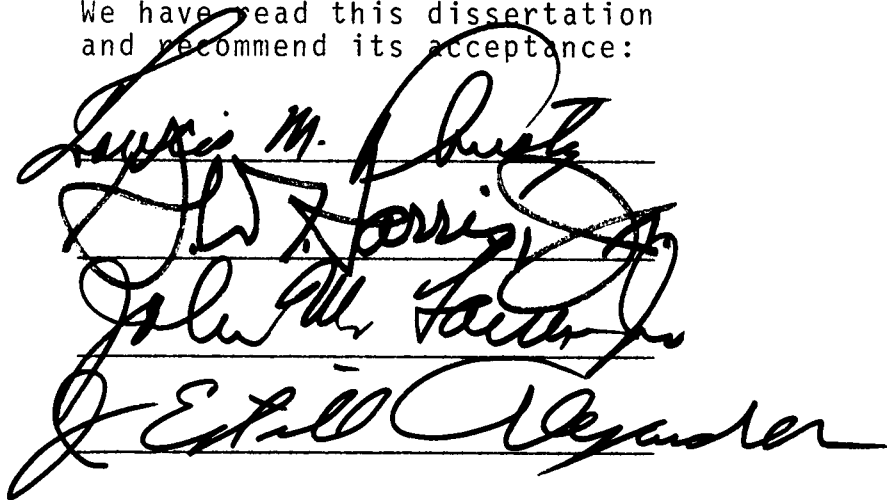


To the Graduate Council:

I am submitting herewith a dissertation written by James Ray Ross entitled "Participation in and Satisfaction with Decisions and Their Relationship to Militant Employee Attitudes in School Districts in East Tennessee." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Educational Administration and Supervision.


Gerald C. Ubben, Major Professor

We have read this dissertation
and recommend its acceptance:



Accepted for the Council:


Vice Chancellor
Graduate Studies and Research

PARTICIPATION IN AND SATISFACTION WITH DECISIONS
AND THEIR RELATIONSHIP TO MILITANT EMPLOYEE
ATTITUDES IN SCHOOL DISTRICTS
IN EAST TENNESSEE

A Dissertation
Presented for the
Doctor of Education
Degree
The University of Tennessee, Knoxville

James Ray Ross

March 1981

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This dissertation is dedicated in honor of
Mr. and Mrs. Clifford Ross.

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ABSTRACT

The purpose of this study was to determine if there was a relationship between employee militancy and either satisfaction with or participation in decisions made in their respective school systems.

The study examined the relationship between attitudinal militancy and satisfaction and participation in decisions affecting six policy areas (Curriculum and Instruction, Business and Finance Management, Certificated Personnel, Pupil Personnel, School Plant and Facilities, and School/Community Relations), by asking five questions:

1. Was there a relationship between levels of participation with decisions made and three attitudinal militancy scales for each of the three groups of respondents: teachers, principals, and central office personnel?

2. Was there a relationship between levels of satisfaction with decisions made and three attitudinal militancy scales for each of the three groups of respondents?

3. Was there a relationship between the total level of participation in decisions made and the total level of militancy of each of the three groups of respondents?

4. Was there a relationship between the total level of satisfaction with decisions made and the total level of militancy of each of the three groups of respondents?

5. Was it possible to predict attitudinal militancy of any group of employees with scores of satisfaction with or participation in the six categories of decision making?

Two questionnaires were administered to a random sample of school employees in seventeen school districts in East Tennessee. One questionnaire, the Peach Instrument, measured the respondents' perceived level of participation in and their personal level of satisfaction with decisions made in six policy areas of decision making. The other questionnaire measured the respondents' personal levels of expressed militancy on three different scales of varying intensity. Scale scores were then calculated for each respondent for each instrument and those scores were grouped with respect to the position held by the respondent.

Pearson product moment correlations were calculated to test the relationship between participation scores, satisfaction scores, and militancy scores. Multiple regression analyses were used to determine the prediction ability of participation and satisfaction scores in decision making to militant employee attitudes.

Low positive correlations were found between participation and satisfaction scores in decision making and militant employee attitudes. The position of the employee influenced both the levels of participation in and satisfaction with decisions made. The respondents position of

employment influenced his expressed level of militant attitudes. Neither participation in decisions made nor satisfaction with decisions made in any of the six policy areas studied yielded significant prediction value of the respondent's personal level of militant attitudes.

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CHAPTER I

INTRODUCTION TO THE STUDY

I. INTRODUCTION

Lamenting the labor union orientation associated with teacher restiveness of the early 1960's, T. M. Stinnett stated:

at the heart of the new and aggressive climate among teachers is the hunger to be a real part of a creative enterprise, not cogs in a well-oiled machine.¹

Indeed, his assertion would seem to be borne out by a close perusal of proffered contracts by teacher associations over the past few years. A large portion of those proposals dealt with non monetary items such as pupil load, student discipline, control over curriculum and text book selection, all of which have been previously regarded the sacrosanct domain of the school administrator.²

This rise in militancy level has been met by administrators with two approaches, maintenance of the status quo or viewing the teaching force as a body of professionals and drawing upon their expertise through

¹T. M. Stinnett, Turmoil in Teaching. New York. Macmillan Company, 1968. pp. 34-36.

²Ibid., p. 38.

participation in policy making.³ The second approach has its industrial counterpart in participatory decision making where organizational theorists have suggested its worth in streamlining operations and improving efficiency. Chester I. Barnard suggests the prime task of the effective manager is to satisfy the requirements of efficiency (personnel relations) and effectiveness (productivity) within his organization.⁴

Recognition of the importance of addressing human needs in an organization is an outgrowth of research by organizational theorists as early as the 1930's. Mayo's work at the Hawthorne plant centered on the human needs factor of organizational efficiency. Maslow's theoretical "needs hierarchy" provided the framework for an explosion of research in this field of thought. His basic tenent was that an individual is a needs seeking organism and that these needs are systematically structured on a hierarchy from basic to complex. Key interest for application in organizational research has been the concept of ever

³John H. Fisher, "Board-Staff Relations: Issues and Alternative," address before the School Board dinner of the Metropolitan School Study Council, November 28, 1962.

⁴Chester I. Barnard, The Function of the Executive. Cambridge, Mass. Harvard University Press, 1950.

⁵Abraham Maslow, Motivation and Personality. New York. Harper and Row, 1970.

changing individual needs (as a result of progress or regression on the hierarchy) within the organization.

Job satisfaction has long been considered important even though the idea of "a satisfied worker is a good worker" is still lacking empirical support. Brayfield and Crockett concluded the relationship between satisfaction and productivity was not a direct one.⁶ At best, Herzberg concluded (on the basis of a literature survey) that the relationship between the two factors was a low but positive correlation.⁷ In later studies, Herzberg noted some problems with the single continuum needs concept of Maslow's when applied to worker satisfaction within work environments. Herzberg posited a "Two-Factor Theory" to explain why certain incentives provide motivation for some workers and not for others.⁸ The essential difference between Herzberg and Maslow was the claim by Herzberg that there were several components of a job that would not directly serve as motivators but could provide a "hygiene" effect by alleviating dissatisfaction by their presence.

Participatory decision making has been posited by

⁶ Arthur H. Brayfield and Walter H. Crockett, "Employee Attitudes and Employee Performance," Psychological Bulletin, Volume 52, 1955. pp. 396-424.

⁷ Frederick Herzberg, et. al., Job Attitudes: A Review of Research and Opinion. Pittsburg. Psychological Service of Pittsburg. 1957.

⁸ Frederick Herzberg, Bernard Mausner, and Barbara Snyderman, The Motivation to Work. New York, Wiley, 1959.

some theorists as an intervention technique that corresponds to both Maslow's "esteem" need and Herzberg's "recognition" motivator criteria. The Coch and French studies⁹ on participation in decision making in an industrial setting revealed that the groups allowed to participate increased their production to relatively much higher levels and employee turnover, absenteeism, and grievances were markedly limited. The latter three items have consistently been associated with job satisfaction. Hoy concludes, "Participation in decision making is positively related to the individual teachers' satisfaction with the profession of teaching."¹⁰

Etzioni claims teachers as a group aspire to recognition as professionals.¹¹ Inherent in this desire is a commitment to acquire the benefits that accrue to professional occupations, e.g. autonomy in the work environment (participate in decision making?), enhanced economic security, and control over entrants into the

⁹L. Coch and J. R. P. French, Jr., "Overcoming Resistance to Change," Human Relations, Volume 1, Number 4, 1948.

¹⁰Wayne K. Hoy and Cecil G. Miskel, Educational Administration: Theory, Research and Practice. New York. Random House, 1978. p. 228.

¹¹Amitai Etzioni, The Semi-Professions and Their Organizations. New York, The Free Press, 1969.

craft.¹² If thwarted in their efforts to achieve that state of professionalism (and those concomitant benefits) Kliengartner suggests employees will press even harder for its goals and consequently, management will tend to view employees as promoting conflict within an organization.¹³

Corwin concluded that the professionalization of teaching, with its concomitant conflict between teachers and administrators over the control of work, is a militant process.¹⁴ Dissatisfaction with several elements of the teaching profession have been related to employee militancy. Research has also linked satisfaction with attitudinal militancy, e.g. Feuille and Blandin found satisfaction to be negatively related to militancy among university faculty members.¹⁵

The value of participatory decision making within educational settings has been supported in research

¹² Archie Kliengartner, "Collective Bargaining Between Salaried Professionals and Public Sector Management," Public Administration Review. March/April 1973.

¹³ Kliengartner, p. 76.

¹⁴ Ronald G. Corwin, "Professional Persons in Public Organizations," Organization and Human Behavior: Focus on Schools by Fred D. Carver and Thomas J. Sergiovanni. McGraw Hill. New York. p. 224.

¹⁵ Peter Feuille and James Blandin, "Determinates of Attitudinal Militancy Among University Faculty." Educational Administration Quarterly, XII, Number 1, Winter, 1976. pp. 54-56.

findings. Pellegrin claims, as a result of studying Multi-Unit schools, that "both high-satisfaction and increased effectiveness were attributed to teacher involvement in the decisions affecting their work."¹⁶ Hoy and Miskel concluded that "increased decisional participation is related to job satisfaction among teaching personnel."¹⁷

II. STATEMENT OF THE PROBLEM

Current literature has indicated a rise in militancy of public sector employees. Increased work actions and strikes by public employees (specifically school teachers) have been witnessed in the past decade. School administrators need to determine the sources of this militancy. They need to know "what gives rise" to this apparent unrest, in order to plan appropriate courses of action.

Research in the area of job satisfaction has led many to conclude that an organization would be wise to address the individual needs of its members. Decisional deprivation and discontent with decision processes has been related to job dissatisfaction. High levels of

¹⁶Ronald L. Pellegrin, "Professional Decision-Making in Multi-Unit Schools," Eugene: Center for Advanced Study of Educational Administration, 1970.

¹⁷Wayne K. Hoy and Cecil G. Miskel, Educational Administration: Theory, Research and Practice. Random House. New York. 1978. p. 228.

dissatisfaction among employees have been found to contribute to organizational dysfunction. However, little was known about the relationship between job satisfaction and employee militancy. Was there a relationship between levels of participation in decision making and militancy or sympathy with collective action on the part of educators?

III. PURPOSE OF THE STUDY

The purpose of this study was to determine if there was a relationship between employee militancy and satisfaction with the decision making processes of their respective school systems.

IV. QUESTIONS GUIDING THIS STUDY

1. Was there a relationship between levels of participation in decisions made in any of the following six categories:

- a. Curriculum and Instruction
- b. Business and Finance
- c. Certificated Personnel
- d. Pupil Personnel
- e. School Plant and Facilities
- f. School and Community Relations,

and the three attitudinal militancy scales for each of the three groups of respondents: teachers, principals, and central office personnel?

2. Was there a relationship between levels of satisfaction with decisions made in any of the following six categories:

- a. Curriculum and Instruction
- b. Business and Finance
- c. Certificated Personnel
- d. Pupil Personnel
- e. School Plant and Facilities
- f. School and Community Relations,

and the three attitudinal militancy scales for each of the three groups of respondents?

3. Was there a relationship between the total level of participation in decisions made and the total level of militancy of each of the three groups of respondents?

4. Was there a relationship between the total level of satisfaction with decisions made and the total level of militancy of each of the three groups of respondents?

5. Was it possible to predict attitudinal militancy of any group of employees with scores of satisfaction with or participation in the six categories of decision making?

V. IMPORTANCE OF THE STUDY

As a result of strong lobbying efforts by the Tennessee Education Association, the legislature recently enacted a law under Chapter 49 of the Tennessee Code Annotated 5501-5516 (1978).¹⁸ This law was entitled the "Education

¹⁸Education Professional Negotiations Act, Chapter 49 Tennessee Code Annotated 5501-5516 (1978).

Professional Negotiations Act" and it granted members of local education associations the right to collectively bargain with local school boards over a number of educational issues. Subsequent legislation has been submitted to the state lawmakers attempting to gain similar bargaining rights for a variety of other public employees, e.g. police and fire department personnel.

Tennessee Education Association, in part, credited its lobbying success to the strong grass roots support among local education associations for the right to collectively bargain on matters of mutual interest. Indeed, the number of certifying elections and request for recognition appeared to support its claim.

Traditionally, some degree of employee group militancy is associated with collective bargaining activity. An example would be the garbage workers' strike in Memphis, Tennessee that claimed the life of Dr. Martin Luther King and subsequently contributed to the passage of the public employees bargaining law of Tennessee in 1971. The past two decades have witnessed similar rises of militancy in educator groups nationwide. Cresswell states:

During this period (1960's) the NEA moved from an anti-union position to one accepting the concept of teacher strikes. It is difficult to say whether the militancy of

teachers and other public employees helped forge the changes in public opinion or vice versa. But it is clear that the two processes are related.¹⁹

An investigation into the attitudes held by individual educators would be valuable in finding out how these two processes are related. For example, has T.E.A. become more militant because of attitudes held by its members or has the membership of T.E.A. become more willing to embrace collective activity because of the public positions of the association?

Many local education association proposals have included a wide range of demands that administrators have traditionally regarded as management prerogative's. Examination of Tennessee contract proposals indicate associations desire to influence the whole education process instead of the narrow topic of employee benefits. Many of these proposals demand the right to be included in the policy making area of school administration. This may be an outgrowth of desires to be recognized as professionals (who have autonomy over their work) or it could be the result of strong national and state educational association leadership in suggesting the appropriateness of such demands.

¹⁹Anthony Cresswell and Michael J. Murphy, Education and Collective Bargaining. Berkeley: McCutchan Publishing Corporation, 1976. pp. 6-7.

This study was important because data were collected about (1) individual public school employee's attitudes towards the decision making process in their system, (2) the individual's level of satisfaction with the decisions made, and (3) the individual's attitudes towards militant activities in order to achieve personal goals. Such data indicated whether a relationship existed between the employee's satisfaction with decision making and attitudinal militancy.

Important also, was the fact that data on both the militancy scale and the satisfaction scale were collected from the same subjects. Rarely have such data been gathered from the same respondents. Thus it was possible to compare individual levels of satisfaction or dissatisfaction with attitudes toward militant employee activities.

Finally, this study was important because it suggested where the employee unrest lay. Decisional satisfaction would logically suggest low levels of militancy and vice versa. Any other findings could raise the question of where demands were originating. Belasco and Alutto's research concluded that large numbers of teachers were either satisfied or saturated with respect to decision input.²⁰ If in this study similar results were found,

²⁰Joseph A. Alutto and Belasco, "Pattern of Teacher Participation in School System Decision Making," Educational Administration Quarterly, IX (Winter, 1973), pp. 30-36.

one could logically conclude other intervening variables account for increased demands in the decision making process.

VI. ASSUMPTIONS

In conducting this study, the following assumptions were made:

1. The respondents would provide accurate data relative to their personal degree of satisfaction with the decisions made in the individual school districts.

2. The respondents would provide accurate data relative to their personal attitudes with respect to the degree teachers and teacher organizations should involve themselves in collective action.

3. Professional negotiations is a synonymous term with collective action, collective bargaining, and collective negotiations.

4. The seventeen member districts of the PSCR were faced with some aspect of professional negotiations as a result of the "Education Professional Negotiations Act".

5. Mean levels of satisfaction with critical decisions made can legitimately be compared to scales of collective action tabulated from individual subject responses.

6. The teachers, principals, and central office administrators participating in this study were a normal sampling of certificated personnel in the seventeen PSCR member district studied.

VII. LIMITATIONS AND DELIMITATIONS

The following limitations were recognized in this study:

1. The data collected relative to the level of satisfaction with decisions and attitudes toward collective action were limited to the quality of information provided by the respondents.

2. The strength of findings were limited to the degree which comparisons between mean levels of satisfaction and levels of militancy were legitimate.

The following delimitations were recognized in this study:

1. The study was delimited to the seventeen member districts of the PSCR. Comparisons are made within the PSCR and no comparisons with other school systems outside those seventeen districts were intended.

2. Respondents to the two study instruments were delimited to three levels of certificated personnel in the respective school system: teachers, principals, and central office staff personnel.

VIII. DEFINITION OF TERMS

Central office personnel - Those persons designated by the board of education to perform the duties of the top administrators in the district. To be included those holding titles of directors, assistant superintendents, coordinators, or supervisors with duties in the area of Business Affairs, Curriculum and Instruction, and Pupil Personnel.

Collective Action - To form, join, and assist professional employee organizations to meet, confer, consult, and negotiate with boards of education over matters relating to terms and conditions of professional service and other matters of mutual concern through representatives of their own choosing, to engage in other activities for the purpose of establishing, maintaining, protecting, and improving educational standards, and to establish procedures which will facilitate and encourage amicable settlements of disputes.

Decision making process - The acts or procedures necessary for an individual or group to reach a judgement or conclusion regarding an issue or problem.

Militant - A positive attitude toward organized, collective action of labor to effect changes in the status quo of labor-management relations.

Principal - The person designated by the school system's Board of Education as the administrative head of a local school unit with the system, such as high school, junior high school, middle school, elementary school, or vocational school.

PSCR - Public Schools for Cooperative Research, an organization for mutual assistance in the improvement of public schools through the cooperative study and research sponsored by seventeen school systems of Tennessee and the University of Tennessee.

Satisfaction - An affective response of a worker to his job that results when a worker's on-the-job experience relates to his own values and needs.

Strike - The failure with others to report for duty, the willful absence from one's position, the stoppage of work, or the abstinence in whole or in part from the full, faithful, and proper performance of the duties of employment, and without the lawful approval of one's superior, or in any manner interfering with the operation of the public school system, for the purpose of inducing or coercing the recognition of any employee organization or a change in the conditions or compensation or the rights, privileges, or obligations of employment.

Superintendent/Board - When considered together, that entity legally responsible for setting policy, determining goals and direction of the school system;

whether appointed or elected. The Superintendent/Board may be regarded as the final authority in the decision making process.

Teacher - Any certificated person employed in an official capacity to guide and direct the learning experiences of pupils in an educational institution.

IX. PROCEDURES

Data were collected utilizing two separate instruments, the "Critical Decisions Inventory" and Ostrander's "Collective Action Scale". Respondents from seventeen separate East Tennessee school districts of the PSCR completed both instruments simultaneously. This target population fell into three categories: teachers, principals, and central office administrators. Opinions of all principals and central office administrators were surveyed. In those school systems with fewer than fifty teachers, all respondents were surveyed. In systems with more than fifty teachers, respondents were selected by means of a random sampling procedure. Overall sample size was deemed sufficiently large (with respect to total population) to justify acceptance of a .05 level of significance.

With those systems with greater than fifty teachers, the following formula was used to determine sample size:

$$n = \frac{x^2 N (\text{Constant}) (1-\text{Constant})}{d^2 (N-1) + x^2 (\text{Constant}) (1-\text{Constant})}$$

Where: n = sample size

N = population (target group)

x^2 = chi square

Constant = .57

d^2 = error range squared $(.04)^2$

and: the level of confidence is 95% of selecting a sample that will represent the true distribution of the population.

