59.667	13.317	3
	Active member	56.237	10.183	38
	Passive member	54.513	10.149	39
	Nonmember	54.700	9.131	20
Strike	Office holder	34.000	7.000	3
	Active member	25.211	7.411	38
	Passive member	25.333	8.433	39
	Nonmember	25.650	6.285	20
Sanction	Office holder	27.333	4.041	3
	Active member	26.316	4.211	38
	Passive member	25.821	4.861	39

Table 11 (continued)

Dependent Variable	Independent Variable	Mean	Standard Deviation	N ^b
	Membership in a Professional Organization ^a			
Sanction	Nonmember	25.100	4.621	20
	Level of Educational Attainment			
CAS	Bachelor	106.000	14.404	20
	BA plus graduate credits	108.245	20.707	49
	MA plus advanced degree	105.258	18.037	31
CN	Bachelor	55.700	7.406	20
	BA plus graduate credits	56.082	10.903	49
	MA plus advanced degree	54.000	9.963	31
Strike	Bachelor	24.650	6.612	20

Table 11 (continued)

Dependent Variable	Independent Variable	Mean	Standard Deviation	N ^b
	Level of Educational Attainment			
Strike	BA plus graduate credits	26.367	8.308	49
	MA plus advanced degree	25.032	7.310	31
Sanction	Bachelor	25.650	3.829	20
	BA plus graduate credits	25.816	5.349	49
	MA plus advanced degree	26.226	3.471	31
	Undergraduate Major Field of Study			
CAS	Liberal arts and humanities	108.321	21.299	28
	Social sciences	97.600	21.691	10
	Natural sciences and math	109.308	16.864	13

Table 11 (continued)

Dependent Variable	Independent Variable	Mean	Standard Deviation	N ^b
	Undergraduate Major Field of Study			
CAS	Physical and health education	113.250	14.517	12
	Elementary education	107.174	17.885	23
	Special education and speech therapy	101.200	9.910	5
	Home economics, industrial arts and other	103.000	19.513	9
	Liberal arts and humanities	55.679	11.779	28
	Social sciences	53.600	9.454	10
CN	Natural sciences and math	56.077	8.930	13

Table 11 (continued)

Dependent Variable	Independent Variable	Mean	Standard Deviation	N ^b
	Undergraduate Major Field of Study			
CN	Physical and health education	57.833	8.032	12
	Elementary education	55.522	9.765	23
	Special education and speech therapy	53.200	7.120	5
	Home economics, industrial arts and other	52.778	11.702	9
Strike	Liberal arts and humanities	25.750	8.712	28
	Social sciences	22.200	7.376	10
	Natural sciences and math	27.077	7.170	13
	Physical and health education	28.167	5.590	12

Table 11 (continued)

Dependent Variable	Independent Variable	Mean	Standard Deviation	N ^b
	Undergraduate Major Field of Study			
Strike	Elementary education	24.783	8.301	23
	Special education and speech therapy	24.000	3.937	5
	Home economics, industrial arts and other	26.444	7.650	9
	Liberal arts and humanities	26.893	4.589	28
Sanction	Social sciences	21.800	6.925	10
	Natural sciences and math	26.154	3.158	13
	Physical and health education	27.250	2.989	12
	Elementary education	26.870	3.981	23

Table 11 (continued)

Dependent Variable	Independent Variable	Mean	Standard Deviation	N ^b
	Undergraduate Major Field of Study			
Sanction	Special education and speech therapy	24.200	3.115	5
	Home economics, industrial arts and other	23.778	3.833	9

^a NEA or AFT

^b Number of subjects in sample population.

Regressions

Multiple regressions were conducted for each of the dependent variable scores. As indicated by the findings, few of the independent variables strongly and directly related to the behavior patterns of teachers relative to collective action in Tidewater, Virginia.

However, when grouped together in the form of a statistical model for linearity ($y = b_1x_1 + a, = b_2x_2 + a, + b_3x_3 + a . . . +$

$b_nx_n + a$), a moderately high R-square is expressed, affording some

predictability for this specific population of teachers.

In the statistical analysis of the dependent variable Collective Action Score, which is the composite score for each subject, only years experience in teaching ($F = 13.065$ at the .01 level of significance), and social science ($F = 4.338$ at .05 level of significance) as an undergraduate major proved significant. Table 12 indicates the effect of each independent variable on this dependent variable. Both a partial dummy coded variable list and an expanded dummy coded variable list were employed. No differences due to this particular effect were noted.

Years experience in teaching and social science as an undergraduate major both correlate inversely with collective action among Tidewater, Virginia, teachers. This is substantiated by coefficients of correlation and Beta weights (Table 12), which are equivalent to standard partial regression coefficients.⁹⁸ In essence, this suggests that Beta is used: ". . . if all variables are in standard score form . . . [and when] the effects of variables other than the one to which the weight applied are held constant."⁹⁹

In the statistical analysis of the dependent variable collective negotiation score, only years experience in teaching was a significant predictor ($F = 15.635$ at .01 level of significance). Again, an inverse correlation with the dependent variable was found to exist. Table 13 substantiates this result.

⁹⁸Fred N. Kerlinger, Foundation of Behavioral Research (New York: Holt, Rinehart & Winston, 1973), p. 624.

