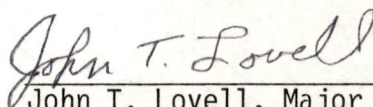
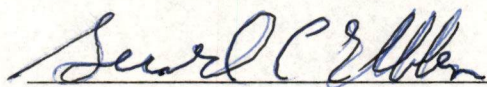
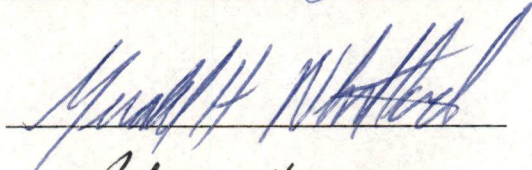
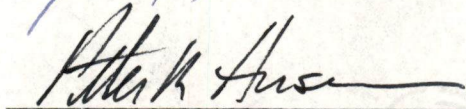


To the Graduate Council:

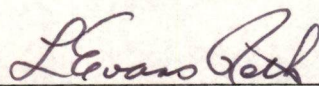
I am submitting herewith a dissertation written by Jack Lee Staff entitled "A Study of Opinions of Professional Personnel In Selected East Tennessee School Districts Regarding Professional Negotiations." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Educational Administration and Supervision.

  
John T. Lovell, Major Professor

We have read this dissertation  
and recommend its acceptance:

Accepted for the Council:

  
Vice Chancellor  
Graduate Studies and Research

Thesis  
796  
.S833  
cop. 2

A STUDY OF OPINIONS OF PROFESSIONAL PERSONNEL IN SELECTED  
EAST TENNESSEE SCHOOL DISTRICTS REGARDING  
PROFESSIONAL NEGOTIATIONS

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

Jack Lee Staff

December 1979

1403870

## ACKNOWLEDGMENTS

Appreciation is offered to Dr. John T. Lovell, as Chairman of the Doctoral Committee, and to Dr. Gerald C. Ubben, Dr. Peter M. Husen and Dr. Gerald H. Whitlock as members of the Doctoral Committee. Each of the members of the Doctoral Committee provided assistance and encouragement. A special note of appreciation is offered to my wife, Betty Liggett Staff. Her interest, encouragement and support in this effort, as in all other projects undertaken, have been invaluable.

## ABSTRACT

The purpose of this study was to examine the extent to which job position, sex, and individual system membership affected the opinions of teachers, principals, and central office administrators toward professional negotiations. Educators from 17 selected East Tennessee school districts having membership in the organization of Public Schools for Cooperative Research responded to Ostrander's Collective Action Scale regarding their agreement or disagreement with 33 collective action items.

Frequencies of response by job position and sex were gathered. The statistical test run for significant differences in means by job position was the analysis of variance with calculated F ratio. The statistical test run for significant differences in means by sex was the t test.

The t test of significance of differences in means was made for teachers only, principals only, and central office administrators only, in three categories of Collective Action, Goals, and Sanctions on three groups of school districts; they were negotiating in two groups and not negotiating in the other group.

The findings of this study indicated that opinions differed significantly by job position and by sex on a majority of the 33 items of Ostrander's Collective Action Scale. There were significant differences in means between job positions, the sexes, and the status of negotiating as a county district, negotiating as a special school



district, or not negotiating as a special school district on the categories of Collective Action, Goals, and Sanctions.

## TABLE OF CONTENTS

| CHAPTER                                             | PAGE |
|-----------------------------------------------------|------|
| I. THE PROBLEM AND ITS SCOPE . . . . .              | 1    |
| Introduction . . . . .                              | 1    |
| Statement of the Problem . . . . .                  | 2    |
| Importance of the Study . . . . .                   | 3    |
| Purpose of the Study. . . . .                       | 4    |
| Questions that Guided the Study . . . . .           | 5    |
| Assumptions . . . . .                               | 6    |
| Limitations and Delimitations . . . . .             | 6    |
| Method and Procedure . . . . .                      | 7    |
| Definition of Terms . . . . .                       | 8    |
| Organization of the Study . . . . .                 | 11   |
| Review of related literature and research . . . . . | 11   |
| Design and methodology. . . . .                     | 12   |
| Presentation and analysis of data . . . . .         | 12   |
| Summary, findings, and conclusions . . . . .        | 12   |
| Supporting divisions . . . . .                      | 12   |
| II. A REVIEW OF THE LITERATURE . . . . .            | 13   |
| Introduction . . . . .                              | 13   |
| Research for Job Position . . . . .                 | 15   |
| Research for Sex Category . . . . .                 | 26   |
| Summary of Research . . . . .                       | 27   |
| III. DESIGN AND METHODOLOGY . . . . .               | 29   |
| Introduction . . . . .                              | 29   |

## CHAPTER

|                                                               |     |
|---------------------------------------------------------------|-----|
| III. (Continued)                                              |     |
| Instrument . . . . .                                          | 29  |
| Source of items . . . . .                                     | 30  |
| Reliability and validity procedures . . . . .                 | 30  |
| The Population and Sample . . . . .                           | 33  |
| Distribution of the Opinionnaire . . . . .                    | 35  |
| The Statistical Design . . . . .                              | 35  |
| Compilation and Treatment of Data . . . . .                   | 37  |
| IV. PRESENTATION AND ANALYSIS OF DATA . . . . .               | 40  |
| Introduction . . . . .                                        | 40  |
| Analysis and Presentation of Data for Study Questions . .     | 40  |
| Question one . . . . .                                        | 40  |
| Question two . . . . .                                        | 54  |
| Question three . . . . .                                      | 59  |
| V. SUMMARY, FINDINGS, AND CONCLUSIONS . . . . .               | 73  |
| Summary . . . . .                                             | 73  |
| Findings . . . . .                                            | 75  |
| Job positions . . . . .                                       | 75  |
| Sex . . . . .                                                 | 76  |
| Negotiating and nonnegotiating school districts . . . .       | 77  |
| Conclusions . . . . .                                         | 79  |
| BIBLIOGRAPHY . . . . .                                        | 81  |
| APPENDIXES . . . . .                                          | 86  |
| APPENDIX A. EDUCATION PROFESSIONAL NEGOTIATIONS ACT . . . . . | 87  |
| APPENDIX B. OSTRANDER'S INVENTORY OF TEACHER'S OPINIONS . . . | 107 |

## CHAPTER

## PAGE

## APPENDIXES (Continued)

|                                                                                                                                                                                                                                                                                               |     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| APPENDIX C. LIST OF NEGOTIATING AND NONNEGOTIATING SCHOOL<br>SYSTEMS SELECTED FOR STUDY . . . . .                                                                                                                                                                                             | 112 |
| APPENDIX D. ABSOLUTE AND PERCENT FREQUENCIES OF RESPONSES<br>TO FIVE OPINIONNAIRE ITEM CATEGORIES FOR THREE<br>JOB POSITIONS FROM OSTRANDER'S THIRTY-THREE ITEM<br>COLLECTIVE ACTION SCALE ADMINISTERED TO<br>SEVENTEEN SELECTED EAST TENNESSEE SCHOOL<br>DISTRICTS . . . . .                 | 114 |
| APPENDIX E. ABSOLUTE AND PERCENT FREQUENCIES OF RESPONSES<br>TO OPINIONNAIRE ITEM CATEGORIES FOR MALE AND<br>FEMALE RESPONDENTS OBTAINED FROM ADMINISTRATION<br>OF THE THIRTY-THREE ITEM COLLECTIVE ACTION SCALE<br>BY OSTRANDER TO SEVENTEEN SCHOOL DISTRICTS IN<br>EAST TENNESSEE . . . . . | 124 |
| APPENDIX F. MEANS AND STANDARD DEVIATIONS RESULTING FROM<br>ADMINISTRATION OF OSTRANDER'S THIRTY-THREE ITEM<br>COLLECTIVE ACTION SCALE TO SEVENTEEN SEPARATE<br>SCHOOL DISTRICTS IN EAST TENNESSEE . . . . .                                                                                  | 134 |
| VITA . . . . .                                                                                                                                                                                                                                                                                | 152 |

## LIST OF TABLES

| TABLE |                                                                                                                                                                                                                                                        | PAGE |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| I.    | Grand Means and Standard Deviations for Three Job Positions for Ostrander's Thirty-Three Item Collective Action Scale Administered to Seventeen Selected School Districts in East Tennessee . . . . .                                                  | 42   |
| II.   | Analysis of Variance Summaries for Job Positions from Ostrander's Thirty-Three Item Collective Action Scale Administered to Seventeen Selected East Tennessee School Districts . . . . .                                                               | 45   |
| III.  | Student's t Test for Significant Differences in Means between Males and Females for Ostrander's Thirty-Three Item Collective Action Scale Administered to Seventeen Selected School Districts in East Tennessee . . . . .                              | 55   |
| IV.   | Grand Means and Standard Deviations for Ostrander's Thirty-Three Item Collective Action Scale Administered to Seventeen Selected School Districts in East Tennessee . . . . .                                                                          | 61   |
| V.    | Student's t Test of Differences of Means for Negotiating and Nonnegotiating School Districts as a Result of Administering Ostrander's Collective Action Scale of Thirty-Three Items to Seventeen Selected School Districts in East Tennessee . . . . . | 64   |

## TABLE

## PAGE

|                                                                                                                                                                                                                                                                                                              |     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| VI. Student's t Test of Differences in Means between Five<br>Special School Districts not Negotiating and Seven<br>County School Districts Negotiating as a Result of<br>Administering Ostrander's Thirty-Three Item Collective<br>Action Scale to Selected School Districts in East<br>Tennessee . . . . .  | 68  |
| VII. Student's t Test of Differences in Means between Five<br>Special School Districts not Negotiating and Five<br>Special School Districts Negotiating as a Result of<br>Administering Ostrander's Thirty-Three Item Collective<br>Action Scale to Selected School Districts in East<br>Tennessee . . . . . | 69  |
| VIII. Student's t Test of Differences in Means between Five<br>Special School Districts Negotiating and Seven County<br>School Districts Negotiating as a Result of<br>Administering Ostrander's Thirty-Three Item Collective<br>Action Scale to Selected School Districts in East<br>Tennessee . . . . .    | 70  |
| A-1. Absolute and Percent Frequencies of Responses to Five<br>Opinionnaire Item Categories for Three Job Positions<br>from Ostrander's Thirty-Three Item Collective Action<br>Scale Administered to Seventeen Selected East Tennessee<br>School Districts . . . . .                                          | 115 |



TABLE

PAGE

|      |                                                                                                                                                                                                                                                                                   |     |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| A-2. | Absolute and Percent Frequencies of Responses to<br>Opinionnaire Item Categories for Male and Female<br>Respondents Obtained from Administration of the<br>Thirty-Three Item Collective Action Scale by<br>Ostrander to Seventeen School Districts in East<br>Tennessee . . . . . | 125 |
| A-3. | Means and Standard Deviations Resulting from<br>Administration of Ostrander's Thirty-Three Item<br>Collective Action Scale to a Sample of Anderson County,<br>Tennessee School District Personnel*. . . . .                                                                       | 135 |
| A-4. | Means and Standard Deviations Resulting from<br>Administration of Ostrander's Thirty-Three Item<br>Collective Action Scale to a Sample of Bristol,<br>Tennessee Special School District Personnel*. . . . .                                                                       | 136 |
| A-5. | Means and Standard Deviations Resulting from<br>Administration of Ostrander's Thirty-Three Item<br>Collective Action Scale to a Sample of Chattanooga,<br>Tennessee Special School District Personnel*. . . . .                                                                   | 137 |
| A-6. | Means and Standard Deviations Resulting from<br>Administration of Ostrander's Thirty-Three Item<br>Collective Action Scale to a Sample of Claiborne<br>County, Tennessee School District Personnel*. . . . .                                                                      | 138 |

## TABLE

## PAGE

|       |                                                                                                                                                                                                                  |     |
|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| A-7.  | Means and Standard Deviations Resulting from<br>Administration of Ostrander's Thirty-Three Item<br>Collective Action Scale to a Sample of Clinton,<br>Tennessee Special School District Personnel* . . . . .     | 139 |
| A-8.  | Means and Standard Deviations Resulting from<br>Administration of Ostrander's Thirty-Three Item<br>Collective Action Scale to a Sample of Cocke County,<br>Tennessee School District Personnel* . . . . .        | 140 |
| A-9.  | Means and Standard Deviations Resulting from<br>Administration of Ostrander's Thirty-Three Item<br>Collective Action Scale to a Sample of Greene County,<br>Tennessee School District Personnel* . . . . .       | 141 |
| A-10. | Means and Standard Deviations Resulting from<br>Administration of Ostrander's Thirty-Three Item<br>Collective Action Scale to a Sample of Greeneville,<br>Tennessee Special School District Personnel* . . . . . | 142 |
| A-11. | Means and Standard Deviations Resulting from<br>Administration of Ostrander's Thirty-Three Item<br>Collective Action Scale to a Sample of Harriman,<br>Tennessee Special School District Personnel* . . . . .    | 143 |
| A-12. | Means and Standard Deviations Resulting from<br>Administration of Ostrander's Thirty-Three Item<br>Collective Action Scale to a Sample of Knox County,<br>Tennessee School District Personnel* . . . . .         | 144 |

## TABLE

## PAGE

|       |                                                                                                                                                                                                                  |     |
|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| A-13. | Means and Standard Deviations Resulting from<br>Administration of Ostrander's Thirty-Three Item<br>Collective Action Scale to a Sample of Knoxville,<br>Tennessee Special School District Personnel* . . . . .   | 145 |
| A-14. | Means and Standard Deviations Resulting from<br>Administration of Ostrander's Thirty-Three Item<br>Collective Action Scale to a Sample of Lenoir City,<br>Tennessee Special School District Personnel* . . . . . | 146 |
| A-15. | Means and Standard Deviations Resulting from<br>Administration of Ostrander's Thirty-Three Item<br>Collective Action Scale to a Sample of Morristown,<br>Tennessee Special School District Personnel* . . . . .  | 147 |
| A-16. | Means and Standard Deviations Resulting from<br>Administration of Ostrander's Thirty-Three Item<br>Collective Action Scale to a Sample of Oak Ridge,<br>Tennessee Special School District Personnel* . . . . .   | 148 |
| A-17. | Means and Standard Deviations Resulting from<br>Administration of Ostrander's Thirty-Three Item<br>Collective Action Scale to a Sample of Oneida,<br>Tennessee Special School District Personnel* . . . . .      | 149 |
| A-18. | Means and Standard Deviations Resulting from<br>Administration of Ostrander's Thirty-Three Item<br>Collective Action Scale to a Sample of Rhea County,<br>Tennessee School District Personnel* . . . . .         | 150 |

TABLE

PAGE

|                                                                                                                                                                                                                 |     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| A-19. Means and Standard Deviations Resulting from<br>Administration of Ostrander's Thirty-Three Item<br>Collective Action Scale to a Sample of Roane County,<br>Tennessee School District Personnel* . . . . . | 151 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|

## CHAPTER I

### THE PROBLEM AND ITS SCOPE

#### I. INTRODUCTION

A Tennessee legislative act providing a framework for School Board-Professional Employee Organization negotiations took effect as law on March 10, 1978. This law, enacted under Title 49 of Tennessee Code Annotated as the "Education Professional Negotiations Act," Senate Bill 2016, Chapter 570, 1978<sup>1</sup> (see Appendix A for full text of the law) has the purpose of prescribing "legitimate rights and obligations" of Boards of Education and Professional Employee Organizations in matters regarding public education.

The right to bargain collectively had been a reality in various industrial and crafts unions for many years. This right had been granted in more recent years to municipal employee groups, e.g., in Tennessee under the public bargaining law, Chapter 160, L1971. In fact, in the larger municipalities (Memphis and Nashville) in the State of Tennessee, teacher groups had been recognized by Boards of Education in negotiations in many of the areas now provided for in the scope of negotiations outlined in the Education Professional Negotiations Act, i.e., salaries, working conditions, and etc.<sup>2</sup>

---

<sup>1</sup>Tennessee Code Annotated, Title 49, "The Education Professional Negotiations Act," (Acts 1978 [adj S.] ch. 570 #4) March, 1978. Par. 49-5505.

<sup>2</sup>Tennessee Education "PN Bill Continued Topic of Debate," published by The State Department of Education, Vol. 6, No. 7, December, 1978.

Negotiations became a necessity for 66 Board of Education and Professional Organizations in Tennessee in the first year of implementation of the law. Unless changes were made in the law, it had been assumed that a growing number of Professional Employee Organizations across the state would seek recognition for purposes of negotiating.<sup>3</sup> "The Board of Education and such organization (exclusively recognized Professional Employee Organization) shall, in good faith, enter into negotiations. . . ." <sup>4</sup>

Once provisions for implementation of the act (secret ballot with a simple majority favoring recognition of a single Professional Employee Organization) were made it was deemed imperative that Boards of Education and their management personnel and the recognized Professional Employee Organization become optimally cognizant of the opinions of members of both groups. A knowledge of these opinions were considered necessary to provide a basis for effective negotiations.

## II. STATEMENT OF THE PROBLEM

Although negotiators for Professional Employee Organizations and Boards of Education are now asked to be adequately informed about the opinions of teachers and administrators toward negotiations, an appropriate knowledge base in this area does not exist. Whereas we are entering into a period of professional negotiations in public education

---

<sup>3</sup>Gerald C. Knoll, "Close Encounters of Another Kind--Educational Collective Bargaining," Education Quest (Memphis State University: Journal of Educational Research and Services, Vol. XXII, No. 2, Fall, 1978).

<sup>4</sup>Tennessee Code Annotated, 49-5505.

in the State of Tennessee and whereas a particular need exists to know the opinions of significant others and whereas no knowledge of these opinions exist, therefore, certain groups may hold differing opinions corresponding with their sex, job position, and individual school system membership.

Specifically, the subproblems are:

1. Negotiators on both sides do not have knowledge of the opinions of teachers and administrators toward professional negotiations.

2. Opinions of members of the two groups according to job position and sex are not known and need to be known so that they can form the basis of negotiations.

3. Opinions of members of the two groups of negotiating and one group of nonnegotiating school districts are not known.

### III. IMPORTANCE OF THE STUDY

Negotiators for Professional Employee Organizations and Boards of Education must be adequately informed about the opinions of teachers, principals and central office administrators toward negotiations. These personnel hold certain opinions about negotiations that if known, could be of great value to negotiators on both the teacher and administrator sides of negotiations. Planning strategy by negotiators on both sides could be improved with knowledge and consideration of the opinions held by the different groups concerning negotiations.

An investigation of opinions at this time has revealed certain information that should be useful in future investigations of collective

bargaining. This data is to provide a knowledge base for subsequent years in which negotiations are to be conducted under the new law. The year 1978 was a transition year from no existing state law to a state law in effect for 1979 and thus created a unique opportunity to gather data while the law was coming into effect but while actual negotiations under the law were not being carried out.