Additionally, the sample was stratified in order to be able to provide individual school systems survey results in a useful form for subsequent preparation for negotiations.

Central office personnel of each district provided lists of employees to participate in the study. Teachers for the large school systems (more than fifty teachers) were selected by drawing from a table of random numbers. In all, subjects of this study will total approximately 3000 teachers and 600 administrators in East Tennessee schools, ranging from K through 12th grades.

The Instruments

The Critical Decisions Inventory (herein referred

to as the decisions instrument) utilized in this study was designated to assess two kinds of information, (1) the perceptions held by teachers, principals, and central office personnel regarding levels of participation in the decision making processes with respect to a broad spectrum of matters throughout the system, and (2) the respondents personal level of satisfaction with the decisions made. The decisions instrument had gone through quite an evolutionary process and the final document utilized in this study was developed by Dr. Larry Peach (with assistance from a panel of experts), field tested, and used in a pilot research prior to this undertaking.

The Collective Action Scale was developed and subjected to rigorous testing as the subject of a doctoral dissertation by Kenneth Ostrander. The thirty three item opinioinaire incorporated four of Ostrander's scales: Collective Action Scores (12 items), Negotiations Goals Scores (14 items), Sanction Scores (12 items), and Assertion Scores (15 items). Each respondent indicated his opinions on a Likert type scale of 1 to 5 (Strongly agree, agree, uncertain, disagree, strongly disagree, respectively) on a number of statements concerning professional negotiations. By administering these two instruments simultaneously, comparions could be made individually with respondents' personal levels of satisfaction of the decision making

process and his propensity towards various degrees of collective action.

Demographic data included the respondents' age, sex, and the number of years employed by the school system.

Gathering the Data

Both questionnaires were packaged in individual return envelopes and assembled in packets for the individual member districts. These packets included the questionnaires in return envelopes, lists of personnel (grouped by schools) randomly selected for the sample, and a cover letter explaining the purpose of the study. Samples of both questionnaires and the cover letter may be found in the appendix of this study. These packets were hand carried to the superintendent's office of each school district for distribution through the school mail system. In order to assure anonymity of the respondents, coding of responses was not included and participants were instructed to return the sealed questionnaires to either the school principal or the superintendent's office via the school mail. Those envelopes were picked up by members of the research staff at the superintendent's office.

Analysis of the Data

The researcher used the Statistical Package for the Social Sciences (SPSS) in consultation with the

University of Tennessee Computer Center specialist for treatment and analysis of the data. The data collected were of interval level and randomly selected from a normally distributed population. Linearity was assumed. A Pearson product moment correlation was used for treatment of questions one through four. Question five was answered by performing a Regression Analysis on data collected from each school system. A .05 level of significance was established for all statistical analyses.

X. ORGANIZATION OF THE STUDY

Chapter I	Introduction
Chapter II	A Review of Related Literature and Research
Chapter III	Presentation, Analysis, and Interpretation of Data
Chapter IV	Summary, Conclusions, and Recommendations

CHAPTER II

A REVIEW OF RELATED LITERATURE AND RESEARCH

I. INTRODUCTION

Alluded to in the introduction of Chapter I was the concern of organizational control, i.e. where should or does decisional authority rest within the organization? Some attempt should be made to answer the "should" part of this question by surveying the literature contributing towards a theory of educational administration. As late as 1959, a leader in this field of thought stated, "At present there still exists a strong anti-theoretical bias toward theory in educational administration, as well as in other types of administration."¹ Perhaps this bias is based on a similar attitude expressed by Alexander Pope in his An Essay on Man when he claimed, "For forms of government, let fools contest; what ever is best administered is best."² Since the turn of the century, there has developed a large and respected body of literature that suggests concern about organizational form is hardly the subject matter of fools!

¹Daniel E. Griffiths, Administrative Theory. New York. Appleton-Century-Crofts, Inc. 1959, p. 19.

²Alexander Pope, An Essay on Man. Oxford, Clarendon Press, 1892, p. 57.

II. CONTRIBUTIONS OF ORGANIZATIONAL THEORY

The history of mankind is replete with examples of man's efforts for achievement through organization. Whether serving noble or base aims, organizations have served to help man achieve collectively what he has been unable to do alone. Only the theory of organization is modern. The first systematic treatment of organization theory is usually credited to the German sociologist, Max Weber.³ His model of bureaucracy is generally considered obsolete, but his contributions to the development of a systematic treatment of organizational theory cannot be minimized. Weber's interest in the anatomical dimensions of an organization have been further developed into the classical school of organizational thought.⁴ Weber's view of the rationality of the bureaucratic model emerged as a result of his perceived inadequacy of charismatic and traditional organizations to justify their basis for authority in reason.

³William G. Scott, Organization Concepts and Analysis. Belmont, California. Dickerson Publishing, 1967. p. 1.

⁴Scott, op cit., p. 7.

⁵Amitai Etzioni, ed. A Sociological Reader on Complex Organizations. "The Three Types of Legitimate Rule," New York. Holt, Rinehart, and Winston, 1969, pp. 6-15.

Essentially the classical approach to analyzing an organization deals with its structure. Terminology centers around basic elements such as division of labor, scalar or functional processes, unity of command, line and staff relationships, and span of control. The first major theorist of this period was Frederick W. Taylor, who advocated an approach referred to as "scientific management."⁶ Taylor centered his theory around two basic ideas: motivation, the explanation of why a person participates in an organization, and organization, specifically, techniques of dividing up specialized tasks and the various levels of authority.⁷ The motivation emphasis gave rise to the concept of "Economic Man," suggesting that the primary motivating factor for a worker was financial. Later studies demonstrated the difficulty of supporting such a tenent.

A contemporary of Taylor was a European named Henri Fayol. His book⁸ concerned itself with the analysis of the

⁶Frederick Winslow Taylor, "The Principles of Scientific Management," Scientific Management. New York, Harper and Row, 1947.

⁷Robert G. Owens, Organizational Behavior in Schools. Englewood Cliffs, N.J. Prentice Hall, Inc. 1970, p. 46.

⁸Henri Fayol, General and Industrial Management. London: Sir Isaac Pitman and Sons, 1949.

managerial function where Taylor's emphasis was at the operational level. Fayol emphasized the necessity of learning the principles and elements of management. The now famous elements were planning, organizing, command, co-ordination, and control.⁹

Human Relations Movement

The second era of organizational theory development may be traced to the impact of the popular writing of Mary Parker Follet.¹⁰ Although, not specifically directed toward developing a theory of organization, she posited the concept that any enterprise should be fundamentally devoted to building and maintaining harmonious human relationships. Her writing, although popular, may not have had its subsequent impact on organizational theory had it not been for the empirical underpinnings of Mayo's work at the Hawthorne plant of the Western Electric Plant near Chicago. Consequently, the Human Relations emphasis emerged to mark the beginning of a new era of organizational thought. If the classical theory of organization emphasized the centrality of the organization, the Human Relations era emphasized the importance of the individual within the system.

⁹Ronald F. Campbell, Introduction to Educational Administration. Boston, Allyn and Bacon, Inc. 1971, p. 106.

¹⁰Mary Parker Follet, Creative Experience. New York. Longmans, Green, 1924.

Mayo's work contributed to the awareness that humans functioning within the organization could be motivated by more than economic rewards. As he and his colleagues manipulated the work environment, production would increase, even if the changes were back to the original unimproved states. Mayo concluded:

...the consequence was that there was a period during which the individual workers and the group had to re-adapt themselves to a new industrial milieu, a milieu in which their own self-determination and their social well-being ranked first, and the work was incidental.

...The Western Electric experiment was primarily directed not to the external condition but to the inner organization. By strengthening the "tempermental" inner equilibrium of the workers, the Company enabled them to achieve a mental "steady state" which offered a high resistance to a variety of external conditions.¹¹

Mayo and his associates collected a large body of data that make it clear that what goes on inside the worker is even more significant for production than what goes on outside.¹²

Of great importance was the fact that the Hawthorne studies became a model for future investigations. For the first time, principles of research in behavioral sciences had been applied to organizational theory. Such an application set the stage for further discoveries.

¹¹Elton Mayo. The Human Problems of an Industrial Civilization. Boston. Graduate School of Business Administration, Harvard University, 1946. pp. 73, 75.

¹²Campbell, op cit., p. 109.

Lipton states:

It will have become clear that the emphasis has now shifted from armchair theorizing (Weber) and generalization from particular attempts at practical problem solving (Taylor, Fayol, etc.), to a concern with the scientific investigation of human behavior in organizations. Since Hawthorne, most of the theoretical writing on organization and management has been done by practicing social scientists from universities; not much by practicing industrial managers.¹³

This contribution from the Human Relations era set the stage for a modern "systems" approach to organizational theory.¹⁴

During this period, one of the more important books contributing to the beginning of what Owens and others term the era of the behavioral approach appeared.¹⁵ Writing from an experiential base, Chester Barnard published The Functions of the Executive.¹⁶ Barnard set forth (1) a theory of co-operation and organization, and (2) the functions of executives within those formal

¹³Owens, op cit., p. 47.

¹⁴Tom Lipton, Management and the Social Sciences, Harmondsworth, Middlesex, England. Penguin Books, Inc. 1971, p. 41.

¹⁵William G. Scott, "Organization Theory: An Overview and an Appraisal," Academy of Management Journal, (April, 1961), pp. 7-26.

¹⁶Chester Barnard, The Function of the Executive. Cambridge, Mass. Harvard University Press, 1938.

organizations. In addition, he is credited with recognizing that there exists an informal organization within the formal organization that must be acknowledged by the effective administrator. Perhaps his experiential knowledge enabled him to see what his lack of theoretical training failed to obscure. He noted, for the first time, the interrelationship between achievement of the organization and the feelings of satisfaction a worker derives from membership in an organization. This conception did much to put the work of Taylor and Fayol, who had concentrated on organization achievement, and Follet and Mayo, who had tended to emphasize individual satisfaction, in appropriate perspective.¹⁷

Organization "Systems" Approach

By the 1950's, theorists from several disciplines (psychology, sociology, anthropology, etc.) were making contributions to thought in organizational theory. From the perspective of this study, the sociological impact of Talcott Parsons should not be overlooked. Along with Edward Shils and others, he authored Toward a General Theory of Action.¹⁸ Drawing from the discipline of

¹⁷Campbell, op cit., p. 111.

¹⁸Talcott Parsons and Edward Shils, Toward a General Theory of Action. Cambridge, Mass. Harvard University Press, 1951.

sociology, cultural anthropology, and psychology (specifically studies on human personality), the authors posited a theoretical framework which could be utilized to study social systems, i.e. actions and interaction of human individuals within the system. Important to note is that concepts were introduced to explain human behavior (action) from the viewpoint of needs and expectations, and human interaction similarly explained in terms of cultural norms and role expectations. Parsons's statement, "Any system of interactive relationships of a plurality of individual actors is a social system,"¹⁹ provided a theoretical base for the modern "systems" view of organizations.

Organization as a Social System

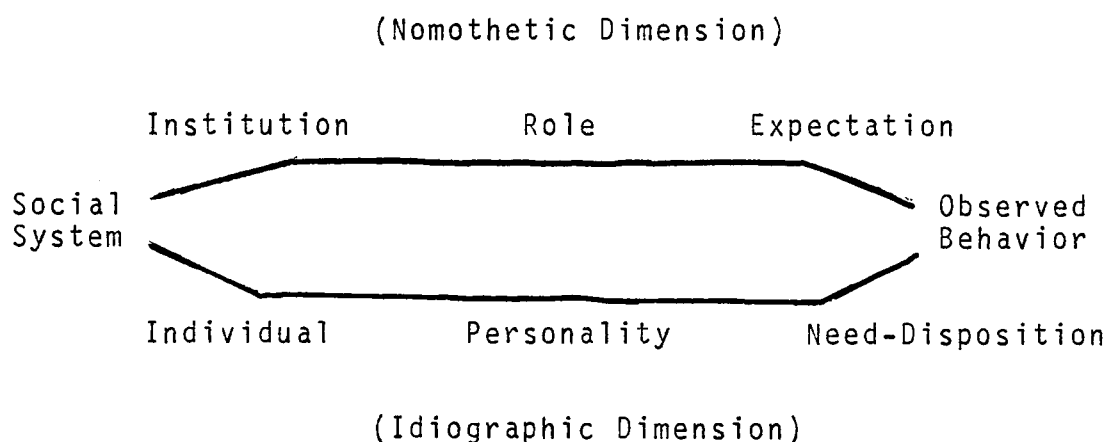
Specific application of this sociological approach to viewing organizations is best exemplified by Getzels's hypothetico-deductive model²⁰ of administration. He posits that a social system is comprised of two dimensions, i.e. the nomothetic and the idiographic. Further he defines the purpose of institutions as that of carrying out "institutionalized functions for the social system as a whole,"²¹

¹⁹Ibid., p. 26.

²⁰Griffiths, op cit., p. 54-55.

²¹Jacob W. Getzels, "Administration as a Social Process," in Andrew W. Halpin, ed., Administrative Theory in Education. Chicago. Midwest Administration Center, 1958, p. 150.

hence the administration is concerned about enhancing the interaction between the two dimensions. Just as the institution desires the performance of certain observable behaviors as a result of prescribed expectations generated from specific roles, the individual may be expected to behave in certain ways as a result of individual need-dispositions developing out of his unique personality. Getzels' model was presented²² as follows:



Further, he claimed that the behavior observed could be explained as a function of the interaction of institutional roles and individual behavior and could be stated algebraically as $B = f(r \times P)$.

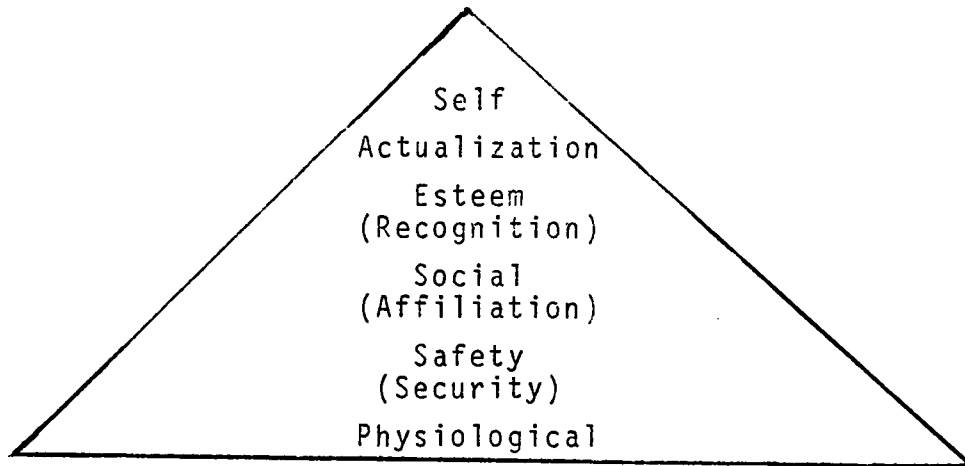
²²Ibid., p. 156.

"Needs" Theory

It would be instructive to consider the problems presented by human personality in the achievement of institutional or organizational goals. As illustrated in Getzels' diagram, the institutions' desired behavior is dependent on the individual's need-disposition. Motivational theorists in psychology have long been interested in this area. One significant contribution in this area was Maslow's hierarchy of needs theory.²³ Maslow observed that different men would be motivated by different stimuli. All personalities were not motivated by the same things. He theorized that all humans have, in varying degrees, similar needs, and that they are continuously seeking to fulfill these needs. As individuals go through stages of psychological growth, different motivational factors (needs) take prominence. Further, these motivators are sequentially arranged in a logical hierarchy paralleling psychological growth. An illustration of his needs/motivators hierarchy²⁴ is presented as follows:

²³ Abraham Maslow. Motivation and Personality. New York. Harper and Row, 1970.

²⁴ Paul Hersey and Kenneth H. Blanchard, Management of Organizational Behavior. Englewood Cliffs, N.J. Prentice Hall, 1977. p. 33.



These needs (or drives) are arranged in a natural hierarchy of urgency,²⁵ where the lower order needs take precedence over the higher order needs. For instance, humans have a tendency to risk the loss of social acceptance in order to acquire physical security. Additionally, these needs are hierarchically arranged on levels of pre-potency, which suggests that the higher order needs will not serve as motivators to one preoccupied with achieving lower order needs. Maslow's theory has been both praised and ridiculed, ridiculed by those empirically oriented psychologists who are quick to note the difficulty of quantifying and systematically observing behavior of this nature, and praised by others who have seen the utilitarian value of such a model that accounts for a great deal of human variability. From twenty years of hindsight, his contribution to the consideration of human personality

²⁵Robert C. Bolles, Theory of Motivation. New York, Harper and Row, 1967. p. 306.

in the study of organizational behavior can not be minimized with respect to the subsequent studies it spawned.

Two-Factor Theory

Frederick Herzberg, following Maslow's line of thinking, studied interview responses of 203 engineers and accountants to questions about what they enjoyed and disliked about their jobs.²⁶ His analysis led him to the conclusion that explanations of human motivation within an organizational setting could not be adequately graphed on a single continuum. He postulated a dual continuua, one which he called "hygiene factors" which were factors that would not serve as motivators, but were needs that must be met to insure one was not dissatisfied within the work setting.²⁷ Examples of these items were: fair and just company policy and administration, decent working conditions, interpersonal relations, money, status and security. The other continuum included items that would serve as motivators within the work setting and these items were intrinsic to the actual job. Examples were: achievement, recognition for accomplishment, challenging work and increased responsibility. Later scholars have drawn parallels between Maslow's

²⁶Frederick Herzberg, Bernard Mauser, and Barbara Sydeman, The Motivation to Work. New York, Wiley and Sons, Inc. 1959.

²⁷Ibid., p. 83.

lower order needs and Herzberg's hygiene factors and Maslow's higher order needs and Herzberg's motivators.²⁸ There are implications in his work that are germane to this study and to which we will return later.

Theory X and Y

As work was being conducted in the field of motivational psychology, other researchers studied the impact of organizational climate. Douglas McGregor²⁹ described the traditional organization of his time as highly centralized in the decision making process, structured with a tight superior-subordinate pyramid, and its work generally controlled externally. This organizational approach was based on inaccurate assumptions of human nature and human motivation. Such assumptions he categorized as Theory X assumptions. There is another approach to management which McGregor called Theory Y. It assumes that work is as natural as play, that self control is beneficial to achieving organizational goals, that creativity is widely distributed throughout the population, that motivation occurs at the higher levels of Maslow's hierarchy as well as the lower ends, and that people can be self-directed

²⁸Hersey, op cit., p. 67.

²⁹Douglas McGregor, The Human Side of Enterprise. New York. McGraw-Hill Book Company, 1960.

and creative at work if properly motivated. Obviously, this approach had several implications for organizational climate.

Rensis Likert, who was, as well as McGregor, a student of Maslow, conducted intensive research into organizational structures at the Institute for Social Research at the University of Michigan. Utilizing descriptive rating scales gathered from employees of different organizations, he constructed a four part model to classify and describe the most prevalent management system. These were called System 1 through System 4, respectively.³⁰ Hersey and Blanchard summarize his classification system succinctly:

In summary, System 1 is a task-oriented, highly structured authoritarian management style; System 4 is a relationships-oriented management style based on teamwork, mutual trust, and confidence. Systems 2 and 3 are intermediate stages between two extremes, which approximate closely Theory X and Theory Y assumptions.³¹

Likert found that management styles closely approximating System 4 were associated with high productivity and those styles closely resembling System 1 were likely to have sustained records of low productivity.³²

³⁰Rensis Likert, The Human Organization: Its Management and Value. New York, McGraw-Hill Book Company, 1967.

³¹Hersey and Blanchard, op cit., p. 73.

³²Likert, op cit., p. 79.

Organizations and Human Growth

Before leaving this broad topic, one other major contribution should be mentioned. Chris Argyris' work has centered upon the effect of organizations upon human potential. He has theorized that the structure of formal organizations hinders the normal growth pattern (on an immaturity to maturity continuum) of human personality.³³ Such structures with their centralized decision making, tight span of control that necessitates authority in the hands of a few, and high task specialization inevitably encourages employees to be passive, dependent, and subordinate; hence, immature. The task for management is to so structure the work environment in such a manner as to insure maximum individual growth, with the residual benefit of increased organizational effectiveness.

