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# Attitudes Of Teachers And Teacher Trainees Towards Faculty Unionization

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ATTITUDES OF TEACHERS AND TEACHER  
TRAINEES TOWARDS FACULTY UNIONIZATION

RODRIGUEZ

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ATTITUDES OF TEACHERS AND TEACHER TRAINEES

TOWARDS FACULTY UNIONIZATION

(TITLE)

BY

CAROLINE M. RODRIGUEZ

**THESIS**

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF

MASTER OF ARTS

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY  
CHARLESTON, ILLINOIS

1988

YEAR

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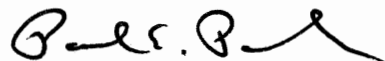
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ATTITUDES OF TEACHERS AND TEACHER TRAINEES  
TOWARDS FACULTY UNIONIZATION

by

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Bachelor of Arts

St. Scholastica's College, Philippines

1984

ABSTRACT OF A THESIS

Submitted in partial fulfillment of the  
requirements for the degree of  
Master of Arts in Psychology  
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Charleston, Illinois

1988

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## ABSTRACT

A questionnaire was constructed using Thurstone's equal appearing interval scaling procedure to assess the attitudes of teachers and teacher trainees toward faculty unionization.

Forty four attitudinal statements were rated by judges according to their degree of favorableness or unfavorableness towards unions. The twenty two items for the final scale were chosen using equal spacing along the favorability dimension and judges agreement as criterion. The mean judges rating of favorability constituted the item's weight in deriving composite scores. Protocols were separately scored for agreement and disagreement with items. The positive composite score was the mean of the item weights where the respondent agreed with the item. The negative composite score was mean weighted disagreement. The reliability of measuring attitudes by agreement or disagreement is supported by the high negative correlation between composite positive and composite negative scores.

Separate demographic variables were used for each sample. The variables used for teacher trainees were: age, sex, head of the household's union membership and experience of student teaching. For the faculty group: age, sex, college, number of years teaching, number of years at the university, tenure status, rank, union membership and



signing or not signing the decertification petition were considered.

One hundred and twenty upper division teacher trainees were asked to fill out the questionnaire during class. To obtain the faculty group, the instrument was sent to all the faculty of the university through campus mail. Of five hundred and thirty two faculty members in the university, two hundred and sixty returned completed forms.

The results of this study indicated that teacher trainees who have family members involved with unions tended to be less favorable towards faculty unions compared to trainees who do not have family members involved with unions. Faculty union members and nondecertifiers were significantly more favorable toward union compared to nonunion members and decertifiers. A significant difference was found among the colleges of the university on composite attitudes scores. No significant differences on other demographic characteristics were obtained.

Chi-square analysis on each of the items found significant relationship between the item response and the two variables: union membership and signing the decertification petition. Discriminant analyses using Rao V stepwise method clearly separated groups. Items which best discriminated union members versus nonunion members, and items which discriminate decertifiers from nondecertifiers were identified.

The items that significantly predicted composite score differed depending on whether the items were scored for agreement or disagreement.

Results obtained from factor analysis of the items suggest that the attitude scale constructed appears to be more unidimensional than multidimensional, since seventy four percent of the total variance was attributed to factor one.

Tests of significance showed faculty union members as most favorable towards unionization, followed by teacher trainees, and the faculty nonunion members as the least favorable.

DEDICATION

To Mom and Dad -  
my unending gratitude  
for all the love and support you have given  
even to this day when I am so far from home

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I would like to express my sincere gratitude to the members of my thesis committee for their assistance in the preparation of this manuscript. Specifically, I would like to thank Dr. Rearden who had very patiently worked with me and whose efforts made this research possible; to Dr. Panek for his valuable ideas and suggestions ; and to Dr. Kirk for his guidance, not only in this project, but in my personal adjustments as well.

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## INTRODUCTION

Growth of the faculty unionization has been rapid during the late sixties and the seventies. From the mid seventies thru the eighties, faculty membership in unions declined. Part of the decline in union membership, at least in private universities, occurred after the US Supreme Court ruled that faculty at Yeshiva University could not bargain with the university's administration because faculty had administrative responsibilities.

Several researchers on the topic of unionization have attempted to relate the level of union growth to a number of factors such as: aggregate economic indicators, the political and social climate, and the legal environment (e.g. Block & Premack, 1983). Others have attempted to link characteristics of individual faculties and institutions with receptivity to unionization (Ladd & Lipset, 1973).