The data collected through this study has a practical application through preparation for negotiations by the two bargaining units. The need for a knowledge base consisting of the opinions of the opposing bargaining units for purposes of formulating strategy has been dictated by the desire of both bargaining groups for more efficient accomplishment of the negotiation process.

Important data collected for this study deal with the responses of all the systems' personnel sampled by sex, job position and school district. This knowledge base is an important facet of the study.

#### IV. PURPOSE OF THE STUDY

The purpose of this study is to provide a knowledge base with which to determine and describe teacher, principal and central office administrator opinions toward professional negotiations. In addition, the purpose of this study is to determine and describe these opinions toward professional negotiations by sex and job position of respondents. Finally, this study seeks to compare individual member districts<sup>5</sup>

---

<sup>5</sup>Department of Educational Administration and Supervision, "Public Schools for Cooperative Research Pamphlet," (Knoxville: The University of Tennessee, 1978).



according to their willingness to negotiate. More specifically, the following section of this chapter describes the three questions that guided this study. These questions gave direction to the achievement of the purposes of this study.

## V. QUESTIONS THAT GUIDED THE STUDY

Specific questions to be answered by this study using the Collective Action Scale; a revised form of Ostrander's Inventory of Teacher Opinions;<sup>6</sup> administered to the 17 separate Public Schools for Cooperative Research<sup>7</sup> member districts of East Tennessee are as follows:

1. What differences exist in opinions held by teachers, principals, and central office administrators toward professional negotiations in selected school districts in East Tennessee?
2. What differences exist in opinions held by male and female respondents toward professional negotiations in selected school districts in East Tennessee?
3. In measuring opinions toward professional negotiations, what differences exist between the opinions of respondents from the five special school districts electing not to negotiate, the five

---

<sup>6</sup>Kenneth H. Ostrander, "A Study of the Scalability of Selected Attitude Items Related to Collective Action by Teachers" (unpublished Doctoral dissertation, The University of Tennessee, 1968).

<sup>7</sup>Department of Educational Administration and Supervision, Public Schools for Cooperative Research Pamphlet.

special school districts electing to negotiate, and the seven county school districts electing to negotiate.

## VI. ASSUMPTIONS

Building level administrators (predominately principals) will be represented by the Professional Employees Organization as the Education Professional Negotiations Act prescribes.

The term "Professional Negotiation" is synonymous with collective bargaining, collective negotiations and professional bargaining.

## VII. LIMITATIONS AND DELIMITATIONS

The Public Schools for Cooperative Research (PSCR) member districts are the limits of this study. All comparisons will be made within the PSCR and between groups within the PSCR.

The study is limited to: comparison of those districts responding to the Ostrander instrument who have elected to negotiate under the Education Professional Negotiations Act (EPNA) and those who have elected not to negotiate; comparison of attitudes between administrators and teachers; and comparison of attitudes by sex of respondents.

Data is limited to quality of responses from individuals in PSCR member districts and the cooperation of administration in assigning questionnaires to individuals for their responses.

The acceptance of data in the categories of Collective Action, Goals and Sanction at face validity is a limitation.

### VIII. METHOD AND PROCEDURE

A sample of the teachers and administrators employed in the 17 member districts of Public Schools for Cooperative Research were surveyed using 33 selected items from Ostrander's Inventory of Teacher's Opinions (Appendix B). These instruments were hand-delivered to each of the school districts' central offices for distribution to the subjects. The opinionnaires were collected by the central office personnel from the respondents and were picked up by the same means. The Statistical Package for the Social Sciences<sup>8</sup> was utilized for programming with The University of Tennessee Computer Center's IBM 360 used to compute statistics.

Question one dealt with the opinions of teachers, principals, and central office administrators regarding negotiations. The question was analyzed through determination of the responses on each of the 33 items and an analysis of variance with the analyses graphically displayed to enable the reader to determine specific areas of concern to teachers, principals and central office administrators.

The opinions of professional personnel by sex were analyzed through their calculated mean and standard deviation on each of the 33 items. A t test was used to determine the differences in means. This data is also graphically displayed to enable the reader to identify specific areas of concern.

---

<sup>8</sup>Norman H. Nie and Others. The Statistical Package for the Social Sciences (New York: McGraw-Hill, 1970).

Question number three was examined by comparing negotiating and nonnegotiating member districts' opinions toward negotiations by performing 33 t tests; one for each item. This determined the significance of difference between the means of samples of the five special school districts electing not to negotiate and samples of the five special school districts electing to negotiate, and the seven county school districts electing to negotiate. An analysis of the mean and standard deviation was performed with presentation of data by school district.

#### IX. DEFINITION OF TERMS

Board of education. The local school district board which manages and controls the respective local public school system;<sup>9</sup> citizens controlling especially the elementary and secondary public school education.

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

---

<sup>9</sup>Tennessee Code Annotated, Title 49, "Administration of System," (Acts 1974 [Adj. S.] ch. 654, #1), 1974, Par. 49-102.

facilitate and encourage amicable settlements of disputes.<sup>10</sup>

Education Professional Negotiations Act. An act prescribing the legitimate rights and obligations of Boards of Education and their professional employees and to establish procedures governing relationships between them which are designed to meet the special requirements and needs of public education.<sup>11</sup>

Militant. A positive attitude toward organized, collective action of labor to effect changes in the status quo of labor-management relations.<sup>12</sup>

Opinion. An overt verbal expression by a person about a specific phenomenon at a given point in time and under a given set of circumstances.<sup>13</sup>

Profession. A profession is a group which has equipped itself to provide a specialized service to society, preparation for this group consisting of completion of a prescribed college or university

---

<sup>10</sup>Tennessee Code Annotated, 49-5502.

<sup>11</sup>Tennessee Code Annotated, 49-5502.

<sup>12</sup>Tennessee Code Annotated, 49-5505.

<sup>13</sup>Michael Y. Nunnery and Ralph B. Kimbrough, Politics, Power, Polls, and School Elections, (Berkeley, California: McCutchan Publishing Corporation, 1971), p. 61.

curriculum containing breadth and depth in general, specialized, and professional education.<sup>14</sup>

Professional Employee's Organization. Any organization with membership open to professional employees, in which such employees participate and which exists for the purpose in whole or in part, of dealing with Boards of Education concerning, but not limited to, grievances, wages, hours of employment or conditions of work.<sup>15</sup>

Professional negotiations. That process whereby the chief executive of a Board of Education or such representatives as it may designate, and representatives of a recognized professional employees' organization meet at reasonable times and confer, consult, discuss, exchange information, opinions and proposals, in a good faith endeavor to reach agreement on matters within the scope of discussions, and incorporate such agreements into a written agreement.<sup>16</sup>

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 17 school systems of Tennessee and The University of Tennessee.<sup>17</sup>

---

<sup>14</sup>T. M. Stinnett, Turmoil In Teaching--A History of the Organizational Struggle for America's Teachers, (New York: The Macmillan Co., 1968), p. 64.

<sup>15</sup>Tennessee Code Annotated, 49-5502.

<sup>16</sup>Tennessee Code Annotated, 49-5502.

<sup>17</sup>Department of Educational Administration and Supervision, Public Schools for Cooperative Research Pamphlet.

Special school district. A district operated outside the jurisdiction of the County Board of Education when the people deem it advisable to do so. A separate system from the county school district.

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.<sup>18</sup>

## X. ORGANIZATION OF THE STUDY

The following outline will briefly describe the contents of each of the remaining major sections of the study.

### Review of Related Literature and Research

Chapter II is a summary of the most significant writings on the topic of professional personnel opinions regarding negotiations. Research of the literature included the use of The University of Tennessee Data Retrieval Service<sup>19</sup> and the use of the Educational Resource Information Center.<sup>20</sup>

---

<sup>18</sup>Tennessee Code Annotated, 49-5502.

<sup>19</sup>Automated Information Retrieval Service, (Knoxville: The University of Tennessee Library System).

<sup>20</sup>Educational Resources Information Center, (Knoxville: The University of Tennessee Library System).

### Design and Methodology

Chapter III Outlines the Procedures of the study including a description of the design, instrumentation, sample and distribution of the opinionnaire.

### Presentation and Analysis of Data

Chapter IV is a presentation of the data in appropriate format and is an analysis of the data as it is presented.

### Summary, Findings, and Conclusions

Chapter V covers the main points concisely, provides the results of the investigation, and finishes with an expression of a reasoned judgment inferred from the findings as presented.

### Supporting Divisions

Material not appropriate for inclusion in the body of the report is included in this section.



## CHAPTER II

### A REVIEW OF THE LITERATURE

#### I. INTRODUCTION

There is a wealth of information available on the subject of negotiations; even professional negotiations. The limiting factor is primarily the lack of literature regarding opinions on professional negotiations. The problem is further compounded by the fact that the type of information available on opinions is often collected by organizations with vested interests in the results of opinion studies. Various groups that could have vested interests are the National Education Association, National Association of Secondary School Principals, and the American Association of School Administrators, to name a few. As Walter<sup>1</sup> indicates, teachers' organizations and Boards of Education are in an adversary relationship and each group is under the constant influence of their respective organizations to pursue this adversary role. Clark<sup>2</sup> identifies the strength of this role in his study of "The Roles and Positions of the NEA (National Education Association) and of the AFT (American Federation of Teachers) in Collective Negotiations."

---

<sup>1</sup>Robert L. Walter, The Teacher and Collective Bargaining, (Lincoln, Nebraska: Professional Educators Publications, Inc., 1975).

<sup>2</sup>Robert Lee Clark, "The Roles and Positions of the NEA and of the AFT in Collective Negotiations: Opinions of Teachers and School Administrators of Five Selected School Districts in Illinois," Dissertation Abstract (Carbondale: Southern Illinois University, 1965).

Any discussion of negotiations in Tennessee should include a realization of the influence of Southern attitudes<sup>3</sup> toward unionism and collective bargaining.<sup>4</sup> Also, according to Smith,<sup>5</sup> "administrators find the idea (bargaining) repugnant." This is a negative attitude that apparently exists in the private sector of the Southern labor movement. It is paradoxical that Tennessee has recently passed an Education Professional Negotiations Act<sup>6</sup> while at the same time retains a right-to-work law. Bargaining in the public sector apparently is more acceptable than in the private sector.

Any new literature should show a strong movement toward "professional involvement" in administration matters. Some of the variables examined in this study will be linked to opinions concerning negotiations.

Rhodes says that "some persons who claim special knowledge about labor relations suggest that there is little difference between bargaining in the private sector and negotiations in the public sector; that generally speaking the laws and techniques which prevail in the

---

<sup>3</sup>1977 Survey shows that bargaining is commonplace, practiced in 75 percent of districts nationwide, but more than 80 percent in the South.

<sup>4</sup>Kenneth A. Newby, "Collective Bargaining Practices and Attitudes of School Management," National School Board Association Research Report 1972-2, (Washington, D.C.: National School Board Association, 1977), p. 1.

<sup>5</sup>David C. Smith, "Should Administrators Negotiate?," The National Elementary Principal, February, 1973, Vol. LII, No. 5, p. 109.

<sup>6</sup>Tennessee Code Annotated, 49-5501.

private sector can be transferred easily to the public sector."<sup>7</sup> This is supported by the results of a nationwide survey in which 61 percent believe there should be no involvement for the public other than representation by the board.<sup>8</sup> The majority of the public apparently accepts the negotiation process by public officials in the public sector.

## II. RESEARCH FOR JOB POSITION

In 1857 the forerunner of the National Education Association was formed to "elevate the character and advance the interests in the teaching profession and to promote the cause of popular education in the United States."<sup>9</sup> This group was made up primarily of administrators. By 1910, Tennessee was one of only two states without a state association. It was then 1935 before the private sector was given the right to bargain collectively.<sup>10</sup> Seitz reports that public employees did not demand the right to "negotiate too frequently until after World War II."<sup>11</sup>

Despite the strides made by the early labor movement against

---

<sup>7</sup>Eric R. Rhodes and Richard G. Neal, Managing Educational Negotiations, (Washington, D.C.: Educational Service Bureau, Inc., 1835 K. Street, 1971), p. 47.

<sup>8</sup>Newby, p. 4.

<sup>9</sup>Charles R. Perry and Wesley A. Wildman. The Impact of Negotiations in Public Education: The Evidence From the Schools. (Columbus, Ohio: Charles A. Jones Publishing Company, 1970), p. 3.

<sup>10</sup>Wagner Act, National Labor Relations Act, 1935.

<sup>11</sup>Reynolds C. Seitz, Readings in Public School, Collective Bargaining. (Washington, D.C.: Educational Service Bureau, Inc., 1971), p. 42.

private business, in public employment, collective bargaining has been developing slowly. Gilroy, in attempting to explain this, states that, "Broad based public opinion that collective action by government employees was contrary to public welfare appears to have been the major reason."<sup>12</sup>

Alexander says, "Most labor legislation in this country, particularly at the federal level, applies only to employees and employers in private industry."<sup>13</sup> This is rapidly changing.

In the Norwalk Case of 1951, a "yes" decision by the Connecticut Supreme Court to allow teachers to engage in collective bargaining with the Boards of Education in that state established a legal precedence.<sup>14</sup> Later, in New York, the teachers won bargaining rights in the 1960's.<sup>15</sup> Meanwhile, in 1962, President Kennedy signed a Collective Negotiation Law.<sup>16</sup> Rhodes and Neal<sup>17</sup> stated that, "This law provided

---

<sup>12</sup>Thomas P. Gilroy and Others. Educator's Guide to Collective Negotiations. (Columbus, Ohio: Charles E. Merrill Publishing Company, 1969), p. 5.

<sup>13</sup>Kern Alexander and Others. Public School Law-Case and Materials. (St. Paul: West Publishing Company, 1969), p. 435.

<sup>14</sup>Norwalk Teachers vs City of Norwalk. Connecticut Supreme Court of Errors. 1951. 138 Conn. 269, 83 A. 2d 482.

<sup>15</sup>Charles T. Schmidt, Jr., Hyman Parker and Bob Repas. A Guide to Collective Negotiations in Education. (Michigan State University: The School of Labor and Industrial Relations, 1967).

<sup>16</sup>Kern Alexander and Others. Public School Law. Executive Order 10988, p. 437.

<sup>17</sup>Eric F. Rhodes and Richard G. Neal. The Control of Teacher Militancy. (Washington, D.C.: Educational Service Bureau, Inc., 1971), p. 4.

almost all federal government employees with the same basic collective bargaining rights as private employees."

Kleingartner says,<sup>18</sup>

There is embodied in the idea of professionalism a certain logic which, to those occupations characterized by or aspiring to its substance, inevitably propels their protective organizations to move into areas of decision making including, but also going beyond, the collective bargaining goals of nonprofessional worker unions in the public or the private sector.

Pigors and Myers<sup>19</sup> state, "Another turning point in our modern society is indicated by behavior on the part of--(1) professional persons, e.g., teachers--from whom patience and reasonableness had come to be taken for granted." Thus, it is evident that "collective bargaining is the preferred method of working out employee-employer relationships in our free-enterprise system."<sup>20</sup>

In 1978, the General Assembly of the State of Tennessee passed a professional negotiations law.<sup>21</sup> This law provides for negotiations by teachers of individual school systems, but not on a state-wide basis. The law is included as an appendix due to its importance to this study.

Boyon describes a personal characteristic of teachers that may account for their emerging role:

---

<sup>18</sup>Archie Kleingartner. "Collective Bargaining Between Salaried Professionals and Public Sector Management." Contemporary Problems in Personnel. Edited by W. Clay Hamner and Frank L. Schmidt. (Chicago: St. Clair Press, 1977), p. 419.

<sup>19</sup>Paul Pigors and Charles A. Myers. Personnel Administration. (New York: McGraw-Hill Book Company, 1969), p. 85.

<sup>20</sup>Edwin B. Flipppo. Principles of Personnel Management. (New York: McGraw-Hill Book Company, 1961), p. 524.

<sup>21</sup>Tennessee Code Annotated, 49-5501.

Teachers bring to their work increased levels of preparation and expertise. The availability of new and enlarged public and private resources has spurred them to pursue continuous upgrading of their professional preparation. The opportunities to do so especially in the national curriculum development programs and supporting institutes, have encouraged many teachers to turn outward from their school systems and to develop a stronger cosmopolitan, colleague-group orientation which feeds professional aspirations.<sup>22</sup>

Dykes describes the emergent role of administrators in a broader social contest. He states that:<sup>23</sup>

The emergent role of the administrator is basically a response to the social and cultural changes which are shaping our institutions and organizations, our nation and the world. While much of the response to date has been random and unplanned, it is now essential that we consciously plan and shape the emerging role. Ascendant social and cultural forces point to emerging alterations in the role of the administrator and suggest what directional influences may be needed. The systematic and appropriate application of our knowledge and understandings in identifying these forces, extrapolating their implications for educational administration, and subsequently adjusting and adapting the emergent role of the administrator is essential. The propositions which follow, descriptive of the emergent role of the administrator, are based on the assumption that we shall plan and achieve an administrative role consonant with the emergent social and cultural characteristics of our time.

The reactionary role of the administrator in responding to teacher opinions toward negotiations is easily identified in the framework established by Dykes. The district and building level administrators

---

<sup>22</sup>Norman J. Boyon. "The Emergent Role of the Teacher and the Authority Structure of the School," from Collective Negotiations and Educational Administration. Edited by Roy B. Allen and John Schmid. University Council for Educational Administration, (Fayetteville, Arkansas), p. 6.

<sup>23</sup>Archie R. Dykes. "The Emergent Role of Administrators and the Implications for Teacher-Administrator Relationships," from Collective Negotiations and Educational Administration. Edited by Roy B. Allen and John Schmid. University Council for Educational Administration, (Fayetteville, Arkansas), p. 24.

were surveyed for their opinions so that their roles might be identified more clearly.

Ackerly has stated that, "Teachers have been the moving force for collective bargaining in education."<sup>24</sup> When principals are left out, this has created needs for new roles of principals and teachers as well as central office administrators, e.g., superintendents, supervisors, etc. However, Williams found no strong opinions on the part of superintendents toward teacher negotiations.<sup>25</sup>

Cooper reports in the Phi Delta Kappan that there is a "rapid growth of administrator/supervisory unionism"<sup>26</sup> in education. There was, in fact a proliferation of union organizations of administrators in the 24 states with bargaining laws in 1976.

The emerging role of society is important in considering teacher opinions and the effect of these opinions on the schools. "They (teachers) are seeking to make changes consistent with these new societal demands and values. Often, this leads to frustration and, subsequently to teacher militancy and, ultimately, organization."<sup>27</sup> Grace says that the school is a social system and in that system teachers are

---

<sup>24</sup>Robert L. Ackerly and W. Stanfield Johnson. Critical Issues in Negotiations Legislation. Professional Negotiations Pamphlet Number Three. (Washington, D.C.: National Association of Secondary School Principals, 1969), p. 3.