In a later work, he hypothesized three conditions that relate positively to the individual's competence and effectiveness: Self-acceptance, confirmation, and essentiality.³⁴ Part of the organizational task is to insure the individual's sense of these three conditions is not

³³Chris Argyris, Personality and Organization. New York. Harper and Row, 1957.

³⁴Chris Argyris, Intervention Theory and Method: A Behavioral Science View. Addison-Wesley, Reading, Mass. 1970, p. 38-40.

overwhelmed with its own demands. One way that workers within the organization have attempted to optimize the possibility of psychological success (attainment of three previously mentioned conditions) is to modify the organization's structure which is seen as antithetical to the attainment of that success.³⁵ Argyris suggests that this is the explanation of evolving informal organizations within the formal ones. Consequently, the nature of the unintended (informal) parts of a system varies with the level of hierarchy of the organization.³⁶

From consideration of the development of organizational theories impacting on employee satisfaction and their subsequent job related behaviors, we shall now restrict our view to the narrower topics just mentioned. Specifically, what does the literature say with respect to job satisfaction or morale? How is morale related to satisfaction with the decision making process and are there ways to enhance the same? And finally, attention will be given to the phenomena of rising teacher militancy within school organizations.

³⁵Chris Argyris, Integrating the Individual and the Organization. New York. John Wiley and Sons, Inc 1964, p. 36.

³⁶Ibid., p. 37.

III. JOB SATISFACTION

Satisfaction and Productivity

Some organizational theorists have devoted much attention to the individual within the organization and his personal levels of satisfaction with his job. It had been widely held (probably as a result of the human relations emphasis) that a happy worker will be a productive worker. Presumably, job performance was related to job satisfaction.³⁷ However, research has yet to substantiate such a claim. Brayfield and Crockett's review of over sixty studies on the topic produced a low positive relationship between satisfaction and performance.³⁸ A later review in 1964 by Vroom produced the same results. His analysis led to a theoretical position asserting the low positive relationship could be interpreted in reverse.³⁹ That is, as Lawler and Porter state, "production causes satisfaction" in the sense that improved performance produced greater rewards

³⁷Wayne Cascio, Applied Psychology in Personnel Management. Reston, Va. Reston Publishing, 1978, p. 350.

³⁸A. H. Brayfield and W. H. Crockett, "Employee Attitudes and Employee Performance," Psychological Bulletin, 1955, Volume 52, pp. 396-424.

³⁹V. H. Vroom, Work and Motivation. New York, John Wiley and Sons, 1964.

and it was assumed the increased rewards produced greater amounts of satisfaction.⁴⁰

Benefits of Worker Satisfaction

This is not to negate the importance of worker satisfaction within the job environment. Other studies have found positive correlation with job satisfaction and turnover,⁴¹ and with absenteeism.⁴² In terms of organizational inefficiency created by either of these factors, employee satisfaction should not be minimized. Especially is this so in a service organization such as a school system, where client benefits are related to the employee's skill, which is improved by experience. Further, the degree of satisfaction and fulfillment that people derive from their work life is an important consideration in itself.⁴³ Worker satisfaction is a desirable goal in itself, apart from any utilitarian value it might hold for an organization.

⁴⁰E. E. Lawler and L. W. Porter, "The Effect of Performance on Job Satisfaction," in Industrial Relations, 1967, Volume 7, pp. 20-28.

⁴¹J. E. Ross and A. F. Zander. "Need Satisfaction and Employee Turnover," Personnel Psychology, 1957, Volume 10, pp. 327-338.

⁴²L. W. Porter and Richard Steers, "Organizational Work and Personal Factors in Employee Turnover and Absenteeism" in Psychological Bulletin, 1973, Volume 80, No. 2, pp. 157-176.

⁴³Clay Hamner and F. Schmidt, Contemporary Problems in Personnel. Chicago, St. Clair Press, 1978, p. 352.

In reference to school organizations, job satisfaction plays an important role. School administrators have concerned themselves with theories such as Herzberg's Two Factor Theory because of a generally held assumption that the organization will benefit (in terms of quality of services rendered by its employees) when dissatisfaction is held to a minimum. A primary concern, for administrators who desire to capitalize on the potential of the employees of their organizations, is to maintain a favorable social and emotional work environment.⁴⁴ Based on a review of several studies, Hellriegel and Slocum concluded a positive relationship exists between a favorable organizational climate and better employee performance and higher job satisfaction.⁴⁵

Dissatisfaction within the school organization has been increasingly manifest. One possible explanation of origins of this discontent was suggested by Katzell as a result of research conducted at New York University. He found that job satisfaction was positively related with the degree of congruence between job conditions and personal values and that the intensity with which

⁴⁴Robert H. Magoon and Sandra W. Linkous, "The Principal and Effective Staff Morale," NASSP Bulletin, Volume LXIII (May, 1979), p. 23.

⁴⁵Don Hellriegel and John W. Slocum, Jr., "Organizational Climate: Measures, Research, and Contingencies," Academy of Management Journal, XVII (June, 1974), p. 277.

those values were held directly effected amounts of personal satisfaction derived from work. His findings led him to conclude:

...job satisfaction results from the interaction between job incumbents and their job environments; incumbents possess values or needs, and jobs are more or less instrumental in providing fulfillment or reinforcements. These interactions determine not only people's feelings about their jobs, but also their job behavior. ⁴⁶

It might also be said that interaction which fails to satisfy needs could also affect job incumbents behavior in inverse ways.

Lawler approaches worker dissatisfaction from Vroom's Expectancy Theory perspective when he states:

The research clearly shows that personal factors do affect job satisfaction, basically because they influence perception of what outcomes should be.... The higher a persons' perceived personal inputs--that is, the greater his education, skill, and performance--the more he feels he should receive. Thus, unless the high input person receives more outcomes, he will be dissatisfied with his job and rewards his job offers.⁴⁷

Teachers bring to the work situation higher levels of education, generally well developed skills, and presumably performance abilities lacking in a majority of the work force. It could be said, as a result, they also bring higher expectations of outcomes from the job

⁴⁶Raymond A. Katzell, "Personal Values, Job Satisfaction, and Job Behavior," Man in a World at Work. Boston, Houghton-Mifflin Company, 1964, pp. 341-356.

⁴⁷E. E. Lawler, Motivation in Work Organizations. Monterey, California. Wadsworth Publishing, 1973.

than other sectors of the work force. Frustration of those expectations could well result in dissatisfaction of the employee.

Becoming cognizant of employee dissatisfaction is a relatively simple process, i.e. merely observe. Determining antecedents to a satisfied school system employee is somewhat more difficult. It is assumed that job satisfaction is a desirable characteristic of the worker's environment. In studying teachers' perception of their work place and their levels of satisfaction, Murnane⁴⁸ stated most of the job satisfaction variance could not be explained. He observed that school policy could provide for satisfaction in several areas (e.g. curriculum, procedures, materials, and improved compensation), but "to adequately explain determinates to job satisfaction, more needed to be known about the attitudes teachers bring to their jobs."⁴⁹

Teachers Move Toward Professionalism

Those attitudes have been the subject of many theorists in the field of education. It is generally

⁴⁸Richard J. Murnane and Barbara Phillips, "The School as a Workplace: What Matters to Teachers," study funded by Mathematics Policy Research, Philadelphia. University of Pennsylvania, 1977.

⁴⁹Ibid., p. 26

recognized that today's teachers are a well prepared, well educated work force when they enter the job field. Etzioni notes that teachers as a group aspire to recognition as professionals.⁵⁰ Professionals as a group desire different outcomes from their jobs than much of the work force. Kleingartner classifies these outcomes into two categories: Level I, those desires shared by all workers and bounded by the concepts of hours, wages, and working conditions; and Level II, outcomes desired by the professional worker. Level II desires are bounded by the concepts of (1) Autonomy, (2) Occupational Integrity and Identification, (3) Individual Satisfaction and Career Development, and (4) Enhancement of Economic Security.⁵¹ Note that these outcomes are closely associated with Herzberg's satisfiers and Maslow's higher order needs.

Kleingartner further observed that as workers press for these Level II outcomes, management will tend to view professional employees as promoting conflict within an

⁵⁰Amitai Etzioni, The Semi-Professions and Their Organization. New York. The Free Press, 1969.

⁵¹Archie Kleingartner, "Collective Bargaining Between Salaried Professionals and Public Sector Management," Public Administration Review, March/April 1973. p. 104.

organization.⁵² Corwin compared levels of conflict within a school staff with levels of perceived employee professionalism. A positive relationship was found between levels of professionalism and levels of conflict. He concluded that professionalism enhances militancy.⁵³

In a somewhat different vein, Goode has asserted that teachers (in public schools) will fail in their struggle to have their occupation accepted on the professional level. Because of its inability to develop a specialized enough knowledge base (apart from the clientel it serves), and its inability to achieve autonomy in decisions about the proper application of knowledge in servicing its clientel, the group will never gain essential control over its work.⁵⁴ If this is so, public education will experience even more conflict in the future with its employees.

IV. PARTICIPATION IN DECISIONS

One approach that seems to answer both the needs

⁵²Ibid., p. 109.

⁵³Ronald G. Corwin, "Professional Persons in Public Organizations," Educational Administration Quarterly, Volume 1, 1965, p. 4.

⁵⁴William J. Goode, "The Theoretical Limits of Professionalization," Chapter in Semi-Professions and Their Organization, ed. by Amitai Etzioni, New York, The Free Press, 1967.

of the school organization in improving efficiency of operation and simultaneously addresses the needs of teachers has been a move toward participatory decision making. Essentially this approach recognized that teachers and administrators possess certain abilities and skills that enable them to make wise and sound decisions in the lower levels of the organizational hierarchy, thereby streamlining operations. Pellegrin reports on findings in Multi-Unit schools where this approach has been utilized. He claims "both high-satisfaction and increased effectiveness were attributed to teacher involvement in the decisions affecting their work."⁵⁵ One should note that his sample population was drawn from a fairly narrow field of innovative educators and generalization to larger populations might be suspect. However, Hornstein also reports "It has been shown that increased decisional participation is related to job satisfaction among teaching personnel."⁵⁶

Value of Participative Decision Making

The importance of participative decision making

⁵⁵Ronald L. Pellegrin, "Professional Decision Making in Multi-Unit Schools," Eugene, Center for Advanced Study of Educational Administration, 1970.

⁵⁶H. Hornstein, et al., "Influence and Satisfaction in Organization; A Replication," Sociology of Education, Fall 1968, pp. 380-389.

has been argued by many. It has been noted that this approach to organizational decision making is of intrinsic value because it is a method of establishing policy most consistent with democratic principles upon which our schools are founded.⁵⁷ Jackson claims the people affected most by the decision should have input into the decision making processes.⁵⁸ In addition, the quality of decisions by groups are generally far superior to those of individuals.⁵⁹ The quality of decisions made in a school organization will, according to Miskel, contribute to increased efficiency of school operations.⁶⁰

According to Tannenbaum⁶¹, his study of influence phenomena among professionals and non-professionals in

⁵⁷Research Action Brief, Participative Decision Making, U.S., Educational Resources Information Center, ERIC Document ED 143 062, July, 1977.

⁵⁸Shirley A. Jackson, Shared Curriculum Decision Making and Professional Negotiations, U.S., Educational Resources Information Center, ERIC Document ED 083 731, September, 1971.

⁵⁹Donald Piper, "Decision Making: Decisions Made by Individuals vs Group," Educational Administration Quarterly, Volume X (Spring, 1974), pp. 78-93.

⁶⁰Cecil Miskel, et al, Bureaucratic Structure, Organizational Processes, and Three Dimensions of School Effectiveness, U.S. Educational Resources Information, Center, ERIC Document ED 136 422, April, 1977.

⁶¹Robert Tannenbaum and Warren H. Schmidt, "How to Choose a Leadership Pattern," Harvard Business Review, March-April, 1958, pp. 95-102.

industrial firms led him to conclude that superiors may actually increase their relative influence by allowing and encouraging subordinates to take an active meaningful part in organizational decision making. Such involvement could increase the influence of superiors and would result in greater predictability in the performance of appropriate behaviors by subordinates. Belasco and Alluto attempted replication of this study in school settings and found the contrary. They conclude:

As teachers increase their levels of actual participation in decision making processes they apparently prefer to see reductions in the relative organizational influence of principals and superintendents.⁶²

In a latter study, they researched the degree of satisfaction with opportunities for input into the decisional processes of elementary and high school teachers. Utilizing three definitions: "decisionally saturated," "decisionally deprived," and "decisional equilibrium," they found elementary school teachers expressed attitudes of saturation and high school teachers expressed attitudes of deprivation of opportunities to influence the decision making process of their respective schools.⁶³

⁶²Joseph Alutto and James Belasco, "Decisional Participation and Teacher Satisfaction," Educational Administration Quarterly, Volume III, Winter, 1972, pp. 45-58.

⁶³Joseph Alutto and James Belasco, "Decisional Participation Among Teaching Personnel and Perception of Administrative Influence," Paper presented at meeting of American Educational Research Association, March, 1970.

The size of the employee organization has been found, by Wilson, to relate to the degree of satisfaction with decisional matters expressed by the employee.⁶⁴ Presumably the organizational structure affect employee attitudes of job control. Burton found that elementary teachers perceived themselves as experiencing significantly more participation in decision making than did their secondary counterparts.⁶⁵

Mann's findings, based on a study of seventeen school districts in western New York, led him to conclude there was a "tradition of trustee-ship" in education.⁶⁶ Lortie agreed by stating that teachers are not in charge of their own practice, and that in "day to day operations, pedagogical theory, and substantive expertise," they were "dominated by persons in other roles."⁶⁷

⁶⁴William C. Wilson, "Participation and Satisfaction of School Personnel in Decisions Made in Large, Medium, and Small and in Negotiating and Non-Negotiating School Districts in Eastern Tennessee," an unpublished doctoral dissertation at the University of Tennessee, December, 1979. p. 128.

⁶⁵Loren Glenn Burton, "A Study of Teachers' Decision Making in the Granite School District." Dissertation Abstracts, Volume XXXVI, Number 9, March 1976, p. 5670-A.

⁶⁶Dale Mann, Administrator/Community/School Relationship in New York State: A Final Report for the New York Commission on the Quality, Cost and Financing of Elementary and Secondary Education. New York. Poli-Systems, 1973.

⁶⁷Dan Lortie, "The Partial Professionalization of Elementary Teaching." The School in Society, ed. by Sam Sieber and David Wilder. New York, The Free Press, 1973, pp. 315-325.

Participation and Human Needs

Research indicates that participatory decision making is a means of satisfying higher order individual needs. Bridges found that teachers consistently preferred principals who involve their staffs in participatory decision making, whether or not the teacher has a high or low need for independence.⁶⁸ White and Ruth found that participation was consistently highly related to positive job attitudes.⁶⁹

According to Herzberg, satisfaction needs are found intrinsic to the job itself and only the fulfillment of those needs can yield job satisfaction, and therefore motivate. Sergiovanni states that the fulfillment of hygiene needs simply prevent job dissatisfaction and does not motivate. He replicated Herzberg's study with seventy one teachers in the Monroe County, New York, school system.

Using Herzberg's coded interview procedures, Sergiovanni recorded four critical incidents for each teacher which represented a most unusual high and low attitude sequence, and a most recent high and low attitude sequence. Of the sequences which accounted for high job

⁶⁸ Edwin M. Bridges, "A Model for Shared Decision Making in the School Principalship," Educational Administration Quarterly, III, Winter 1967, pp. 49-61.

⁶⁹ J. Kenneth White and Robert A. Ruth. "Effects of Personal Values on the Relationship Between Participation and Job Attitudes." Administrative Science Quarterly, XVIII, December, 1973, pp. 506-514.

attitudes, 69 percent included three satisfiers: achievement, recognition, and the work itself. Low attitude conditions focused on the work environment. Sergiovanni concludes, "administrators should increase the opportunities for teachers to experience personal and professional success." He adds, "Basic to this understanding is the proposition that administrators will encourage teachers to ...exercise more autonomy in making decisions."⁷⁰ Tannenbaum supports this conclusion by describing participation as "intrinsically satisfying," "ego enhancing," and a way of satisfying "psychological needs."⁷¹

V. RISE IN MILITANCY

Stinnett has noted that many systems which have experienced a rise in teacher militancy seem to have an autocratic, hierarchical administration and a paternalistic school board.⁷² Shanker states that teachers, more than any other professional group, have little to say

⁷⁰Ibid., p. 258.

⁷¹A. S. Tannenbaum, Social Psychology of the Work Organization. Belmont, California, Wadsworth, 1968, p. 98.

⁷²T. M. Stinnett, Turmoil in Teaching. New York, Macmillan Company, 1968, p. 80.

about the way in which they discharge their duties.⁷³ Others have cited the evidently poor communication between boards and the administrators on one hand and the school staff on the other.⁷⁴ Both factors related to teacher militancy have the effect of excluding teachers from the decision making process. In 1968, teachers in five of eight western New York school districts surveyed, "bargained for and received significant increases in participatory decision making, and study committees in a wide range of areas were set up in all eight districts."⁷⁵ Consistent with this outcome is Belasco and Alutto's conclusion that an increase in collective bargaining increases the voice of teachers in educational decision making.⁷⁶

Militancy and Professionalism

Works previously cited (Etzioni, Kliengartner)

⁷³Albert Shanker, "Why Teachers are Angry," American School Board Journal, CLXII, January, 1975, p. 23.

⁷⁴Myron Lieberman and Michael H. Moskow, Collective Negotiations for Teachers: An Approach to School Administration. Chicago. Rand McNally & Company, 1966, p. 186.

⁷⁵Barbara Devlin, "Teacher Participation in Decision Making and Its Relationship to the Variables, Job-Satisfaction, Organizational Commitment, Job Tension, and Attitudinal Militancy," An unpublished doctoral dissertation at the University of Minnesota, 1968, p. 65.

⁷⁶James A. Belasco and Joseph A. Alutto, "Organizational Impacts of Teacher Negotiation," Industrial Relations, IX, No. 1, October 1969, p. 73-75.

suggest that the rise in teacher militancy is predicted on a new self awareness of teacher groups. As levels of preparation increase, teachers tend to view themselves as more professional and assert themselves. Demands surface for recognition of their profession with its concomitant benefits (e.g. autonomy over their work, occupational integrity, etc.). Frustration of those goals has theoretically become a causal factor for teacher militancy and subsequent union organization and certifying elections for the purpose of collective bargaining.⁷⁷

Causes of Militant Attitudes

That a rise in militancy among semi-professional groups is occurring is evident. What is not so evident is the cause of this militancy. One factor cited has been changing societal values that legitimate direct confrontation activities.⁷⁸ Others have noted the changing composition of the work force with the inclusion of younger males and minorities.⁷⁹ Also noted has been the type of profession practiced (e.g. nurses vs teachers) and differences of militancy levels between

⁷⁷Corwin, op cit., p. 224.

⁷⁸Robert M. MacDonald, "Collective Bargaining in the Postwar Period," Industrial and Labor Relations Review, Volume 20, Number 4, July 1967, pp. 555-579.

⁷⁹Steven Cole, "Teacher Strikes: A Study of the Conversion of Predisposition in Action," American Journal of Sociology, Volume 24, No. 4, March 1969, pp. 506-520.

urban and rural areas. Age and experience have been cited as a determinate of militancy in the work force. Bailey points to the (1) increasing job shortage, (2) the inclusion of more primary family wage earners in the profession, and (3) the changing societal climate that makes militant activities more acceptable as contributing factors in the increased militancy of teacher organization.⁸⁰

The findings of Belasco and Alutto⁸¹ are particularly relevant. They compared responses between rural and urban teachers and nurses on an "attitudinal militancy scale" generated from a seven point semantic differential scale. The scales measured the degree to which subjects viewed strikes, unions, collective bargaining, and professional associations with favor or disfavor. Those responses were factor analyzed to control for age, sex, marital status, seniority, job tension, career dissatisfaction, and organization commitment. Age, according to their findings, was the best single predictor of attitudinal militancy.