The general finding concerning support for unionization in higher education is that faculties at the more research-oriented, private universities are less receptive than their counterparts at teaching-oriented, two and four year institutions (Ladd & Lipset, 1973). Professors of low scholarly achievements also give stronger backing to collective bargaining (Ladd & Lipset, 1973) as compared to those who are more active in their discipline and in their profession (Wilkinson, 1974). Generally, the younger, non-tenured assistant professors, those with lower salary,

heavier teaching loads, and less sponsored research time are more supportive of unions (Ladd & Lipset, 1973; Wilkinson, 1974; Harris et al, 1983).

However, Kazlow and Giacuinta (1977) found a larger percentage of tenured associate and full professors more supportive of unionization than assistant professors. Senior members, those with the greatest investment in time and professional energy at the school, were more favorable towards unionization than the newer less committed junior colleagues. This study however found that junior, nontenured faculty started with salaries that were higher than their tenured colleagues. This led older faculty to regard unionization as a way of resolving their difficulties. The younger untenured faculty took unionization as a serious threat to their well being.

Females were found to be more supportive of unions than males (Harris et al, 1983; Bigoness & Tosi, 1984; Gomez et al, 1984). Social scientists tended to give more backing to collective bargaining than any other group of faculty. They are followed by humanists, the natural scientists, and lastly by professors in the business-related applied fields (Ladd & Lipset, 1973).

Gomez (1984), however, rejected the suggestion that professors in the 'high market' (business) field are less satisfied with their pay in a union system than the 'low market' (liberal arts) group.

While these researchers try to link individual faculty characteristics with their attitude towards union, others contend that demographic and professional characteristics have a weak relationship to the faculty union vote (Bornheimer, 1985; Hammer & Berman, 1981).

Pro-union voting in higher education is associated with dissatisfaction with: 1) economic factors such as pay, security, working conditions, and company policies (Kochan, 1980; Schrieshien, 1978; Rosenstein, 1985; Farber & Saks, 1980); 2) non-economic factors such as independence, variety and achievement (Zalensky, 1985); 3) social forces acting on the faculty (Gordon et al, 1980); 4) anticipated costs and benefits of collective action (Klandermans, 1986); and 5) perceived union instrumentality (Bigoness & Tosi, 1984).

Premack and Hunter (1988) proposed a path model that suggest a sequential structure of the following variables: wage level, extrinsic job satisfaction, satisfaction with administration, perceived union instrumentality, voting intentions, and report to vote. They further explained that individuals do not necessarily go through a complete sequential decision process.

#### **Background Information on the University and its Union**

This study was conducted at a midwestern four-year public university with enrollment of 10,000. Members of the

collective bargaining unit include 532 faculty members; 457 of which are on tenure track, 50 are temporary, and 25 academic support professionals.

The university's current exclusive bargaining agent is affiliated with the American Federation of Teachers (AFT), Illinois Federation of Teachers (IFT), and American Federation of Labor - Congress of Industrial Labor Organizatons (AFL-CLO). The local represents the entire Board of Governors (BOG) system as one bargaining unit. The unit includes Chicago State University, Eastern Illinois University, Governors State University, Northeastern Illinois University, and Western Illinois University. The union has been established for twelve years and has been the bargaining agent for ten years.

During the course of this research several events occurred that made unionization a controversial issue. At the beginning of the school year the state governor proposed and the legislature adopted a budget for higher education that was the same as the previous year. This meant a freeze on teachers' salary despite a reported four percent annual inflation rate.

A few months before the questionnaire for this study was sent to faculty members, a petition calling for an election to decertify the union was filed. The petition failed to get the required signature of the thirty percent



of faculty in the system needed to force a decertification election.

A campus-wide survey was also conducted on the opinions of the faculty towards fair share. Sixty four percent of the union members favored fair share and seventy eight percent of non union members opposed it.

A rival union, the National Education Association (NEA) initiated efforts to recertify the campus as an NEA affiliate with campus-by-campus bargaining. Organizing activities included an informational meeting with a press conference and three mailings to all faculty inviting further inquiry. Finally, an unfair labor practice was filed against the union by a faculty member objecting to not being invited to participate in collective bargaining contract preparation.

The purpose of this study was to develop a demographic profile on the attitudes of teachers and teacher trainees toward faculty unionization.