<sup>25</sup>John Delane Williams. "Superintendent's Opinions on Teacher Negotiations in Three States," Dissertation Abstract. (Boulder: Colorado State College, 1966).

<sup>26</sup>Bruce S. Cooper. "Collective Bargaining Comes to School Middle Management." Phi Delta Kappan. October, 1976, p. 202.

<sup>27</sup>Thomas P. Gilroy, p. 5.

significant, but he thinks that it is remarkable what little attention is given to the fact.<sup>28</sup>

Gilroy states, "It is common knowledge that teachers are more militant today than ever before, and the peaceful--even reverent--relationship which generally existed between the teacher and the administrator has changed drastically."<sup>29</sup> Hetenyi,<sup>30</sup> in discussing "Unionism in Education: The Ethics of It," from the article of that name, found that unanticipated consequences confused the picture for most professionals. The opinions that have evolved from the process of bargaining have had a tremendous influence on the outcome of studies.

In measuring opinions of administrators, Nighswander and Klahn found that "between two-thirds and four-fifths of all administrators perceived detrimental effects of collective bargaining."<sup>31</sup> Although some positive opinions existed, collective bargaining was perceived as having a negative impact overall.

The emerging role is one of contradictions for professional educators. "Problems exist for Boards of Education and Teachers. Collective bargaining is a process developed in an industrial setting in response to the social economic conditions of the 1st third of this century."<sup>32</sup>

---

<sup>28</sup>Gerald R. Grace. Role Conflict and the Teacher.

<sup>29</sup>Thomas P. Gilroy and Others.

<sup>30</sup>Laszlo Hetenyi. "Unionism in Education: The Ethics of It," Education Theory, 29:90-5, Spring, 1978, pp. 90-95.

<sup>31</sup>James K. Nighswander and Richard P. Klahn. "Teacher Collective Bargaining--A Survey of Administrators," North Central Association Quarterly, 51:337-43, Winter 1977, p. 341.

<sup>32</sup>Robert L. Walter, op cit., p. 7.



Clark<sup>33</sup> found that teachers strongly support the need for legislation guaranteeing their right to negotiate. This is attributable to professional organizations taking a role in influencing teacher opinions in this half of the century.

Conclusions are often drawn regarding opinions of educators towards bargaining. Knoll, for example feels that, "The strength of the American Federation of Teachers, American Association of University Professors, and the National Education Association is proof that teachers are uniting and attempting to improve their positions through professional negotiations within these organizations."<sup>34</sup> When asked to agree or disagree on a statement regarding negotiations, school board members and administrators "display a clear-but not absolute-distaste for the process,"<sup>35</sup> says Lieberman. These conclusions are not atypical of those found in literature on the subject of negotiations.

The opinion held by the professional position of building level administrator, or principal, is the one most difficult to determine. Much of the literature deals with Boards of Education and teachers. The principal is often isolated and thus the opinions are not established until the principal's situation is addressed directly. As reported in

---

<sup>33</sup>Robert Lee Clark. Dissertation Abstract.

<sup>34</sup>Gerald C. Knoll, "Close Encounters of Another Kind--Educational Collective Bargaining," Educational Quest. A Journal of Educational Research and Services, Memphis State University, The College of Education, Vol. XXII, No. 2, Fall, 1978, p. 17.

<sup>35</sup>Myron Lieberman. "Here's What Your Fellow Boards are Doing About Teacher Bargaining." American School Board Journal from "The National School Board Association Research Report, Practices and Attitudes of School Management," June, 1977, p. 29.

the American School Board Journal, "Forty-five percent of the principals . . . told the Journal of serious troubles they encountered with local boards and superintendents"<sup>36</sup> regarding bargaining.

A study conducted by the Pennsylvania School Board Association found that 66 percent of the principals responding to a question regarding bargaining were unhappy with their lack of authority and 11 percent had a feeling of having limited authority.<sup>37</sup> Dempsey, in an address to the National Association of Secondary School Principals, indicated a need for principals to stop wondering what has happened in their indignation over teacher negotiations, and begin to attempt to make things happen to narrow the gap between "the role the principal actually plays and the role that he should play."<sup>38</sup>

In a study by Shaver<sup>39</sup> of Texas High School principals' attitudes toward professional negotiations, the following questions with per cent responses in agreement and disagreement are provided:

1. Question: Professional Negotiations Tend to Create Friction Between the Principal and the Faculty? Almost 38 percent of

---

<sup>36</sup>Anonymous. "The Brewing and, Perhaps, Still Preventable Revolt of the School Principals," The American School Board Journal, January 1976, Vol. 163, No. 1, p. 25.

<sup>37</sup>Fred M. Hedding. "Do Your School Principals Have Enough Decision-Making Power? In Pennsylvania, They Do," American School Board Journal. (February 1978), Vol. 165, No. 2, p. 30.

<sup>38</sup>Richard A. Dempsey. "Negotiations: The Road Ahead," from a paper presented at the National Association of Secondary School Principals Annual Convention (57th, Dallas, Texas, February 2-7, 1973), Microfiche.

<sup>39</sup>Louis Harold Shaver. "The Texas High School Principal: Characteristics and Views on Selected Educational Issues," East Texas School Study Council, (Commerce, June 1970), Microfiche.

the sample indicated that professional negotiations do tend to create friction between the principal and the faculty: almost 32 percent disagreed with the statement.

2. Question: Professional Negotiations Is a Major Step Toward Upgrading the Teaching Profession? Thirty seven percent agreed that it is a major step; and 32 percent disagreed.

3. Question: A Professional Negotiations Agreement Tends to Enhance the Principal's Role of Providing Leadership? Only 28 percent agreed that the principal's role of educational leadership is enhanced through a professional negotiations agreement; 35 percent disagreed.

4. Question: A Professional Negotiations Agreement Tends to Provide for Better Understanding and Educational Improvement? Almost 41 percent of the principals agreed that a professional negotiations agreement does provide for better understanding and educational improvement; almost 37 percent disagreed with the statement.

Collective bargaining with teachers is a major management concern in most school systems. In a research report by the National School Board Association in 1977,<sup>40</sup> a large majority of administrators were found to disagree with collective bargaining. On specific items respondents answered as follows:

1. Collective bargaining will force a disproportionate share of school funds into salaries and benefits; 88 percent agreed.

2. Collective bargaining will encourage the allocation of funds to those services which most benefit children: 88 percent disagreed.

---

<sup>40</sup>Newby, op cit., p. 2.

3. Collective bargaining will increase the local tax burden on citizens: 87 percent agreed.

Administrators are cognizant of their own role as adversary group members to the Boards of Education in some states. As Smith says, "In some areas the implicit assumption exists that because teachers are bargaining, administrators should also form Collective Bargaining units."<sup>41</sup> Knoester<sup>42</sup> says that opinions on this subject "range from the belief that administrative unionization has a severe negative impact on school operations to the opposite." Since little research exists and the Tennessee Educational Professional Negotiations Act does not address this situation of administrative bargaining, the subject is not studied in this paper.

Ostrander<sup>43</sup> derived Collective Action scores from his opinionnaire administered to a sample of educators in five selected East Tennessee School Districts. The results of this 1968 study revealed general agreement with collective action by teachers. On all items regarding negotiations, approximately three-fourths of all responses were in agreement that negotiations should be carried out by teacher organizations. The variables of sex and job position were not isolated for study.

Carlton's study isolated sex and professional position in his

---

<sup>41</sup>Smith, op cit., p. 109.

<sup>42</sup>William P. Knoester. "Administrative Unionization: What Kind of Solution?" Phi Delta Kappan. February 1978, Vol. 59, No. 6, p. 419.

<sup>43</sup>Ostrander, p. 129.

North Carolina study of the attitudes of instructional personnel toward collective negotiation and sanctions. Results from a sample of all North Carolina principals and teachers indicated the following:<sup>44</sup>

1. Male teachers are more favorable to collective action than female teachers.
2. Male teachers are more favorable to collective action than male principals.
3. Male principals are more favorable to collective action than female principals.

Fletcher<sup>45</sup> under a grant sponsored by the Phi Delta Kappa Research Foundation, studied the opinions toward collective bargaining of teachers, principals, central office staff and superintendents employed by Tennessee school systems. The study was accomplished by using a ten item opinionnaire administered to a sample of personnel in 160 Tennessee Schools. The results of this 1976 study are reported as follows:

1. Overall, 69 percent of all educators agreed that professional personnel should support organizations which advocate negotiations and 50 percent agreed with passage of a negotiations law.
2. While 75 percent of the teachers were in favor of negotiations, only 28 percent of the superintendents were, with principals and central office personnel roughly split in opinions.

---

<sup>44</sup>Patrick William Carlton. "Attitudes of Certificated Instructional Personnel in North Carolina Toward Questions Concerning Collective Negotiation and Sanctions." Dissertation Abstract. (Chapel Hill, North Carolina: The University of North Carolina, 1966).

<sup>45</sup>Richard K. Fletcher, Jr. and Others. "Tennessee Educators' Viewpoints Regarding Professional Negotiations." A Research Study. (Cookeville, Tennessee; Tennessee Technological University, 1976), Microfiche.

### III. RESEARCH FOR SEX CATEGORY

The cliché "Little old maid school teacher" is now a thing of the past. Boyon says, "The ratio of the sexes in the teaching force has shifted dramatically. Men now constitute more than half the total number of all secondary school teachers. They generally express themselves more vigorously than women on career and employment issues."<sup>46</sup>

1. Male teachers are more favorable to collective action than female teachers.

2. Male teachers are more favorable to collective action than male principals.

3. Male principals are more favorable to collective action than female principals.

This study indicated that the male personnel in education tended to favor collective action regardless of job position. The variable of job position, as it was studied by Carlton<sup>47</sup> was addressed in the previous section.

In Tennessee, Fletcher's study reported:<sup>48</sup> "Specifically, a significant difference existed in opinions held by male and female personnel with males advocating collective action more strongly.

This is a major concern of this study since the differences

---

<sup>46</sup>Norman J. Boyon, p. 24.

<sup>47</sup>Carlton, Dissertation Abstracts.

<sup>48</sup>Richard K. Fletcher, Jr. and Others, "Tennessee Educators' Viewpoints Regarding Professional Negotiations." A Research Study. (Cookeville, Tennessee, Tennessee Technological University, 1976), Microfiche.

held in opinions toward negotiations in Tennessee is one of the basic questions guiding this study.

The literature tends to show a movement toward collective action and negotiations. Cole,<sup>49</sup> in a study conducted in two large systems in the Northeast part of the United States, went somewhat beyond the assessment of opinions or attitudes. His description of the results of these studies may be a harbinger for negotiations in the State of Tennessee. His findings were:

Teachers with generally favorable attitudes toward unions were more likely to support unions in their own professions. Other non-teaching statuses, such as sex, influenced militance by providing a frame of reference in which the teacher could evaluate his job. Men, comparing their jobs with those having higher prestige, were more likely than women to feel relatively deprived and to be militant.

#### IV. SUMMARY OF RESEARCH

Research strongly supports the contention that the job position one holds has a strong influence on the opinions of the persons incumbent in the positions. Smith,<sup>50</sup> and many others mentioned in this review of literature, all find that administrators are not in favor of negotiations although Cooper<sup>51</sup> has identified a rapid growth in administrator unionism. Boyon, along with others previously mentioned find a strong emphasis on

---

<sup>49</sup>Stephen Cole. "The Unionization of Teachers: Determinants of Rank-and-File Support." Educational Organization and Administration. Donald A. Erickson, Editor. (Berkeley, California: McCutchan Publishing Corporation, 1977), p. 385.

<sup>50</sup>David C. Smith, p. 109.

<sup>51</sup>Bruce S. Cooper, p. 202.

negotiations by teachers to be a clear goal. Shaver,<sup>52</sup> and others in considering the opinions of principals, find that principals have identified several problems concerning negotiations and also find that the principals have opinions regarding teacher negotiations that are influenced by the problems.

Boyon<sup>53</sup> and several others find strong evidence of sex being a major factor in opinions held by professional personnel regarding professional negotiations. These variances in opinions by sex exist in all three job positions according to studies mentioned in this literature by Fletcher<sup>54</sup> and others.

---

<sup>52</sup>Louis Harold Shaver, Microfiche.

<sup>53</sup>Norman J. Boyon, p. 6.

<sup>54</sup>Richard K. Fletcher, Jr., Microfiche.



## CHAPTER III

### DESIGN AND METHODOLOGY

#### I. INTRODUCTION

This is a study concerned with collecting, analyzing, and presenting findings and conclusions regarding opinions toward professional negotiations held by a population sample of 2,477 teachers, principals, and central office administrative personnel in 17 selected East Tennessee school districts. An opinionnaire designed to measure the opinions of the professional personnel was the instrument used to collect the data.

#### II. INSTRUMENT

A 33 item opinionnaire derived from an opinionnaire designed by Ostrander<sup>1</sup> was the instrument used to collect the study data. The three primary areas of opinions assessed by the opinionnaire were opinions toward Collective Action by professional personnel, the level of Sanctioning of collective action by teachers, and the assessment of professional organizational Goals held by professional personnel. A copy of the instrument is in Appendix B.

The possible responses to each of the items were five fixed response choices; ranging from strongly agree through agree, uncertain,

---

<sup>1</sup>Ostrander, p. 38.

and disagree to strongly disagree. This Likert-type scale, "Is one of the more widely used methods by which educational and psychological researchers determined peoples' attitudes toward an object or event."<sup>2</sup> The relative qualitative rankings range from one to five, respectively.

Demographic data collected by the instrument were sex of respondent, and the present job position. All three job position groups were asked to respond to each of the same items. Teacher and administrator groups were provided identical copies of all materials.

#### Source of Items

Ostrander's Inventory of Teacher's Opinions was originally constructed with 78 items and was administered to 30 graduate students at The University of Tennessee and 40 teachers from a Public School for Cooperative Research member school. Respondents were asked to mark the instrument showing their opinions and also to comment on any items not clear to them. As a result of analysis, 16 items were eliminated, nine items pertained to demographic data and 53 items remained pertaining to collective action by professional personnel.<sup>3</sup>

#### Reliability and Validity Procedures

Ostrander used the Cornell Technique for assigning attitude scale scores to respondents as described by Guttman in "Problems of Reliability" an article appearing in the periodical Measurement

---

<sup>2</sup>John W. Bardo. "An Exact Probability Test for Likert Scales with Unequal Response Probabilities," The Southern Journal of Educational Research, Vol. XII, No. 3, 1978, p. 181.

<sup>3</sup>Ostrander, p. 38.

and Prediction as cited by Ostrander.<sup>4</sup> Ostrander tested the validity of the instrument concurrently with the assignment of scale scores, using a method described by Edwards in Techniques of Attitude Scale Construction, as cited by Ostrander.<sup>5</sup>

Ostrander's test of the scalability of these items was performed on samples from five systems; 97 were from a rural county school system in Southeastern Tennessee, 152 were from a metropolitan school system in Southwestern Tennessee, 76 were from a metropolitan city school system in central Ohio, 127 were from a metropolitan county school system in central Ohio and 59 were from a metropolitan city school system in Southeastern Minnesota. The two systems returning 76 and 59 instruments were considered to be inadequate samples but were included in Ostrander's study, nevertheless.

The items of the questionnaire were divided into several categories; one category was directly related to Collective Action opinions; another was related to Goals and a third was related to Sanctions. The procedures performed by computer to determine the scalability of these items are listed as follows:<sup>6</sup>

1. Item responses were weighted 7, 6, 4, 2, and 1 for strongly agree, agree, uncertain, disagree and strongly disagree, respectively. If the item required the respondent to show a positive attitude by responding negatively, the weight response was subtracted from eight.

---

<sup>4</sup>Ostrander, p. 39.

<sup>5</sup>Ostrander, p. 39.

<sup>6</sup>Ostrander, pp. 40-42.

2. The number of response categories was reduced from five to three by combining agree with strongly agree and disagree with strongly disagree.

3. The response categories were reweighted with the favorable category weighted 7, uncertain category weighted 4, and unfavorable category weighted 1.

4. The weighted responses for each individual were summed and the individuals were ranked from the greatest total to the least.

5. The frequency with which the weighted score of 7 appeared for each item was determined and then items were ordered in increasing frequency of a 7 score.

6. Ostrander then established a matrix consisting of ordered total scores for respondents and ordered frequencies of 7 scores for items.

7. Cutting points were established and those responses which should have been within the cutting points but were not and those which should have been outside but were within were counted as errors.

8. Further checks were conducted with those items having the largest number of errors eliminated until coefficients of reproducibility of .802 to .858 in five school systems on items pertaining to collective action were obtained.

Ostrander<sup>7</sup> used two of the school systems investigated to construct a substitute collective action scale. The following procedures were used to select the items which form a Likert-type scale:

---

<sup>7</sup>Ostrander, pp. 42-43.

1. Weighting was accomplished using the values of 1, 2, 3, 4, and 5 for strongly agree, agree, uncertain, disagree and strongly disagree, respectively. If a respondent showed a positive attitude by responding negatively, the weighted response was subtracted from 6.

2. After summing their attitude scores on all 53 items, the respondents' attitude scores were rank ordered.

3. The top and bottom 25 percent were isolated, and the mean was calculated for each.

4. A comparison was made between the top and bottom means and the 15 items having the greatest differences between means were identified.

### III. THE POPULATION AND SAMPLE

The target population was all teachers and administrators assigned to the 17 Public School for Cooperative Research member districts in East Tennessee. Teachers were those assigned to purely and exclusively teacher duties and/or were hired and paid as teachers. Administrators were those who were assigned to educational administration duties full time and/or were paid as administrators.

The sample was stratified for purposes of measuring within school districts. The sample was based on the total domain within each district. PSCR districts with less than fifty teachers provided a sample of 100 percent of administrators. Sample size of teachers in

districts with more than 50 teachers was arrived at by the formula:<sup>8</sup>

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

where: n = sample size

N = population (target group)

$\chi^2$  = chi square

Constant = .57

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

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

The Central Office of each member district provided lists of personnel, who were the subjects, assigned to each of the PSCR member districts. These lists were drawn using a table of random numbers. The samples taken provided scientifically determined acceptability levels from which the level of significance of .05 could be applied.

A state-wide sample would have provided a requirement for fewer subjects and would have been valid within the scientifically determined sample size. The stratified parameter sample used, however, provided data within the selected East Tennessee area districts defined by the Public Schools for Cooperative Research. The subjects in this study were 2,863 teachers, 401 principals, and 220 central office administrators in

---

<sup>8</sup>Michael Y. Nunnery and Ralph B. Kimbrough. Politics, Power, Polls, and School Elections. (Berkeley, California: McCutchan Publishing Corporation, 1971), p. 72.