⁸⁰Max A. Bailey and Ronald R. Booth, "Collective Bargaining and the School Board Member," Illinois Association of School Boards, 1978, p. 9.

⁸¹Joseph A. Alutto and James Belasco, "Determinants of Attitudinal Militancy," as found in Anthony M. Cresswell, Education and Collective Bargaining, Berkeley, McCuthan Publishing, 1976, pp. 78-93.

Interestingly, experience measured differently than age, i.e. the older, shorter service employee tended to embrace collective bargaining as a means to accomplish goals whereas the younger employee was more willing to embrace strikes.

Career Dissatisfaction and Militancy

Important to this study is Alutto's finding that career dissatisfaction appears to be a contributor to the prediction of attitudinal militancy. One finding, "the greater the career dissatisfaction of professionals, the more positive the attitudes toward professional associations and the more negative the attitudes toward strikes and unions."⁸² Of course, older teachers and nurses were those who tended to be less satisfied with their careers and they would, according to the finding on age, be predisposed to less militant ways (e.g. looking to professional associations) to find relief.

While career dissatisfaction reflects the respondent's job characteristics, Alutto also controlled for elements within the work environment that would measure the respondent's satisfaction with his/her particular work situation. Organizational commitment and felt job tension could serve to indicate worker satisfaction with their

⁸²Ibid., p. 89.

specific job. They found both related to attitudinal militancy; organizational commitment related negatively and felt job tension had a positive relationship. Hence their conclusion that:

factors specific to particular employing organizations may well be among the most effective predictors of attitudinal militancy ---issues such as job autonomy, participation in decision making,---are likely to have a major influence on the level of attitudinal militancy that surfaces in any given organization.⁸³

Presumably, satisfaction with one's work situation is thus related to values held by that worker toward militant employee activities for specific purposes. If dissatisfaction is present, one might logically expect to find high levels of militancy. Feuille and Blandin's findings support such a conclusion. On the basis of their study of four hundred and fifty four University of Oregon faculty members, they claim, "satisfaction with the internal administrative context, including procedures for handling faculty problems and the lines and methods of communication was the most predictive of attitudinal militancy."⁸⁴

⁸³Ibid., p. 91.

⁸⁴Peter Feuille and James Blandin, "Determinates of Attitudinal Militancy Among University Faculty." Educational Administration Quarterly, XII, Number 1, Winter, 1976. pp. 54-56.

Conversely, if the employee is satisfied with the decision making processes of his work situation, one could logically expect low levels of militancy evidenced.

As Devlin states:

participation by definition allows organization members to exercise control over the organization... because their needs are satisfied through the organization, there is less compulsion to be militant. Second, even though superiors give up some formal authority when they allow employees to participate in work-related decisions, they gain greater control because employees are more cooperative.⁸⁵

Her presumption is that cooperation is necessary before participation can occur. Tannenbaum makes the point that cooperative employees are not very militant.⁸⁶

VI. SUMMARY

This chapter reviewed the theoretical antecedents of organizational thoughts leading to a concern for employee satisfaction with their jobs. Consideration was given to the classical schools of thought in organization theory. Emphasis was on those theories that lead to present concern with employee satisfaction with their jobs, especially in the field of education. Attention was given to efforts and intervention activities that might increase job satisfaction, specifically the administrative approach to decision making known as participative decision making.

⁸⁵Devlin, p. 66.

⁸⁶Tannenbaum, pp. 98-99.

This approach's possible beneficial effects on organization and operation of our schools was noted. In addition, consideration was given to the possibility of human needs being addressed within school organizations through the use of participative decision making.

The review of literature indicates that there is little known about the causality of the increasing rise of teacher militancy. That such militancy exists is well documented. What remains to be answered is whether organizational intervention can positively affect increasing militancy in teacher organizations.

CHAPTER III

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

I. INTRODUCTION

The numerical rise in school systems choosing to bargain collectively for employee rights and benefits is substantial. This rise has been attributed to employee dissatisfaction with economic benefits, working conditions, and the lack of control over decisions affecting job roles. The claim has been made that employees of educational systems wish to, through the bargaining process, control the decision making processes of the systems of which they are a part. The increase in employee militancy has been cited as "proof" that school employees are dissatisfied with the current status quo, and desire to participate more in these vital areas of decision making.

Data collected and presented in this chapter reflect the opinion of several hundred school employees on (1) their satisfaction with decisions made in their system, (2) their perceived degree of participation in those decisions, and (3) the degree of militancy personally expressed by these employees. The responses reflect the degree of satisfaction and participation in six major areas

of decisions affecting their employment:

1. Curriculum and Instruction;
2. Business and Finance Management;
3. Certificated Personnel;
4. Pupil Personnel;
5. School Plant and Facilities; and
6. Community Relations.

Employee militancy was measured on three different scales from these same employees. The scales reflect three varying levels of intensity of militant attitudes from willingness to negotiate for specific goals, to sympathy with collective action as a means to achieve those goals, to teacher's feeling of collective assertion.

II. RESEARCH POPULATION

The Public Schools for Cooperative Research Consortium was the target group utilized for data collection in this study. It consists of seventeen independent school systems in the East Tennessee area which cooperate with the Educational Administration and Supervision Department of the College of Education of the University of Tennessee. Geographically these systems cover the whole of East Tennessee bounded by the state lines of Kentucky, Virginia, North Carolina, Georgia and the Eastern Time Zone running the length of the Cumberland Plateau. Large

and small, urban and rural systems are included in this population. Table I represents the names of the systems included in data collection for this study plus: (1) their relative size as per average daily attendance, and (2) the sample size of each group of teachers, principals, and central office personnel per system.

Common to all of these systems was the fact that they were affected by a recently enacted law of the Tennessee State Legislature which gave their respective systems' employees the right to collectively bargain or negotiate for specified benefits. The data were collected in the spring of 1978, between the enactment of that law, i.e. the Education Professional Negotiations Act, 49 Tennessee Code Annotated 5501-5516, and subsequent implementation in the following 1978-1979 school year.

Percentage of return for the questionnaire was considered good with respect to the number of participants involved. The teacher returns reflect a rate of 68 percent, principals had a 69 percent rate of return, and central office personnel returned 66 percent of their questionnaires. As will be noted later, return of one system (Knox County) were not utilized in part of the analysis because the data were collected at two different times and there was no way of analyzing the satisfaction and participation responses with the militancy scores. Only means could be compared for this system, not individual responses.

TABLE I
ANALYSIS OF INDIVIDUAL SCHOOL SYSTEMS' TARGET
POPULATION BY SIZE (ADA) AND TYPE
OF POSITION HELD

School System	Average Daily Attendance	Teachers	Principals	Central Office Personnel
Anderson County	7,860	138	21	8
Bristol	4,207	121	11	4
Chattanooga	26,745	180	47	29
Claiborne County	5,259	68	6	5
Clinton	796	9	1	1
Cocke County	4,989	95	4	6
Greene County	7,324	134	16	5
Greenville	2,914	98	10	6
Harriman	2,269	52	16	4
Knoxville	28,814	201	45	17
Knox County	26,291	254	48	21
Lenoir City	1,817	59	1	1
Morristown	5,212	117	11	6
Oak Ridge	5,418	116	8	8
Oneida	1,460	41	2	3
Rhea County	3,761	40	6	9
Roane County	6,379	<u>115</u>	<u>10</u>	<u>5</u>
Total		1,838	263	135

III. INSTRUMENTS

Two instruments were used for data collection in this study. One was the "Critical Decisions Inventory" and was developed by Dr. Larry Peach. It was subdivided into six interest categories, each category covered by five questions. Those subdivisions were respectively: curriculum and instruction (4-8), finance and business management (9-13), certificated personnel (14-18), pupil personnel (19-23), school plant and facilities (24-28), and school/community relations (29-33). Questions covering each of these categories may be examined in the Appendix of this study. Responses for each category were summed and divided in order to establish means for purposes of analyses.

The instrument indicated both the respondent's perceived level of participation in a specific decision and his personal level of satisfaction with the decision made. Consequently, each set of questions (per category) yielded two separate scales. Those scales were used to create variables on satisfaction and participation for each of the above mentioned categories of interest to public school administration.

The second instrument developed by Dr. Kenneth Ostrander, the "Collective Action Scale" yielded four scales, three of which were used in this study. They were (1) Attitudes toward Negotiations for Specific Goals, (2) Sympathy with Collective Action, and (3) Teacher's Feeling of Collective

Assertion. One scale, Sympathy with the Use of Sanctions was omitted because it was deemed inappropriate for this present time, i.e. utilization of sanctions is generally passe.

Both instruments incorporated Likert type scales to gather respondent opinions. The Decisions questionnaire provided nine levels of responses for both participation and satisfaction. For participation, (1) indicated no participation and (9) indicated respondent made the decision. A sample participation response for each item is as follows:

None	Provides Information		Recommends Decision		Influences Decision		Makes Decision	
1	2	3	4	5	6	7	8	9

On the satisfaction scale, (1) indicated high dissatisfaction and (9) reflected respondent's high satisfaction with a decision. A sample satisfaction response for each item is as follows:

Highly Dissatisfied		Dissatisfied		Neutral		Satisfied		Highly Satisfied	
1	2	3	4	5	6	7	8	9	

The Collective Action Scale utilized a one to five level of response with (1) suggesting strong agreement and (5) indicating strong disagreement. Hence, on the Ostrander scale used to assess attitudinal militancy, the lower scores indicated higher levels of militancy.

IV. STATISTICAL TREATMENTS

Individual scores were calculated for each of the six categories of decisions for each of the three groups of respondents: teachers, principals, and central office personnel. Individual scores were then calculated for the three militancy attitudinal scales for each of the three groups of respondents. Examination of the data revealed that the assumptions necessary for use of the Pearson product moment correlation were met.¹ For questions one through four, the Pearson product moment correlation was employed to analyze the data.

Given the idiosyncrasies of various school systems, question five was different in substance. The answer for this question could vary from system to system. Therefore, it was decided that analysis would be performed on a system by system basis. The answer to this question could have particular utility to those individuals involved in the negotiating process in each system. Data were examined and the researcher concluded that the assumptions were met for utilization of a Multiple Regression analysis.²

¹Dean J. Champion. Basic Statistics for Social Research. Scranton, Pennsylvania. Chandler Publishing Company, 1970, pp. 194-203.

²Norman H. Nie, et al. Statistical Package for the Social Sciences. New York. McGraw Hill, 1970, p. 341.

In both analyses, given the size of the samples, the .05 level of significance was chosen.

V. PRESENTATION OF THE DATA

In order to systematically present the data, the questions guiding this study were utilized. Question one investigated the relationship between participation in the decisions made and levels of militancy expressed by teachers, principals, and central office personnel. In Table II are the calculated levels of perceived participation in each of the six categories of decisions made by teachers, principals, and central office personnel.

As indicated in Table II, the lowest level of perceived participation was teachers' individual summed scores in questions regarding decisions related to certificated teaching personnel. In the instrument presented in the Appendix, it was noted that these decisions focused on evaluation criteria, teacher replacement procedures, transfers, dismissal of non-tenured teachers, and assignment of non-instructional tasks. The highest level of perceived participation by the teachers was in pupil personnel decisions. Again, the instrument indicates that these decisions focus on methods of reporting pupil progress, placement of students in special classes, suspension of pupils from school, pupil attendance, and student records.

For principals, the only low score of perceived

TABLE II
PERCEIVED LEVELS OF PARTICIPATION
IN DECISIONS AFFECTING

	Teachers	S.D.	Principals	S.D.	Central Office	S.D.
Curriculum	4.6 (1950)	1.7	5.3 (275)	1.5	7.0 (145)	1.5
Business and Finance	3.3 (1937)	1.8	4.2 (274)	1.9	6.3 (144)	1.7
Certificated Personnel	2.4 (1889)	1.6	6.5 (272)	1.5	7.0 (143)	1.6
Pupil Personnel	4.8 (1938)	1.8	6.6 (272)	1.5	6.8 (144)	1.5
Facilities	3.0 (1926)	1.6	5.8 (273)	1.4	6.2 (142)	1.6
Community Relations	3.7 (1931)	1.7	6.6 (273)	1.5	6.8 (143)	1.7
Total Mean Score	3.6		5.9		6.7	

S.D. = Standard Deviation

() = n of population

participation was in the area of business and finance. The instrument indicates that these decisions are related to budget matters, salaries, spending of instructional funds, policy formation on fringe benefits, and bond referendums for school improvements. Information presented in Table II indicate that central office personnel perceive themselves as consistently participating in decisions at a rather high level in all six areas of decision making.

Data presented in Table II indicate the position held by the respondent is related to the perceived level of participation. Teachers perceived themselves as having less participation in decisions made than principals, and principals perceived themselves as having slightly less participation than central office personnel. The extremes for both teachers (certificated teaching personnel) and principals (business and finance) could be useful targets for organizational improvement. It is interesting to note that central office personnel perceived themselves as being highly involved in all areas of decision making even though, on a daily basis, the focus of many of the decisions was not directly related to their areas of responsibility.

Levels of Militant Attitudes

Three of Ostrander's scales of Collective Action were utilized in this study. Data presented in Table III

TABLE III
ATTITUDES TOWARD MILITANT
EMPLOYEE ACTIVITIES

	Scale I	S.D.	Scale II	S.D.	Scale III	S.D.	Three Scale Mean
Teachers	2.1 (1681)	0.6	2.6 (1681)	0.7	2.7 (1680)	0.7	2.5
Principals	2.5 (226)	0.7	3.1 (226)	0.7	3.1 (226)	0.7	2.9
Central Office Personnel	2.7 (123)	0.8	3.1 (123)	0.8	3.2 (123)	0.8	3.0

S.D. = Standard Deviation

() = n of population

reflect the teachers, principals, and central office personnel responses on each of these scales. Scale I measures employee "Attitudes toward Negotiations for Specified Goals," Scale II reflects employee "Sympathy with Collective Action," and Scale III is a measure of employee "Feeling of Collective Assertion." As previously mentioned, a response of one (1.0) would be most militant and a response of five (5.0) would reflect the most passive attitude.

Data in Table III indicate that teachers expressed slightly more militant attitudes than either principals or central office personnel. It was noted that the most militant score was for teachers as a group on Scale I, which by definition was the least militant (in intensity) of the three. Also noted, was the fact that a score of 2.1 would be labeled slightly agree on the Ostrander instrument. Variance for all three groups was tight, from a range of 0.6 to 0.8.

Both principals and central office personnel responded with only a slight degree of expressed militant attitudes on Scale I. Other responses for both of these groups were centered around the neutral or uncertain value of 3.0 on the Ostrander instrument. It was found that employees responding to this instrument did not express any strong militant attitudes.

Table II and Table III reflect the summative responses of those three groups on the Participation instrument and the Ostrander scales respectively. Some general observations are offered. The mean level of perceived participation was lowest for teachers and highest for central office personnel with the principals group falling roughly between the two. Such a pattern is reflective of bureaucratic structures where decision making processes are centered in higher echelon positions. Generally such structures are authoritarian in nature with a tight span of control. It is noted that the overall mean difference between principals and teachers is greater than the overall mean difference between principals and central office personnel. As mentioned before, extreme lows on Table II could become potential targets for organizational improvement.

These same respondents completed the Ostrander instrument reflecting their expressed levels of militancy. Table III is a summation of those responses. It is noted that the first scale (I) is entitled "Attitudes toward Negotiation for Specified Goals," and is considered, by Ostrander, to be the least militant of the three. Scale II is entitled "Sympathy with Collective Action," and expresses a higher degree of intensity of militant attitudes. The third scale (III) is entitled "Feeling of Collective Assertion," and is the strongest expression of militancy

of the three.

As Table III indicates, teachers generally were more (lower scores indicate stronger feelings) militant than principals and principals were only slightly more militant than central office personnel. In fact, the difference between principals and central office personnel is negligible. With a possible response of 2.5 being equivalent to uncertainty, one must conclude that as a group, respondents in this population were neither militant nor passive. The overall mean for teachers was 2.5, for principals it was 2.9, and for central office personnel it was 2.0. The last two groups leaned toward responses of a passive nature. One trend is apparent from the summary table. As the three scales increased toward stronger militant expressions, the three groups characteristically indicated less agreement. The findings of this table indicate that respondents as a group did not express militant attitudes.

Pearson Correlation of Participation and Militancy

For the analysis of "Question One" of this study, i.e. "Was there a relationship between perceived levels of participation and expressed levels of employee militancy?," a Pearson Product Moment Correlation was calculated. Table IV reflects the results of that analysis for teachers. As noted earlier, the .05

TABLE IV
CORRELATION OF PERCEIVED TEACHER PARTICIPATION
AND ATTITUDINAL MILITANCY

Levels of Participation in Matters of:	Scale I	Scale II	Scale III
Curriculum	0.10 * (1673)	0.15 * (1673)	0.14 * (1672)
Business and Finance	0.11 * (1660)	0.14 * (1660)	0.13 * (1660)
Certificated Personnel	0.11 * (1614)	0.14 * (1614)	0.11 * (1614)
Pupil Personnel	0.09 * (1662)	0.12 * (1662)	0.10 * (1661)
Facilities	0.11 * (1650)	0.13 * (1650)	0.11 * (1650)
Community Relations	0.11 * (1655)	0.13 * (1655)	0.10 * (1654)

All probabilities were reported at $p = 0.00$.

* = Significant at .05 level

() = n of population

level of significance was chosen for analysis. Significance is reported in this and subsequent tables, with the symbol p (probability). For Table IV, all findings were significant.

As Table IV indicates, all correlations were very low positive within a range of 0.09 and 0.15. Table V presents the data gathered from a correlation of principals' perceptions of their participation in decisions and their expressed attitudes with regard to employee militancy. All significant correlations are indicated with an asterisk.

As indicated in each of the six decision areas explored, there was a very low positive correlation between the two. All probabilities were reported at $p = .00$ (perhaps reflective of the high n), hence all findings were significant. Such a low correlation indicate a finding that there is little correlation between teachers' perceived levels of participation in any of the six areas of decision making and subjects' expressed levels of militant attitudes.

Table V indicates all correlations between participation in decision making and attitudinal militancy to be very low positive. The range of scores is from 0.03 to 0.17. The range was wider for principals than teachers and, as Table V indicates, probability for error was, in some cases, high. The principals as a group reported an extremely low correlation between perceived levels of

TABLE V
CORRELATION OF PERCEIVED PRINCIPAL PARTICIPATION
AND ATTITUDINAL MILITANCY

Levels of Participation in Matters of:	Scale I	Scale II	Scale III
Curriculum	0.12 * p = 0.04 (224)	0.04 p = 0.29 (244)	0.05 p = 0.23 (244)
Business and Finance	0.17 * p = 0.01 (223)	0.09 p = 0.09 (223)	0.09 p = 0.10 (223)
Certificated Personnel	0.12 * p = 0.03 (221)	0.10 p = 0.06 (221)	0.11 p = 0.05 (221)
Pupil Personnel	0.04 p = 0.29 (221)	0.04 p = 0.31 (221)	0.06 p = 0.21 (221)
Facilities	0.11 p = 0.06 (222)	0.03 p = 0.31 (222)	0.04 p = 0.26 (222)
Community Relations	0.04 p = 0.30 (222)	0.03 p = 0.32 (222)	0.05 p = 0.23 (222)

* = Significant at .05 level

() = n of population

participation and levels of militancy. As the table indicates, only the first three groups of decisions (i.e. curriculum, business and finance, and certificated personnel) when correlated with Scale I (i.e. the lowest level of expressed militancy) were significant. And in these cases, the range of correlations was only from 0.12 to 0.17. One must conclude that, for this group of respondents, the correlation between perceived participation in decision making and militant employee attitudes was insignificant.