⁹⁹Ibid.

Table 12
Dependent Variable Collective
Action Scores

Multiple R	0.38760				
R Square	0.15024				
Analysis of Variance	DF	Sum of Squares	Mean Square	F	
Regression	3.	5178.85038	1726.28346	5.65754	
Residual	96.	29292.45962	305.12979	p < .05	
Variable	B	Beta	Standard Error B	F	Significance Level ^a
YET	-0.94719	-0.34639	0.26205	13.065	p < .01
Major2	-12.19290	-0.19702	5.85446	4.338	p < .05
Major6				2.329	n.s.
Sex1				0.135	n.s.
Age				0.148	n.s.
MS1				0.122	n.s.
Level1				0.690	n.s.
Race1				0.065	n.s.
Race2				0.062	n.s.
Mem1				2.103	n.s.

Table 12 (continued)

Variable	B	Beta	Standard Error B	F	Significance Level ^a
Memb2				0.974	n.s.
Memb3				1.075	n.s.
Educl				1.933	n.s.
Educ2				1.767	n.s.
Major1				0.540	n.s.
Major3				0.119	n.s.
Major4				0.055	n.s.
Major5				0.511	n.s.

Variable	Significant Coefficient of Correlation	Multiple R	R Square
YET	-.30944	0.30944	0.09575
Major2		0.36003	0.12962
Major6		0.38760	0.15024
Memb1		0.41066	0.16864
Educ2		0.43138	0.18609
Memb2		0.44286	0.19613
Level1		0.44915	0.20173
Educl		0.45528	0.20728

Table 12 (continued)

Variable	Significant Coefficient of Correlation	Multiple R	R Square
Major3		0.46492	0.21615
Age	-.29966	0.46897	0.21993
Race1		0.47266	0.22341
Race2		0.50379	0.25380
Major1	-.16643	0.50685	0.25690
Memb3		0.50813	0.25820
MS1		0.50851	0.25858

^an.s.--not significant

Table 13

Dependent Variable Collective
Negotiation Scores

Multiple R	0.37093				
R Square	0.13759				
Analysis of Variance	DF	Sum of Squares	Mean Square	F	
Regression	1.	1349.87088	1349.87088	15.63464	
Residual	98.	8461.16912	86.33846	p < .01	
Variable	B	Beta	Standard Error B	F	Significance Level ^a
YET	-0.54111	-0.37093	0.13685	15.635	p < .01
Sex1				0.952	n.s.
Age				0.528	n.s.
MS1				0.015	n.s.
Level1				1.100	n.s.
Race1				0.058	n.s.
Race2				0.018	n.s.
Memb1				1.064	n.s.
Memb2				2.264	n.s.
Memb3				0.627	n.s.

Table 13 (continued)

Variable	B	Beta	Standard Error B	F	Significance Level ^a
Educl				0.373	n.s.
Educ2				1.173	n.s.
Major1				1.309	n.s.
Major2				0.727	n.s.
Major3				0.043	n.s.
Major4				0.040	n.s.
Major5				0.018	n.s.
Major6				1.580	n.s.

Variable	Significant Coefficient of Correlation	Multiple R	R Square
YET	-.37093	0.37093	0.13759
Memb2		0.39655	0.15725
Major6		0.41542	0.17258
Membl		0.43135	0.18606
Sex1		0.44533	0.19832
Level1		0.45507	0.20709
Educ2		0.46283	0.21421
Major1		0.47147	0.22228
Racel		0.47703	0.22756

Table 13 (continued)

Variable	Significant Coefficient of Correlation	Multiple R	R Square
Race2		0.49481	0.24483
Age	-.32416	0.49907	0.24907
Major3		0.50124	0.25125
Educl		0.50430	0.25432
Major2		0.50901	0.25909
Memb3		0.51153	0.26166
Major4		0.51349	0.26367
MS1		0.51493	0.26515
Major5		0.51519	0.26542

^an.s.--not significant

In analyzing statistically the strike tactic, two independent variables expressed significance. Years experience in teaching ($F = 4.509$; significant at the .05 level), and office holding in either an NEA or AFT affiliate ($F = 4.415$; significant at the .05 level) offer predictability regarding attitudes toward utilization of the strike tactic. The attitudes of teachers in Tidewater toward unified behavior in defense of professional rights become less supportive as the number of years experience increases. Regarding the significant independent variable, office holding, the correlation between this main effect and the strike tactic is positive. Table 14 substantiates these results.

Table 14
Dependent Variable Strike Scores

Multiple R	0.28331				
R Square	0.08026				
Analysis of Variance	DF	Sum of Squares	Mean Square	F	
Regression	2.	465.82880	232.91440	4.23246	
Residual	97.	5337.96120	55.03053	p < .05	
Variable	B	Beta	Standard Error B	F	Significance Level ^a
YET	-0.23233	-0.20707	0.10942	4.509	p < .05
Memb1	9.15088	0.20491	4.35506	4.415	p < .05
Sex1				0.474	n.s.
Age				0.242	n.s.
MS1				0.042	n.s.
Level1				0.441	n.s.
Race1				0.368	n.s.
Race2				0.020	n.s.
Memb2				0.071	n.s.
Memb3				0.001	n.s.
Educl				0.816	n.s.