East Tennessee public schools, K-12, who were members of the 17 school districts.

#### IV. DISTRIBUTION OF THE OPINIONNAIRE

A list of names of educators representing the scientifically determined sample from each district was included in a packet containing the requisite number of opinionnaires and return envelopes. These packets were then hand-carried to the Central Offices of the 17 school districts during May, 1978. An instruction sheet was affixed to each packet with information concerning the return of the opinionnaire to the subjects' respective Central Office. (See Appendix B.) The instruments were returned to each Central Office in the sealed return envelope. These envelopes were picked up at each Central Office during June and July of 1978.

The opinionnaires, when completed and returned, were data coded and data was transcribed onto data-tabulation sheets (green sheets) designed to facilitate key-punching. The actual tabulation and analysis was made at The University of Tennessee Computer Center and through statistical calculations with output used for appropriate statistical comparisons and analyses.

The response rate was 71 percent return of the 3,484 opinionnaires distributed to the professional personnel. All returned opinionnaires were considered usable. Missing data were left blank.

#### V. THE STATISTICAL DESIGN

This study was a descriptive survey designed to provide data with

which to gain answers to three basic questions relating to opinions.

The population was system membership in the Public Schools for Cooperative Research. The table of random numbers method was used to select the sample.<sup>9</sup> The sample was stratified. The population and sample size is described in Section III of this chapter. Conventional statistical notation<sup>10</sup> is used with  $\bar{x}$  = mean;  $s$  = the standard deviation;  $s^2$  = the variance;  $n$  = the statistical number. A 5 percent level of significance or, conversely a 95 percent confidence interval has been set as the interval estimate of parameters.

Question one, "What differences exist in opinions held by teachers, principals, and central office administrators toward professional negotiations in selected school districts in East Tennessee?" is answered through an analysis of mean differences by job position. The analysis of variance technique is used to test two types of variation of between and within groups.

Question two, "What differences exist in opinions held by male and female respondents toward professional negotiations in selected school districts in East Tennessee?" is answered through an analysis of differences in means. A  $t$  test is calculated to show differences in opinions in this category.

Question three, "In measuring opinions toward professional negotiations, what differences exist between the opinions of respondents from five special school districts electing not to negotiate, the five special

---

<sup>9</sup>Paul D. Leedy. Practical Research Planning and Design. (New York: Macmillan Publishing Co., Inc., 1974), p. 99.

<sup>10</sup>Guilford, p. 65.



school districts electing to negotiate and the seven county school districts electing to negotiate?" is answered by calculating the  $t$  for each of the 33 items from the mean, variance and number of subjects in the five special school districts not negotiating, the five special school districts negotiating and the county school districts negotiating. The means and standard deviations are presented for each school system by item response.

The three categories of Collective Action, Goals, and Sanctions are tested for the two groups of school districts that are negotiating and the one group of school districts that is not negotiating.

## VI. COMPILATION AND TREATMENT OF DATA

The basic data were compiled and examined in the following manner: the total score for Strongly Agree (SA=1), Agree (A=2), Uncertain (U=3), Disagree (D=4), and Strongly Disagree (SD=5) for each school system with the mean obtained for each item is reported. The mean is generally the most reliable or accurate of the three measures of central tendency.<sup>11</sup> Each mean of the school system was weighted according to the number of cases in the sample from which it was derived. Each mean is derived from the sum of the values divided by the number of cases. The weighted means were obtained by dividing the sum of the values being averaged, each multiplied by its appropriate weight by the sum of the weights.

The standard deviation as an indicator of the degree of dispersion, "Is the most dependable estimate of the variability in the total

---

<sup>11</sup>Guilford, p. 53.

population from which the sample came."<sup>12</sup> The standard deviation is reported for each of the 33 items by each of the 17 districts.

The first question guiding the study, "What differences exist in opinions held by teachers, principals, and central office administrators toward professional negotiations in selected school districts in East Tennessee?" is examined through an analysis of job positions and items one through 33. The analysis of variance is used for the analysis.

The second question guiding the study, "What differences exist in opinions held by male and female respondents toward professional negotiations in selected school districts in East Tennessee?" is examined through an analysis of sex and items one through 33.

The t test was used to decide whether the means were significantly different. The degrees of freedom used were based on the number of subjects in each of the two groups of response categories.

The third question guiding the study, "In measuring opinions toward professional negotiations, what differences exist between the opinions of respondents from the five special school districts electing not to negotiate, the five special school districts electing to negotiate, and the seven county school districts electing to negotiate, was examined by running t test for each of the 33 items between all negotiating and all nonnegotiating school districts. The three categories of Collective Action, Goals, and Sanctions are tested for the two groups of school districts that are negotiating and the one group of school districts not negotiating by use of the t test for each category by job position.

---

<sup>12</sup>Guilford, p. 65.

The five nonnegotiating districts and 12 negotiating districts are listed in Appendix C. Means and standard deviations were calculated for each item for each district.

Student's t test of a difference between means was calculated for each of the 33 items. The large samples were of a normal population, but of different sizes. The variances were close to the same. For tabled t values from Table D in Guilford,<sup>13</sup> degrees of freedom were determined and a level of significance of .05 was selected. The tabled t value was rounded to 1.960 for over 1,000 cases. Calculated t's were obtained by interpolation for degrees of freedom of less than 1,000. A two-tailed test to allow for differences in either direction was calculated.<sup>14</sup>

Chapter IV provides the presentation and analysis of the data. The three basic questions analyzed from data obtained from the opinion-naire will be presented in tables and narrative form.

---

<sup>13</sup>Guilford, p. 515.

<sup>14</sup>L. R. Gay. Educational Research: Competencies for Analysis and Application. (Columbus, Ohio: Charles E. Merrill Publishing Company, 1976), p. 249.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

#### I. INTRODUCTION

This study investigated the opinions of 2,477 professional personnel in 17 school districts in East Tennessee. The number of opinionnaires distributed to the population was 3,484. A total of 2,577 opinionnaires were returned and used, for a return rate of 71 percent. Ostrander's Collective Action Scale, a 33 item opinionnaire designed to measure opinions of teachers, principals and central office administrators and three demographic items was used to collect the data. (See Appendix B for a copy of the instrument.) The 33 items were analyzed and also were collapsed into three groups of 12 Collective Action, 14 Goals and seven Sanction items for further analysis. The items numbered 1, 5, 12, 13, 14, 16, 20, 21, 29, 30, 31, and 33 were Collective Action items. Numbers 2, 3, 6, 7, 8, 9, 11, 15, 17, 19, 24, 26, 27 and 32 were Goal items. The items numbered 4, 10, 18, 22, 23, 25, and 28 were Sanction items.

#### II. ANALYSIS AND PRESENTATION OF DATA FOR STUDY QUESTIONS

##### Question One

What differences exist in opinions held by teachers, principals, and central office administrators toward professional negotiations in selected school districts in East Tennessee?

Table I provides a list of means and standard deviations for each job position. Analysis of variance was the statistical technique used to assess the differences in means between job positions as shown in Table II. Testing was done by comparing the computed F ratio which was obtained by dividing the between groups mean square by the within groups mean square with the tabled F found in Appendix F of Guilford.<sup>1</sup> The computed F was provided from the one-way analysis of variance Breakdown Subprogram from Nies' Statistical Package for the Social Sciences.<sup>2</sup>

Table II indicates that all items tested are significant at the .05 level with two exceptions. Item 1, "Teachers who try to bring about changes through organized action are more professional than teachers who never try to make changes," has a calculated F of 0.608. Using Table F<sup>3</sup> with  $df_1$  of 2 and  $df_2$  of infinitive tabled F is 2.37 at the .05 level of significance. Item 22, "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," has a computed F of 1.867. The tabled F for this remains 2.37 at the .05 level of significance and thus analysis of variance of the means of the two variables is not significant. All items tested are significant at the .01 level with the exception of items 1 and 22 previously discussed and item 13. Item 13 states, "If teacher

---

<sup>1</sup>Guilford, p. 52.

<sup>2</sup>Nies, p. 259.

<sup>3</sup>Guilford, p. 521.

TABLE I

GRAND MEANS AND STANDARD DEVIATIONS FOR THREE JOB POSITIONS FOR OSTRANDER'S  
THIRTY-THREE ITEM COLLECTIVE ACTION SCALE ADMINISTERED TO SEVENTEEN  
SELECTED SCHOOL DISTRICTS IN EAST TENNESSEE

| Item | Description  | Teachers |                    | Principals |                    | Central Office Administrators |                    |
|------|--------------|----------|--------------------|------------|--------------------|-------------------------------|--------------------|
|      |              | Mean     | Standard Deviation | Mean       | Standard Deviation | Mean                          | Standard Deviation |
| 1    | Professional | 2.299    | 1.190              | 2.387      | 1.256              | 2.323                         | 1.253              |
| 2    | Merit Rating | 2.775    | 1.242              | 3.176      | 1.241              | 3.312                         | 1.298              |
| 3    | Salaries     | 1.626    | 0.822              | 1.869      | 0.884              | 2.352                         | 1.147              |
| 4    | Extra Duties | 2.529    | 1.159              | 3.264      | 1.343              | 3.115                         | 1.345              |
| 5    | Conditions   | 2.000    | 1.089              | 2.759      | 1.229              | 2.558                         | 1.346              |
| 6    | Materials    | 1.865    | 0.897              | 2.158      | 1.074              | 2.336                         | 1.219              |
| 7    | Extra Pay    | 2.014    | 1.014              | 2.441      | 1.170              | 2.659                         | 1.214              |
| 8    | Class Loads  | 1.911    | 0.946              | 2.494      | 1.149              | 2.504                         | 1.183              |
| 9    | Clerical     | 2.175    | 1.030              | 2.703      | 1.180              | 2.786                         | 1.191              |
| 10   | Picketing    | 3.474    | 1.218              | 3.856      | 1.215              | 3.900                         | 1.230              |
| 11   | Pay Steps    | 2.545    | 1.062              | 2.675      | 1.163              | 2.882                         | 1.185              |

TABLE I (Continued)

| Item | Description    | Teachers |                    | Principals |                    | Central Office Administrators |                    |
|------|----------------|----------|--------------------|------------|--------------------|-------------------------------|--------------------|
|      |                | Mean     | Standard Deviation | Mean       | Standard Deviation | Mean                          | Standard Deviation |
| 12   | Pressure       | 2.196    | 1.061              | 2.654      | 1.176              | 2.563                         | 1.202              |
| 13   | Activist       | 2.595    | 1.074              | 2.789      | 1.138              | 2.694                         | 1.102              |
| 14   | Militant       | 3.294    | 1.020              | 3.568      | 1.104              | 3.625                         | 1.153              |
| 15   | Restroom       | 2.411    | 1.089              | 2.890      | 1.169              | 2.939                         | 1.220              |
| 16   | Administrators | 2.975    | 1.271              | 4.008      | 1.118              | 3.659                         | 1.389              |
| 17   | Paper Work     | 2.305    | 1.087              | 2.771      | 1.224              | 3.000                         | 1.228              |
| 18   | Strike         | 3.234    | 1.270              | 3.854      | 1.256              | 4.056                         | 1.173              |
| 19   | Retirement     | 1.868    | 0.834              | 2.090      | 1.055              | 2.361                         | 1.084              |
| 20   | Strengthen     | 3.346    | 1.105              | 3.655      | 1.150              | 3.797                         | 1.205              |
| 21   | Troublemakers  | 2.014    | 0.884              | 2.301      | 0.962              | 2.260                         | 0.953              |
| 22   | Complaints     | 1.939    | 0.773              | 1.903      | 0.776              | 2.065                         | 0.853              |
| 23   | Publicizing    | 2.128    | 0.871              | 2.525      | 1.065              | 2.789                         | 1.168              |

TABLE I (Continued)

| Item | Description    | Teachers |                    | Principals |                    | Central Office Administrators |                    |
|------|----------------|----------|--------------------|------------|--------------------|-------------------------------|--------------------|
|      |                | Mean     | Standard Deviation | Mean       | Standard Deviation | Mean                          | Standard Deviation |
| 24   | Qualifications | 2.619    | 1.070              | 3.034      | 1.282              | 2.992                         | 1.263              |
| 25   | Advertising    | 2.853    | 1.163              | 3.303      | 1.172              | 3.341                         | 1.324              |
| 26   | Class Size     | 1.856    | 0.863              | 2.308      | 1.065              | 2.567                         | 1.251              |
| 27   | Grievance      | 1.929    | 0.797              | 2.095      | 0.964              | 2.039                         | 0.926              |
| 28   | Demonstrations | 3.386    | 1.078              | 3.670      | 1.125              | 3.781                         | 1.127              |
| 29   | Leadership     | 2.928    | 1.109              | 3.309      | 1.154              | 3.583                         | 1.097              |
| 30   | Intervention   | 2.556    | 1.079              | 3.042      | 1.167              | 3.239                         | 1.160              |
| 31   | Coercion       | 3.040    | 1.117              | 3.390      | 1.172              | 3.541                         | 1.286              |
| 32   | Policy         | 1.934    | 0.770              | 2.212      | 0.964              | 2.311                         | 1.026              |
| 33   | Change         | 2.538    | 1.085              | 3.084      | 1.071              | 3.248                         | 1.134              |



TABLE II

ANALYSIS OF VARIANCE SUMMARIES FOR JOB POSITIONS FROM OSTRANDER'S  
THIRTY-THREE ITEM COLLECTIVE ACTION SCALE ADMINISTERED  
TO SEVENTEEN SELECTED EAST TENNESSEE SCHOOL DISTRICTS

| Source                | Degrees<br>of<br>Freedom | Sums of<br>Squares | Mean<br>Squares | F Ratio |
|-----------------------|--------------------------|--------------------|-----------------|---------|
| Item 1 (Professional) |                          |                    |                 |         |
| Between Groups        | 2                        | 1.759              | 0.879           | 0.608   |
| Within Groups         | 2086                     | 3016.368           | 1.446           |         |
| Total                 | 2088                     | 3018.127           | 2.235           |         |
| Item 2 (Merit Rating) |                          |                    |                 |         |
| Between Groups        | 2                        | 63.998             | 31.999          | 20.646* |
| Within Groups         | 2078                     | 3220.614           | 1.550           |         |
| Total                 | 2080                     | 3284.612           | 33.549          |         |
| Item 3 (Salaries)     |                          |                    |                 |         |
| Between Groups        | 2                        | 71.005             | 35.502          | 48.765* |
| Within Groups         | 2079                     | 1513.574           | 0.728           |         |
| Total                 | 2081                     | 1584.579           | 36.230          |         |
| Item 4 (Extra Duties) |                          |                    |                 |         |
| Between Groups        | 2                        | 151.783            | 75.892          | 53.085* |
| Within Groups         | 2090                     | 2987.908           | 1.430           |         |
| Total                 | 2092                     | 3139.691           | 77.322          |         |
| Item 5 (Conditions)   |                          |                    |                 |         |
| Between Groups        | 2                        | 157.102            | 78.551          | 62.062* |
| Within Groups         | 2094                     | 2650.357           | 1.266           |         |
| Total                 | 2096                     | 2807.459           | 79.817          |         |
| Item 6 (Materials)    |                          |                    |                 |         |
| Between Groups        | 2                        | 42.545             | 21.272          | 23.905* |
| Within Groups         | 2101                     | 1869.600           | 0.890           |         |
| Total                 | 2103                     | 1912.145           | 22.162          |         |
| Item 7 (Extra Pay)    |                          |                    |                 |         |
| Between Groups        | 2                        | 81.441             | 40.721          | 37.120* |
| Within Groups         | 2084                     | 2286.156           | 1.097           |         |
| Total                 | 2086                     | 2367.597           | 41.818          |         |
| Item 8 (Class Loads)  |                          |                    |                 |         |
| Between Groups        | 2                        | 107.864            | 53.932          | 55.139* |
| Within Groups         | 2082                     | 2036.407           | 0.978           |         |
| Total                 | 2084                     | 2144.271           | 54.910          |         |

TABLE II (Continued)

| Source                   | Degrees<br>of<br>Freedom | Sums of<br>Squares | Mean<br>Squares | F Ratio |
|--------------------------|--------------------------|--------------------|-----------------|---------|
| Item 9 (Clerical)        |                          |                    |                 |         |
| Between Groups           | 2                        | 98.310             | 49.155          | 43.726* |
| Within Groups            | 2088                     | 2347.255           | 1.124           |         |
| Total                    | 2090                     | 2445.565           | 50.279          |         |
| Item 10 (Picketing)      |                          |                    |                 |         |
| Between Groups           | 2                        | 50.047             | 25.023          | 16.860* |
| Within Groups            | 2079                     | 3085.554           | 1.484           |         |
| Total                    | 2081                     | 3135.601           | 26.507          |         |
| Item 11 (Pay Steps)      |                          |                    |                 |         |
| Between Groups           | 2                        | 16.788             | 8.394           | 7.145*  |
| Within Groups            | 2095                     | 2461.114           | 1.175           |         |
| Total                    | 2097                     | 2477.902           | 9.569           |         |
| Item 12 (Pressure)       |                          |                    |                 |         |
| Between Groups           | 2                        | 59.232             | 29.616          | 25.130* |
| Within Groups            | 2081                     | 2452.459           | 1.179           |         |
| Total                    | 2083                     | 2511.691           | 30.795          |         |
| Item 13 (Activist)       |                          |                    |                 |         |
| Between Groups           | 2                        | 9.062              | 4.531           | 3.860*  |
| Within Groups            | 2056                     | 2413.485           | 1.174           |         |
| Total                    | 2058                     | 2422.547           | 5.705           |         |
| Item 14 (Militant)       |                          |                    |                 |         |
| Between Groups           | 2                        | 26.245             | 13.123          | 12.158  |
| Within Groups            | 2036                     | 2197.610           | 1.079           |         |
| Total                    | 2038                     | 2223.855           | 14.202          |         |
| Item 15 (Restrooms)      |                          |                    |                 |         |
| Between Groups           | 2                        | 78.436             | 39.218          | 31.973* |
| Within Groups            | 2083                     | 2555.016           | 1.227           |         |
| Total                    | 2085                     | 2633.452           | 40.445          |         |
| Item 16 (Administrators) |                          |                    |                 |         |
| Between Groups           | 2                        | 279.953            | 139.977         | 88.112* |
| Within Groups            | 2081                     | 3305.933           | 1.589           |         |
| Total                    | 2083                     | 3585.886           | 141.566         |         |