Table VI reflects the correlation between the central office personnel's perceived participation in the six areas of decision making and their expressed levels of militant attitudes. As the table indicates, all correlations were extremely low, to the point of being negligible. In all but two of the correlations, the direction has reversed, becoming negative. Thus, as the amount of participation (for this group) increases, the amount of militancy decreases. However, it is noted that this group previously reported higher levels of perceived participation and lower levels of expressed militancy than the other two. Additionally, the correlations were of such a low level as to render any findings insignificant. The findings indicate that, for this group, there is no relationship between the amount of perceived participation in decision making and expressed levels of militant employee attitudes.

TABLE VI
CORRELATION OF PERCEIVED CENTRAL OFFICE PERSONNEL
PARTICIPATION AND ATTITUDINAL MILITANCY

Levels of Participation in Matters of:	Scale I	Scale II	Scale III
Curriculum	-0.18 * p = 0.03 (123)	-0.19 * p = 0.02 (123)	-0.20 * p = 0.01 (123)
Business and Finance	-0.06 p = 0.27 (122)	-0.01 p = 0.47 (122)	-0.04 p = 0.33 (122)
Certificated Personnel	-0.14 p = 0.06 (121)	-0.13 p = 0.08 (121)	-0.11 p = 0.12 (121)
Pupil Personnel	-0.16 * p = 0.04 (122)	-0.08 p = 0.18 (122)	-0.16 * p = 0.04 (122)
Facilities	-0.07 p = 0.23 (120)	-0.17 * p = 0.03 (120)	-0.16 * p = 0.04 (120)
Community Relations	-0.07 p = 0.23 (121)	0.03 p = 0.36 (121)	0.01 p = 0.47 (121)

* = Significant at .05 level

() = n of population

Levels of Satisfaction

Question two addressed itself to the relationship between the respondent's personal level of satisfaction with the decisions made and their attitudes toward employee militancy. Responses were grouped per individual for each of the six decision areas and scores were calculated. Scale scores of satisfaction were then correlated with the reference groups' levels of attitudinal militancy presented in Table III. Table VII presents the personal levels of satisfaction with decisions made for teacher respondents in this study.

As the table indicates, the responses were grouped around the mean of 5.0 which is equivalent to a neutral weighting on the Likert scale. Only decisions in the areas of business and finance and certificated personnel reflect any dissatisfaction among teachers, and those scores, 4.4 and 4.6 respectively, indicate a slight dissatisfaction. Principals indicated the same trend as teachers in their satisfaction levels, i.e. all scores constant except for lower scores for business and finance decisions and decisions affecting certificated teaching personnel. Data for satisfaction levels of principals is presented in Table VIII. Central office personnel reported only slightly higher levels of satisfaction than did principals. Data presented in Table IX reflects the satisfaction scores of central office personnel.

TABLE VII
TEACHER'S LEVEL OF SATISFACTION
WITH DECISIONS

	Scale Score	Standard Deviation
Curriculum	5.3 (1950)	1.5
Business and Finance	4.4 (1945)	1.7
Certificated Personnel	4.6 (1905)	1.6
Pupil Personnel	5.6 (1930)	1.4
Facilities	5.2 (1933)	1.6
Community Relations	5.6 (1932)	1.5
Total Mean Score	5.1	

() = n of population

TABLE VIII
PRINCIPAL'S LEVELS OF SATISFACTION
WITH DECISIONS

	Scale Score	Standard Deviation
Curriculum	6.2 (277)	1.5
Business and Finance	5.0 (277)	2.0
Certificated Personnel	6.0 (274)	1.8
Pupil Personnel	6.6 (272)	1.4
Facilities	6.3 (274)	1.6
Community Relations	6.6 (274)	1.5
Total Mean Score	6.1	

() = n of population

TABLE IX
CENTRAL OFFICE PERSONNEL LEVELS OF SATISFACTION
WITH DECISIONS

	Scale Score	Standard Deviation
Curriculum	6.3 (145)	1.4
Business and Finance	5.7 (144)	1.8
Certificated Personnel	6.1 (143)	1.7
Pupil Personnel	6.5 (143)	1.3
Facilities	6.5 (143)	1.6
Community Relations	6.4 (143)	1.6
Total Mean Score	6.3	

() = n of population

Data presented on these three tables (VII to IX) yield some useful information. It was noted in all three tables that satisfaction scores were lower in the area of business and finance decisions than in any other area. As the Peach instrument indicates, this area of decision making focused on school budgets, salaries, instructional material funds, policies on fringe benefits, and bond referendums for school improvements. Apparently, the majority of dissatisfaction expressed by school employees studied in this population concerns those matters addressed by financial considerations. Interestingly, it was further observed that the variance for this subset of questions was greater in all three groups of employees. Evidently, there is less agreement of opinions and levels of satisfaction in this area of concern than the other five areas.

For teachers, the area of decision making related to certificated personnel yielded the second lowest score of satisfaction. This area covered evaluation procedures, selection procedures, dismissal of non-tenured personnel, transfers, and assignments to non-instructional tasks. The findings indicate that there is less satisfaction for teachers in this area than for principals and central office personnel. One possible explanation might be that there is less perceived control or security for lower echelon employees (teachers) than for upper echelon (principals and central office personnel) administrators.

Overall, the satisfaction scores were within a range of 4.4 (teachers) to 6.6 (principals). They reflect mild dissatisfaction with some decisions affecting their jobs to generally low positive satisfaction with most aspects of decision making.

In all, the findings support the conclusion that these three groups of employees were neither highly dissatisfied nor highly satisfied with decisions made that affect their employment. Both principals and central office personnel were more satisfied with decisions made in their school system than were the teachers. In all three groups, the responses indicated less satisfaction with decisions regarding financial matters.

Pearson Correlation of Satisfaction and Militancy

Correlation coefficients are presented between the three reference groups (teachers, principals and central office personnel) of their satisfaction with decisions made in the six interest areas affecting their work and their attitudes toward militant employee activities. That data is presented in Table X.

All correlations presented in Table X indicate a low positive relationship between satisfaction with decisions made in the six categories and the three scales reflecting employee militant attitudes. The range of correlations was from a low of 0.10 (principals) to a high of 0.46 (central office personnel). Significance for all of the reported

TABLE X
CORRELATION OF SATISFACTION SCORES WITH
ATTITUDINAL MILITANCY SCORES

Level of Satisfactions with Decisions Regarding:	Scale I	Scale II	Scale III
<u>Curriculum:</u>			
Teachers	0.20 * p = 0.00 (1672)	0.28 * p = 0.00 (1672)	0.28 * p = 0.00 (1671)
Principals	0.18 * p = 0.00 (226)	0.18 * p = 0.00 (226)	0.20 * p = 0.00 (226)
Central Office Personnel	0.31 * p = 0.00 (123)	0.41 * p = 0.00 (123)	0.42 * p = 0.00 (123)
<u>Business and Finance:</u>			
Teachers	0.31 * p = 0.00 (1667)	0.37 * p = 0.00 (1667)	0.38 * p = 0.00 (1666)
Principals	0.23 * p = 0.00 (226)	0.24 * p = 0.00 (226)	0.26 * p = 0.00 (226)
Central Office Personnel	0.41 * p = 0.00 (122)	0.44 * p = 0.00 (122)	0.46 * p = 0.00 (122)
<u>Certificated Personnel:</u>			
Teachers	0.30 * p = 0.00 (1629)	0.38 * p = 0.00 (1629)	0.37 * p = 0.00 (1628)
Principals	0.22 * p = 0.00 (223)	0.25 * p = 0.00 (223)	0.27 * p = 0.00 (223)

TABLE X (Continued)

Level of Satisfaction with Decisions Regarding:	Scale I	Scale II	Scale III
Central Office Personnel	0.39 * p = 0.00 (121)	0.45 * p = 0.00 (121)	0.46 * p = 0.00 (121)
<u>Pupil Personnel:</u>			
Teachers	0.21 * p = 0.00 (1653)	0.27 * p = 0.00 (1653)	0.26 * p = 0.00 (1652)
Principals	0.14 * p = 0.02 (221)	0.22 * p = 0.00 (221)	0.25 * p = 0.00 (221)
Central Office Personnel	0.34 * p = 0.00 (121)	0.39 * p = 0.00 (121)	0.38 * p = 0.00 (121)
<u>Facilities:</u>			
Teachers	0.26 * p = 0.00 (1656)	0.29 * p = 0.00 (1656)	0.29 * p = 0.00 (1655)
Principals	0.15 * p = 0.01 (223)	0.20 * p = 0.00 (223)	0.29 * p = 0.00 (223)
Central Office Personnel	0.33 * p = 0.00 (121)	0.34 * p = 0.00 (121)	0.34 * p = 0.00 (121)
<u>Community Relations:</u>			
Teachers	0.22 * p = 0.00 (1655)	0.30 * p = 0.00 (1655)	0.27 * p = 0.00 (1654)

TABLE X (Continued)

Level of Satisfaction with Decisions Regarding:	Scale I	Scale II	Scale III
Principals	0.10 p = 0.07 (223)	0.15 * p = 0.01 (223)	0.19 * p = 0.00 (223)
Central Office Personnel	0.18 * p = 0.03 (121)	0.29 * p = 0.00 (121)	0.26 * p = 0.00 (121)

* = Significant at .05 level

() = n of population

correlations was relatively tight with a high reported of $p = .07$. The only insignificant relationship found on this table was the principals' satisfaction with decisions relating to School/Community Relations.

As the table indicates, little difference exists between the respondents' scores for each area of decision making and the three militancy scales. Interestingly, there was some noticeable difference between the position of the respondents and their correlation scores. There was greater correlation between the central office personnel and their militancy scores than the other two groups, scores ranging from $r = .18$ to $r = .46$. Scores for the principals' group ranged from $r = .10$ to $r = .27$. The range for teacher scores was a low of $r = .20$ to a high of $r = .38$. Means for the total groups will be presented later in this chapter, thus not discussed at this time. This table is beneficial in showing correlation between the three attitudinal scores and the individual areas of decision making in school systems.

Care must be taken to properly interpret this table. Although correlation scores between satisfaction with decisions made in the six component areas and the three militancy scales were highest among the central office personnel, it does not follow that dissatisfaction with decision making among those employees led to higher correlations with militancy scores. The reader is reminded that, as a group, the central office personnel reflected a

relatively high degree of personal satisfaction with decisions made in their respective systems. Additionally, they reflected the lowest degree of militancy of any group of employees. What can be said, as a result of this data, is that there exists a moderate correlation ($r = .18$ to $r = .46$) between whatever level of militancy that was expressed and their satisfaction with decisions made in their school systems.

In comparison to the other two groups, a degree of correlation exists between levels of militancy expressed and satisfaction with decisions for the central office group. Less of the variance between the two scores exists for the principals' group than the other two. In fact, for the principals, less of the militancy score can be explained as a function of the decisional satisfaction scores in terms of a correlation than is possible for the other two groups, i.e. teachers and central office personnel. Apparently, other variables than decisional satisfaction scores impacted on the principals' group more than for teachers and central office personnel.

In summary, Table X indicates that a low to moderate correlation exists between the three groups of employees' satisfaction level with decisions made in their respective school systems and their personal levels of expressed militancy. A higher correlation between the satisfaction scores and militancy scores exists for the central office

personnel than the teachers, and higher correlations exist for the teachers than for the principals. Based on the findings, one can conclude that a moderate positive relationship exists between a school system employees' personal level of satisfaction with decisions made that affect his employment and his personal level of militant attitudes toward his job.

Pearson Correlation of Total Participation and Total Militancy

The third question that guided this study was a consideration of the relationship between the total perceived participation of each group of employees and their total expressed attitudes toward militant values and activities. Table XI presents data regarding that relationship. Militancy scores and participation scores have been tabulated for each referent group and then correlated. Total Militancy is an average of the three scales reflecting attitudinal militancy. Total Participation is an average of the six categories of responses for each group of employees. Correlations between total militancy scores and total scores of perceived participation reflect a very low positive correlation. Significance for teachers was reported at $p = .00$, for central office personnel at $p = .03$. Probability was higher ($p = .08$) than the previously determined level of significance.

As the table indicates, a very low correlation exists between the two variables for each of the respondent

TABLE XI
CORRELATION OF TOTAL PARTICIPATION WITH
TOTAL MILITANCY SCORES

Participation of:	Total Militancy
Teachers	0.11 * p = 0.00 (1534)
Principals	0.10 p = 0.08 (201)
Central Office Personnel	0.17 * p = 0.03 (116)

* = Significant at .05 level

() = n of population

groups. Correlations range from $r = .10$ for principals, to $r = .17$ for central office personnel, with the teachers reporting a correlation of $r = .11$. It was noted that the probability for error was above the previously selected level of significance of $p = .05$ for the principals' group, thus one must conclude the reported relationship of $r = .10$ was insignificant. In summary, for teachers and central office personnel, a very low positive relationship exists between individually perceived levels of participation in decisions made and the respondents' expressed level of militancy.

Pearson Correlation of Total Satisfaction and Total Militancy

The fourth question guiding this study concerned the relationship between overall satisfaction with decisions made affecting six categories of interest and overall militant attitudes of employees responding to the questionnaires. Data generated to answer this question is presented in Table XII. Total Militancy is an average of the three scales reflecting employee attitudinal militancy and Total Satisfaction is an average of employee responses to the six categories of decisions made.

As indicated by Table XII, there was a moderate positive relationship between satisfaction with decisions made in areas affecting employees and their attitudes expressed toward militant activities. All significance

TABLE XII
CORRELATION OF TOTAL SATISFACTION SCORES WITH
TOTAL MILITANCY SCORES

Total Satisfaction of:	Total Militancy
Teachers	0.40 * p = 0.00 (1610)
Principals	0.30 * p = 0.00 (218)
Central Office Personnel	0.51 * p = 0.00 (118)

* = Significant at .05 level

() = n of population

scores were reported at $p = .00$. The range of correlations was from a low of $r = .30$ for principals, to a high of $r = .51$ for central office personnel, with teachers reporting a correlation of $r = .40$. It may be considered that for school system employees, a low to moderate relationship exists between overall satisfaction and their expressed levels of militant attitudes.

Prediction of Attitudinal Militancy

The final question addressed the impact of respondents' satisfaction with or participation in each of the six areas of decision making. Analysis was performed on the data to determine if any one specific area of concern yielded significant prediction value of perceived levels of militancy held by the same respondents. Simply, if the population studied expressed militant attitudes toward aspects of their jobs, what areas of concern accounted for or explained where this militancy lay? Multiple regression was utilized in an attempt to determine if certain areas of concern held significant prediction values with respect to attitudinal militancy. For purposes of reporting results of data analysis to school systems participating in this study, regression analysis was performed on each system separately.

Since data were collected on both satisfaction with and participation in areas of decision making, it was

decided that each be presented individually with the left hand column reflecting satisfaction results and participation results reflected in the right hand column. In addition, it was felt that each system would benefit from knowing if differences existed between the three groups of employees, i.e. teachers, principals, and central office personnel. Therefore each group was analyzed independently and results presented by groups. For statistical interpretation, the number of each population was given under its title.

Responses for each of the six areas of concern in decision making were collapsed into six subsequent variables. The column headed "V" indicates the abbreviation for that variable. They are as follows: curriculum decisions (CUR), business and finance (BF), certificated teaching personnel decisions (CTP), decisions affecting pupil personnel (PP), decisions about school facilities (FAC), and decisions impacting on community relations (CRE). As the table indicates, total militancy (TOTMIL) was presented as the dependent variable and each of the other six independent variables was regressed along its axis.

As the reader will note, both the multiple R (r) and the R^2 (r^2) values were presented for each variable along with its concomitant F value and an asterisk (*) to

indicate if that value was significant in the prediction equation. The two summary statistics r and r^2 were presented in order to assist interpretation. The multiple r indicates both the direction and strength of the relationship while r^2 indicates the strength of that relationship as a proportion of variation explained by the independent variable. All unsigned r 's are, by indication, positive in nature. In each table, the order of variables included in the prediction equation is determined by the simple r in the SPSS program run. However, the simple r was not included for brevity's sake since the multiple r reflects the cumulative effect of including the next highest variable in the prediction equation. Hence, the second value under the r^2 column would reflect the total amount of variance in total militancy explained by adding the second variable to the prediction equation utilized in determining the strength of relationship of the first (and most influential) variable. For each step of the regression analysis, the r^2 reflects the total additive value of each variables inclusion in the formula.

It is noted that the asterisk (*) indicates the significance of that value as computed on the F table of distribution. Additionally, the symbol /// indicates further analysis of that data was not performed because results would be statistically insignificant.

In order to demonstrate how summative interpretation of the regression tables was performed, the following conclusions on the Anderson County (Table XIII) school system are offered. For teachers in Anderson County, attitudinal militancy is best explained by the strength of dissatisfaction with decisions being made in areas of business and finance. Decisions regarding financial matters account for 8 percent of the militant attitudes held by these teachers. Or, conversely, 8 percent of the total militancy can be explained by the variable "satisfaction with business and financial decisions" being made in the school system. When including the other two variables (satisfaction with decisions affecting certificated teaching personnel and satisfaction with decisions on curricular matters) only 9 percent of the total militancy expressed can be accounted for by all three variables. Hence, 90 percent of the militancy expressed by this referent group is left unexplained by the variables relating to satisfaction with decisions made in the six previously mentioned areas of concern.

When analyzing the results of the influence of participation in the decision making processes upon attitudinal militancy expressed by the same referent group one can conclude that the degree of perceived participation in all areas of decision making studied explains

TABLE XIII
ANDERSON COUNTY SCHOOL SYSTEM MULTIPLE
REGRESSION TABLE OF DECISION
MAKING TO MILITANCY

SATISFACTION						PARTICIPATION					
TEACHERS n= 138											
	r	r ²	F	Sg	V		r	r ²	F	Sg	V
TOTMIL	.28481	.08112	12.006	*	BF	TOTMIL	.19998	.03999	5.665	*	CRE
	.29741	.08845	6.549	*	CTP		.21866	.04781	3.389	*	BF
	.31024	.09625	4.756	*	CUR		.22532	.05077	2.388		PP
	///	///	///				.23172	.05370	1.886		FAC
							.23208	.05386	.004		CTP
							///	///	///		
PRINCIPALS n= 21											
	r	r ²	F	Sg	V		r	r ²	F	Sg	V
TOTMIL	.62559	.39136	12.217	*	CTP	TOTMIL	.45777	.20955	5.037	*	CTP
	.66832	.44665	7.264	*	BF		.53686	.28822	3.644		BF
	.73710	.54332	6.741	*	CUR		.56245	.32769	2.762		PP
	.78361	.61405	6.364	*	PP		.59241	.35095	2.162		FAC
	.81470	.66374	5.921	*	FAC		.64587	.41715	2.147		CRE
	.81847	.66990	4.736	*	CRE		.65591	.43022	1.761		CUR
CENTRAL OFFICE PERSONNEL n= 8											
	r	r ²	F	Sg	V		r	r ²	F	Sg	V
TOTMIL	.47129	.22212	1.713		CUR	TOTMIL	.42667	.18204	1.335		CUR
	.74543	.55567	3.126		PP		.45521	.20721	.653		FAC
	.88183	.77763	4.662		BF		.52622	.27691	.510		BF
	.92658	.85855	4.552		CRE		.56570	.32002	.352		CRE
	.93398	.87223	2.730		FAC		.58946	.34747	.213		CTP
	.95520	.91242	1.736		CTP		.94406	.89125	1.365		PP

* = F is significant
/// = further analysis unwarranted

only 5 percent of that militancy. Further, as the table indicates, for the other two referent groups of employees, these same six variables can be used to explain up to 67 percent (for principals) and 91 percent (for central office personnel) of total militancy attitudes expressed by the respective groups.

Tables XIII through XXVIII reflect the results of this analysis for each school system. It was decided that analysis would be performed on the individual school system since there existed the possibility of variation among the systems. In addition, it was felt that each system could utilize the results of this analysis individually, in order to prepare for the negotiation process. Following are the remaining tables for the other school systems analyzed. It is noted that analysis of the Knox County school system is omitted in this presentation even though the data were collected. The data were collected for the decisions instrument at a different time, and since it would be impossible to collect matching data per individual, subsequent measurement of militant attitudes could not be correlated to satisfaction and participation responses. Thus, for comparison purposes, further analysis of this system would not be useful in this study.