The following research hypotheses was tested: 1) Teacher trainees whose relatives are union members have a significantly more favorable attitude towards unions than those who have no family members with union membership; 2) Faculty union members have significantly more favorable attitude towards unionization than nonunion members; and 3) Faculty who did not sign the petition to decertify the union

have significantly more favorable attitude towards unionization than those who signed.

## METHOD

### Subjects

Two groups were sampled: teacher trainees and faculty members. The teacher trainees group consisted of one hundred twenty junior and senior college students from the university majoring in secondary education.

Of five hundred and thirty two faculty members, two hundred sixty (48 percent) participated.

### Apparatus

The questionnaire used in this study has two parts. The first section requests demographic information. The second part consists of attitudinal statements which deal with issues and problems of collective bargaining in higher education. A twenty-two items scale measuring faculty attitude toward unionization was constructed by the researcher using Thurstone's equal - appearing interval scaling procedures.

In the initial phase of the development of attitude scales, a pool of seventy five belief items on faculty unionization was assembled. The items were constructed using issues that appeared in the literature on labor relations. The items ranged from extremely unfavorable

through neutral to items extremely favorable towards unions. After proofreading and deletions of similar statements, forty four items were selected for judging. Sixteen graduate students, the majority from the psychology department, were asked to rate the favorableness or unfavorableness of each item towards faculty unionization. This was done on a seven-point scale, with seven described as extremely favorable, four as neutral, and one as extremely unfavorable.

The mean and standard deviation of judges' ratings for each item was computed. Items on which the judges had a large measure of dispersion were eliminated. Twenty two approximately equidistant items (based on scale values or means) were selected for the final questionnaire.

The Thurstone equal appearing interval scaling procedure was employed to attempt to develop a unidimensional attitude scale. The structure of attitudes, particularly the dimensionality, has been a controversial issue. The unidimensional view of attitudes regards attitudes as affective orientations toward objects. The multidimensional view takes two forms: the first assumes that attitudes have affective, cognitive and behavioral components (tripartite model), and the second deletes the behavioral component and regard attitude as a two dimensional construct (Chaiken & Stangor, 1987).

Bagozzi and Burnkrant (1979) demonstrated in a study that an affective - cognitive model of attitude fits better

than a one factor model. Dillon and Kumar (1985) in a similar study proved that, although the affective-cognitive model could not be rejected, rival "two factor" models that were interpretable as unidimensional attitudes, with method variation partialled out, fit the data equally well.

A definitive judgement on the unidimensional versus the the tripartite model is premature . Breckler (1984) conducted two studies; the first provided an acceptable statistical fit to the data for the tripartite model. Non verbal measures of affect and behavior were used and subjects responded to a physically present attitude object (a snake). In the second study, verbal measures were utilized and subjects responded to a mental representation of the same attitude object. The tripartite model in this case was rejected.

Breckler's research suggest that attitude dimensionality may vary as a function of domain studied, and that there may be no transcendental answer to the unidimensional versus multidimensional question. Breckler's study with snakes assumed multiple response systems. On more abstract models however, people may respond at a conceptual model and attitudes toward these objects might be primarily unidimensional (Chaiken & Stangor, 1987).

The demographic variables used for the teacher trainees' group were: age, sex, head of the household's

union membership, and experiences of student teaching.

The demographic variables used for the faculty group were: age, sex, college (see Appendix D), number of years of teaching experience, number of years at the university, rank, tenure status, union membership, and signing or not signing the decertification petition.

For the purpose of this study, a unidimensional scale that can adequately assess the attitudes toward faculty unionization was constructed.

#### Procedure

Three classes from the education department were visited to obtain data from teacher trainees.

To gather data from the faculty, the instrument, together with a cover letter and a self addressed return envelope (see Appendix B and C) was sent to each faculty member through campus mail.

Respondents were instructed to give the necessary demographic information requested, to place a plus (+) sign in front of the items with which they agree, a minus (-) sign by those with which they disagree, and a question mark (?) beside undecided items.

The positive composite attitude score was derived by summing the scale values of items that was marked positive and dividing by the number of items marked positive. The same practice was used with items marked negative.

## RESULTS

In line with the purpose of the present investigation a number of analyses were conducted. In terms of the teacher trainees, results of analysis of variance indicated no significant difference in the composite attitude scores marked positive and negative with regards to all demographic variables. The positively marked composite score correlated with the composite negatively marked items ( $r = -.79$ ;  $p < .001$ ).