TABLE II (Continued)

| Source                   | Degrees<br>of<br>Freedom | Sums of<br>Squares | Mean<br>Squares | F Ratio |
|--------------------------|--------------------------|--------------------|-----------------|---------|
| Item 17 (Paper Work)     |                          |                    |                 |         |
| Between Groups           | 2                        | 98.907             | 49.453          | 39.790* |
| Within Groups            | 2081                     | 2586.404           | 1.243           |         |
| Total                    | 2083                     | 2685.311           | 50.696          |         |
| Item 18 (Strike)         |                          |                    |                 |         |
| Between Groups           | 2                        | 150.706            | 75.353          | 47.278* |
| Within Groups            | 2066                     | 3292.871           | 1.594           |         |
| Total                    | 2068                     | 3443.577           | 76.947          |         |
| Item 19 (Retirement)     |                          |                    |                 |         |
| Between Groups           | 2                        | 35.493             | 17.746          | 22.865* |
| Within Groups            | 2055                     | 1594.983           | 0.776           |         |
| Total                    | 2057                     | 1630.476           | 18.522          |         |
| Item 20 (Strengthen)     |                          |                    |                 |         |
| Between Groups           | 2                        | 42.589             | 21.295          | 17.069* |
| Within Groups            | 2080                     | 2594.864           | 1.248           |         |
| Total                    | 2082                     | 2637.453           | 22.543          |         |
| Item 21 (Troublemakers)  |                          |                    |                 |         |
| Between Groups           | 2                        | 23.717             | 11.858          | 14.702* |
| Within Groups            | 2070                     | 1669.621           | 0.807           |         |
| Total                    | 2072                     | 1693.338           | 12.665          |         |
| Item 22 (Complaints)     |                          |                    |                 |         |
| Between Groups           | 2                        | 2.262              | 1.131           | 1.867   |
| Within Groups            | 2063                     | 1249.883           | 0.606           |         |
| Total                    | 2065                     | 1252.145           | 1.737           |         |
| Item 23 (Publicizing)    |                          |                    |                 |         |
| Between Groups           | 2                        | 78.377             | 39.189          | 46.537* |
| Within Groups            | 2071                     | 1743.985           | 0.842           |         |
| Total                    | 2073                     | 1822.362           | 40.031          |         |
| Item 24 (Qualifications) |                          |                    |                 |         |
| Between Groups           | 2                        | 51.259             | 25.629          | 20.756* |
| Within Groups            | 2077                     | 2564.660           | 1.235           |         |
| Total                    | 2079                     | 2615.919           | 26.864          |         |

TABLE II (Continued)

| Source                   | Degrees<br>of<br>Freedom | Sums of<br>Squares | Mean<br>Squares | F Ratio |
|--------------------------|--------------------------|--------------------|-----------------|---------|
| Item 25 (Advertising)    |                          |                    |                 |         |
| Between Groups           | 2                        | 68.432             | 34.216          | 24.779* |
| Within Groups            | 2090                     | 2885.983           | 1.381           |         |
| Total                    | 2092                     | 2954.415           | 35.597          |         |
| Item 26 (Class Size)     |                          |                    |                 |         |
| Between Groups           | 2                        | 97.449             | 48.725          | 57.743* |
| Within Groups            | 2090                     | 1763.594           | 0.844           |         |
| Total                    | 2092                     | 1861.043           | 49.569          |         |
| Item 27 (Grievance)      |                          |                    |                 |         |
| Between Groups           | 2                        | 7.247              | 3.623           | 5.284*  |
| Within Groups            | 2082                     | 1427.781           | 0.686           |         |
| Total                    | 2084                     | 1435.028           | 4.309           |         |
| Item 28 (Demonstrations) |                          |                    |                 |         |
| Between Groups           | 2                        | 32.860             | 16.430          | 13.910* |
| Within Groups            | 2068                     | 2442.560           | 1.181           |         |
| Total                    | 2070                     | 2475.420           | 17.611          |         |
| Item 29 (Leadership)     |                          |                    |                 |         |
| Between Groups           | 2                        | 73.977             | 36.988          | 29.817* |
| Within Groups            | 2065                     | 2561.644           | 1.241           |         |
| Total                    | 2067                     | 2635.621           | 38.229          |         |
| Item 30 (Intervention)   |                          |                    |                 |         |
| Between Groups           | 2                        | 100.397            | 50.198          | 41.850* |
| Within Groups            | 2091                     | 2508.148           | 1.199           |         |
| Total                    | 2093                     | 2608.545           | 51.397          |         |
| Item 31 (Coercion)       |                          |                    |                 |         |
| Between Groups           | 2                        | 54.377             | 27.189          | 21.075* |
| Within Groups            | 2085                     | 2689.875           | 1.290           |         |
| Total                    | 2087                     | 2744.252           | 28.479          |         |
| Item 32 (Policy)         |                          |                    |                 |         |
| Between Groups           | 2                        | 32.452             | 16.226          | 24.389* |
| Within Groups            | 2099                     | 1396.468           | 0.665           |         |
| Total                    | 2101                     | 1428.920           | 16.891          |         |

TABLE II (Continued)

| Source           | Degrees<br>of<br>Freedom | Sums of<br>Squares | Mean<br>Squares | F Ratio |
|------------------|--------------------------|--------------------|-----------------|---------|
| Item 33 (Change) |                          |                    |                 |         |
| Between Groups   | 2                        | 115.085            | 57.542          | 48.796* |
| Within Groups    | 2074                     | 2445.747           | 1.179           |         |
| Total            | 2076                     | 2560.832           | 58.721          |         |

\*Significant at the 05 level.

organizations do not like teaching conditions the way they are, they should take active measures to change others to their way of thinking." The tabled F at the .01 level of significance is 3.32 and the calculated F for this item is 3.860.

Appendix D is a presentation of the frequencies of responses to opinionnaire item categories for the three positions of teacher, principal, and central office administrator. This table makes it possible to determine differences of opinions by each job position group on each of the items. The complete list of items from the opinionnaire are provided in Appendix B.

Comments pertaining to the frequencies of responses to Ostrander's 33 item Collective Action Scale are provided here as a means of highlighting some more pronounced agreement and disagreement responses. In item 1, all job positions showed agreement in their opinions concerning the teacher as a change agent. Item 2 showed a relatively high uncertainty and disagreement pattern for a merit raise system.

Item 3 indicated that over 91 percent of the teachers questioned agreed or strongly agreed that teachers should negotiate higher salaries. Comparatively, only 83 percent of the principals, and 65.6 percent of the central office administrators agreed with this item. In item 4, principals showed a stronger disagreement concerning negotiating extra duties than did teachers or central office administrators. Item 5, dealing with teachers solving working condition problems, was agreed to by teachers in over three-fourths of the cases, by central office administrators in over two-thirds of the cases and by principals in less than one-half of the cases. Teachers and principals were in strong

agreement on item 6 regarding negotiating for better instructional materials while central office administrators showed stronger disagreement on the item.

Disagreement by central office administrators (28.4 percent) and teachers (10.8 percent) on the item regarding extra payment for extra curricular activities was found in item 7. Principals disagreed in 20.9 percent of the responses. On item 8, all job positions were in agreement with equalizing teacher loads. Item 9 deals with securing clerical assistance for teachers, and all job positions agreed in a majority of their responses.

When asked "Should teachers be willing to walk in a picket line?" it was found in item 10 that a majority of all job positions disagreed. Item 11 dealt with negotiating a reduced number of steps to reach the maximum salary. Teachers and principals agreed in the majority while central office administrators did not agree in the majority. No punishment or restriction for teachers who pressure for changes in item 12 was agreed to by teachers (65.3 percent), principals (47 percent), and central office administrators (53.9 percent).

In item 13, approximately one-half of each of the job positions agreed that teacher organizations should change others to their way of thinking about teaching conditions. Item 14 surveyed opinions concerning "militant" activities being examples of "grass roots" democracy in the teaching profession. The high uncertain response for teachers (41.6 percent) and principals (26.8 percent) was an indication of the questionable nature of militancy for professional personnel. On obtaining good restrooms and lounge facilities for teachers in item 15, the response

was 63 percent for teachers, 47.5 percent for principals, and 47.3 percent for central office administrators.

Principals and central office administrators were in strong disagreement on item 16 dealing with teachers not being able to rely upon administrators to further the teachers' interest. A minority of the teachers disagreed with this item. A majority of teachers and principals agreed with item 17 that reducing paper work for teachers should be negotiated. Only 39.7 percent of central office administrators agreed with this item. In item 18, teachers (42.2 percent), principals (65 percent), and central office administrators (76 percent) disagreed that teachers should strike.

Item 19 asked if teachers should negotiate retirement benefits. Over 70 percent of all job positions agreed that they should negotiate this item. A majority of the principals and central office administrators disagreed with item 20 dealing with "militant" activities strengthening the teaching profession. Less than one-half of the teachers disagreed with this item. In item 21, over 70 percent of all job positions agreed that it would not be correct to call teachers who try to make changes, "trouble makers."

Approximately 85 percent of each of the job positions agreed with item 22 concerning teachers being willing to serve on complaint committees. Teachers and principals had a much higher majority of response to the item regarding reporting unsatisfactory conditions to accrediting agencies and national teacher organizations in item 23. A minority of central office administrators agreed with this item. Item 24 concerning negotiating removal of unqualified teachers revealed that 52.9 percent



of the teachers, 44.8 percent of central office administrators and 41.6 percent of the principals were in agreement.

In item 25, a total of 48 percent of the principals, and 51.5 percent of central office administrators disagreed with teachers advertising in newspapers about unsatisfactory conditions while 43.5 percent of the teachers agreed with the item. In item 26, over 63 percent of all job positions agreed that teachers should negotiate for reducing class sizes. Item 27 indicated that all three job positions agreed by at least 83 percent that teachers should negotiate formal grievance procedures.

Approximately one-half of the teachers disagreed with item 28 concerning public demonstrations by teachers while over 60 percent of principals and central office administrators disagreed with the item. In item 29, dealing with organizational leadership, there is considerable uncertainty by all three job positions and little strong agreement or disagreement by the job positions. There was less than 39 percent agreement by principals and central office administrators on item 30 dealing with teacher organizations' intervention. Approximately one-half of the teachers agreed with this item.

In item 31, 60 percent of central office administrators, 52 percent of principals, and 36 percent of teachers disagreed with the use of group coercion by local teacher organizations. In item 32, over 70 percent of all job positions agreed that teachers should be on policy making committees. In item 33, over 50 percent of teachers and less than 32 percent of principals and central office administrators agreed that

local teacher organizations are not moving rapidly enough in trying to bring about changes in the conditions of teaching.

### Question Two

What differences exist in opinions held by male and female respondents toward professional negotiations in selected school districts in East Tennessee?

To determine what differences between the means of the two groups existed between male and female respondents, the  $t$  test was employed. The degrees of freedom (1,906) were determined by adding the number of cases and subtracting one for each of the categories of male and female. Table III shows  $t$  values for differences in means.

Seventeen of the 33 items tested for significant differences in means had  $t$  values computed to be above the tabled  $t$  value of 1.960. This indicated that there was a significant difference between the means of the two groups by sex on the 17 items. Those items that were found to be significant are asterisked in Table III. The differences were significant at the .05 level of confidence. Specific items showing significant differences were item numbers 4, 5, 6, 8, 9, 10, 11, 12, 15, 16, 17, 23, 24, 26, 28, 30, and 32. Refer to Appendix B for the complete opinion statements.

An analysis of the significant items revealed that extra duties, working conditions, instructional materials, and teaching loads had differences in means greater than the tabled  $t$  value of 1.960. Other items having significant differences in means dealt with clerical assistance, picketing, step increases for salary improvement, and organization pressure. Additionally, significant  $t$  values were found for negotiating

TABLE III

STUDENT'S *t* TEST FOR SIGNIFICANT DIFFERENCES IN MEANS BETWEEN MALES  
AND FEMALES FOR OSTRANDER'S THIRTY-THREE ITEM COLLECTIVE  
ACTION SCALE ADMINISTERED TO SEVENTEEN SELECTED  
SCHOOL DISTRICTS IN EAST TENNESSEE

| Item | Word<br>Description | Male  |       | Female |       | t     |
|------|---------------------|-------|-------|--------|-------|-------|
|      |                     | Mean  | SD    | Mean   | SD    |       |
| 1    | Professional        | 2.266 | 1.242 | 2.334  | 1.196 | 1.14  |
| 2    | Merit Rating        | 2.846 | 1.342 | 2.861  | 1.257 | 0.24  |
| 3    | Salaries            | 1.703 | 0.485 | 1.707  | 0.886 | 0.10  |
| 4    | Extra Duties        | 2.852 | 1.379 | 2.582  | 1.164 | 4.45* |
| 5    | Conditions          | 2.379 | 1.266 | 1.970  | 1.070 | 7.35* |
| 6    | Materials           | 2.011 | 1.022 | 1.880  | 0.908 | 2.83* |
| 7    | Extra Pay           | 2.128 | 1.190 | 2.070  | 1.020 | 1.10  |
| 8    | Class Loads         | 2.172 | 1.164 | 1.935  | 0.968 | 4.66* |
| 9    | Clerical            | 2.500 | 1.178 | 2.149  | 1.032 | 6.62* |
| 10   | Picketing           | 3.357 | 1.359 | 3.648  | 1.155 | 4.86* |
| 11   | Pay Steps           | 2.508 | 1.109 | 2.623  | 1.068 | 2.19* |
| 12   | Pressure            | 2.334 | 1.151 | 2.223  | 1.056 | 2.08* |
| 13   | Activists           | 2.577 | 1.159 | 2.644  | 1.074 | 1.24  |
| 14   | Militant            | 3.316 | 1.219 | 3.377  | 1.000 | 1.16  |
| 15   | Restrooms           | 2.582 | 1.195 | 2.435  | 1.096 | 2.67* |
| 16   | Administrators      | 3.366 | 1.367 | 3.062  | 1.280 | 4.75* |
| 17   | Paper Work          | 2.577 | 1.200 | 2.329  | 1.106 | 4.46* |
| 18   | Strike              | 3.316 | 1.435 | 3.396  | 1.241 | 1.25  |

TABLE III (Continued)

| Item | Word Description | Male  |       | Female |       | t     |
|------|------------------|-------|-------|--------|-------|-------|
|      |                  | Mean  | SD    | Mean   | SD    |       |
| 19   | Retirement       | 1.974 | 1.086 | 1.899  | 0.839 | 1.65  |
| 20   | Strengthen       | 3.368 | 1.198 | 3.457  | 1.090 | 1.61  |
| 21   | Troublemakers    | 2.100 | 0.984 | 2.046  | 0.876 | 1.21  |
| 22   | Complaints       | 1.923 | 0.908 | 1.959  | 0.778 | 0.88  |
| 23   | Publicizing      | 2.285 | 1.077 | 2.178  | 0.900 | 2.27* |
| 24   | Qualifications   | 2.780 | 1.241 | 2.633  | 1.067 | 2.66* |
| 25   | Advertising      | 2.951 | 1.230 | 2.927  | 1.171 | 0.41  |
| 26   | Class Size       | 2.181 | 1.068 | 1.850  | 0.872 | 7.20* |
| 27   | Grievance        | 1.974 | 0.926 | 1.940  | 0.793 | 0.82  |
| 28   | Demonstrations   | 3.297 | 1.224 | 3.524  | 1.042 | 4.21* |
| 29   | Leadership       | 3.025 | 1.240 | 3.031  | 1.115 | 0.08  |
| 30   | Intervention     | 2.748 | 1.200 | 2.623  | 1.093 | 2.27* |
| 31   | Coercion         | 3.154 | 1.159 | 3.141  | 1.117 | 0.23  |
| 32   | Policy           | 2.060 | 0.852 | 1.952  | 0.789 | 2.70* |
| 33   | Change           | 2.681 | 1.203 | 2.647  | 1.096 | 0.63* |

\*Significant at .05.

Number of males = 616.

Number of females = 1,292.

SD = Standard Deviation.

restrooms and teacher lounges, reliance on administrators, reduction in paper work, and publicizing working conditions. Finally, intervention by local organizations, teacher removal for poor qualifications, reduction of class size, public demonstrations, and policy-making committees were found to be items with significant differences in means between males and females.

Appendix E provides frequencies of responses to the opinionnaire by sex. The percent columns under the male and female categories provide a simple reference to agreement and disagreement responses on each of the 33 items. By combining the two agreement categories, the percentages of responses can be readily compared.

Items 1, 2, and 3 showed that males and females generally agreed that professional change, a merit rating system, and negotiation of teachers' salaries are necessary. Item 4 revealed that 34.8 percent of the males, but only 26 percent of the females disagreed with extra duty on a voluntary basis. In item 5, it was found that 63.7 percent of the males and 77 percent of the females agreed that it was not possible for one teacher to solve problems which confront an entire staff of teachers.

A majority of both sexes agreed with items 6, 7, and 8 relating to negotiating instructional materials, extra curricular activities, and teaching loads. Nearly 70 percent of the females, and 59 percent of the males agreed that local teacher organizations should negotiate for clerical assistance for teachers in item 9. In item 10, there was only 28.3 percent agreement by males, and 16.6 percent agreement by females on the item regarding walking a picket line. Items 11, 12,

and 13 showed a majority of the males and females agreeing on the three items regarding the number of steps on a salary schedule, organized pressure, and teaching conditions.

Item 14 showed a high uncertainty response by both males and females regarding militant acts. A majority of males and females agreed with item 15 concerning negotiating for teachers' lounges and restrooms. In item 16, both sexes showed low agreement responses to the proposition that administrators could be relied upon to further the interest of classroom teachers. A majority of the male and female respondents agreed with item 17 regarding reduction in the amount of paper work for teachers. Neither male nor female personnel agreed with item 18 pertaining to strike action.

Item 19 was agreed upon by both sexes in over 83 percent of their responses. About one-half of each group disagreed with item 20 regarding recent "militant" activities strengthening the teaching profession.

Over 77 percent of the males and females agreed with the incorrectness of labeling teachers who organize as "trouble makers" in item 21. Over 84 percent of the males and females agreed with item 22 dealing with the willingness of teachers to serve on a complaint committee. In item 23, over 69 percent of both groups agreed with publicizing unsatisfactory conditions as a means of changing these conditions. About one-half of the males and females agreed with item 24 concerning removing unqualified teachers. Less than one-half of the males and females agreed with item 25 regarding local newspaper advertisements about unsatisfactory conditions. Over 75 percent of both groups were in favor of negotiating class size in item 26.

When asked about negotiating formal grievance procedures in item 27, 86 percent of both groups agreed with the item. In item 28, 27.4 percent of the males and 16.4 percent of the females felt that public demonstrations by the teachers are necessary techniques for emphasizing teacher demands. Less than 38 percent of the males and females felt that the real leadership in the teaching profession referred to in item 29 is to be found among the ranks of those who are organizing. Approximately one-half of the male and female respondents to item 30 felt that unsatisfactory teaching conditions would not work themselves out without the intervention of local teacher organizations.