A summary table was prepared in order to answer

TABLE XIV
BRISTOL SCHOOL SYSTEM MULTIPLE
REGRESSION TABLE OF DECISION
MAKING TO MILITANCY

SATISFACTION						PARTICIPATION					
TEACHERS n= 121											
	r	r ²	F	Sg	V		r	r ²	F	Sg	V
TOTMIL	.43052	.18534	27.073	*	CTP	TOTMIL	.26986	.07283	9.346	*	PP
	.45732	.20914	15.602	*	CUR		.30104	.09062	5.879	*	CRE
	.47234	.22310	11.199	*	CRE		.31365	.09838	4.255	*	BF
	.48654	.23672	8.994	*	BF		.32022	.10254	3.313	*	CTP
	.49106	.24114	7.346	*	FAC		.32177	.10354	2.656	*	FAC
	.49133	.24140	6.046	*	PP		.32314	.10442	2.215	*	CUR
PRINCIPALS n= 11											
	r	r ²	F	Sg	V		r	r ²	F	Sg	V
TOTMIL	.67813	.45986	7.662	*	PP	TOTMIL	.73477	.53983	10.560	*	CTP
	.81384	.66234	7.846	*	CUR		.78700	.61940	6.509	*	BF
	.85523	.73141	6.354	*	CTP		.81884	.67045	4.747	*	FAC
	.88826	.78901	5.609	*	CRE		.85900	.73788	4.222		CRE
	.90354	.81639	4.446		BF		.86673	.75122	3.019		CUR
	.90796	.82440	3.129		FAC		.87053	.75782	2.086		PP
CENTRAL OFFICE PERSONNEL n= 4											
	r	r ²	F	Sg	V		r	r ²	F	Sg	V
TOTMIL	.74260	.55145	2.458		CTP	TOTMIL	.94178	.88695	15.691		CRE
	.99810	.99620	131.100		CRE		.99970	.99940	831.708	*	BF
	///	///	///				///	///	///		

* = F is significant
/// = further analysis unwarranted

TABLE XV
CHATTANOOGA SCHOOL SYSTEM MULTIPLE
REGRESSION TABLE OF DECISION
MAKING TO MILITANCY

SATISFACTION						PARTICIPATION					
TEACHERS n= 180											
	r	r ²	F	Sg	V		r	r ²	F	Sg	V
TOTMIL	.44036	.19392	42.821	*	CTP	TOTMIL	.18534	.03435	6.331	*	CTP
	.45929	.21094	23.659	*	FAC		.20449	.04182	3.862	*	FAC
	.46909	.22005	16.551	*	BF		.21034	.04424	2.715	*	PP
	.47436	.22502	12.702	*	CUR		.22188	.04923	2.265		CRE
	.47616	.22673	10.203	*	CRE		.22569	.05094	1.867		CUR
	.47972	.23013	8.619	*	PP		.22579	.05106	1.551		BF
PRINCIPALS n= 47											
	r	r ²	F	Sg	V		r	r ²	F	Sg	V
TOTMIL	.34274	.11747	5.989	*	PP	TOTMIL	.25525	.06515	3.136		CTP
	.35083	.12308	3.087		FAC		.26526	.07036	1.665		CRE
	.36824	.13560	2.248		CRE		.28698	.08236	1.286		PP
	.37104	.13767	1.676		BF		.29624	.08776	1.010		BF
	.37268	.13889	1.322		CTP		.30076	.09045	.815		CUR
	///	///	///				///	///	///		
CENTRAL OFFICE PERSONNEL n= 29											
	r	r ²	F	Sg	V		r	r ²	F	Sg	V
TOTMIL	.58583	.34320	14.108	*	BF	TOTMIL	.15855	.02514	.696		CTP
	.63914	.40851	8.978	*	PP		.25174	.06337	.879		CRE
	.67010	.44903	6.791	*	FAC		.27185	.07390	.665		PP
	.70401	.49564	5.896	*	CTP		.29475	.08688	.570		CUR
	.72187	.52109	5.005	*	CUR		.31711	.10056	.514		BF
	.73553	.54101	4.321	*	CRE		.32232	.10389	.425		FAC

* = F is significant
/// = further analysis unwarranted

TABLE XVI
CLAIBORNE COUNTY SCHOOL SYSTEM MULTIPLE
REGRESSION TABLE OF DECISION
MAKING TO MILITANCY

SATISFACTION						PARTICIPATION					
TEACHERS n= 68											
	r	r ²	F	Sg	V		r	r ²	F	Sg	V
TOTMIL	.64628	.41768	47.339	*	CRE	TOTMIL	.53901	.29053	27.027	*	CUR
	.73082	.53410	37.258	*	CTP		.56764	.32222	15.450	*	CRE
	.73991	.54746	25.808	*	BF		.57179	.32694	10.362	*	FAC
	.74234	.55107	19.333	*	CUR		.57635	.33218	7.834	*	PP
	.74319	.55233	15.299	*	FAC		.57659	.33246	6.175	*	CTP
	.74347	.55274	12.564	*	PP		///	///	///		
PRINCIPALS n= 6											
	r	r ²	F	Sg	V		r	r ²	F	Sg	V
TOTMIL	.73414	.53896	4.676		CTP	TOTMIL	.48856	.23869	1.254		CRE
	.90231	.81417	6.571		CUR		.94501	.89312	12.534		FAC
	.99185	.98376	40.380	*	CRE		.99606	.99214	84.098	*	CUR
	.99989	.99978	1146.997	*	FAC		.99989	.99977	1103.255	*	BF
	///	///	///				///	///	///		
	///	///	///				///	///	///		
CENTRAL OFFICE PERSONNEL n= 5											
	r	r ²	F	Sg	V		r	r ²	F	Sg	V
TOTMIL	.44107	.19454	.724		PP	TOTMIL	.47519	.22581	.874		FAC
	.64091	.41076	.697		CRE		.87010	.75708	3.116		CRE
	.98600	.97220	11.658		CUR		.95987	.92135	3.904		PP
	///	///	///				///	///	///		
	///	///	///				///	///	///		
	///	///	///				///	///	///		

* = F is significant
/// = further analysis unwarranted

TABLE XVII
CLINTON SCHOOL SYSTEM MULTIPLE
REGRESSION TABLE OF DECISION
MAKING TO MILITANCY

SATISFACTION						PARTICIPATION					
TEACHERS n= 9											
	r	r ²	F	Sg	V		r	r ²	F	Sg	V
TOTMIL	.39941	.15953	1.328		FAC	TOTMIL	.65273	.42605	5.196		PP
	.74262	.55148	3.688		CRE		.83573	.69845	6.948	*	CRE
	.92098	.85820	9.312	*	BF		.92005	.84649	9.190	*	CUR
	.93956	.88277	7.530	*	CTP		.96812	.93726	14.937	*	FAC
	.95503	.91208	6.224	*	PP		.98365	.96757	17.904	*	BF
	.95720	.91623	3.645		CUR		.98924	.97859	15.234	*	CTP
PRINCIPALS n= 1											
	r	r ²	F	Sg	V		r	r ²	F	Sg	V
TOTMIL	///	///	///			TOTMIL	///	///	///		
	///	///	///				///	///	///		
	///	///	///				///	///	///		
	///	///	///				///	///	///		
	///	///	///				///	///	///		
	///	///	///				///	///	///		
CENTRAL OFFICE PERSONNEL n= 1											
	r	r ²	F	Sg	V		r	r ²	F	Sg	V
TOTMIL	///	///	///			TOTMIL	///	///	///		
	///	///	///				///	///	///		
	///	///	///				///	///	///		
	///	///	///				///	///	///		
	///	///	///				///	///	///		
	///	///	///				///	///	///		

* = F is significant
/// = further analysis unwarranted

TABLE XVIII
COCKE COUNTY SCHOOL SYSTEM MULTIPLE
REGRESSION TABLE OF DECISION
MAKING TO MILITANCY

SATISFACTION						PARTICIPATION					
TEACHERS n = 95											
	r	r ²	F	Sg	V		r	r ²	F	Sg	V
TOTMIL	.25273	.06387	6.345	*	CTP	TOTMIL	.14351	.02059	1.955		FAC
	.29805	.08884	4.484	*	CRE		.16614	.02760	1.305		PP
	.37949	.14401	5.103	*	FAC		.18768	.03522	1.107		CRE
	.39512	.15612	4.162	*	PP		.19388	.03759	.878		BF
	.40026	.16021	3.395	*	CUR		.19647	.03860	.714		CUR
	.40970	.16785	2.958	*	BF		.19765	.03907	.596		CTP
PRINCIPALS n = 4											
	r	r ²	F	Sg	V		r	r ²	F	Sg	V
TOTMIL	.98768	.97552	79.694	*	FAC	TOTMIL	.97941	.95925	47.077	*	BF
	.99972	.99944	896.858	*	PP		.99784	.99569	115.606	*	FAC
	///	///	///				///	///	///		
	///	///	///				///	///	///		
	///	///	///				///	///	///		
	///	///	///				///	///	///		
CENTRAL OFFICE PERSONNEL n = 6											
	r	r ²	F	Sg	V		r	r ²	F	Sg	V
TOTMIL	.84753	.71830	10.199		CUR	TOTMIL	.65064	.42333	2.936		PP
	.90940	.82700	7.170		BF		.73951	.54687	1.810		CTP
	.99768	.99537	143.338	*	CTP		.99555	.99122	74.421	*	CUR
	.99987	.99974	963.948	*	FAC		.99872	.99744	97.463		CRE
	///	///	///				///	///	///		
	///	///	///				///	///	///		

* = F is significant
/// = further analysis unwarranted

TABLE XIX
GREENE COUNTY SCHOOL SYSTEM MULTIPLE
REGRESSION TABLE OF DECISION
MAKING TO MILITANCY

SATISFACTION						PARTICIPATION					

TABLE XX
GREENVILLE SCHOOL SYSTEM MULTIPLE
REGRESSION TABLE OF DECISION
MAKING TO MILITANCY

SATISFACTION					PARTICIPATION						
TEACHERS					TEACHERS						
n= 98					n= 98						
TOTAL	r	r ²	F	Sg	V	TOTAL	r	r ²	F	Sg	V
	.41023	.16829	19.424	*	CTP		.12713	.01616	1.576		PP
	.43213	.18874	10.906	*	FAC		.32812	.10766	5.731	*	CRE
	.45706	.20890	8.273	*	BF		.36279	.13162	4.749	*	BF
	.45983	.21144	6.234	*	CUR		.39578	.15604	4.318	*	FAC
	.46138	.21288	4.976	*	PP		.40231	.16185	3.553	*	CTP
	.46428	.21556	4.167	*	CRE		.40654	.16527	3.002	*	CUR
PRINCIPALS					PRINCIPALS						
n= 10					n= 10						
TOTAL	r	r ²	F	Sg	V	TOTAL	r	r ²	F	Sg	V
	.36879	.13600	1.259		PP		.48243	.23274	2.426		PP
	.53080	.28175	1.372		CTP		.61255	.37522	2.101		CTP
	.75558	.57090	2.660		CRE		.78390	.61451	3.188		CUR
	.77072	.59401	1.828		FAC		.79881	.63809	2.203		CRE
	.78687	.61916	1.300		CUR		.82309	.67747	1.680		FAC
	.78858	.62186	.822		BF		///				
CENTRAL OFFICE PERSONNEL					CENTRAL OFFICE PERSONNEL						
n= 6					n= 6						
TOTAL	r	r ²	F	Sg	V	TOTAL	r	r ²	F	Sg	V
	.45383	.20597	1.037		FAC		.54402	.29596	1.681		CRE
	.94980	.90211	13.823	*	CTP		.71948	.51765	1.609		FAC
	.97317	.94705	11.924		CUR		.79917	.63868	1.178		PP
	.99990	.99980	1259.478	*	CRE		.98371	.96769	7.487		CTP
///					///						

TABLE XXI
HARRIMAN SCHOOL SYSTEM MULTIPLE
REGRESSION TABLE OF DECISION
MAKING TO MILITANCY

SATISFACTION					PARTICIPATION				
TEACHERS n= 52									
	r	r ²	F	Sg V		r	r ²	F	Sg V
TOTMIL	.57148	.32658	24.248	* BF	TOTMIL	.16792	.02820	1.450	CRE
	.59379	.35259	13.342	* CRE		.31739	.10073	2.744	BF
	.59483	.35383	8.761	* CTP		.39028	.15232	2.875	* CTP
	.59656	.35588	6.491	* FAC		.40299	.16240	2.278	CUR
	.59712	.35655	5.098	* PP		.41509	.17230	1.915	FAC
	.59790	.35749	4.172	* CUR		.42440	.18012	1.647	PP
PRINCIPALS n= 16									
	r	r ²	F	Sg V		r	r ²	F	Sg V
TOTMIL	.41340	.17090	2.885	CUR	TOTMIL	.65877	.43397	10.733	* BF
	.63268	.40028	4.338	* FAC		.69246	.47951	5.988	* CUR
	.65941	.43482	3.077	CTP		.71501	.51124	4.183	* CTP
	.71307	.50847	2.844	BF		.73344	.53793	3.201	CRE
	.72708	.52864	2.243	PP		.74870	.56056	2.551	PP
	.73163	.53528	1.727	CRE		///			
CENTRAL OFFICE PERSONNEL n= 4									
	r	r ²	F	Sg V		r	r ²	F	Sg V
TOTMIL	.96689	.93488	28.714	* CTP	TOTMIL	.79626	.63404	3.465	PP
	.99943	.99885	435.869	* CRE		.98619	.97257	17.727	BF
	///					///			

* = F is significant
/// = further analysis unwarranted

TABLE XXII
KNOXVILLE SCHOOL SYSTEM MULTIPLE
REGRESSION TABLE OF DECISION
MAKING TO MILITANCY

SATISFACTION						PARTICIPATION					
TEACHERS n= 201											
	r	r ²	F	Sg	V		r	r ²	F	Sg	V
TOTMIL	.30488	.09295	20.393	*	CTP	TOTMIL	.12986	.01686	3.413		CRE
	.34325	.11782	13.222	*	BF		.15796	.02495	2.533		PP
	.35714	.12755	9.600	*	CUR		.16727	.02798	1.890		FAC
	.35763	.12790	7.186	*	CRE		.17087	.02920	1.473		CTP
	.35790	.12809	5.729	*	FAC		.17117	.02930	1.177		BF
	///						.17138	.02937	.978		CUR
PRINCIPALS n= 45											
	r	r ²	F	Sg	V		r	r ²	F	Sg	V
TOTMIL	.32597	.10626	5.112	*	BF	TOTMIL	.24337	.05923	2.707		BF
	.35555	.12641	3.038		CUR		.35352	.12497	2.999		FAC
	.38110	.14523	2.322		CTP		.38860	.15101	2.430		CUR
	.39848	.15879	1.887		CRE		.40999	.16809	2.020		PP
	.41031	.16835	1.578		PP		.41435	.17169	1.616		CTP
	.41316	.17070	1.303		FAC		.41577	.17286	1.323		CRE
CENTRAL OFFICE PERSONNEL n= 17											
	r	r ²	F	Sg	V		r	r ²	F	Sg	V
TOTMIL	.31400	.09860	1.640		CRE	TOTMIL	.31479	.09909	1.649		CRE
	.44533	.19832	1.731		FAC		.42429	.18002	1.536		FAC
	.45771	.20950	1.148		CUR		.54059	.29224	1.789		CUR
	.47111	.22195	.855		BF		.55476	.30775	1.333		PP
	.48099	.23135	.662		PP		.56276	.31670	1.019		CTP
	///						///				

* = F is significant
/// = further analysis unwarranted

TABLE XXIII
LENOIR CITY SCHOOL SYSTEM MULTIPLE
REGRESSION TABLE OF DECISION
MAKING TO MILITANCY

SATISFACTION						PARTICIPATION					

TABLE XXIV
MORRISTOWN SCHOOL SYSTEM MULTIPLE
REGRESSION TABLE OF DECISION
MAKING TO MILITANCY

SATISFACTION						PARTICIPATION					
TEACHERS n= 117											
	r	r ²	F	Sg	V		r	r ²	F	Sg	V
TOTMIL	.40818	.16661	22.991	*	CRE	TOTMIL	.31329	.09815	12.515	*	CUR
	.45614	.20806	14.975	*	CUR		.33722	.11372	7.313	*	CRE
	.46256	.21396	10.252	*	CTP		.34730	.12062	5.166	*	PP
	.46505	.21627	7.726	*	FAC		.34978	.12235	3.903	*	FAC
	.46778	.21882	6.218	*	BF		.35269	.12439	3.153	*	CTP
	.46808	.21910	5.143	*	PP		.35410	.12539	2.628	*	BF
PRINCIPALS n= 11											
	r	r ²	F	Sg	V		r	r ²	F	Sg	V
TOTMIL	.15458	.02390	.220		PP	TOTMIL	.46330	.21465	2.459		CUR
	.27123	.07356	.317		BF		.50206	.25207	1.348		FAC
	.38921	.15149	.416		CUR		.63433	.40238	1.571		CTP
	.48635	.23653	.464		CTP		.64571	.41694	1.072		CRE
	.56011	.31373	.457		FAC		.64901	.42122	.727		PP
	.73449	.53948	.780		CRE		///				
CENTRAL OFFICE PERSONNEL n= 6											
	r	r ²	F	Sg	V		r	r ²	F	Sg	V
TOTMIL	.96344	.92822	51.723	*	CUR	TOTMIL	.76279	.58184	5.565		CTP
	.98525	.97071	49.713	*	PP		.84039	.70625	3.606		CUR
	.99368	.98740	52.251	*	FAC		.97005	.94100	10.632		BF
	.99995	.99991	2741.863	*	BF		.97615	.95286	5.053		CRE
	///						///				

* = F is significant
/// = further analysis unwarranted

TABLE XXV
OAK RIDGE SCHOOL SYSTEM MULTIPLE
REGRESSION TABLE OF DECISION
MAKING TO MILITANCY

SATISFACTION						PARTICIPATION					
TEACHERS											
n= 116											
r		r ²	F	Sg	V	r		r ²	F	Sg	V
TOTMIL	.44855	.20120	28.713	*	BF	TOTMIL	.20425	.04172	4.963	*	BF
	.49740	.24741	18.574	*	CTP		.23038	.05308	3.166	*	CUR
	.50337	.25338	12.670	*	PP		.23869	.05697	2.255		CTP
	.51207	.26222	9.862	*	CRE		.24127	.05821	1.715		PP
	.52045	.27087	8.172	*	CUR		.24166	.05840	1.364		CRE
	.52127	.27172	6.777	*	FAC		///				

PRINCIPALS					
n= 8					
r		r ²	F	Sg	V
TOTMIL	.31400	.09860	.656		CUR
	.59464	.35359	1.367		BF
	.64545	.41661	.952		CTP
	.66229	.43862	.586		PP
	.74030	.54805	.485		FAC
	.97955	.95952	3.950		CRE

r		r ²	F	Sg	V
.77421	.59940	8.977	*	BF	
.83656	.69984	5.828	*	CRE	
.94436	.89182	10.991	*	CTP	
.95120	.90479	7.127		FAC	
.95982	.92126	4.680		PP	
///					

CENTRAL OFFICE PERSONNEL					
n= 8					
r		r ²	F	Sg	V
TOTMIL	.54929	.30172	2.592		CTP
	.79195	.62719	4.205		FAC
	.86105	.74140	3.822		CUR
	.96787	.93678	11.112	*	PP
	.98550	.97121	13.495		BF
	///				

r		r ²	F	Sg	V
.54176	.29350	2.492		BF	
.72073	.51945	2.702		CRE	
.88167	.77734	4.654		CUR	
.91158	.83098	3.687		FAC	
.95226	.90679	3.891		CTP	
.95281	.90785	1.641		PP	