Table 14 (continued)

Variable	B	Beta	Standard Error B	F	Significance Level ^a
Educ2				1.686	n.s.
Major1				0.085	n.s.
Major2				2.383	n.s.
Major3				0.074	n.s.
Major4				1.016	n.s.
Major5				0.282	n.s.
Major6				0.642	n.s.

Variable	Significant Coefficient of Correlation	Multiple R	R Square
YET	-.19596	0.19596	0.03840
Membl	.19368	0.28331	0.08026
Major2		0.32021	0.10254
Educ2		0.34454	0.11871
Major6		0.36280	0.13162
Major5		0.38333	0.14694
Sex1		0.39132	0.15313
Race1		0.39914	0.15931
Race2		0.46522	0.21643

Table 14 (continued)

Variable	Significant Coefficient of Correlation	Multiple R	R Square
Educl		0.46989	0.22080
Major3		0.47433	0.22499
Level1		0.47726	0.22777
Age	-.18846	0.47915	0.22958
MS1		0.48004	0.23043
Major1		0.48029	0.23068
Major4		0.48147	0.23181
Memb2		0.48181	0.23214
Memb3		0.48208	0.23240

^an.s.--not significant

In examining the dependent variable, teacher tendencies to employ sanctions, both undergraduate major in social sciences and age resulted in significant negative correlations. Undergraduate major in social sciences ($F = 8.173$; significant at the .01 level) has been a useful predictor in previous dependent variable analyses. Age, however, correlating highly positively with years experience in teaching ($R = .75259$), offered significance as a main effect ($F = 4.134$; significant at .05 level) for the first time at the expense of the previously more powerful independent variable, years experience in teaching. Table 15 substantiates these results.

Additional Regression

Evaluation: Age/
Years Experience
in Teaching
Multicollinearity

To test further the operating hypotheses introduced in Chapter 1, and also to substantiate further the investigator's findings regarding the relationship or multicollinearity existing in regression analyses, which included both years experience in teaching and age variables, two additional regression analyses were conducted. These particular regressions employed five independent variables: sex, age, marital status, level of teaching, and years experience in teaching. They also utilized age and not years experience in teaching in one analysis, and deleted age while including years experience in teaching in the latter regression. Also included was the independent variable, race. Dummy coding was employed in each independent variable, with the exception of the two which appear

Table 15
Dependent Variable Sanction Scores

Multiple R	0.38557				
R Square	0.14867				
Analysis of Variance	DF	Sum of Squares	Mean Square	F	
Regression	4.	300.03949	75.00987	4.14745	
Residual	95.	1718.15051	18.08579	p < .05	
Variable	B	Beta	Standard Error B	F	Significance Level ^a
Major2	-4.09050	-0.27316	1.43084	8.173	p < .01
Age	-0.08614	-0.20011	0.04237	4.134	p < .05
Sex1				1.642	n.s.
Memb2				1.401	n.s.
MS1				0.399	n.s.
Level1				0.372	n.s.
YET				0.136	n.s.
Race1				0.352	n.s.
Race2				0.192	n.s.
Membl				0.438	n.s.
Memb3				0.060	n.s.

Table 15 (continued)

Variable	B	Beta	Standard Error B	F	Significance Level ^a
Educl				0.624	n.s.
Educ2				0.120	n.s.
Major1				0.966	n.s.
Major3				0.081	n.s.
Major4				0.238	n.s.
Major5				0.040	n.s.
Major6				1.245	n.s.

Variable	Significant Coefficient of Correlation	Multiple R	R Square
Major2	-.30496	0.30496	0.09300
Age	-.19992	0.35124	0.12337
Sex1		0.36893	0.13611
Memb2		0.38557	0.14876
Major6		0.39974	0.15979
Educl		0.40954	0.16772
YET		0.41799	0.17472
Major1		0.42834	0.18347
Educ2		0.43304	0.18753

Table 15 (continued)

Variable	Significant Coefficient of Correlation	Multiple R	R Square
Race1		0.43772	0.19160
MS1		0.44275	0.19603
Major5		0.44642	0.19930
Level1		0.45802	0.20978
Major4		0.47150	0.22232
Membl		0.47263	0.22338
Major3		0.47275	0.22349

^a n.s.--not significant

to identify so closely with one another.

In utilizing independent variables sex, marital status, level of teaching, and race as constants, and introducing age and years of teaching experience interchangeably in testing each of the dependent variables, an interesting but highly predictable occurrence resulted. When age was employed, this independent variable was the only main effect to express significance ($F = 9.090$; significant at the .01 level) in analyzing the Collective Action Score. Similarly, when years experience in teaching was substituted, an almost identical significant F-ratio ($F = 8.963$; significant at the .01 level) resulted. No other independent variables showed significance.

Regarding the dependent variable, collective negotiation score, virtually the same results were found. Both age ($F = 10.591$; significant at the .01 level) and years experience in teaching ($F = 13.584$; significant at the .01 level) expressed significant relationships. Other variables failed to do so. Interestingly, in the area of tendencies to utilize the strike tactic, when employing only the five independent variables being investigated in these two regression analyses, no main effect was found significant. Of further interest was the finding that in evaluating attitudes toward the use of sanctions, age was significant ($F = 4.444$; significant at the .05 level) but when years experience in teaching was substituted, no significant findings resulted in this particular regression.