There is however, a slight difference in the composite scores marked negative, relating to union membership of a household member ( $F = 3.45$ ,  $p < .06$ ). A mean score of 3.64 was obtained for those who have relatives involved with a union and a mean score of 3.44 for those who did not. Students who have family members in unions tended to be less favorable towards unions.

As for the faculty, union membership was found to be strongly related to whether or not faculty signed the decertification petition ( $\text{chi-square} = 68.64$ ;  $p < .001$ ). Only 6 percent of the members signed and 43 percent of nonmembers signed.

Table 1

Chi-Square Analysis of Demographic Variables  
Related To Union Membership and Decertification

	Union Membership		Decertification	
	chi-square	p	chi-square	p
Sex	.53	.47	3.26	.07
College	6.78	.24	6.26	.28
Tenure	.08	.78	.45	.50
Rank	3.84	.28	1.91	.59
Decertification	68.64	<.01		

\*see Appendix F

As expected, union members had higher attitude scores (mean of members = 4.99; nonmembers = 3.92;  $F = 221$ ;  $p = < .001$ ), and faculty refusing to sign the decertification petition had more positive attitudes (mean of decertifiers = 3.72; non decertifiers = 4.82;  $F = 193.172$ ,  $p < .001$ ).

Among the six university colleges there was a significant difference in composite attitude scores towards unions;  $F(5,220) = 2.2534$ ,  $p = .05$ . Mean scores of 4.30, 4.46, 4.17, 4.61, 4.82, and 4.72 were obtained respectively from the colleges of applied sciences, arts and sciences, business, education, fine arts, and physical education/library schools.

On the chi-square analysis, however, no significant relationship was found: between college and union membership; and between college and the signing the petition for decertification.

Tenure status, sex and academic rank were not related to union membership, signing for decertification, or attitude toward unionization.

The intercorrelations among the continuous variables of age, years of teaching and years at the university were not significantly related to composite measures of attitude toward unions.

The composite positive score corresponded to composite negative in the comparisons of the criterion variables of union membership and signing the petition for decertification. This relationship was confirmed by the very high negative correlation between the two composite scores ( $r = -.81$ ;  $p = .001$ ).

Chi-square analysis on each of the items tabulated separately for marking pluses and for marking minuses found significant relationship between the union membership variable and item response, with the exception of the item that contended that administrators could always outmaneuver teachers' union (I2; See Appendix G).

The same findings occurred with chi-square analysis on the decertification variable. All items except I2 (see above) and I10 were found to significantly differentiate



responses of those who signed the petition for decertification and those who did not. Item 10 stated that teachers should join the union if the school has collective bargaining.

Four discriminant analyses using Rao V stepwise method yielded compatible findings. The variables of union versus non union membership and the decertification variable were used as the group variable with the set of items positively marked and the set of items negatively marked as the discriminant variables. All discriminant functions were highly significant with the functions for the positively marked items substantially greater.

The discriminant chi-square values ( $p < .001$ ) were: union membership as group variable and positively marked items, chi-square = 193.076; union membership as group variable and negatively marked items, chi-square = 195.353; decertification groups with positively marked items, chi-square = 167.736; decertification as group variable with negatively marked items, chi-square = 148.283.

Table 2 show which items best discriminante between union members and nonunion members, and between decertifiers and nondecertifiers. The unions discourage initiative item (I3), and the fair share item (I11) were the most potent discriminants. Most union members and nondecertifiers tended to disagree with I3 and agree with I11. The opposite holds true for nonunion members and decertifiers.

Table 2

Discriminant Analysis on Item Agreement and Disagreement  
Using Rao V Stepwise Method

## Variable Union:

Agreement				Disagreement				
step	item	func	change in V	p	item	func	change in V	p
1	3	-.40	150.08	.001	11	.46	155.71	.001
2	11	.36	68.49	.001	3	-.32	66.63	.001
3	18	.38	42.43	.001	6	.29	40.58	.001
4	20	.25	14.57	.001	4	-.16	10.74	.001
5	21	-.20	7.77	.005	18	.18	8.04	.005
6	1	.13	4.06	.004	22	-.18	7.89	.005
7	8	.17	3.88	.049	5	-.16	5.99	.014

## Variable Decertification:

Agreement				Disagreement				
step	item	func	change in V	p	item	func	change in V	p
1	3	.55	167.36	.001	3	.37	106.41	.001
2	8	.34	32.47	.001	11	-.30	40.15	.001
3	12	.24	17.09	.001	8	.30	25.07	.001
4	18	-.16	8.82	.003	19	-.22	10.21	.001
5	22	.17	7.37	.007	12	.17	4.34	.037
6	11	-1.13	4.29	.038	16	.19	3.39	.045

\*See Appendix C for items

Both the positively and the negatively marked items were factored using varimax rotation with iterations. With positively marked items, five factors emerged. The three interpretable factors with items loadings on each factor are presented. The first factor (74 percent of variance) appears

to get at personal benefits of being unionized: unions allow criticism of administrators (I20), unions reduce favoritism (I18), unions allow teachers to determine work conditions (I7), unions foster camaraderie (I14), and unions protect faculty from arbitrary personnel decisions (I19).