TABLE XXVI
ONEIDA SCHOOL SYSTEM MULTIPLE
REGRESSION TABLE OF DECISION
MAKING TO MILITANCY

SATISFACTION					PARTICIPATION				
</									

TABLE XXVII
RHEA COUNTY SCHOOL SYSTEM MULTIPLE
REGRESSION TABLE OF DECISION
MAKING TO MILITANCY

SATISFACTION						PARTICIPATION					
TEACHERS						TEACHERS					
n= 40						n= 40					
	r	r ²	F	Sg	V		r	r ²	F	Sg	V
TOTAL	.48297	.23326	11.560	*	FAC	TOTAL	.40900	.16728	7.633	*	PP
	.51631	.26658	6.724	*	CTP		.46598	.21713	5.131	*	FAC
	.55171	.30438	5.250	*	CRE		.49597	.24599	3.914	*	CTP
	.56375	.31781	4.076	*	BF		.49947	.24947	2.908	*	CUR
	.56599	.32034	3.205	*	PP		.50070	.25070	2.275		BF
	.56629	.32068	2.596	*	CUR		.50108	.25190	1.843		CRE

PRINCIPALS					
n= 6					
	r	r ²	F	Sg	V
TOTAL	.80561	.64901	7.396		BF
	.94078	.88506	11.550	*	CUR
	.97275	.94625	11.735		CTP
	.98113	.96261	6.436		FAC
	///				

CENTRAL OFFICE PERSONNEL					
n= 9					
	r	r ²	F	Sg	V
TOTAL	.70520	.49705	6.917	*	CUR
	.72251	.52202	3.276		BF
	.79585	.63337	2.879		CRE
	.80944	.65519	1.900		FAC
	.86756	.75266	1.825		CTP
	.87821	.77126	1.123		PP

CENTRAL OFFICE PERSONNEL					
n= 9					
	r	r ²	F	Sg	V
TOTAL	.44457	.19764	1.724		CUR
	.56113	.31487	1.378		CTP
	.89262	.79677	6.534	*	PP
	.92971	.86435	6.372		BF
	.93036	.86558	3.863		FAC
	.93197	.86858	2.202		CRE

TABLE XXVIII
ROANE COUNTY SCHOOL SYSTEM MULTIPLE
REGRESSION TABLE OF DECISION
MAKING TO MILITANCY

SATISFACTION						PARTICIPATION					
TEACHERS											
n= 115											
TOTMIL	r	r ²	F	Sg	V	TOTMIL	r	r ²	F	Sg	V
	.43962	.19326	27.070	*	CTP		.23752	.05641	6.755	*	CTP
	.45468	.20674	14.593	*	PP		.25237	.06369	3.809	*	BF
	.45598	.20792	9.712	*	CRE		.27282	.07443	2.975	*	FAC
	.45614	.20807	7.225	*	FAC		.28059	.07873	2.350		PP
	.45623	.20815	5.730	*	CUR		.28165	.07933	1.878		CRE
	.45635	.20825	4.734	*	BF		.28182	.07942	1.552		CUR
PRINCIPALS											
n= 10											
TOTMIL	r	r ²	F	Sg	V	TOTMIL	r	r ²	F	Sg	V
	.36689	.13460	1.244		CRE		.66151	.43759	6.224	*	FAC
	.44123	.19469	.846		PP		.82153	.67491	7.266	*	CRE
	.49551	.24553	.650		BF		.84708	.71754	5.080	*	CUR
	.56192	.31575	.576		FAC		.85338	.72826	3.349		BF
	.58332	.34026	.412		CTP		.85450	.73018	2.164		PP
	.58815	.34593	.264		CUR		.85727	.73491	1.286		CTP
CENTRAL OFFICE PERSONNEL											
n= 5											
TOTMIL	r	r ²	F	Sg	V	TOTMIL	r	r ²	F	Sg	V
	.81891	.67061	6.107		FAC		.51413	.26433	1.077		CRE
	.85840	.73685	2.800		PP		.67663	.45782	.844		CTP
	.99702	.99406	55.736		CUR		.98582	.97185	11.506		BF
	///						///				

* = F is significant
/// = further analysis unwarranted

Question five, i.e. "Was it possible to predict attitudinal militancy with any of the variables of satisfaction with or perceived participation in any of the six areas of decision making analyzed in this study?" This table reflects the number of times that each variable was found to be significant in the analysis of the individual school systems. It was noted that an attempt to sum the variables in terms of their cumulative r^2 value would not provide an accurate picture of the strength of the variable. For different systems analyzed, the significant variable might well include contributions from several other variables included in the step-wise equation. Thus it was felt that a simple frequency count of significant variables would be the most useful approach to analyze data.

For each group of employees, a frequency count was performed for each school system. Each time a variable (of either satisfaction with or participation in decisions) was shown to relate significantly with the score Total Militancy, it is indicated in one of the totals on the table. Hence, the variable "Satisfaction with Decisions in the Area of Business and Finance" was shown to be related

TABLE XXIX
SATISFACTION AND PARTICIPATION VARIABLES FOUND
TO BE SIGNIFICANTLY RELATED
TO TOTAL MILITANCY

	Teachers	Principals	Central Office Personnel
<u>Satisfaction Variables:</u>			
Curriculum	14	3	3
Business and Finance	16	3	2
Certificated Teaching Personnel	15	3	4
Pupil Personnel	14	4	3
Facilities	14	5	4
Community Relations	13	3	3
<u>Participation Variables:</u>			
Curriculum	10	4	1
Business and Finance	9	6	1
Certificated Teaching Personnel	10	6	0
Pupil Personnel	8	1	1
Facilities	9	4	0
Community Relations	9	4	0

to teacher respondents' Total Militancy score more times (16) than any other variable. Similarly, that same variable was shown to be significantly related to Total Militancy less times (2) than any other variable for the central office personnel.

As the table indicates, for the six satisfaction decision variables that were regressed along the Total Militancy variable, the range of times that any one variable was found to significantly relate to Total Militancy scores was from a low of thirteen (13) times to a high of sixteen (16) times. Satisfaction with decisions made in the area of community relations was significantly related to Total Militancy thirteen times. Satisfaction with decisions made in the area of business and finance concerns were related to Total Militancy of the teacher group sixteen times.

For principals, the number of times satisfaction with an area of decision making is found to relate significantly with Total Militancy drops to between a low of three (3) times to a high of five (5) times. As the table indicates, the range for central office personnel is even lower. Satisfaction with business and finance decisions was significantly related to Total Militancy only two (2) times for the sixteen school systems analyzed and satisfaction with two decision areas (Certificated Teaching Personnel and Facilities) were related to Total Militancy only four (4) times.

The table also indicates the number of times the respondents' amount of perceived participation in an area of decision making was found to be significantly related to Total Militancy for that group. Overall, it was observed that the number of times the variables found to be significantly related to the dependent variable dropped for each group. For teachers, the range of times significance was found was from a low of eight (8) times to a high of ten (10) times, much lower than for teachers satisfaction with decisions made. The same general observation was noted for principals and central office personnel. For the last group, it was noted that only three variables were even found to be significantly related to the dependent variable, Total Militancy.

One final observation on data presented in Table XXIX was offered. It should be remembered that this table only indicates the number of significant relationships that occurred in the process of the multiple regression analysis. What was not indicated was important. Not indicated on this table was the strength of any of these significant relationships. It was possible to find significance with only a small amount of the total variance explained. As previously mentioned, significant relationships were found with only 10 percent of the variance between the two axis explained. Therefore, any conclusions based

on the findings must be based on this consideration.

It must be repeated that Table XXIX reflects only cumulative data on the number of significant relationships found as a result of multiple regression analysis. Except for the teacher group of decision variables analyzed between satisfaction and total militancy, all other totals reflect cumulative totals of sporadic significant relationships found throughout the sixteen school systems analyzed.

For the teacher group, the satisfaction decision variables regressed along the Total Militancy variable were consistently high. In fact, for twelve school systems, each area of decision making was significantly related to Total Militancy. What was not indicated on the summative table was that the total amount of variance (r^2) was unusually low for this group. A careful perusal of the individual school system regression tables indicates that only a mean of 21 percent (.21) of all the variance between the group of six variables reflecting satisfaction with decisions made and Total Militancy could be explained. That is, 79 percent of the variable Total Militancy could not be explained by the degree of satisfaction with decisions made in the six general areas studied. That fact mediates the importance of the significant relationships found for

the teacher groups.

The findings suggest that no one area of decision making was particularly useful in predicting the amount of attitudinal militancy expressed by the three referent groups of employees. Even when the amount of explained variance (r^2) was at times high between Total Militancy and some of the independent decision variables, as in the case of central office personnel, it should be remembered that Total Militancy for this group was unusually low. Therefore, significance, though indicated, was not very important. And where some degree of militancy did exist, as in the teachers' group, the variables used in this study were not helpful in explaining its presence.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. INTRODUCTION

The rise in militancy among members of teacher organizations is clearly evident. Organizations which traditionally have maintained a quiet, professional posture have, in recent years, repudiated acquiescence, abandoned passivity and challenged the leadership of school administrators.¹ The teacher organizations have lobbied effectively and the Tennessee Legislature (like its counterparts in other states) recently passed the Education Professional Negotiation Act. This law gives local education associations the right to petition and collectively bargain with local boards of education over a variety of conditions of employment.²

Obviously, the scope of negotiations in this law, with respect to traditional bargaining agreements, is quite broad. There is little in the breadth of school administration that could not be argued to fall under some

¹The School Administrator and Negotiation (Washington, D.C., American Association of School Administrators, 1968, p. 5.

²Education Professional Negotiation Act, 49 Tennessee Code Annotated 5501-5516 (1978).

category of these working conditions. In fact, the Tennessee School Board Association lobbied for the defeat of the bill on that premise, i.e. that control of the schools would be taken away from those duly elected to administer them. The Tennessee Education Association responded by denying such allegations and asserting that its members, as professionals, merely wanted input into the decision making processes that determine much of their lives. Their argument essentially is that the current militant attitudes held by their members is a result of dissatisfaction with paternalistic attitudes of local boards which exclude them from the decision making process.³ Implied in this logic is the precept that increased participation will increase employee satisfaction, and conversely, reduce militancy.

This study addressed that general implication. Specifically, it attempted to measure the amount of perceived participation in six general categories of decisions made in various East Tennessee school systems. It then measured the levels of satisfaction, held by the respondents, with those decisions. Finally, it measured the amount of militancy expressed by those same respondents. Analysis

³T. M. Stinnett, Turmoil in Teaching. New York. Macmillan Company, 1968. p. 80.

was then performed on the data to determine if there was a correlation between respondent's participation in decisions and militancy levels and between respondent's satisfaction with the decisions made and their militancy level. Further analysis was performed to determine if any specific category of decisions made would yield greater prediction potential of possible militant attitudes held by school employees.

II. MAJOR LITERATURE CONTRIBUTIONS

Rise in Militancy

As a group, teacher organizations traditionally have attempted to maintain a public posture akin to their professional counterparts in medicine and law which censure collective action as uncharacteristic of professionalism. In the 1960's, evidence of changing attitudes began to surface. Forces that contributed to this change in attitudes of public school employees were: (1) a large class becoming aware of its own image, (2) a congenial political ambiance encouraging such a movement, and (3) the civil rights movement becoming allied with needs of public employees.⁴ The November 1960 strike

⁴Gus Tyler, "Why They Organize," Public Administration Review, Volume 32, Number 2. March/April 1972, pp. 97-101.

in New York City by teachers affiliated with the American Federation of Teachers served as the impetus for the changing attitudes among teacher organizations towards militant collective action.⁵

Etzioni points to the frustration of semi-professional groups' (e.g. teachers and nurses) goal of being recognized as professionals as a contributing factor in the overall rise in the groups' militancy level.⁶ Others simply conclude that the professionalization of teachers is by nature a process of conflict.⁷

Improvement of economic status is traditionally a strong motivation for employee collective bargaining activity. Cresswell notes that, as yet, a strong positive effect of teacher militancy and collective bargaining on wage rates has not been clearly established.⁸ What has been observed by him is that teachers are having, and will continue to have, considerable impact on decisions and policy structure in the field of education. This

⁵Albert L. Shanker. "Why Teachers Need the Right to Strike," Monthly Labor Review, Volume 99, September 1973, pp. 48-51.

⁶Amitai Etzioni, The Semi-Professions and Their Organizations. New York, The Free Press, 1969.

⁷Ronald G. Corwin. "Professional Persons in Public Organizations," Organization and Human Behavior: Focus on Schools by Fred D. Carver and Thomas J. Sergiovanni. New York, McGraw Hill, p. 224.

⁸Anthony M. Cresswell and Michael J. Murphy. Education and Collective Bargaining. Berkeley, McCutchan Publishing, p. XVIII.

study addressed itself to decisional satisfaction and its relationship to employee militancy and one intervention technique thought to affect decisional satisfaction, participative decision making.

Satisfaction

Drawing heavily in the theoretical work of Maslow, Herzberg focused attention on motivational factors that existed in job settings. He concluded that increased efficiency and effectiveness could be gained by structuring the organization in ways that dissatisfying elements be given attention and that satisfying elements be provided.⁹ Argyris focused on the growth needs of individuals in the work setting as a means of improving overall effectiveness of the organization.¹⁰ Individuals have a need to continue growing and, generally speaking, the structure of the work environment is antithetical of such growth. By restructuring the organization in ways that allow for less rigid control in decision making, more autonomy, and more employee independence, the individual's personal

⁹Frederick Herzberg, Bernard Mauser, and Barbara Synderman, The Motivation to Work. New York, John Wiley and Sons, 1959.

¹⁰Chris Argyris, Integrating the Individual and the Organization. New York, John Wiley and Sons, 1964, p. 36.

needs will be met, increased satisfaction will be a by-product, and a direct result will be improved effectiveness.

Literature reviews by Brayfield and Crockett¹¹ and by Vroom¹² have failed to support the theory that a positive relationship exists between job satisfaction and productivity. However, relationships have been found between satisfaction and turnover and absenteeism.¹³ Decreases in both could have a mediating effect on overall organizational efficiency. In an educational setting, researchers found a positive relationship between a favorable organizational climate and better employee performance and higher job satisfaction.¹⁴

Participation

Maslow alluded to the emerging human need of esteem,

¹¹A. H. Brayfield and W. H. Crockett, "Employee Attitudes and Employee Performance," Psychological Bulletin, 1955. Volume 52, pp. 316-324.

¹²V. H. Vroom, Work and Motivation. New York, John Wiley and Sons, 1964.

¹³L. W. Porter and Richard Steers, "Organizational Work and Personal Factors in Employee Turnover and Absenteeism," Psychological Bulletin, 1973, Volume 80, Number 2, pp. 157-176.

¹⁴Don Hellriegel and John W. Slocum, Jr., "Organizational Climate: Measures, Research, and Contingencies," Academy of Management Journal, XVII (June 1974), p. 277.

Herzberg pointed to the hygiene needs of just policies and status and the motivation need of increased responsibility. Kleingartner claims that professionals (or in the teachers' case, "emerging" professionals) share desires of autonomy and occupational integrity and identification in their respective jobs.¹⁵ In all of these needs and human desires are common elements that may be addressed by some type of participation in decisions affecting their work.

Theorists have claimed that allowing employees to participate in decision making will be beneficial to the organization. Tannenbaum concluded that superiors may increase their relative influence by allowing subordinates to be involved in the decision making process. In addition, such a process would result in greater predictability in the appropriate behaviors of subordinates.¹⁶ Sergiovanni found the three highest satisfiers of workers in an education setting were achievement, recognition, and the work itself. He states these satisfiers can be met

¹⁵ Archie Kleingartner, "Collective Bargaining Between Salaried Professionals and Public Sector Management," Public Administration Review, (March/April 1973), p. 105.

¹⁶ Robert Tannenbaum and Warren H. Schmidt, "How to Choose a Leadership Pattern," Harvard Business Review (March/April 1958), pp. 95-102.

through participative decision making.¹⁷ Pellegrin found that "both high-satisfaction and increased effectiveness" were attributed to teacher involvement in the decisions affecting their work.¹⁸ Both Hoy and Miskel¹⁹ and Hornstein report findings that caused them to conclude "increased decisional participation is related to job satisfaction among teaching personnel."²⁰

The literature suggests there is a relationship between job satisfaction and participation in decision making among teachers and other employees possessing a high level of education. Implied in the literature is a relationship between satisfaction with the organizational climate and militant attitudes expressed by employees. This study addresses itself to whether such a relationship does exist

¹⁷Fred D. Carver and Thomas J. Sergiovanni, Organization and Human Behavior: Focus on Schools. New York, McGraw Hill Company, 1969, p. 251.

¹⁸Ronald L. Pellegrin, "Professional Decision Making in Multi-Unit Schools," Eugene. Center for the Advanced Study of Educational Administration, 1970.

¹⁹Wayne K. Hoy and Cecil G. Miskel, Educational Administration: Theory, Research and Practice. Random House. New York, 1978. p. 228.

²⁰H. Hornstein, et al., "Influence and Satisfaction in Organizations: A Replication," Sociology of Education, Fall 1968, p. 384.

and if it does, which areas of decision making are most predictive of that attitudinal militancy.

III. DESIGN OF STUDY

Target Population

The employees of seventeen school systems in East Tennessee served as the target population for this study. A total of 1584 teachers, 215 principals, and 114 central office administrators responses were utilized for the purpose of this study. In small school systems (fewer than fifty teachers), all teachers were surveyed. In larger systems (more than fifty teachers), a random sampling procedure was used to determine names of respondents. All principals and central office personnel were surveyed in each system. Table I, p.60, provides a breakdown of the number of respondents and job classifications of each.

Using a list of employees provided by each system, the respondents were selected by drawing from a table of random numbers. Then each system was provided with the appropriate number of instruments and a list of teachers, principals, and central office personnel to receive them. A copy of the cover letter accompanying the instruments is in the appendix of this study. Anonymity was assured.

The instruments were hand carried to the individual school systems. Names did not appear on the questionnaire nor was coding for individual respondents utilized. The sealed questionnaires were returned directly to the superintendents' office via school mail and then collected by project research staff.

The Instruments

Data were collected on two instruments from each respondent. The first was developed and field tested in a doctoral research project by Dr. Larry Peach and will be referred to as the Peach instrument. It measured the respondent's attitudes on a variety of questions dealing with six general areas of interest of school personnel: curriculum and instruction, finance and business management, certificated personnel, pupil personnel, school and plant facilities, and school and community relations. The respondent indicated both their perceived amount of participation on each item and their individual amount of satisfaction with the decision made. All responses were indicated on Likert type scales with a range of one to nine. A response of one indicated either no participation or a high degree of dissatisfaction with the decision made and a response of nine indicated the respondent made the decision or was highly satisfied

with the decision made. A variety of incremental steps for each item was coded above the numerical values.

A sample of the Peach instrument was included in the appendix of this study.

The second instrument administered to each respondent was developed by Kenneth Ostrander. His original work was the subject of a doctoral dissertation at the University of Tennessee in the field of Educational Administration and Supervision. Although he developed and field tested four separate attitudinal militancy scales that measured different degrees of expressed employee militancy, items for only three of the scales were incorporated in the instrument used in this study. The fourth militancy scale (Teacher's Sympathy with the Use of Sanction) was excluded from this study since the use of sanctions as a means of public expression is now generally considered passe. A sample of Ostrander's instrument, as used in this study, is included in the appendix.

The reader will note that items number 2, 3, 6, 7, 8, 9, 11, 15, 17, 19, 24, 26, 27, and 32 form a Guttman type scale measuring Teacher Attitudes toward Negotiations by Local Organizations for Specified Goals. Items number 1, 5, 12, 13, 14, 16, 20, 21, 29, 30, 31, and 33 comprise the questions that form a Guttman type attitude scale measuring Teacher's Sympathy with Collective Action.

The third scale incorporated in the Ostrander instrument is comprised of items number 9, 10, 12, 13, 18, 20, 21, 24, 25, 26, 27, 28, 29, 30, and 31 form a Likert type scale measuring Teacher's Feelings of Collective Assertion. Respectively, these three scales indicate a low to high degree of militant attitudes. All responses were by means of a Likert type scale of (1) strongly agree, (2) agree, (3) uncertain, (4) disagree, and (5) strongly disagree. Since all items were stated in a positive nature (i.e. expressing militant attitudes) the lower score indicated higher levels of expressed militancy.