Race in every case failed to show significance, expressing consistently low F-ratios, even when dummy coding was employed. The latter process was utilized to isolate persons of different races for more critical evaluations.

Hypotheses

The hypotheses generated in conducting the current research were concerned with specific subgroup significance differences relative to collective action. Consequently, hypotheses will be evaluated strictly on the composite dependent variable, Collective Action Score. Additionally, mention is made of the predictor role of these variables in the several regression analyses, where applicable.

Hypothesis 1: Male teachers are more likely to support

collective action than are female teachers. Statistical analysis does not support the hypothesis. Male and female teachers in Tidewater, Virginia, tend not to differ in their attitudes toward collective action.

Hypothesis 2: Married teachers are more likely to support collective action than are nonmarried teachers. Statistical analysis does not support the hypothesis. Marital status tends not to affect teacher attitudes toward collective action.

Hypothesis 3: Teachers under forty years of age are more likely to support collective action than are those forty or older. Hypothesis 3 was confirmed ($F = 5.6502$; significant at the .05 level). Statistical analysis rendered a significant subgroup difference between younger and older teachers. Younger teachers scored significantly higher than their older colleagues. (See Table 11.) As previously noted, a regression analysis of the dependent variable sanctions score produced a significant age F -ratio ($F = 4.134$; significant at the .05 level), and when substituted for years experience in teaching, due to the multicollinearity of the two variables in the regression equation, provided information supporting age as a good predictor of teacher collective action.

Hypothesis 4: Secondary level teachers are more likely to support collective action than are elementary level teachers. Statistical analysis does not support the hypothesis. Attitudes among Tidewater, Virginia, teachers tend not to be affected by level of teaching.

Hypothesis 5: There exists an inverse relationship

between one's years of teaching experience and the tendency to support collective action. Hypothesis 5 is confirmed ($F = 4.1665$; significant at the .05 level). Findings support the prediction that teachers with ten years or more teaching experience tend to be significantly less supportive of teacher collective activities than are those less experienced in the teaching profession. (See Table 11.) Furthermore, years experience in teaching was generally the strongest predictor of attitudes toward collective action among Tidewater teachers. Regression analysis expressed in terms of Collective Action Score ($F = 13.065$; significant at the .01 level), the collective negotiation score ($F = 15.635$; significant at the .01 level), and the strike score ($F = 4.509$; significant at the .05 level) provided data strongly supporting this independent variable as a valid indicant of teacher collective action patterns.

Among the other variables tested, no significant differences resulted when categorical subgroups were examined for mean differences. In the regression analyses conducted among the independent variables race, teacher organizational membership, level of educational attainment, and undergraduate major, predictability for collective action was investigated. Social science major (Collective Action Score: $F = 4.338$; sanctions score: $F = 8.173$; significant at the .05 and .01 levels, respectively), and organizational office holders (strike score: $F = 4.415$; significant at the .05 level) were evaluated and found to be indicants of specific types of teacher collective action, possibly, in concert with one or more other independent variables.

The following regression equations graphically illustrate for each dependent variable the strongest predictors in examining collective action among Tidewater, Virginia, teachers:

Collective Action Score

$$y' = bx + a$$

$$\text{CAS} = (- 0.947 \text{ YET}) + (12.193 \text{ social science major}) + 117.465 \text{ constant}$$

Collective Negotiations Score

$$y' = bx + a$$

$$\text{CN} = (- 0.541 \text{ YET}) + 60.360 \text{ constant}$$

Strike Score

$$y' = bx + a$$

$$\begin{aligned} \text{Strike} = & (- 0.232 \text{ YET}) + 9.15 \text{ organiza-} \\ & \text{tional office holder)} \\ & + 27.482 \text{ constant} \end{aligned}$$

Sanctions Score

$$y' = bx + a$$

$$\begin{aligned} \text{Sanction} = & (- 4.091 \text{ social science major}) \\ & + (- 0.086 \text{ age}) + 27.305 \text{ constant} \end{aligned}$$

The two independent longitudinal variables, years experience in teaching and age, consistently correlated with the dependent variables. These two independent variables appear to suffer from a statistical proximity, multicollinearity, and, thus, when isolated separately, tend to perform the same roles in predicting teacher collective action behavior. Social science as a major tends to

relate negatively to the dependent variables. Causes for this are open to conjecture. Office-holding members of the NEA or AFT offer some predictability, if not in all aspects of collective action, at least in a significant manner in the area of strike tactics.

Chapter 5

CONCLUSIONS

In Chapter 5, a summary of this study and its findings is offered, with concluding discussion and recommendations for other interested researchers. The study examined nine demographic and professional characteristics among one hundred randomly selected Tidewater, Virginia, public school teachers, and attempted to determine if some or all of these factors were related to attitudes toward teacher collective action. To specify existing differences, the Collective Action Scale¹⁰⁰ was employed to weigh independently collective negotiation, strike, and sanction scores.

Of the nine independent variables tested, five registered no statistically significant relationships. Sex, marital status, level of teaching, level of educational attainment, and race did not relate to attitudes toward teacher collective action in this locality.