The much smaller second factor (9 percent of variance) relates to unions as a political force or institution: the organization of teachers helps teachers (I9), unions discourage initiative and excellence striving (I3), unions limit effectiveness of talented administrators (I21), and unions protect academic freedom (I6).

Table 3

Factor Analysis  
on Item Agreement and Disagreement

## Agreement:

Factor	Eigen Value	Percentage	Cumulative Percentage
1	7.22	73.8	73.8
2	.92	9.4	83.2
3	.74	7.6	90.7
4	.50	5.1	95.9
5	.41	4.1	100.0

## Disagreement:

Factor	Eigen Value	Percentage	Cumulative Percentage
1	7.39	79.7	79.7
2	1.19	12.9	92.6
3	.68	7.4	100.0

The third factor is not much smaller (8 percent of variance) than the second and seems to be about the issue of professionalism or the appropriateness of university professors affiliating with organized labor: unprofessional to join unions (I8), unions are for blue collars workers only (I16), and unions are autocratic and bureaucratic organizations (I13).

To identify which items best predict composite scores for positively and negatively marked items, a series of multiple regressions were computed with the composite scores as dependent variable and sets of items as independent variable.

All items among composite positive scores were found significant at .05 level, except one regarding fair share (I11,  $p = .4449$ ). The six most significant items, arranged by magnitude of predictability are: unions increase benefits for all (I17:  $b = .14$ ,  $t = 9.42$ ); unions as protection against arbitrary personnel decision (I19:  $b = .14$ ,  $t = 8.33$ ); unions create adversarial relations (I12:  $b = -.13$ ,  $t = -8.24$ ); unions discourage initiative (I3:  $b = -.15$ ,  $t = -7.61$ ); and unions limit effectiveness of administrators (I21:  $b = -.10$ ,  $t = -6.4$ ).

On composite negative scores the significant items arranged by magnitude of predictability are: unions support academic freedom (I6:  $b = .25$ ,  $t = 5.47$ ), unions foster camaraderie (I14:  $b = .15$ ,  $t = 3.78$ ), on determining work

conditions (I7:  $b = .15$ ,  $t = 3.47$ ), fair share (I11:  $b = .16$ ,  $t = 3.42$ ), and union growth as beneficial (I9:  $b = .13$ ,  $t = 2.65$ ).

T tests computed between teacher trainees and faculty union members ( $t = 4.14$ ), and between teacher trainees and faculty nonunion members ( $t = 9.75$ ) indicated significant differences between the groups at .001 level. Faculty union members were most favorable of towards union (mean = 4.99,  $sd = .46$ ,  $n = 133$ ). They are followed by teacher trainees (mean = 4.70,  $sd = .58$ ,  $n = 120$ ). Least favorable of unions were nonunion members (mean = 3.92,  $sd = .67$ ,  $n = 126$ ).

## DISCUSSION

The findings of this study have implication for unions in higher education. The analysis of composite attitude score based on item agreement and disagreement failed to discriminate among the demographic characteristics of teacher trainees. One exception was the unexpected finding that teacher trainees whose relatives were union members tended to be less favorable to unionization.

Several factors may have attributed to the finding. Teacher trainees may have perceived unions to be appropriate for blue collar workers, but not for teachers. It may also be possible that the majority of the trainees' relatives are

in administrative positions, hence, more likely to be against unions.

The high negative correlation between the composite positive scores and the composite negative scores for both teachers and teacher trainees suggests that scoring by agreement and scoring by disagreement are reliably measuring the same underlying attitude structure.

Analysis of the faculty group showed that among the six colleges within the university, the college of fine arts was most favorable of faculty union. They were followed by the colleges of physical education/library schools, education, arts and sciences, applied sciences and business.

Gomez' (1984) suggestion that no significant difference exist between business and liberal arts group was not supported by this study. Instead, the study supports the Ladd and Lipset (1973) hypothesis which indicated professors in the business related fields are least favorable towards unions.