IV. SUMMARY OF FINDINGS

Five questions were chosen to guide this study. Data were collected and analyzed to answer these questions. Question one asked if there was a relationship between participation in six subcategories of decisions made in a public school system and its employees' level of attitudinal militancy. Those six categories of decisions were in the areas of:

1. Curriculum and Instruction
2. Business and Finance
3. Certificated Teaching Personnel
4. Pupil Personnel
5. Facilities, and
6. Community relations.

A sample of the participation response categories is included for clarity:

None	Provides Information			Recommends Decision		Influences Decision		Makes Decision
1	2	3	4	5	6	7	8	9

It was found that teachers, as a group, reflected participation scores grouped around a mean of 3.6 which could be interpreted as between providing information and recommending a decision. Principals, as a group, responded with a mean of 5.8 which could be interpreted as recommending and slightly influencing decisions made. Central office personnels' mean level of response was 6.6 which fell under the range of influencing the decision. For teachers and principals, their amount of perceived participation in business and finance decisions was the only noticeable variation (lower) from the mean.

A sample response on the Ostrander instrument is as follows:

(1) Strongly agree

(2) Agree

(3) Uncertain

(4) Disagree

(5) Strongly disagree

All items on this instrument were stated in the affirmative for varying degrees of militant expressions. It was found

that teachers, as a group, reflected only moderate levels of militant attitudes with a mean of 2.5. This mean falls between the labels (of the instrument) of "agree" to "uncertain." Principals reported an overall mean of 2.9 (uncertain) and Central office personnel reported a mean of 3.0 (uncertain) on the attitudinal militancy scale. As a group, principals and central office personnel reflected lower militant scores than teachers and they indicated only moderately low militant attitudes.

There was found to be only little correlation between school employees' levels of satisfaction with decisions made and their levels of militancy. A sample satisfaction response scale is included for clarity:

Highly Dissatisfied		Dissatisfied		Neutral		Satisfied		Highly Satisfied
1	2	3	4	5	6	7	8	9

It was found that teachers expressed neutral (5.0) values of satisfaction with each of the six categories of decisions made except for those in the areas of business and finance (4.3) which could be interpreted as slightly dissatisfied. Principals responded with an overall mean of 6.0 (slightly satisfied) for all categories of decisions made except for those in the area of business and finance where they indicated neutral (5.0) responses. Central office personnel expressed similar values as principals on the satisfaction

scales. For all three groups of employees, responses indicate a neutral to generally slightly satisfied feeling with decisions made in their respective system. Only one category of decisions indicate a consistently lower mean of satisfaction, i.e. those concerned with the areas of business and finance.

Correlations between variables of satisfaction with decisions made and attitudinal militancy range from a low of $r=0.10$ to $r=0.45$. There is a low to moderate correlation between satisfaction with decisions made and the respondents' level of militancy as expressed on the instrument used.

Question three and four were summative in nature. Question three explored the relationship between total participation scores in all areas of decision making and total militancy. It was found that for teachers and central office personnel, there was a very small correlation between total participation scores and total militancy scores. Correlation between these two variables for principals was not more than what might exist by chance.

Question four attempted to determine if there was a relationship between employees' total levels of satisfaction with decisions made and their total level of expressed militancy. There was found to be a low to moderate positive relationship between overall satisfactions with

decisions made and overall militant attitudes expressed by the three groups of respondents.

Question five attempted to determine if it was possible to predict attitudinal militancy by use of respondents' scores of participation in or satisfaction with decisions made in their respective school systems. Findings indicate that attitudinal militancy (as measured by the Ostrander instrument) cannot be predicted by any of the variables used in this study. Neither participation in nor satisfaction with any of the six areas of decisions made yielded significant prediction value to be used in anticipating attitudinal militancy of the employees studied.

V. CONCLUSIONS

1. Public school employees studied in this population were not very militant.

2. The amount of perceived participation in decisions was a function of the employee's position.

3. Modifying the amount of participation in decision making does not affect attitudes toward militant employee activity.

4. Public school employees generally are not dissatisfied with the decision making processes of their respective school systems.

5. Concerns over matters of business and finance

offer the potential of being a source of dissatisfaction among public school employees.

6. Militancy among school employees is only slightly related to personal levels of satisfaction with decisions made within the employee's school system.

7. Apparently, factors other than a desire to participate more in the decisions made in the school system contribute to employee militancy.

8. Employee militancy can be explained to a small degree, by the amount of personal satisfaction an employee has in decisions made in his respective system.

9. Militant employee attitudes can not be predicted by measuring their participation in or satisfaction with decisions made.

10. There was no indication that public school employees want a greater degree of participation in the decision making processes of their respective school systems.

11. There was no support for the claim that public school employees are highly dissatisfied with the decisions made that affect a great part of their work life.

12. There was no support that indicated surrendering the decision making process to employee organizations will produce, as an outcome, a reduction in the militant attitudes of public school employees.

VI. IMPLICATIONS AND RECOMMENDATIONS

1. Claims by Stinnett that increasing militant activities by school employees is an expression of the need to be more involved in the decision making processes that control their work life were not supported in this study. Although many of the school systems studied experienced the negotiation process subsequent to the study, the school employees did not express high levels of militant attitudes or values. Additionally, very low correlation was found between amounts of perceived participation in decisions and levels of expressed militancy. Since there is only a slight relationship between the two variables, school systems seeking to reduce the level of militancy of their employees, should not surrender, through the negotiation process, their authority in decision making to school employee organizations.

2. Follow up studies on this same population could be beneficial in determining if the process of negotiations itself will modify (either increase or decrease) the militant attitudes of these employees. Another topic worthy of further study would be the causes of employee militancy among public school employees. A possible source, worth investigating, could be the propaganda efforts of the state education association.

3. This study does not support the conclusions by Alutto and Belasco and by Feuille and Blandin that greater participation in decision making may have a moderating effect on attitudinal militancy. It was noted, however, that Feuille's study was on a population of university professors who have, as a group, characteristics (greater autonomy, higher societal regard as professionals, and generally of a higher socioeconomic status than their K-12 counterparts) different from the population in this study.

This study did find a slight relationship between satisfaction with decisions made and attitudinal militancy, as did both of the above. However, responses on the participation scales and their subsequent correlation with attitudinal militancy of employees will not support the Alutto conclusions. While the findings between this study and theirs' are not in disagreement, the conclusions are. It was noted that Alutto and Belasco did not measure participation per se, but controlled for elements in the work environment related to participation in decision making, i.e. organizational commitment and felt job tension. Both factors were related to attitudinal militancy, and their conclusion was based on the implied relationship between participation and those two factors. This study addressed itself specifically to perceived participation and found

very little relationship to it and militant employee job attitudes.

4. Since a slight relationship did exist between satisfaction with decisions made and employee militancy, school systems may find it beneficial to impliment attempts to improve satisfaction. An area of concern in decisions made which yielded consistantly lower scores was business and finance matters. Apparently, improvement in the funding of educational activities (textbooks, supplies, etc.) and teacher salaries would be as or more useful in mediating attitudinal militancy as increased participation in decisions.

These implications agree with others (Herzberg, Kleingartner) implying that lower order needs must be addressed if dissatisfaction is to be reduced. Not addressed in this study was whether or not greater participation was desired by the respondents. Kleingartner argued that as lower order (economic security) outcomes were met, employees would begin to press for Level II Outcomes usually desired by professionals. Participation in decision making addresses some of those outcomes. As Corwin noted, once satisfied with economic gains, employees would begin to press for high level gains; therefore he concluded that increasing professionalism enhances militancy. This study found that satisfaction

with decisions affecting lower order needs was lowest, and that militancy among employees was low.

5. From the literature, it was concluded that employee satisfaction was a desirable outcome in organizations. It was found that employees questioned in this study felt neither high nor low satisfaction with decisions made. Improving worker satisfaction, while not greatly affecting militant attitudes, appears to be a worthwhile goal in itself.

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APPENDIXES

APPENDIX A

THE UNIVERSITY OF TENNESSEE
KNOXVILLE 37916
COLLEGE OF EDUCATION

DEPARTMENT OF
EDUCATIONAL ADMINISTRATION
AND SUPERVISION

Dear East Tennessee Educator:

The University of Tennessee Department of Educational Administration in cooperation with the Public Schools for Cooperative Research (a consortium of 17 systems in East Tennessee of which your system is one) is undertaking a research project concerned with decision-making in public schools. We need your input on this topic into an assessment of who is involved, at what levels they are involved and with what level of satisfaction. The enclosed survey forms are designed to help us answer these questions.

The forms are to be completed by May 15 and returned, sealed in the envelopes provided, to your superintendent's office where they will be picked up by our research staff. No personal or school identification is included. The data will be kept strictly anonymous and confidential with analysis done only for entire school systems and for total participants. The results should, however, help the leaders in your system make better decisions in the future. No individual forms will be viewed by anyone in your system--only summary data will be provided. Your participation is needed and encouraged but is entirely voluntary.

We realize that you have many demands on your time but hope you will assist us in this important endeavor.

Thank you,

Robert K. Roney

Robert K. Roney
Project Co-director

APPENDIX B

CRITICAL DECISIONS INVENTORY

INSTRUCTIONS

Questions 1-3 Self-explanatory.

Questions 4-33 Under Column 2 Headed DECISIONS: Read the Decision Statement. Consider each of these decisions as they have been made in your school system.

Under Column 1 Headed LEVEL OF PARTICIPATION: On each of the scales of 1 through 9 (1—no participation progressing through 9—makes decision totally), circle the number that you feel represents the participation of each group listed (Teachers, Principals, Central Office Personnel and Supt./Board) in the process of making the decision listed in Column 2. Be sure to respond on all four scales for each decision.

Under Column 3 Headed PERSONAL LEVEL OF SATISFACTION: On the scale of 1 through 9 (1—Highly Dissatisfied progressing through 9—Highly Satisfied), circle the number on the scale which represents your personal satisfaction with each decision as made in your school system.

REFER TO THE FOLLOWING EXAMPLE:

(Column 1)				(Column 2)				(Column 3)								
LEVEL OF PARTICIPATION etc.				DECISIONS				PERSONAL LEVEL OF SATISFACTION etc.								
	None	Provides Information	Recommends Decision	Influence Decision	Make Decision			Highly Dissatisfied	Dissatisfied	Neutral	Satisfied	Highly Satisfied				
Teacher(s)	1	2	3	4	5	6	7	8	9							
Principal(s)	1	2	3	4	5	6	7	8	9							
Central Office	1	2	3	4	5	6	7	8	9							
Supt./Board	1	2	3	4	5	6	7	8	9							
5. The decision to adopt specific new textbooks for the school system.																
								1	2	3	4	5	6	7	8	9

NOTE: Please be sure to respond on all scales.

© Patent Pending

QUESTIONNAIRE

CARD 1

Demographic Data: (2-3) 1. Number of years employed in public schools: _____

(4) 2. Sex: Male 1 Female 2

(5) 3. Present Position: 1 Teacher _____
2 Principal _____
3 Central Office _____

	(Column 1) LEVEL OF PARTICIPATION FOR EACH OF THE FOLLOWING IN MAKING THE DECISION									(Column 2) DECISIONS	(Column 3) PERSONAL LEVEL OF SATISFACTION WITH THE DECISION									
	1	2	3	4	5	6	7	8	9		1	2	3	4	5	6	7	8	9	
(6) Teacher(s)	1	2	3	4	5	6	7	8	9	4. A decision to make organizational changes in the instructional program at the building level.	(10)	1	2	3	4	5	6	7	8	9
(7) Principal(s)	1	2	3	4	5	6	7	8	9											
(8) Central Office	1	2	3	4	5	6	7	8	9											
(9) Supt./Board	1	2	3	4	5	6	7	8	9											
(11) Teacher(s)	1	2	3	4	5	6	7	8	9	5. A decision to adopt specific new textbooks for the school system.	(15)	1	2	3	4	5	6	7	8	9
(12) Principal(s)	1	2	3	4	5	6	7	8	9											
(13) Central Office	1	2	3	4	5	6	7	8	9											
(14) Supt./Board	1	2	3	4	5	6	7	8	9											
(16) Teacher(s)	1	2	3	4	5	6	7	8	9	6. A decision on the selection of tests to be used in a system-wide testing program.	(20)	1	2	3	4	5	6	7	8	9
(17) Principal(s)	1	2	3	4	5	6	7	8	9											
(18) Central Office	1	2	3	4	5	6	7	8	9											
(19) Supt./Board	1	2	3	4	5	6	7	8	9											

CARD 2	PARTICIPATION					DECISIONS	SATISFACTION									
	Teacher	Principal	Central Office	Supt./Board	Other		Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Not Answered	Not Answered	Not Answered	Not Answered	Not Answered
(2) Teacher(s)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
(3) Principal(s)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
(4) Central Office	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
(5) Supt./Board	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
(7) Teacher(s)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
(8) Principal(s)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
(9) Central Office	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
(10) Supt./Board	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
(12) Teacher(s)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
(13) Principal(s)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
(14) Central Office	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
(15) Supt./Board	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
(17) Teacher(s)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
(18) Principal(s)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
(19) Central Office	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
(20) Supt./Board	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
(22) Teacher(s)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
(23) Principal(s)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
(24) Central Office	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
(25) Supt./Board	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
(27) Teacher(s)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
(28) Principal(s)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
(29) Central Office	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

APPENDIX C

OSTRANDER'S COLLECTIVE ACTION SCALE

PLEASE DO NOT SKIP ITEMS
ANSWER EACH TO THE BEST OF YOUR ABILITY

- 1 - Strongly Agree
2 - Agree
3 - Uncertain
4 - Disagree
5 - Strongly Disagree

						ITEM NO.
1	2	3	4	5	Teachers who try to bring about changes through organized action are more professional than teachers who never try to make changes.	1
1	2	3	4	5	Local teacher organizations should negotiate with administrators and/or boards of education for the adoption of a merit rating system.	2
1	2	3	4	5	Local teacher organizations should negotiate with administrators and/or boards of education to raise teachers' salaries.	3
1	2	3	4	5	There are times when teachers should refuse to undertake extra duties outside of their regular teaching activities as a means of changing unsatisfactory conditions.	4
1	2	3	4	5	It is <u>not</u> possible for one teacher by himself to solve problems of working conditions which confront an entire staff of teachers.	5
1	2	3	4	5	Local teacher organizations should negotiate with administrators and/or boards of education to obtain better instructional materials in their schools.	6
1	2	3	4	5	Local teacher organizations should negotiate with administrators and/or boards of education to secure payments for teachers for extracurricular activities which are not part of normal teaching duties.	7
1	2	3	4	5	Local teacher organizations should negotiate with administrators and/or boards of education to equalize teaching loads.	8
1	2	3	4	5	Local teacher organizations should negotiate with administrators and/or boards of education to secure clerical assistance for teachers.	9

- 1 2 3 4 5 Teachers should be willing to walk in a picket line that has been organized by their local teacher organization. 10
- 1 2 3 4 5 Local teacher organizations should negotiate with administrators and/or boards of education to reduce the number of steps necessary to reach the maximum on a salary schedule. 11
- 1 2 3 4 5 Teachers who take part in organized attempts to pressure the administration into making changes should not be punished or restricted in any way. 12
- 1 2 3 4 5 If teacher organizations do not like teaching conditions the way they are, they should take active measures to change others to their way of thinking. 13
- 1 2 3 4 5 Recent "militant" activities on the part of local teacher organizations to improve teaching are examples of "grass roots" democracy in the teaching profession. 14
- 1 2 3 4 5 Local teacher organizations should negotiate with administrators and/or boards of education to obtain good restrooms and lounge facilities for teachers. 15
- 1 2 3 4 5 Classroom teachers can not rely upon administrators to further the interests of classroom teachers. 16
- 1 2 3 4 5 Local teacher organizations should negotiate with administrators and/or boards of education for the reduction in the amount of "paper work" that is expected of teachers. 17
- 1 2 3 4 5 Under some circumstances local teacher organizations should go out on strike. 18
- 1 2 3 4 5 Local teacher organizations should negotiate with administrators and/or boards of education for the improvement of retirement benefits. 19
- 1 2 3 4 5 Recent "militant" activities by teacher organizations will in the long run strengthen the teaching profession. 20
- 1 2 3 4 5 It is not correct to call teachers who try to change the conditions of teaching through organized actions "trouble makers." 21
- 1 2 3 4 5 Teachers should be willing to serve on a complaint committee that has been established by the local teacher organization to voice dissatisfaction with conditions that need changing. 22

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| 1 | 2 | 3 | 4 | 5 | Teachers should be willing to have their local teacher organization notify accrediting agencies and national teacher organizations of unsatisfactory conditions as a means of changing these conditions. | 23 |
| 1 | 2 | 3 | 4 | 5 | Local teacher organizations should negotiate with administrators and/or boards of education in removing teachers if administrators feel that certain teachers are unqualified. | 24 |
| 1 | 2 | 3 | 4 | 5 | Local teacher organizations should place advertisements regarding teaching conditions in local newspapers when they feel conditions in their district are unsatisfactory. | 25 |
| 1 | 2 | 3 | 4 | 5 | Local teacher organizations should negotiate with administrators and/or boards of education for the reduction of class sizes. | 26 |
| 1 | 2 | 3 | 4 | 5 | Local teacher organizations should negotiate with administrators and/or boards of education for the establishment of formal grievance procedures. | 27 |
| 1 | 2 | 3 | 4 | 5 | Public demonstrations by teachers are necessary techniques for alerting the public and the administration to teacher demands. | 28 |
| 1 | 2 | 3 | 4 | 5 | Most of the real leadership in the teaching profession is to be found among the ranks of those who are organizing to bring about needed changes in teaching. | 29 |
| 1 | 2 | 3 | 4 | 5 | Unsatisfactory teaching conditions will not work themselves out without the intervention of local teacher organizations. | 30 |
| 1 | 2 | 3 | 4 | 5 | Use of group coercion by local teacher organization is necessary in order to present a united front to the administration and public. | 31 |
| 1 | 2 | 3 | 4 | 5 | Local teacher organizations should negotiate with administrators and/or boards of education for representation on policy making committees. | 32 |
| 1 | 2 | 3 | 4 | 5 | Local teacher organizations are <u>not</u> moving rapidly enough in trying to bring about changes in the conditions of teaching. | 33 |

VITA

James Ray Ross was born in Jackson, Tennessee on April 19, 1944. He attended public schools in Jackson. He joined the United States Air Force for a four year tour of duty in 1961. While in the Air Force, he was trained as a jet and missile mechanic at Lowery Air Force Base in Denver, Colorado. He also completed extension coursework with the University of Miami, Florida.

Upon discharge from the Air Force, he entered Union University in Jackson, Tennessee. In 1969, he was graduated from Union University with a Bachelor of Arts degree with double majors in Religion and History, and double minors in Philosophy and Education. During his student days at Union, he served in one pastorate and opened a non profit day care center. Until 1974, he served as church pastor in Oak Ridge, Tennessee and simultaneously opened and operated Oak Ridge Day Nursery.

In 1974, he became a full time graduate student at the University of Tennessee. He earned a Master of Science degree with a major in Educational Administration and Supervision. During this time and until June of 1980, he and his wife served as houseparents and Director of Youth Haven, Inc. in Oak Ridge, Tennessee. He was graduated from the University of Tennessee in March of 1981, with a Doctor of Education degree with a major in Educational

Administration and Supervision and collateral areas in Reading and Industrial Management.

His public school teaching experience began in Roane County, Tennessee where he served as sixth grade teacher from 1970-1972. He has served as a middle school teacher and elementary school principal in the Knox County school system from 1974 until the present. Currently he is principal of Copper Ridge Elementary School.

James Ray Ross is a member of Phi Delta Kappa, Phi Kappa Phi, the Association for Supervision and Curriculum Development, Knox County Elementary Principals Association, Knox County Education Association, Tennessee Education Association, and the National Education Association.

He is married to the former Janie Marie Rainwater of Jackson, Tennessee. He has two children, Jonathan and Jenny.