Approximately 31 percent of those males and females responding to item 31 were of the opinion that group coercion was necessary in order to present a united front. Over 82 percent of the males and females agreed with negotiating for representation on policy-making committees in item 32. In item 33, approximately 46 percent of the males and females were of the opinion that local teacher organizations are not moving rapidly enough in trying to bring about changes in the conditions of teaching.

### Question Three

In measuring opinions toward professional negotiations, what differences existed between the opinions of respondents from the five special school districts electing to negotiate and the seven county school districts electing to negotiate?

Appendix F lists each school district studied with sample means and standard deviations for each system for comparison purposes. The

school districts studied were Anderson County, Bristol City, Chattanooga City, Claiborne County, Clinton City, Cocke County, Greene County, Greeneville City, Harriman City, Knox County, Knoxville City, Lenoir City, Morristown City, Oak Ridge City, Oneida City, Rhea County and Roane County. In five of these school districts the Professional Employee Organizations elected not to negotiate. These districts are: Bristol, Clinton, Greeneville, Oak Ridge and Oneida. Five of the negotiating districts are special school districts. These districts are Chattanooga, Harriman, Knoxville, Lenoir City and Morristown. The county school districts were Anderson, Claiborne, Cocke, Greene, Knox, Rhea, and Roane. No county school districts elected not to negotiate.

Table IV lists the grand means and standard deviations for each of the 33 items. The means are the arithmetic averages of all responses by teachers, principals and central office administrators with the possible response range from 1, representing strongly agree, through 2, representing agreement, 3, representing uncertain, to 4, representing disagreement and ending with 5, representing strongly disagree. The grand means and corresponding standard deviations appear adjacent to each item number and word description.

Items in Table IV indicating the strongest agreement are item 3 (grand mean = 1.683) dealing with negotiating higher teacher salaries; item 19 (grand mean = 1.863), teachers should negotiate retirement benefits; item 22 (grand mean = 1.904), teachers should be willing to serve on complaint committees; item 6 (grand mean = 1.910), teachers should negotiate for better instructional materials; and item 27 (grand mean = 1.950), teachers should negotiate a grievance system. Items in Table IV



TABLE IV

GRAND MEANS AND STANDARD DEVIATIONS FOR OSTRANDER'S  
THIRTY-THREE ITEM COLLECTIVE ACTION SCALE  
ADMINISTERED TO SEVENTEEN SELECTED SCHOOL  
DISTRICTS IN EAST TENNESSEE

| Item<br>Number | Description    | Mean  | Standard<br>Deviation |
|----------------|----------------|-------|-----------------------|
| 1              | Professional   | 2.263 | 1.261                 |
| 2              | Merit Rating   | 2.815 | 1.350                 |
| 3              | Salaries       | 1.683 | 0.951                 |
| 4              | Extra Duties   | 2.571 | 1.295                 |
| 5              | Conditions     | 2.133 | 1.258                 |
| 6              | Materials      | 1.910 | 1.019                 |
| 7              | Extra Pay      | 2.092 | 1.138                 |
| 8              | Class Loads    | 1.995 | 1.066                 |
| 9              | Clerical       | 2.238 | 1.152                 |
| 10             | Picketing      | 3.457 | 1.357                 |
| 11             | Pay Steps      | 2.514 | 1.194                 |
| 12             | Pressure       | 2.252 | 1.206                 |
| 13             | Activist       | 2.532 | 1.187                 |
| 14             | Militant       | 3.195 | 1.234                 |
| 15             | Restrooms      | 2.463 | 1.226                 |
| 16             | Administrators | 3.022 | 1.427                 |
| 17             | Paper Work     | 2.347 | 1.236                 |
| 18             | Strike         | 3.236 | 1.418                 |
| 19             | Retirement     | 1.863 | 0.956                 |

TABLE IV (Continued)

| Item<br>Number | Description    | Mean  | Standard<br>Deviation |
|----------------|----------------|-------|-----------------------|
| 20             | Strengthen     | 3.274 | 1.286                 |
| 21             | Trouble Makers | 2.025 | 1.018                 |
| 22             | Complaints     | 1.904 | 0.903                 |
| 23             | Publicizing    | 2.177 | 1.032                 |
| 24             | Qualifications | 2.598 | 1.222                 |
| 25             | Advertising    | 2.874 | 1.270                 |
| 26             | Class Size     | 1.965 | 1.058                 |
| 27             | Grievance      | 1.950 | 0.969                 |
| 28             | Demonstrations | 3.323 | 1.252                 |
| 29             | Leadership     | 2.922 | 1.226                 |
| 30             | Intervention   | 2.620 | 1.207                 |
| 31             | Coercion       | 2.932 | 1.298                 |
| 32             | Policy         | 1.963 | 0.950                 |
| 33             | Change         | 2.560 | 1.210                 |

indicating the strongest disagreements are item 10 (grand mean = 3.457), teachers should be willing to walk in a picket line, item 28 (grand mean = 3.323), public demonstrations are necessary; and item 20 (grand mean = 3.274), recent "militant" activities by teacher organizations will in the long run strengthen the teaching profession. The system means vary from these grand means in most instances and can be compared readily by referring to Appendix F. The standard deviations showing the average dispersion around the means can also be used for system comparison purposes.

Thirty-three t test were performed on the two groups of sample cases in five districts electing not to negotiate and the sample cases in 12 districts electing to negotiate. The means and the variances for each of the groups that were used to calculate the t values are presented in Table V. The calculated t values are also presented in Table V.

The degrees of freedom were infinite as a result of being over 1,000 on all items and the desired level of significance was selected as .05 with the resultant t value obtained from Table D in Guilford<sup>4</sup> as 1.960. The formula for the two-tailed test was used.<sup>5</sup>

Table V indicated that of the 33 item means tested for the two groups, all were significantly different in means at the .05 level with the exception of items 1, 7, 11, 13, 14, 17, 20, 21, 22, 23, and 27.

An abbreviated phrase for each of the 33 items is provided in Table V. The opinionnaire can be found in Appendix B. Means in the

---

<sup>4</sup>Guilford, p. 516.

<sup>5</sup>Gay, p. 249.

TABLE V

STUDENT'S  $t$  TEST OF DIFFERENCES OF MEANS FOR NEGOTIATING AND NONNEGOTIATING SCHOOL DISTRICTS AS A RESULT OF ADMINISTERING OSTRANDER'S COLLECTIVE ACTION SCALE OF THIRTY-THREE ITEMS TO SEVENTEEN SELECTED SCHOOL DISTRICTS IN EAST TENNESSEE

| Item                                               | $\bar{X}_2$ | $\bar{X}_2$ | $s_2^2$ | $s_2^2$ | $t$    |
|----------------------------------------------------|-------------|-------------|---------|---------|--------|
| 1. Efforts to change are more professional.        | 2.257       | 2.280       | 1.396   | 1.447   | 0.385  |
| 2. Should negotiate merit rating system.           | 3.237       | 2.756       | 1.755   | 1.474   | 7.770* |
| 3. Should negotiate salaries.                      | 1.805       | 1.620       | 0.903   | 0.645   | 4.039* |
| 4. Should refuse extra duties at times.            | 2.744       | 2.602       | 1.463   | 1.456   | 2.716* |
| 5. Individual action cannot solve problems.        | 1.944       | 2.073       | 1.163   | 1.250   | 2.376* |
| 6. Should negotiate for instructional materials.   | 2.135       | 1.832       | 0.948   | 0.776   | 6.334* |
| 7. Should negotiate payment for extra duties.      | 2.096       | 2.067       | 1.130   | 1.075   | 0.536  |
| 8. Should negotiate to equalize teaching loads.    | 2.087       | 1.985       | 0.994   | 1.194   | 2.003* |
| 9. Should negotiate for clerical assistance.       | 2.392       | 2.247       | 1.320   | 1.090   | 2.581* |
| 10. Should be willing to walk picket line.         | 3.737       | 3.521       | 1.375   | 1.555   | 3.476* |
| 11. Should negotiate steps to maximum salary.      | 2.686       | 2.612       | 1.232   | 1.103   | 1.366  |
| 12. Should not be punished for organized pressure. | 2.373       | 2.244       | 1.209   | 1.171   | 2.357* |
| 13. Should take active steps to influence others.  | 2.742       | 2.635       | 1.266   | 1.171   | 1.890  |

TABLE V (Continued)

| Item                                                                      | $\bar{X}_1$ | $\bar{X}_2$ | $s_1^2$ | $s_2^2$ | t      |
|---------------------------------------------------------------------------|-------------|-------------|---------|---------|--------|
| 14. "Militant" actions are "grassroots" democracy.                        | 3.389       | 3.356       | 1.239   | 1.094   | 0.605  |
| 15. Should negotiate for restrooms and lounges.                           | 2.514       | 2.384       | 1.227   | 1.174   | 2.355* |
| 16. Teachers cannot rely on administration support for their interest.    | 3.306       | 3.102       | 1.646   | 1.725   | 3.595* |
| 17. Should negotiate to reduce "paper work."                              | 2.497       | 2.430       | 1.290   | 1.286   | 1.183  |
| 18. Should go on strike under some circumstances.                         | 3.528       | 3.350       | 1.639   | 1.688   | 2.780* |
| 19. Should negotiate for retirement benefits.                             | 2.073       | 1.905       | 0.963   | 0.712   | 3.520* |
| 20. "Militant" action will strengthen teaching profession.                | 3.508       | 3.418       | 1.295   | 2.266   | 1.573  |
| 21. Not correct to censure teacher organizers.                            | 2.102       | 2.047       | 0.810   | 0.823   | 0.055  |
| 22. Teachers should be willing to serve on complaint committees.          | 1.958       | 1.916       | 0.610   | 0.590   | 1.077  |
| 23. Teachers should report unsatisfactory conditions to outside agencies. | 2.288       | 2.214       | 0.938   | 0.861   | 1.598  |
| 24. Should negotiate teacher terminations.                                | 2.812       | 2.672       | 1.268   | 1.261   | 2.494* |
| 25. Should run media articles on working conditions.                      | 3.204       | 2.873       | 1.391   | 1.276   | 5.801* |
| 26. Should negotiate reduction of class size.                             | 2.122       | 1.930       | 1.002   | 0.842   | 4.102* |

TABLE V (Continued)

| Item                                                             | $\bar{X}_1$ | $\bar{X}_2$ | $s_1^2$ | $s_2^2$ | t      |
|------------------------------------------------------------------|-------------|-------------|---------|---------|--------|
| 27. Should negotiate a formal grievance procedure.               | 1.988       | 1.959       | 0.749   | 0.651   | 0.707  |
| 28. Teacher public demonstrations are necessary.                 | 3.633       | 3.440       | 1.104   | 1.161   | 3.600* |
| 29. Conditions will not change without teacher intervention.     | 2.744       | 2.633       | 1.236   | 1.180   | 2.033* |
| 31. Group coercion is necessary.                                 | 3.291       | 3.070       | 1.228   | 1.243   | 3.967* |
| 32. Should negotiate policy making representation.               | 2.071       | 1.968       | 0.733   | 0.599   | 2.601* |
| 33. Teacher organizations are not moving fast enough for change. | 2.853       | 2.567       | 1.204   | 1.079   | 5.437* |

$\bar{X}_1$  = mean of nonnegotiation.

$\bar{X}_2$  = mean of negotiation.

$s_1^2$  = variance of nonnegotiating.

$s_2^1$  = variance of negotiation.

\*Significant at .05 using number negotiating = 1969 and number not negotiating = 508.

column headed  $\bar{X}_1$  in Table V were for nonnegotiating school districts and they generally reflected less favorable opinions by the respondents on the individual items. The column headed  $\bar{X}_2$  in Table V contained the means for school districts electing to negotiate and these means generally reflected more favorable opinions toward collective action by respondents. The two exceptions were items 1 and 5.

Twenty-seven t tests were run on the three categories of items of Collective Action, Goals, and Sanctions using the teacher population only, the principal population only, and the central office administrator population only. These t tests determined the significance of differences in means between the five special school districts not negotiating and the seven county school districts negotiating as presented in Table VI. The t test also determined the significance of the differences of means between the five special school districts not negotiating and five special school districts negotiating as presented in Table VII. Finally, the t test of differences of means between the five special school districts negotiating and seven county school districts negotiating are presented in Table VIII. Table D. in Guilford<sup>6</sup> was entered with the necessary degrees of freedom at a level of confidence of .05 to obtain the tabled t value.

Tables VI, VII, and VIII refer to Collective Action, Goal, and Sanction items. The Collective Action items are item numbers 1, 5, 12, 13, 14, 16, 20, 21, 29, 30, 1, and 33. The Goal items are item numbers 2, 3, 6, 7, 8, 9, 11, 15, 19, 24, 27, and 32. The Sanction items are

---

<sup>6</sup>Guilford, p. 515.

TABLE VI

STUDENT'S *t* TEST OF DIFFERENCES IN MEANS BETWEEN FIVE SPECIAL SCHOOL DISTRICTS NOT NEGOTIATING AND SEVEN COUNTY SCHOOL DISTRICTS NEGOTIATING AS A RESULT OF ADMINISTERING OSTRANDER'S THIRY-THREE ITEM COLLECTIVE ACTION SCALE TO SELECTED SCHOOL DISTRICTS IN EAST TENNESSEE

|                   | Five Special School Districts Not Negotiating |          | Seven County School Districts Negotiating |          | Degrees of Freedom |          |
|-------------------|-----------------------------------------------|----------|-------------------------------------------|----------|--------------------|----------|
|                   | Mean                                          | Variance | Mean                                      | Variance | Number             | <i>t</i> |
| Teachers          |                                               |          |                                           |          |                    |          |
| Collective Action | 2.760                                         | 1.212    | 2.570                                     | 1.106    | 842                | 40.426*  |
| Goals             | 2.263                                         | 1.043    | 2.051                                     | 0.855    | 842                | 60.571*  |
| Sanctions         | 2.979                                         | 1.211    | 2.723                                     | 1.109    | 842                | 64.646*  |
| Principals        |                                               |          |                                           |          |                    |          |
| Collective Action | 3.346                                         | 1.082    | 2.957                                     | 1.263    | 109                | 9.262*   |
| Goals             | 2.839                                         | 1.175    | 2.366                                     | 1.039    | 109                | 12.128*  |
| Sanctions         | 3.266                                         | 1.273    | 3.167                                     | 1.334    | 109                | 2.250*   |
| Central Office    |                                               |          |                                           |          |                    |          |
| Collective Action | 3.428                                         | 1.041    | 3.108                                     | 1.160    | 50                 | 4.776*   |
| Goals             | 3.133                                         | 1.173    | 2.624                                     | 1.120    | 50                 | 2.338*   |
| Sanctions         | 3.578                                         | 1.085    | 3.218                                     | 1.258    | 50                 | 5.217*   |

\*Significant at .05.



TABLE VII

STUDENT'S *t* TEST OF DIFFERENCES IN MEANS BETWEEN FIVE SPECIAL SCHOOL DISTRICTS NOT NEGOTIATING AND FIVE SPECIAL SCHOOL DISTRICTS NEGOTIATING AS A RESULT OF ADMINISTERING OSTRANDER'S THIRTY-THREE ITEM COLLECTIVE ACTION SCALE TO SELECTED SCHOOL DISTRICTS IN EAST TENNESSEE

|                   | Five Special School Districts Not Negotiating |          |        | Five Special School Districts Negotiating |          |        | Degrees of Freedom | <i>t</i> |
|-------------------|-----------------------------------------------|----------|--------|-------------------------------------------|----------|--------|--------------------|----------|
|                   | Mean                                          | Variance | Number | Mean                                      | Variance | Number |                    |          |
| Teachers          |                                               |          |        |                                           |          |        |                    |          |
| Collective Action | 2.760                                         | 1.212    | 403    | 2.670                                     | 1.170    | 631    | 1032               | 20.000*  |
| Goals             | 2.263                                         | 1.043    | 403    | 2.166                                     | 0.064    | 631    | 1032               | 23.659*  |
| Sanctions         | 2.979                                         | 1.211    | 403    | 2.785                                     | 1.162    | 631    | 1032               | 43.111*  |
| Principals        |                                               |          |        |                                           |          |        |                    |          |
| Collective Action | 3.346                                         | 1.082    | 35     | 3.135                                     | 1.300    | 125    | 158                | 5.146*   |
| Goals             | 2.839                                         | 1.175    | 35     | 2.507                                     | 1.271    | 125    | 158                | 8.098*   |
| Sanctions         | 3.266                                         | 1.273    | 35     | 3.259                                     | 1.259    | 125    | 158                | 0.167    |
| Central Office    |                                               |          |        |                                           |          |        |                    |          |
| Collective Action | 3.428                                         | 1.041    | 23     | 3.130                                     | 1.345    | 62     | 83                 | 4.515*   |
| Goals             | 3.133                                         | 1.173    | 23     | 2.642                                     | 1.416    | 62     | 83                 | 2.162*   |
| Sanctions         | 3.578                                         | 1.085    | 23     | 3.311                                     | 1.336    | 62     | 83                 | 4.045*   |

\*Significant at .05.

TABLE VIII

STUDENT'S *t* TEST OF DIFFERENCES IN MEANS BETWEEN FIVE SPECIAL SCHOOL DISTRICTS NEGOTIATING AND SEVEN COUNTY SCHOOL DISTRICTS NEGOTIATING AS A RESULT OF ADMINISTERING OSTRANDER'S THIRTY-THREE ITEM COLLECTIVE ACTION SCALE TO SELECTED SCHOOL DISTRICTS IN EAST TENNESSEE

|                   | Five Special School Districts Negotiating |          |        | Seven County School Districts Negotiating |          |        | Degrees of Freedom | <i>t</i> |
|-------------------|-------------------------------------------|----------|--------|-------------------------------------------|----------|--------|--------------------|----------|
|                   | Mean                                      | Variance | Number | Mean                                      | Variance | Number |                    |          |
| Teachers          |                                           |          |        |                                           |          |        |                    |          |
| Collective Action | 2.670                                     | 1.170    | 631    | 2.570                                     | 1.106    | 842    | 1471               | 27.037*  |
| Goals             | 2.166                                     | 0.064    | 631    | 2.051                                     | 0.855    | 842    | 1471               | 42.593*  |
| Sanctions         | 2.785                                     | 1.162    | 631    | 2.723                                     | 1.109    | 842    | 1471               | 20.946*  |
| Principals        |                                           |          |        |                                           |          |        |                    |          |
| Collective Action | 3.135                                     | 1.300    | 125    | 2.957                                     | 1.263    | 109    | 232                | 9.360*   |
| Goals             | 2.507                                     | 1.271    | 125    | 2.366                                     | 1.039    | 109    | 232                | 7.833*   |
| Sanctions         | 3.259                                     | 1.259    | 125    | 3.167                                     | 1.334    | 109    | 232                | 4.840*   |
| Central Office    |                                           |          |        |                                           |          |        |                    |          |
| Collective Action | 3.130                                     | 1.345    | 62     | 3.108                                     | 1.160    | 50     | 110                | 0.550    |
| Goals             | 2.642                                     | 1.416    | 62     | 2.624                                     | 1.120    | 50     | 110                | 0.439    |
| Sanctions         | 3.311                                     | 1.336    | 62     | 3.218                                     | 1.258    | 50     | 110                | 2.268*   |

\*Significant at .05.

item numbers 4, 10, 18, 22, 23, 25, and 28. The items can be found in Appendix B.