SEX, MARITAL STATUS, LEVEL OF TEACHING, LEVEL OF EDUCATIONAL ATTAINMENT

Of interest is the finding that sex is not a significantly

¹⁰⁰ Patrick W. Carlton, The Attitudes of Certified Instructional Personnel toward Professional Negotiation and "Sanctions!" (Eugene, Oregon: Center for Advanced Study of Educational Administration, University of Oregon, 1967).

differentiating factor. Data in Table 3 (see Chapter 2) indicate that ten previous researchers found male-female differences to be related to teacher collective action attitudes. It is the conclusion of this investigator that sex might be no longer a meaningful differentiating factor. It is possible that an evolution in societal awareness has resulted in a significant change in the role of women. Marital status did not relate to attitudinal differences, and, therefore, nonmarried status did not appear to relate to female reactions to teacher collective action.

Level of teaching and level of educational attainment, which were found to be significant in some previous studies, did not demonstrate significance herein. It was concluded additionally that, relative to collective action, previous stereotypes of female, elementary teachers opposing teacher collective action might be no longer valid.

RACE

Study of racial differences in regard to teacher collective action has not been generally pursued. The only previous such study¹⁰¹ examined differences between Blacks and non-Blacks at the university level. The findings led Minus to conclude that in these

¹⁰¹Tony Minus, "A Comparison of Attitudes of Faculty Members toward Collective Negotiations at Selected Public and Private Institutions of Higher Education in the Washington, D. C., Metropolitan Area" (unpublished Doctoral dissertation, George Washington University, 1974).

institutions, Blacks are significantly more supportive of collective action than are non-Blacks.

In this study it was found that within the public schools of Tidewater, Virginia, racial differences do not relate to attitudes toward teacher collective action. Race was examined in several regression analyses to ensure confirmation of the finding. The investigator thus concludes that suggestions of either militancy or apathy unique to Blacks in the area of teacher collective action were unfounded.

It is recommended that racial comparisons be further studied in other vocational and geographical settings. Such studies may reveal further evidence contrary to traditional stereotypes.

VARIABLES DEMONSTRATING STATISTICAL SIGNIFICANCE

Of the four remaining independent variables, two contributed significantly but in limited incidence to collective action attitudes. The final two independent variables contributed most significantly to attitudinal differences toward teacher collective action.

Teacher Organization Membership

Membership in a teacher organization (NEA or AFT), whether active or passive, demonstrated no statistical significance. Only in attitudes toward strike tactics did any membership factor contribute significantly. Office holding members supported teacher strike tactics to a significantly greater degree than did other

teachers. Interestingly, it was only in this specific instance that office holders provided evidence of more supportive behavior. Regarding collective negotiations and sanctions individually, and total collective action generally, office holding in teacher organizations is not related to attitudinal differences. The investigator recommends further evaluation of the attitudes of those seeking office in teacher organizations, so as to better understand this finding and its possible implications.

Undergraduate Major

Undergraduate major as an independent variable, when examined in previous related research, did not contribute significantly. Although six of the seven undergraduate major areas of study offered no significant differences, one major area, social sciences, significantly and negatively related to attitudes toward teacher collective action. In the general category of collective action, and in the specific category of utilization of teacher sanctions, persons who had majored in social sciences differed negatively, to a significant degree, from persons with other majors. The sanctions score for social science majors was the most potent contributor to the attitudinal character of Tidewater teachers.

This finding suggests that additional study may be needed to determine potential trends and differences in expectations for social science majors. The investigator suggests that subsequent researchers attempt to further isolate specific majors to reveal additional information helpful to understanding professional attitudinal differences.

Years Experience in
Teaching and Age

Years experience in teaching was consistently the most significant contributor to attitudinal differences in teacher collective action. The findings, as presented in Chapter 4, emphasize this longitudinal factor as a reliable indicant of negative feelings toward teacher collective action. The only portion of the Collective Action Scale which did not demonstrate a relationship due to years experience in teaching was the sanctions score. Here, age proved to be a significant independent variable. It is concluded, on the basis of this substitution effect, and on the basis of additional regressions, which tested for the multicollinearity statistical phenomenon discussed in Chapter 4, that time correlates inversely with supportive attitudes toward teacher collective action.

Thus, the investigator concludes that the most important determinant is a longitudinal factor, whether years experience in teaching, or age. It appears that the older one becomes experientially, the less willing he is to support collective action. Inasmuch as annual salary increments have traditionally not improved teacher salaries to a comparable level of incomes enjoyed by other professionals, and with continually increasing cost of living standards, one might anticipate more positive and more aggressive attitudes toward united teacher efforts to attain personal needs and professional rights. Older and more experienced teachers, however, do not behave accordingly.

This conclusion supports the findings of eleven other researchers, previously cited, who found years experience in teaching and/or age significant among variables tested in examinations of teacher collective behavior patterns. Additional study in this area of employee relations might consider some of the more subtle elements of these longitudinal-attitudinal inverse relationships.

IMPLICATIONS

In this study, relatively few of the independent variables investigated were found to be statistically significant. The investigator concludes that attitudes regarding teacher collective action are not necessarily dependent upon such characteristics. School superintendents can no longer isolate a combination of characteristics to identify those teachers supporting collective action.