A possible explanation for the finding that fine arts faculty are most supportive of unions may be due to the fact that they hold professional performance as an ideal; and therefore have been affected by the existence of strong unions in the field of performing arts e.g. Actors' Guild.

Tenure status, sex, age, rank, years of teaching and years of service at the university showed no significant effect on faculty's attitude toward the union, union

membership and the signing the petition for decertification. This lack of effect on the demographic variables occurred despite pronounced attitudinal differences between union members and nonunion members, as well as differences between decertifiers and nondecertifiers.

Failure to detect significant differences disagrees with studies which found: junior faculty (Ladd & Lipset, 1973; Harris et. al., 1983; Wilkinson, 1974) and women (Harris et.al., 1983; Bigoness & Tosi, 1984; Gomez et. al., 1984) more favorable towards unions. The attitudinal instruments used, polarization associated with decertification efforts and rival union activity may have devalued the demographic variables of rank, sex, and tenure factors influencing attitude toward unions.

Two of the analyses support the concurrent validity of the attitude instruments. First, significant differences were found for both positive and negative composite scores between the criterion variables of union membership and the decertification petition. Second, the discriminant analyses clearly separated the criterion groups on both item agreement and item disagreement. Future research ought to attempt to replicate these findings at institutions with collective bargaining agreements and institutions without contracts.

Multiple regression analysis on the composite positive scores showed that all items except one, the issue of fair

share (I11) predict the total composite score. The writer assumes that the recent controversy surrounding this issue may have brought about this result.

Despite the high negative correlation of items marked positive and items marked negative, multiple regression yielded different sets of items that can predict composite positive scores and composite negative scores. The findings contradict review of literature on Thurstone's scaling which assumes that composite positive scores and composite negative scores measure the same things.

The discrepancy between our finding and traditional scoring assumptions may reflect a motivation component of agreement and disagreement. Disagreeing with an item may represent a more intense attitudinal commitment than item agreement. Future research should be directed toward a scoring scheme that incorporates both agreement and disagreement into a single score.

The factor analysis of individual item response may suggest that the attitude scale constructed is unidimensional, since seventy four percent of the total variance was attributed to the primary factor which had high loadings on items related to personal benefits of unionization. This finding is congruent with Breckler's (1984) hypothesis that abstract models (such as unions) are primarily unidimensional. Future research on the scale's unidimensionality should employ Guttman scaling procedures.



Tests of significance showed faculty union members as most favorable towards unionization, followed by teacher trainees, and the faculty nonunion members as the least favorable toward unionization.

In summary: although a high correlation was found between composite positive scores and the composite negative scores, they may reflect diverse attitudinal components. Second, factor analysis supports the unidimensionality of the scale. Third, the validity of the scale is supported by the scale's ability to clearly discriminate between groups classified as to union membership and/or the signing the decertification petition.

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Appendix A

Attitude Scale for Teacher Trainees



Appendix B  
Cover Letter

April 4, 1988

Dear Faculty:

I am a graduate student in psychology and am currently writing a thesis entitled: "A Unidimensional Scale on the Attitudes of Teachers and Teacher Trainees Towards Faculty Unionization."

Your response is being solicited as representatives of university teaching faculty. Being aware of the numerous demands on your time, I have constructed a one page questionnaire to make it as easy as possible for you to answer.

Please return the completed questionnaire in the enclosed campus envelope by April 15, 1988. Should you have any questions, contact me at 581- 2598.

Thanks for your help.

Sincerely,

*Carol Rodriguez*  
Carol Rodriguez



Appendix C  
Attitude Scale for Faculty

PERSONAL INFORMATION

Age: \_\_\_\_\_ Sex: \_\_\_\_\_ M \_\_\_\_\_ F Department \_\_\_\_\_

Academic rank \_\_\_\_\_ tenured? \_\_\_\_\_ yes \_\_\_\_\_ no

years teaching experience \_\_\_\_\_ years at EIU \_\_\_\_\_

Are you a union member? \_\_\_\_\_ yes \_\_\_\_\_ no

Did you sign a decertification petition? \_\_\_\_\_ yes \_\_\_\_\_ no

Would you like a summary of my findings? \_\_\_\_\_ yes \_\_\_\_\_ no

ATTITUDE QUESTIONNAIRE

This questionnaire is designed to measure attitudes towards teachers' union. There are no right or wrong answers to these statements. Please put a plus sign if you agree with the statement, and a minus sign if you disagree. If you are undecided about a statement, mark it with a question mark.