Tables VI, VII, and VIII show significant differences in means in all three categories of Collective Action, Goals, and Sanctions between each of the three groups of negotiating special school districts, negotiating county school districts, and nonnegotiating special school districts for teachers. Significant t values were found between the five special school districts not negotiating and the seven county school districts that were negotiating. The t values of the five special school districts that were negotiating fell between the other two groups of school districts.

Differences in means were significant for principals in each of the tests between negotiating and nonnegotiating special school districts except for the Sanction category. The principals in the five special school districts not negotiating differed insignificantly in means with the five special school districts that were negotiating on the Sanction category.

The central office administrators differed significantly in each of the three categories between the five special school districts that were not negotiating and the five special school districts that were negotiating. Insignificant t values were found for Collective Action and Goal items between the five special school districts that were negotiating and the seven county school districts that were negotiating.

The central office administrators differed significantly between the five special school districts not negotiating and the seven county school districts that were negotiating on all items. In summary, teachers

differed significantly between all groups of negotiating districts on all categories. Principals differed significantly between all groups of negotiating districts on all categories except Sanctions. The five special school districts not negotiating and the five special school districts negotiating did not differ on the Sanction category. Central office administrators showed insignificant differences on more categories than principals and teachers. Collective Action and Goal categories were not significantly different between five special school districts negotiating and seven county school districts negotiating.

## CHAPTER V

### SUMMARY, FINDINGS AND CONCLUSIONS

#### I. SUMMARY

The educational community found that it was required to negotiate under the Education Professional Negotiation Act in the State of Tennessee when the Professional Education Organization obtained a favorable vote from its local membership. When a favorable vote was taken for negotiations under the law, the teachers and principals were represented by the Professional Education Organization's bargaining unit and the boards of education and system-wide central office administrators were represented by the board's management bargaining team.

The major problems were related to a lack of knowledge on the part of all involved parties. Negotiators on both sides of the bargaining table did not have knowledge of the opinions of the parties involved in negotiations. Opinions of the three groups, e.g., teachers, principals and central office administrators, were not known. Also, opinions of the groups based on the sex of the group members and, the opinions of the members based on whether they were employed in a negotiating or nonnegotiating school district were not known.

The purpose of the study was to determine and describe the opinions of teachers, principals, central office assigned administrators and male and female groups within these three categories of job positions, and membership in either a school district that elected to

negotiate under the aforementioned law or membership in a school district that elected not to negotiate. Of the 17 districts, 12 elected to negotiate and five elected not to negotiate.

The study was important from two basic standpoints. First, it was important to gather base-line data at an opportune time with which future studies might be made of opinions toward negotiations. Secondly, and most importantly since analysis of data in this study centered on the basic questions, no knowledge existed of opinions of the various groups regarding professional negotiations and therefore, it was important to determine and describe these differences of opinions among teachers, principals and central office administrators; among male and female personnel, and; among those who were employed within each of the individual 17 school districts.

Three questions guided the study. The first question was, "What differences exist in opinions held by teachers, principals, and central office administrators toward professional negotiations in selected school districts in East Tennessee?" The second question asked, "What differences exist in opinions held by male and female respondents toward professional negotiations in selected school districts in East Tennessee?" The third question inquired, "In measuring opinions for professional negotiations, what differences exist between the opinions of respondents from the five special school districts electing not to negotiate, the five special school districts electing to negotiate, and the seven county schools electing to negotiate?"

Ostrander's Collective Action Scale, which had been validated and tested for reliability in his study, was used to collect the data.

It was a stratified random sample of 17 groups representing teachers, principals and central office administrators who were administered the opinionnaire. The established level of significance set for all tests was .05.

## II. FINDINGS

The findings are reported for the three areas that were considered in the three questions guiding the study. These areas were job position, sex, and the effect of membership in a negotiating or nonnegotiating school district.

### Job Positions

Teachers, principals, and central office administrators differed significantly in their opinions concerning every item on Ostrander's Collective Action Scale except for item number 1 and 22. Item 1 dealt with an opinion regarding teachers and their professionalism if they try to make changes. Item 22 indicated that all three job positions shared opinions regarding the need for teachers to assume responsibility for serving on a complaint committee.

Item 3 showed that all job positions strongly favored negotiating salaries and item 19 showed that all job positions strongly favored negotiating retirement although significant differences in means existed on both items. Item 27 dealing with negotiating a formal grievance procedure was agreeable to all job positions although significant differences in means existed. Item 32 also was strongly favored by all job positions regarding teachers serving on policy-making committees although

the means were significantly different. Other findings such as Fletcher<sup>1</sup> reported in Chapter II reveal that a majority of teachers support negotiations while central office and principal personnel are split on the issue.

Item 18 concerning teachers and strike action showed significant differences in means between job positions. This was also true for item 10 dealing with picketing by teachers. Item 4 concerning teachers negotiating extra duty pay also showed significant differences between means. Principals disagreed with this last item more than did teachers or central office administrators.

Item 16 dealing with classroom teachers being able to rely upon administrators to further their interests was significantly different between job positions. Teachers especially responded that they could not rely upon administrators for support.

### Sex

Significant differences in means between males and females were found on 17 of the 33 items in the opinionnaire. Females responded more favorably to items dealing with classroom management. For example, item 6 dealing with negotiating instructional materials, item 8 dealing with negotiating to equalize teaching loads, and item 9 dealing with negotiating for clerical assistance were found to have significant differences in means between males and females. Item numbers 17 and 26 were also classroom management items more agreeable to females.

Male personnel were more in favor of picketing and demonstrations

---

<sup>1</sup>Fletcher, Microfiche.



than female personnel as indicated by the significantly different means in items 10 and 28. Item 11 was also more agreeable to males and a significant difference in means existed. As previously reported in Chapter II of this study, Boyon<sup>2</sup> found that males are more militant than females.

The remaining items showing significant differences in means were more agreeable to females than to males. For example, item 4 concerning refusal to undertake extra duties and item 5 dealing with one teacher solving problems showed significant differences in means. Also, item 12 concerning punishment for teachers and item 30 concerning intervention of local teacher organizations were significantly different.

Item 15 concerning negotiating restrooms and item 24 regarding negotiating unqualified teacher removal showed significant differences in means. Reliance upon administrators in item 16 was significantly different between the sexes as was publicizing unsatisfactory conditions. There was a significance between males and females on the item concerning negotiating for representation on policy making committees.

#### Negotiating and Nonnegotiating School Districts

Grand means for all school districts indicated the most favorable agreement items to be item number 3, salary negotiation; 6, negotiating instructional materials; 8, negotiating class loads and 9, negotiating retirement benefits. Also showing more agreement by respondents were item 22, complaint committees; 26, class size, and 27, grievance committee and 32, policy-making committee.

---

<sup>2</sup>Boyon, p. 6.

Respondents disagreed more often with item 10, picketing; item 14, militant activities; and item 16, cannot rely upon administrators to further teacher interests. Also indicating disagreement were item 18, dealing with strikes; item 20, militant activities strengthening the teaching profession and item 28; public demonstrations as necessary techniques.

Insignificant differences were found between the 12 negotiating and five nonnegotiating school districts on 11 items. Negotiating pay steps in item 11 and reduction of paperwork in item 17 were significantly different. Militant activities in items 14 and 20 were found to have significant differences in means. Complaint committees and formal grievance procedures in items 22 and 27 were significantly different. Item 7 dealing with negotiating for extra pay was also significant. Item 1 dealing with change being more professional, item 13 also dealing with change, item 21 assigning the label "trouble maker" to those who try to change, and item 23 dealing with publicizing unsatisfactory conditions were all found to have significant differences of means.

It was found in this study that teachers, principals, and central office administrators in special school districts that are not negotiating were more in agreement with Collective Action, Sanction and Goal items than the special school districts negotiating and the county school districts negotiating. It was also found that teachers, principals, and central office administrators in special school districts that are negotiating were more in agreement with Collective Action, Sanction, and Goal items than county school districts.

### III. CONCLUSIONS

It is concluded that differences in opinions between teachers, principals and central office administrators will lead to some disagreement in any collective bargaining process. The teachers' role in serving on committees is accepted by principals and central office administrators. The principals are less in agreement with teachers negotiating for items relating to extra duties and working conditions. Large uncertainty response frequencies lead to the conclusion that militant activities are still questionable to teachers. Administrators show more definite disagreement with the militant items.

Females have responded to the opinionnaire more favorably than males on classroom management items. It is concluded that females will be instrumental in preparing for collective bargaining issues and will be in the forefront of negotiations. Males show more militant opinions than females. It can be concluded that males express greater agreement with carrying out sanctioning activities than do females.

Special school districts that are not negotiating differ on several items from negotiating school districts. It can be concluded that teachers in nonnegotiating school districts will be instrumental in determining the course to be taken toward negotiations. The special school districts that are negotiating are in agreement with the majority of the Goal items, and thus it can be concluded that they will continue with negotiations. County school districts show the most overall agreement with negotiation items. It can be concluded that county school districts express greater agreement with negotiating for better classroom management and committee membership.

Finally, it can be concluded that information available from this study could provide assistance when negotiation strategy is planned. The differences in opinions provide points from which management and teacher organizations can begin negotiations with an understanding of some collective opinions of each group.

## BIBLIOGRAPHY

## BIBLIOGRAPHY

- Ackerly, Robert L. and W. Stanfield Johnson. Critical Issues in Negotiations Legislation. Professional Negotiations Pamphlet Number Three. Washington, D.C.: National Association of Secondary School Principals, 1969, 3.
- Alexander, Kern and Others. Public School Law--Cases and Materials. St. Paul: West Publishing Company, 1969, 435.
- Anonymous. "The Brewing and, Perhaps, Still Preventable Revolt of the School Principals," The American School Board Journal, (January, 1976), Vol. 163, No.1, 25.
- Automated Information Retrieval Service. Knoxville: The University of Tennessee Library System.
- Bardo John W. "An Exact Probability Test for Likert Scales with Unequal Response Probabilities," The Southern Journal of Educational Research. Vol. XII, No.3, 1978, 181.
- Boyon Norman J. "The Emergent Role of the Teacher and the Authority Structure of the School," from Collective Negotiations and Educational Administration. Edited by Roy B. Allen and John Schmid. University Council for Educational Administration, Fayetteville, Arkansas, 6.
- Carlton. Patrick William. "Attitudes of Certificated Instructional Personnel in North Carolina Toward Questions Concerning Collective Negotiation and Sanctions." Dissertation Abstract. Chapel Hill, North Carolina: The University of North Carolina, 1966.
- Clark, Robert Lee. "The Roles and Positions of the NEA and of the AFT in Collective Negotiations: Opinions of Teachers and School Administrators of Five Selected School Districts in Illinois," Dissertation Abstract. Carbondale: Southern Illinois University, 1965.
- Cole. Stephen. "The Unionization of Teachers: Determinants of Rank-and-File Support." Educational Organization and Administration. Donald A. Erickson, Editor. Berkeley, California: McCutchan Publishing Corporation, 1977, 385.
- Cooper, Bruce S. "Collective Bargaining Comes to School Middle Management." Phi Delta Kappan, (October, 1976), 202.
- Dempsey, Richard A. "Negotiations: The Road Ahead," from a paper presented at the National Association of Secondary School Principals Annual Convention (57th, Dallas, Texas, February 2-7, 1973).

- Department of Educational Administration and Supervision. "Public Schools for Cooperative Research Pamphlet, Knoxville: The University of Tennessee, 1978.
- Dykes, Archie R. "The Emergent Role of Administrators and the Implications for Teacher-Administrator Relationships," from Collective Negotiations and Educational Administration. Edited by Roy B. Allen and John Schmid. University Council for Educational Administration, Fayetteville, Arkansas, 24.
- Educational Resources Information Center. Knoxville: The University of Tennessee Library System.
- Fletcher, Richard K., Jr. and Others. "Tennessee Educators' Viewpoints Regarding Professional Negotiations." A Research Study. Cookeville, Tennessee. Tennessee Technological University, 1976. Microfiche.
- Flippo, Edwin B. Principles of Personnel Management. New York: McGraw-Hill Book Company, 1961, 524.
- Gay, L. R. Educational Research: Competencies for Analysis and Application. Columbus, Ohio: Charles E. Merrill Publishing Company, 1976, 232.
- Gilroy, Thomas P. and Others. Editor's Guide to Collective Negotiations. Columbus, Ohio: Charles E. Merrill Publishing Company, 1969, 5.
- Hedding, Fred M. "Do Your School Principals Have Enough Decision-Making Power? In Pennsylvania, They Do," American School Board Journal, (February, 1978), Vol. 165, No. 2, 30.
- Hetenyi, Laszlo. "Unionism in Education: The Ethics of It," Education Theory. 29:90 (Spring, 1978), 90-95.
- Kleingartner, Archie. "Collective Bargaining Between Salaried Professionals and Public Sector Management." Contemporary Problems in Personnel. Edited by W. Clay Hamner and Frank L. Schmidt. Chicago: St. Clair Press, 1977, 419.
- Knoester, William P. "Administrative Unionization: What Kind of Solution?" Phi Delta Kappan, (February, 1978), Vol. 59, No. 6, 419.
- Knoll, Gerald C. "Close Encounters of Another Kind-Educational Collective Bargaining," Educational Quest. Memphis State University: Journal of Educational Research and Services, Vol. XXII, No. 2, (Fall, 1978).

- Leedy, Paul D. Practical Research Planning and Design. New York: Macmillan Publishing Co., Inc., 1974, 99.
- Lieberman, Myron. "Here's What Your Fellow Boards Are Doing About Teacher Bargaining." American School Board Journal from "The National School Board Association Research Report, Practices and Attitudes of School Management," (June, 1977), 29.
- Newby, Kenneth A. "Collective Bargaining Practices and Attitudes of School Management," National School Board Association Research Report 1977-2. Washington, D.C.: National School Board Association, 1977, 1.
- Nie, Norman H. and Others. The Statistical Package for the Social Sciences. New York: McGraw-Hill, 1970.
- Nighswander, James K. and Richard P. Klahn. "Teacher Collective Bargaining - A Survey of Administrators," North Central Association Quarterly, 51:337-43, (Winter 1977), 341.
- Norwalk Teachers vs City of Norwalk. Connecticut Supreme Court of Errors. 1951. 138 Conn. 269, 83 A. 2d 482.
- Nunnery, Michael Y. and Ralph B. Kimbrough. Politics, Power, Polls, and School Elections. Berkeley, California: McCutchan Publishing Corporation, 1971, 61.
- Ostrander, Kenneth H. "A Study of the Scalability of Selected Attitude Items Related to Collective Action by Teachers." (Unpublished doctoral dissertation, The University of Tennessee, Knoxville, 1968), 116-120.
- Perry, Charles R. and Wesley A. Wildman. The Impact of Negotiations in Public Education: The Evidence From the Schools. Columbus, Ohio: Charles A. Jones Publishing Company, 1970, 3.
- Pigors, Paul and Charles A. Meyers. Personnel Administration. New York: McGraw-Hill Book Company, 1969, 85.
- Rhodes, Eric R. and Richard R. Neal. Managing Educational Negotiations. Washington, D. C.: Educational Service Bureau, Inc., 1835 K. St., 1971, 47.
- Rhodes, Eric F. and Richard G. Neal. The Control of Teacher Militancy. Washington, D. C.: Educational Service Bureau, Inc., 1971, 4.



- Schmidt, Charles T. Jr., Hyman Parker and Bob Repas. A Guide to Collective Negotiations in Education, Michigan State University: The School of Labor and Industrial Relations, 1967.
- Seitz, Reynolds C. Readings in Public School, Collective Bargaining. Washington D.C.: Educational Service Bureau, Inc., 1971, 42.
- Shaver, Louis Harold. "The Texas High School Principal: Characteristics and Views on Selected Educational Issues," East Texas School Study Council, Commerce, (June, 1970), Microfiche.
- Smith, David C. "Should Administrators Negotiate?." The National Elementary Principal. (February, 1973), Vol. LII, No. 5, 109.
- Stinnett, T.M. Turmoil in Teaching - A History of the Organizational Struggle for America's Teachers. New York: The Macmillan Co., 1968, 64.
- Tennessee Code Annotated, Title 49. "Administration of System." (Acts 1974 (Adj. S.) ch. 654, #1), 1974, Par 49-102.
- Tennessee Code Annotated, Title 49. "The Education Professional Negotiations Act," (Acts 1978 (Adj S.) ch. 570 #4) March, 1978, Par. 49.5505.
- Tennessee Education "PN Bill Continued Topic of Debate", published by The State Department of Education, Vol.6, No. 7, (December, 1978).
- Wagner Act. National Labor Relations Act, 1935.
- Walter, Robert L. The Teacher and Collective Bargaining. Lincoln, Nebraska: Professional Educators Publications, Inc., 1975.
- Williams, John Delane. "Superintendent's Opinions on Teacher Negotiations in Three States," Dissertation Abstract. Boulder: Colorado State College, 1966.

## APPENDIXES

APPENDIX A

EDUCATION PROFESSIONAL NEGOTIATIONS ACT

PUBLIC CHAPTER NO. 570

SENATE BILL NO. 2016

By White, Boner

Substituted for: House Bill No. 2078

By McKinney, Rhinehart

AN ACT To amend Tennessee Code Annotated, Title 49, to provide for a framework of school board-professional employee negotiations by establishing uniform and orderly methods for recognition and negotiating between professional employee organizations and boards of education; establishing unlawful acts; and remedies for violation of the act.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF TENNESSEE:

Title 49 of Tennessee Code Annotated be and the same is hereby amended by adding thereto a new chapter as follows:

SECTION 1. Short Title. This act may be cited as the "Education Professional Negotiations Act."

SECTION 2. Statement of Purpose. It is the purpose of this act to prescribe the legitimate rights and obligations of boards of education and their professional employees and to establish procedures governing relationships between them which are designed to meet the special requirements, and needs of public education.

Boards of education and their professional employees have an obligation to the public to exert their full and continuing efforts to achieve the highest possible education standards in the institutions which they serve. This requires establishment and maintenance of an educational climate and working environment which will attract and retain

a highly qualified professional staff and stimulate optimum performance by such staff.