Notably, the current trend in society is toward racial and sexual equality. Previously, attitudinal differences according to race and sex may have existed. One implication of this research is that these demographic differences might no longer effect attitudinal delineations. Based on this and similar findings, it is recommended that school board members recognize the emerging trend toward universal acceptance of collective negotiations as a vehicle utilized by teachers to attain additional rights and privileges. Such an awareness may produce a desire by school officials to prepare for effective participation in bargaining sessions.

Results of the study suggest that, with regard to collective

action, school teacher attitudes might have changed. Based upon the current study, observers of educational processes may conclude that this evolution apparently includes all but veteran teachers. Such a finding may suggest only that the attitudes of this more experienced breed will be retired with their advocates, leaving only teachers who never fully accepted the traditional mores of the professional teacher and his primary concern for the welfare of the public citizenry. Or, perhaps subsequent researchers will find that one result of professional growth is an eventual loss of association with collective action movements.

Regardless, the growing supportive trend toward collective action among teachers is an increasing concern for participants in the political arena of American education.

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APPENDIX

APPENDIX A

Collective Action Scale Individual
Subject Scores

Subject number	Scores			
	Collective action	Collective negotiation	Strike	Other sanctions
1	94	45	26	23
2	87	39	22	26
3	114	60	25	29
4	142	68	39	35
5	121	66	27	28
6	100	43	30	27
7	86	49	14	23
8	110	54	28	28
9	94	59	13	22
10	100	50	24	26
11	138	72	38	28
12	82	49	8	25
13	93	50	21	22
14	111	56	30	25
15	108	56	28	24
16	95	51	21	23
17	110	66	12	32
18	113	62	24	27

Subject number	Scores			
	Collective action	Collective negotiation	Strike	Other sanc- tions
19	109	54	25	30
20	102	48	24	30
21	121	62	30	29
22	110	60	25	25
23	95	51	18	26
24	93	46	20	27
25	92	42	28	22
26	109	60	24	25
27	120	61	30	29
28	92	56	16	20
29	139	72	33	34
30	96	46	29	21
31	104	52	25	27
32	110	58	28	24
33	127	69	30	28
34	113	57	30	26
35	118	60	29	29
36	88	43	22	23
37	64	31	12	21
38	106	53	27	26

Subject number	Scores			
	Collective action	Collective negotiation	Strike	Other sanctions
39	124	63	31	30
40	92	40	27	25
41	87	42	27	19
42	108	53	29	26
43	126	63	35	28
44	90	45	20	25
45	88	56	15	17
46	118	63	28	27
47	120	63	29	28
48	97	56	19	22
49	102	53	28	21
50	110	55	32	23
51	105	55	23	27
52	83	49	9	25
53	131	68	35	28
54	52	35	8	9
55	140	74	32	34
56	102	56	20	26
57	101	49	30	22
58	141	68	38	35

Subject number	Scores			
	Collective action	Collective negotiation	Strike	Other sanc- tions
59	117	63	25	29
60	99	69	12	18
61	107	55	29	23
62	134	70	31	33
63	125	58	39	28
64	138	70	37	31
65	117	62	25	30
66	150	75	40	35
67	95	58	15	22
68	113	59	26	28
69	110	53	27	30
70	70	34	8	28
71	91	44	25	22
72	85	47	17	21
73	146	73	38	35
74	101	48	33	20
75	103	53	24	26
76	83	39	14	30
77	94	50	29	15
78	92	45	23	24

Subject number	Scores			
	Collective action	Collective negotiation	Strike	Other sanc- tions
79	101	52	24	25
80	106	61	17	28
81	98	49	25	24
82	118	59	32	27
83	131	68	29	34
84	71	41	14	16
85	89	35	30	24
86	119	61	31	27
87	107	54	28	25
88	131	68	34	29
89	116	56	31	29
90	94	54	19	21
91	139	71	37	31
92	88	40	24	24
93	96	48	24	24
94	126	67	30	29
95	115	56	30	29
96	112	63	28	21
97	91	51	13	27
98	126	66	35	25

Subject	Scores			
number	Collective action	Collective negotiation	Strike	Other sanctions
99	130	46	20	24
100	90	46	20	24

APPENDIX B

Collective Action Scale

Please respond to the following statements by placing the number corresponding to your choice on the line to the right of the item. The numbering varies from question to question and the choices will be abbreviated throughout the instrument.

Example of correct marking technique:

(5)	(4)	(3)	(2)	(1)	
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
(SA)	(A)	(U)	(D)	(SD)	
I believe that taxes should be lowered.					<u>5</u>

- | | | | | | | |
|---|----|---|---|---|----|-------|
| 1. Teachers organizations should participate in the selection of new teachers. | 5 | 4 | 3 | 2 | 1 | |
| | SA | A | U | D | SD | _____ |
| 2. Teachers organizations should have responsibility in the choice of new principals. | 5 | 4 | 3 | 2 | 1 | |
| | SA | A | U | D | SA | _____ |
| 3. Teachers should be able to withhold services when satisfactory agreement between their organizations and the school board cannot be reached. | 5 | 4 | 3 | 2 | 1 | |
| | SA | A | U | D | SA | _____ |