- \_\_\_ 1. Public employees should have the same right to bargaining that private sector workers have.
- \_\_\_ 2. In educational institutions, administrators have always been able to outmaneuver the teachers' union.
- \_\_\_ 3. Unionization discourages initiative and striving for excellence.
- \_\_\_ 4. Union leaders are not held strictly accountable for monies collected as dues.
- \_\_\_ 5. States ought to pass laws curbing the power of unions.
- \_\_\_ 6. Unions are necessary to protect the academic freedom of teachers.
- \_\_\_ 7. Unions allow teachers to determine their working conditions.
- \_\_\_ 8. It is unprofessional to join a union.
- \_\_\_ 9. Recent growth of unionization of teachers has been beneficial.
- \_\_\_ 10. Every teacher is expected to join the union if he/she teaches in a district with collective bargaining.
- \_\_\_ 11. Nonmembers ought to have to share the costs of collective bargaining.
- \_\_\_ 12. Unions create an adversarial relation between faculty and administration.
- \_\_\_ 13. Unions are autocratic and bureaucratic organizations.
- \_\_\_ 14. Unions foster a sense of comraderie among workers.
- \_\_\_ 15. The only concern of unions is getting their workers more money.
- \_\_\_ 16. Unions are acceptable for blue collar workers but not for teachers and other professionals.
- \_\_\_ 17. Unions press for increased benefits for all teachers - regardless of tenure or union membership status.
- \_\_\_ 18. The faculty unions reduce the amount of favoritism shown by administrators.
- \_\_\_ 19. Unions provide protection against arbitrary personnel decisions.
- \_\_\_ 20. Unions allow faculty members a chance to be critical without fear of being reprimanded.
- \_\_\_ 21. Unions limit the effectiveness of talented administrators.
- \_\_\_ 22. Membership in unions is declining.

## Appendix D

## Listing of Departments in Each Colleges

## College of Applied Sciences

Home Economics  
Technology  
Career Occupations

## College of Arts and Sciences

Botany	Mathematics
Chemistry	Philosophy
Communication Disorders	Physics
Economics	Political Science
English	Psychology
Foreign Languages	Sociology/ Anthropology
Geology/ Geography	Speech Communications
History	Zoology
Journalism	

## College of Business

Accounting, Data Processing and Finance  
Business Education and Administration Information Systems  
Management/ Marketing

## College of Education

Educational Psychology  
Elementary and Junior High School Education  
Educational Administration  
Secondary Education and Foundations  
Special Education  
Student Teaching

## College of Fine Arts

Arts  
Music  
Theater Arts

## PE/ Library Schools

Health Studies  
Physical Education  
Recreation and Leisure Studies  
Library  
Athletics

## Appendix E

## Scale Values of Each Item

Item	Mean	SD
1	4.50	1.37
2	3.81	1.56
3	2.63	1.59
4	3.31	1.45
5	2.94	1.65
6	6.13	1.09
7	5.94	0.77
8	2.56	1.21
9	5.50	0.63
10	4.15	1.35
11	4.38	2.03
12	3.06	1.18
13	3.56	1.46
14	5.81	1.25
15	2.31	1.08
16	2.75	1.29
17	5.44	0.81
18	5.25	1.18
19	5.31	1.45
20	5.63	1.20
21	2.81	1.11
22	3.69	1.58

## Appendix F

Frequencies of Demographic Variables  
Related to Union Membership and Decertification

Variable	Union Membership		N	Decertification		N
	Yes	No		Yes	No	
Sex			257			257
Male	94	95	189	66	123	189
Female	38	30	68	15	53	68
College			219			219
Applied Science	4	11	15	3	12	15
Arts & Sciences	60	49	109	43	66	109
Business	9	14	23	7	16	23
Education	17	11	28	6	22	28
Fine Arts	9	8	17	4	13	17
PE/ Library	15	12	27	7	20	27
Tenure			256			256
No	46	47	93	32	60	92
Yes	78	85	163	49	115	164
Rank			241			242
Instructor	15	8	23	7	17	24
Asst. Prof	32	40	72	22	49	71
Asoc. Prof	38	29	67	17	51	68
Full Prof	41	38	79	28	51	79
Decertification			257			
No	122	53	175			
Yes	11	71	82			