- | | | | | | | |
|--|----|---|---|---|----|-------|
| 4. Collective negotiation should omit the threat of withholding of services | 1 | 2 | 3 | 4 | 5 | |
| | SA | A | U | D | SD | _____ |
| 5. Teachers should be able to organize freely and to bargain collectively for their working conditions and salary. | 5 | 4 | 3 | 2 | 1 | |
| | SA | A | U | D | SD | _____ |
| 6. Teachers organizations at local, state and national levels should publicize unfair school board practices through the media, such as TV, radio, newspapers, and magazines | 5 | 4 | 3 | 2 | 1 | |
| | SA | A | U | D | SD | _____ |
| 7. I believe that collective negotiation by teachers is a conspiracy against the country. | 1 | 2 | 3 | 4 | 5 | |
| | SA | A | U | D | SD | _____ |
| 8. I feel that strikes on the part of teachers are an undesirable consequence of collective bargaining. | 1 | 2 | 3 | 4 | 5 | |
| | SA | A | U | D | SD | _____ |
| 9. I believe militant teachers groups are made up almost entirely of malcontents and misfits. | 1 | 2 | 3 | 4 | 5 | |
| | SA | A | U | D | SD | _____ |

- | | | | | | | | |
|-----|--|----|---|---|---|----|-------|
| 10. | Teachers should not strike in order to enforce their demands. | 1 | 2 | 3 | 4 | 5 | |
| | | SA | A | U | D | SD | _____ |
| 11. | I feel that the good teacher can always get the salary he needs without resorting to collective negotiation. | 1 | 2 | 3 | 4 | 5 | |
| | | SA | A | U | D | SD | _____ |
| 12. | I believe that collective bargaining, alias professional negotiation, is beneath the dignity of the teacher. | 1 | 2 | 3 | 4 | 5 | |
| | | SA | A | U | D | SD | _____ |
| 13. | I believe that strikes, sanctions, boycotts, mandated arbitration or mediation are improper procedures to be used by public school employees who are dissatisfied with their conditions of employment. | 1 | 2 | 3 | 4 | 5 | |
| | | SA | A | U | D | SD | _____ |
| 14. | I feel that the teacher cannot withhold his services without violating professional ethics and trust. | 1 | 2 | 3 | 4 | 5 | |
| | | SA | A | U | D | SD | _____ |
| 15. | I feel that collective negotiation is chipping away by inches at local control and should be resisted. | 1 | 2 | 3 | 4 | 5 | |
| | | SA | A | U | D | SD | _____ |

16. I think collective negotiations can help to unite the teaching profession into a cohesive body. 5 4 3 2 1 SA A U D SD _____
17. I think collective negotiations by teachers organizations may lead to totalitarianism in education, a kind of dictatorship by the teachers. 1 2 3 4 5 SA A U D SD _____
18. I think collective negotiations can provide a vehicle whereby teachers gain greater on-the-job dignity and independence in performing their functions. 5 4 3 2 1 SA A U D SD _____
19. I believe that most of the leaders in the drive for collective negotiations are insincere power seekers who do not have the best interests of education at heart. 1 2 3 4 5 SA A U D SD _____
20. The local teachers organization should seek to regulate standards for hiring of new teachers. 5 4 3 2 1 SA A U D SD _____

21. I think teachers have a right to impose sanctions on school boards under certain circumstances. 5 4 3 2 1
SA A U D SD _____
22. I think that sanctions are a step forward in acceptance of teacher responsibility for self-discipline and for insistence upon conditions conducive to an effective program of education. 5 4 3 2 1
SA A U D SD _____
23. I believe sanctions are a means of improving educational opportunity and eliminating conditions detrimental to professional service. 5 4 3 2 1
SA A U D SD _____
24. I believe that censure by means of articles in state association magazines, special study reports, newspapers, or other mass media is a legitimate technique for teachers to use. 5 4 3 2 1
SA A U D SD _____
25. I feel that the traditional position that teachers, as public employees, may not strike

- | | | | | | | |
|---|----|---|---|---|----|-------|
| is the only defensible position for a sensible school district to take. | 1 | 2 | 3 | 4 | 5 | |
| | SA | A | U | D | SD | _____ |
| 26. I don't feel that the services of teachers are so necessary to the public welfare as to necessitate the forfeiture of their right to strike. | 5 | 4 | 3 | 2 | 1 | |
| | SA | A | U | D | SD | _____ |
| 27. I believe that any teacher sanction or other coercive measure is completely unprofessional. | 1 | 2 | 3 | 4 | 5 | |
| | SA | A | U | D | SD | _____ |
| 28. All attempts to infringe upon school board authority in the selection and adoption of textbooks and other curricular materials should be resisted. | 1 | 2 | 3 | 4 | 5 | |
| | SA | A | U | D | SD | _____ |
| 29. I believe that when the school board denies the reasonable requests of the teachers, the teachers have a right to present the facts to the public and to their professional associates in other school districts. | 5 | 4 | 3 | 2 | 1 | |
| | SA | A | U | D | SD | _____ |

30. I think collective negotiation

can bring greater order and

5 4 3 2 1

system to education.

SA A U D SD

APPENDIX C

Personal Demographic Data Sheet

Please place the correct numerical response in the space to the right of each item.

Please do not sign this sheet. The numbering system employed is designed solely to help the computer center analyze the data, and not for identification purposes.