## Appendix G.1

Chi-Square Relating Union Membership  
to Item Agreement

Item	Union Member		Nonunion Member		Chi-Square	P
	no response	agree	no response	disagree		
1	7	126	41	85	30.10	.00
2	108	25	101	25	.00	.96
3	113	20	31	95	93.06	.00
4	112	21	81	45	12.50	.00
5	126	7	96	30	16.69	.00
6	47	86	108	18	66.25	.00
7	46	87	96	30	43.55	.00
8	127	6	93	33	22.11	.00
9	36	97	96	30	60.53	.00
10	99	34	113	13	9.13	.00
11	39	94	111	15	89.30	.00
12	103	30	42	84	49.31	.00
13	107	26	48	78	46.56	.00
14	69	64	108	18	32.69	.00
15	129	4	111	15	6.28	.01
16	126	7	90	36	23.73	.00
17	11	122	58	68	45.29	.00
18	27	106	90	36	66.24	.00
19	8	125	59	67	54.06	.00
20	29	104	95	31	72.34	.00
21	120	13	63	63	48.58	.00
22	92	41	58	68	13.28	.00

## Appendix G.2

Chi-Square Relating Union Membership  
to Item Disagreement

Item	Union Member		Nonunion Member		Chi-Square	P
	no response	agree	no response	disagree		
1	127	6	103	23	10.95	.00
2	51	82	55	71	.55	.46
3	31	102	103	23	86.17	.00
4	48	85	94	32	37.21	.00
5	19	114	69	57	45.47	.00
6	103	30	29	97	74.54	.00
7	101	32	46	80	39.40	.00
8	11	122	50	76	33.73	.00
9	120	13	62	64	0.17	.00
10	67	66	45	81	5.06	.02
11	106	27	23	103	95.27	.00
12	47	86	93	33	37.02	.00
13	44	89	105	21	64.83	.00
14	93	40	35	91	44.31	.00
15	8	125	33	93	18.28	.00
16	72	122	54	11	39.35	.00
17	123	10	86	40	22.85	.00
18	118	15	64	62	42.76	.00
19	129	4	89	37	31.79	.00
20	117	16	52	74	60.19	.00
21	33	100	84	42	44.09	.00
22	89	44	119	7	29.29	.00

## Appendix H.1

Chi-Square Relating Decertification  
to Item Agreement

Item	Signed Decert		Not Sign Decert		Chi-Square	P
	no response	agree	no response	disagree		
1	29	53	19	158	20.92	.00
2	69	13	141	36	.47	.49
3	8	74	136	41	99.44	.00
4	50	32	145	32	12.11	.00
5	58	24	165	12	21.84	.00
6	74	8	82	95	43.31	.00
7	66	16	74	103	32.22	.00
8	50	32	170	7	51.18	.00
9	72	10	60	117	63.02	.00
10	73	9	140	37	3.13	.08
11	75	7	74	103	54.54	.00
12	15	67	130	47	66.96	.00
13	22	60	133	44	52.44	.00
14	76	6	100	77	32.05	.00
15	70	12	170	7	7.90	.01
16	54	28	162	15	24.85	.00
17	42	40	27	150	35.27	.00
18	61	21	55	122	40.79	.00
19	42	40	24	153	39.90	.00
20	65	17	57	120	47.95	.00
21	34	48	148	29	45.67	.00
22	30	52	120	57	21.13	.00



## Appendix H.2

Chi-Square Relating Decertification  
to Item Disagreement

Item	Signed Decert		Not Sign Decert		Chi-Square	P
	no response	agree	no response	disagree		
1	64	18	166	11	12.42	.00
2	105	49	72	33	0.00	1.00
3	75	7	59	118	73.53	.00
4	61	21	79	98	18.80	.00
5	47	35	40	137	28.74	.00
6	15	67	117	60	49.36	.00
7	26	56	123	54	31.22	.00
8	44	38	17	160	57.98	.00
9	32	50	150	27	53.91	.00
10	29	53	82	95	2.32	.13
11	10	72	120	57	67.09	.00
12	69	13	71	106	41.99	.00
13	72	10	76	101	44.25	.00
14	17	65	112	65	38.89	.00
15	26	56	15	162	20.99	.00
16	44	38	21	156	49.87	.00
17	54	28	155	22	15.60	.00
18	41	41	142	35	23.26	.00
19	53	29	166	11	34.26	.00
20	31	51	140	37	40.77	.00
21	59	23	59	118	32.16	.00
22	79	3	128	49	18.69	.00