Sex: (1) Male

(2) Female

Race: (1) White

(2) Black

(3) American Indian

(4) Oriental or Other

Age: (1) 20-29 years

(2) 30-39 years

(3) 40-49 years

(4) 50-59 years

(5) 60 years and older

Marital Status: (1) Single

(2) Married

(3) Divorced, Separated or Widowed

Level of Teaching: (1) Elementary

(2) Secondary

Years of Teaching Experience: (1) Less than 5 years

- (2) 5-9 years
 - (3) 10-14 years
 - (4) 15 or more years
-

Membership in National Education Association or
American Federation of Teachers:

- (1) Office Holder
 - (2) Non Office Holder but Perceive Self as
Active Member
 - (3) Perceive Self as Passive Member
 - (4) Nonmember
-

- Level of Education:
- (1) Bachelors
 - (2) Bachelors + 1-15 credits
 - (3) Bachelors + 16-30 credits
 - (4) Master
 - (5) Certificate of Advanced
Graduate Study
 - (6) Doctorate
-

As An Undergraduate, Major Field of Study or
Area of Concentration:

- (1) Liberal Arts (History, English, Philosophy)
- (2) Social Sciences (Psychology, Political Science,
Economics, et cetera)
- (3) Natural Sciences (Biology, Chemistry, Physics)
- (4) Humanities (Foreign Languages, Fine Arts,
Art History, et cetera)
- (5) Elementary Education
- (6) Physical Education and Health Education
- (7) Business

(8) Other Major

APPENDIX D

COLLEGE OF WILLIAM AND MARY
SCHOOL OF EDUCATION
WILLIAMSBURG, VIRGINIA 23185

May, 1975

Statement About Project To Teacher Participants

I wish to express my appreciation to you for your willingness to participate in my research project. This project is an integral part of my doctoral studies at William and Mary, and will be used only to establish the existence of relationships between certain demographic characteristics among teachers and their tendencies to support collective action.

No attempt whatsoever will be made to identify these teachers or their school divisions either to administrative personnel or the respective communities. Total anonymity of the individual participants has been established as a design priority, and all results will be expressed, in fact, as representative of this particular region.

Should you wish to see the results of the study, such information will be made available to you upon request. Again, accept my sincere thanks.

ABSTRACT

PURPOSE

The purpose of the study was to evaluate relationships between nine demographic/professional characteristics and teacher collective action. Teacher collective action included tendencies to support three separate dependent variables: collective negotiations, strike tactics, and utilization of other sanctions. The nine independent variables included sex, age, marital status, level of teaching, years experience in teaching, race, membership in a professional employee organization (National Education Association or American Federation of Teachers), level of educational attainment, and undergraduate major area of study.

METHODOLOGY

Carlton's Collective Action Scale and a Personal Demographic Data Sheet were employed in evaluating the attitudes of one hundred randomly selected teachers, and twenty alternates, stratified according to sex and level of teaching to attain equal cells. Previous research of this nature has frequently utilized mail-outs and returns to attain responses. The investigator contends that such studies are biased on the basis of research conducted by Partens and others who report that certain groups of people tend not to respond to mail-outs, or vote in elections.

Each subject in this study was personally contacted and the instruments were distributed in seventy-seven schools among six Tidewater, Virginia, school divisions. Through this process, a 100 percent response was attained. Several multiple regressions, many with the benefit of a dummy coding technique, were employed to obtain specific findings at the .05 level of significance.

FINDINGS

Five of the independent variables did not contribute significantly. These include sex, marital status, level of teaching, race, and level of educational attainment.

Membership in a professional employee organization did not produce significant differences except in one instance. Relative to strike tactics, office-holding organization members supported strike tactics to a greater degree than did other teachers.

Among undergraduate major areas of study, social science majors responded negatively, at a statistically significant level, regarding teacher collective action, generally, and the utilization of sanctions, specifically, when compared with other areas of study.

The most consistent contributor to attitudinal differences regarding collective action was years experience in teaching. Additional multiple regression analyses provided evidence that age not only was significant

in the specific area of utilization of sanctions, but also this factor could be substituted for the years-experience-in-teaching variable with virtually identical results. Thus, the longitudinal aspect is the most important characteristic, and there exists an inverse relationship between years experience in teaching and/or age, and tendencies to support teacher collective action.

CONCLUSIONS

Society has experienced major changes in regard to perceptions and expectations held for and by teachers with regard to teacher collective action. Sexual and racial differences in this regard no longer exist. The investigator found evidence contrary to the Carlton study and others which previously reported significant differences between males and females. Additionally, Whites and Blacks responded similarly to each of the areas of teacher collective action investigated. Furthermore, stereotypes which suggest that elementary teachers respond differently than their secondary colleagues are unfounded.

The researcher concludes that with the exception of social science majors, the only consistently predictable indicant is a longitudinal one. There exists, as hypothesized, an inverse relationship between teaching experience and/or age and tendencies to support teacher collective action, including collective negotiations, strike tactics, and utilization of other sanctions. All other hypotheses based on the independent variables investigated were rejected.

It thus appears that attitudes not supportive of teacher collective action will retire with their veteran teacher advocates. Or, as an alternate concept, educators will continue to disassociate themselves from teacher collective action groups as a result of their experiential growth.