Experience has shown that boards of education and their professional employees can best reach these objectives if each utilizes the ability, experience, and judgment of the other in formulating policies and making decisions that involve terms and conditions of professional service and other matters of mutual concern. It is the purpose and policy of this act, in order to protect the rights of individual employees in their relations with boards of education, and to protect the rights of the boards of education and the public in connection with employer-employee disputes affecting education, to recognize the rights of professional employees of boards of education 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.

SECTION 3. Definitions. When used in this act--

(a) The term "board of education" or "local board of education" means the local school district board of education as defined in Tennessee Code Annotated 49-102.

(b) The phrase "professional employees" includes any person employed by any local board of education in a position which requires a certificate issued by the state department of education for services in

public elementary and secondary schools of Tennessee supported, in whole or in part, by local, state or federal funds.

(c) The phrase "person" includes one or more individuals, organizations, associations, or their representatives.

(d) The term "professional employees' organization" means any organization with membership open to professional employees as defined in Section 3 (b), in which such employees participate and which exists for the purpose in whole or in part, of dealing with boards of education concerning, but not limited to, grievances, wages, hours of employment or conditions of work. Such organization may establish reasonable rules and regulations for conducting business, including provisions for the dismissal of individuals from membership.

(e) The term "negotiations" is that process whereby the chief executive of a board of education or such representatives as it may designate, and representatives of a recognized professional employees' organization meet at reasonable times and confer, consult, discuss, exchange information, opinions and proposals, in a good faith endeavor to reach agreement on matters within the scope of discussions, and incorporate such agreements into a written agreement. The term "negotiator" means that person or persons selected by the board of education and the professional employees' organization to do the negotiating. The board may select the superintendent, any member of the board, or full-time system-wide employees as prescribed in Section 6. The professional employees' organization may select from among those who are members of the organization.

(f) The term "memorandum of agreement" means a written memorandum of understanding arrived at by the representatives of the board of education and a recognized professional employees' organization, which shall be presented to the board of education and to the membership of such organization for ratification or rejection.

(G) The term "mediation" is that process by which an impartial third party assists in reconciling a dispute regarding compensation, benefits, duties and other terms and conditions of employment and service between representatives of the board of education and the recognized professional employees' organization through interpretation, suggestion and advice.

(h) The term "fact-finding" means investigation of an existing dispute by an individual, panel, or board with the fact-finder submitting a report to the parties describing the issues involved. The report may contain recommendations for settlement and may be made public after the parties to the dispute have had an opportunity to study it.

(i) The term "arbitration" refers to the process of determination of disputed matters by submission to private unofficial persons selected for a purpose, and in a manner consistent with this act. Arbitration under this act is not governed by the provisions of Tennessee Code Annotated 23-501, et seq.

(j) The term "negotiating unit" means those professional employees in the respective school districts as defined in Section 3 (b) exclusive of those persons specifically named as management personnel.

(k) The term "management personnel" means those professional employees certified by the board of education to represent it in the negotiating process.

(1) The term "strike" means 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.

(m) The term "representative" includes any person, or group of persons, organization, or association who is designated and authorized by the respective negotiating unit or local board of education to negotiate and act for it under the provisions of this act.

#### SECTION 4. Recognition of Professional Employee Organizations.

(a) Upon the submission by one or more professional employees' organizations to the appropriate local board of education between October 1 and November 1 of any year, a request for recognition together with signed petition cards which constitute thirty percent (30%) or more of the professional employees, said board of education and the requesting employees' organization shall appoint persons to serve on a special election committee for the purpose of conducting an election as provided in subsection (b) of this section.

(b) In the event one or more professional employees' organizations submit a request for recognition as provided in subsection (a), a special secret ballot election will be conducted among the eligible professional employees to determine which requesting organization, if



any, shall represent such employees. A special election committee shall be formulated to set the date, establish the time and places, establish the procedure and supervise the election process, supervise the counting of ballots and file the results with the board of education and the requesting professional employees' organization. The election committee shall compose of one (1) person selected by each professional employees' organization which has filed with the board of education a request for recognition as provided in subsection (a) plus an equal number of persons selected by the board of education. The requesting professional employees' organizations and the board of education shall select the persons to serve on this election committee and shall notify the other parties of such selection no later than November 15. These persons so selected shall select an additional person to serve as chairman. In the event any party has not named such election committee persons or a majority agreement cannot be reached upon the person to serve as chairman by November 20, upon request of any of the selected persons to serve on this committee the State Commissioner of Education shall within five (5) calendar days name those persons which otherwise should have been named. The election committee may upon majority approval appoint other persons to assist in conducting the election. Motions before the election committee shall require a majority vote of the membership of the full committee. The election committee persons or persons appointed to assist in conducting elections pursuant to this section shall not be compensated for this service. Voting places and times selected by the election committee shall be convenient and accessible for all eligible professional employees. A majority vote of those voting shall be

required to secure representation by a professional employees' organization. Such secret ballot shall provide for a person to vote for no representation by any professional employee organization. If a majority vote is not secured, a second election shall be held between those organizations or non-organizations receiving the first and second largest number of votes. The secret ballot election shall be held and the results transmitted to the board and the respective professional employee organizations prior to January 1 next. Those persons or organizations initiating the election shall be assessed the costs necessitated in conducting the election by the election committee chairman. The professional employees' organization receiving a majority vote shall be designated as exclusive representative effective January 1 next for a period of twenty-four (24) months.

(c) The initial recognition will be for twenty-four (24) months and will be automatically extended for additional twenty-four (24) month periods unless between October 1 and October 15 of the second twelve (12) months of any recognition period:

1. The board of education challenges and substantiates that the recognized organization does not, in fact, possess a majority of the professional employees as paid members.
2. Another professional employees' organization files application for recognition with the board of education together with signed petition cards which constitute a majority of the professional employees. In such event, an election between the competing organizations will be held according to the provisions of subsection (b) of this section.

(d) When a professional employees' organization has met the requirements of recognition in this section as the exclusively recognized organization, the board of education and such organization shall, in good faith, enter into negotiations, and if agreement is reached, enter into a memorandum of agreement based upon such negotiations and comply with such agreement according to the provisions of this act.

SECTION 5. Rights Accompanying Formal Recognition. A professional employees' organization recognized pursuant to this act shall be the exclusive representative of all the professional employees employed by that board of education for the purpose of negotiating. A challenge to recognition may be made only by the board of education or another professional employees' organization as provided in Section 4.

SECTION 6. Management Personnel.

(a) During the first month following the initial recognition of a professional employees' organization and thereafter during the first two months of each fiscal year the board of education may designate and certify specific individuals as management personnel. Such individuals shall be allowed to retain membership in the recognized professional employees' organization, but shall not be considered to be a part of the negotiating unit. Upon request, the designated management personnel shall represent the board of education in all negotiation activities. Management personnel shall not be eligible to represent the recognized professional employees' organization, to vote on whether to accept or reject items to be negotiated, or items that have been negotiated, or to derive benefits from the negotiation efforts except those benefits which go to all professional employees of the school system. Management

personnel must be designated by majority vote of the board of education from those employees who devote a majority of their time to the system wide area or areas of professional personnel management, fiscal affairs, or general management.

(b) All management personnel must be certified to the recognized organization within the first two (2) months of the school system's fiscal year. Those certified as management personnel shall be so classified through the current fiscal year only, but are subject to being recertified by the board of education for subsequent years. In the event a certified management person terminates employment or is transferred to a position which disqualifies him, the board of education shall have thirty (30) days following the filling of the vacated position to name and certify a replacement. Boards of education may name and certify management personnel not to exceed the schedule below according to the average daily attendance of schools for the previous school year as used by the State Department of Education in allocating state funds.

| School Systems with ADA | Allowable Number of Management Personnel |
|-------------------------|------------------------------------------|
| less than 1,000         | 2                                        |
| 1,001 - 2,000           | 3                                        |
| 2,001 - 5,000           | 4                                        |
| 5,001 - 10,000          | 5                                        |
| 10,001 - 50,000         | 6                                        |
| 50,001 - 100,000        | 7                                        |
| 100,000 and over        | 8                                        |

SECTION 7. Professional Employee Rights. Professional employees shall have the right to self-organization, to form, join, or be assisted by organizations, to negotiate through representatives of their own

choosing, and to engage in other concerted activities for the purpose of professional negotiations or other mutual aid or protection; provided, professional employees shall also have the right to refrain from any or all such activities.

SECTION 8. Existing Rights Preserved. Those rights and responsibilities of boards of education, superintendents, and professional employees as contained in Title 49 of the Tennessee Code Annotated are not statutorily modified or repealed by this act.

SECTION 9. Unlawful Acts.

(a) It shall be unlawful for a board of education or its designated representative:

1. To impose or threaten to impose reprisals on professional employees, or to discriminate against professional employees, or to discriminate against professional employees by reason of their exercise of rights guaranteed by this act;
3. To interfere with, restrain, or coerce employees in the exercise of the rights guaranteed in Section 7 of this act;
3. To refuse or fail to negotiate in good faith or to execute a written memorandum incorporating any agreements reached with representatives of a recognized professional employees' organization as provided in this act;
4. To refuse to permit a professional employees' organization to have access at reasonable times to areas in which professional employees work, to use institutional bulletin boards, mail boxes, or other communication media, or to use institutional facilities at reasonable times for the

purpose of meeting concerned with the exercise of the rights guaranteed by this act: provided, that if a representative has been selected or designated pursuant to the provisions of this act, a board of education may deny such access and/or usage to any professional employees' organization other than the representative until such time as a lawful challenge to the majority status of the representative is sustained pursuant to this act;

5. To encourage or discourage membership in any organization by discrimination in hiring, granting of tenure, or other terms or conditions of employment: provided, the board of education or its designated representative may express any views, arguments, or opinion on the subject of employer-employee relations, provided such expression contains no threat or reprimand, discharge, or promise of benefits;
6. To discharge or discriminate against an employee because he has filed an affidavit, petition, or complaint or given any information or testimony under this act;
7. To dominate, interfere, or assist in the administration of any professional employee organization;
8. To refuse to good faith mediate, arbitrate and/or participate in fact-finding efforts pursuant to this act.

(b) It shall be unlawful for a recognized professional employees' organization or its representatives:

1. To cause or attempt to cause a board of education to engage in conduct violative of the provisions of this act:

provided, this paragraph shall not be construed to impair the right of a professional employees' organization to prescribe its own rules with respect to operation involving the acquisition or retention of membership;

2. To refuse or fail to negotiate in good faith with a board of education, or to execute a written contract incorporating any agreements reached;
3. To interfere with, restrain, or coerce professional employees or a board of education in the exercise of rights granted in this act;
4. To refuse to good faith mediate, arbitrate and/or participate in fact-finding efforts pursuant to this act;
5. To engage in a strike;
6. To urge, coerce, or encourage others to engage in unlawful acts as defined in this act;
7. To enter onto the school grounds for the purpose of contacting professional employees in such a manner and at such times as will interfere with the normal operations of the school, except that agreement may be reached in any memorandum of agreement for grievance investigations and process by the recognized professional employees' organization.

(c) A complaint of an unlawful act as defined in this act must be filled in a Court of Record in writing within ninety (90) calendar days of the violation or such complaint is barred.

SECTION 10. Strikes--Remedy. If a strike occurs, the board of education may apply to the chancery court in the county to enjoin such strike. The application shall set forth the facts constituting the strike. If the court finds, after a hearing, that a strike has occurred, the court may enjoin the employees from participating in such strike.

When local boards of education shall have determined which employees engaged in or participated in a strike, such employees engaged may be subject to dismissal or forfeit his/her claim to tenure status if they presently have attained tenure, and the same may revert to probationary teacher status for the next three (3) year period. Any employee that engaged in or participated in a strike who is not a tenured teacher may also be subject to dismissal.

No penalty, forfeiture of rights or privileges, or other sanction or fine imposed on a professional employees' organization, its officers, or its members as the result of a strike shall be negotiable by such organization and a board at any time.

SECTION 11. Scope of Negotiations. The board of education and the recognized professional employees' organization shall negotiate in good faith the following conditions of employment:

- (a) Salaries or wages;
- (b) Grievance procedures;
- (c) Insurance;
- (d) Fringe benefits, but not to include pensions or retirement programs of the Tennessee Consolidated Retirement System;
- (e) Working conditions;
- (f) Leave;



- (g) Student discipline procedures;
- (h) Payroll deductions.

Nothing shall prohibit the parties from agreeing to discuss other terms and conditions of employment in service, but it shall not be bad faith as set forth in this act to refuse to negotiate on any other terms and conditions. Either party may file a complaint in a Court of Record of any demands to meet on other terms and conditions and have an order of the Court requiring the other party to continue to meet in good faith on the required items of this section only. Any negotiations under the provisions of this act shall be meetings within the provisions of Tennessee Code Annotated, Title 8, Chapter 44.

SECTION 12. Scope of Memorandum of Agreement. The scope of a memorandum of agreement shall extend to all matters negotiated between the board of education and the professional employees' organization: provided, the scope of such agreement shall not include proposals contrary to (i) federal or state law or applicable municipal charter; (ii) professional employee rights defined in this act; and (iii) board of education rights contained in this act or in Title 49 of Tennessee Code Annotated.

SECTION 13. Implementation of Memorandum of Agreement. When agreement is reached by the representatives of the board of education and the recognized professional employees' organization, they shall jointly prepare a memorandum of understanding, and, within fourteen (14) calendar days present it to their appropriate governing authorities for ratification, or rejection. These governing authorities for ratification, or rejection. These governing authorities, as

soon as practical; shall consider the memorandum and take appropriate action. If either governing authority rejects or modifies any part of a proposed memorandum the matter shall be returned to the parties for further negotiation. The board of education may enter into such memorandum for a period not in excess of three (3) years. Any items negotiated by a board of education and a professional employees' organization which require funding shall not be considered binding until such time as the body empowered to appropriate the funds has approved such appropriation. In the event the amount of funds appropriated is less than the amount negotiated, the board or its representatives and the professional employees' organization or its representatives shall renegotiate an agreement within the amount of funds appropriated.

SECTION 14. Impasse in Negotiations Over the Terms and Conditions of Professional Service and Other Matters of Mutual Concern.

(a) Following reasonable efforts to reach agreement, either the board of education or the recognized professional employees' organization may, upon written notification to the other, request the services of the Federal Mediation and Conciliation Service. If such service is not available at a time agreeable to the requesting party, a mediator shall be selected by a three (3) member panel consisting of one (1) person selected by the board of education, one (1) selected by the recognized professional employees' organization, and a third person to serve as chairman selected by these two (2) persons. The mediator shall meet with the parties or their representatives, or both, forthwith, either jointly or separately, and shall take such other steps as he may deem appropriate in order to persuade the parties to resolve

their differences and effect a mutually acceptable agreement. The mediator shall not, without the consent of both parties, make findings of fact or recommend terms of settlement. The costs of the services of the mediator appointed by the panel shall be borne by the party requesting the mediator.

(b) If the mediator is unable to bring the parties to agreement, either party may, by written notification to the other, request that their differences be submitted to fact-finding/advisory arbitration. Either party may request the American Arbitration Association to designate an arbitrator. The arbitrator so designated shall not, without the consent of both parties, be the same person who was appointed mediator pursuant to subsection (a) of this section.

(c) The arbitrator shall meet with the parties or their representatives, or both, either jointly or separately, make inquiries and investigations, hold hearings, and shall take such other steps as he deems appropriate. For the purpose of such hearings, investigations and inquiries, the arbitrator shall have the power to issue subpoenas requiring the attendance and testimony of witnesses and/or the production of evidence. The several departments, commissions, divisions, authorities, boards, bureaus, agencies, and officers of the state or any other political subdivisions or agency thereof, including the board of education, shall furnish the arbitrator, upon his request, all records, papers and information in their possession relating to any matter under investigation by or in issue before the arbitrator. If the dispute is not settled prior thereto, the arbitrator shall make findings of fact and recommend terms of settlement, which recommendations shall be

advisory only, and shall be made within thirty (30) calendar days after his appointment. Any findings of fact and/or recommended terms of settlement shall be submitted in writing to the parties. The arbitrator may, in his discretion, make such findings and recommendations public, and either the board of education or the professional employees' representative may make such findings and recommendations public if no agreement is reached within ten (10) calendar days after their receipt from the arbitrator. Upon completion of the processes of mediation, fact-finding, and advisory arbitration, this act stipulates no additional recourses or actions. The costs for the services of the arbitrator shall be borne by the party requesting the arbitrator.

SECTION 15. Disputes Over the Interpretation, Application or Violation of Existing Agreements. A board of education and a recognized professional employees' organization who enter into an agreement covering terms and conditions of professional service and/or other matters of mutual concern may include in such agreement procedures for final and binding arbitration of such disputes as may arise involving the interpretation, application or violation of such agreement.

SECTION 16. Decertification. When the board of education and the recognized professional employees' organization are presented with petitions bearing the signatures of a majority of the professional employees in the negotiating unit indicating they no longer desire to be represented by the recognized organization, an election committee shall be established according to the provisions of Section 14 of this act, and said elections committee shall conduct a decertification election by secret ballot in which all professional employees in the negotiating

unit will have the choice of voting either for the continuation of recognition or for decertification of the recognized professional employees' organization. If a majority in the negotiating unit vote for decertification, the committee will thereupon notify the board of education and the recognized professional employees' organization that the organization is no longer the recognized representative. Those persons requesting a decertification election shall be assessed by the election committee chairman an amount adequate to pay for conducting the election. The terms and conditions of any existing memorandum of agreement shall continue in existence for the terms of said memorandum, except that any reference to the recognized professional employees' organization shall mean the individual employee. The board of education shall not be required to negotiate with any subsequently recognized professional employees' organization for the remaining period of the existing memorandum of agreement, but shall negotiate at the appropriate time as set forth herein with a subsequently recognized professional employees' organization for a future period.

SECTION 17. Miscellaneous. This act shall not operate so as to annul, modify, or preclude the renewal or continuation of any recognition heretofore entered into between a board of education and a professional employees' organization. Upon the termination of an existing agreement, subsequent professional employee organization recognition shall be governed under the provisions of this act: provided, however, the time schedule established in Section 4 shall not be applicable and recognition with all accompanying rights shall become available immediately upon the completion of the other required recognition procedures.

SECTION 18. Severability Clause. If any provision of this act or the application thereof to any person or circumstance is held invalid, such invalidity shall not affect other provisions or applications of the act which can be given effect without the invalid provision or application, and to that end the provisions of this act are declared to be severable.

SECTION 19. Effective Date of Act. This act shall take effect from and after its passage, the public welfare requiring it.

APPENDIX B

OSTRANDER'S INVENTORY OF TEACHER'S OPINIONS

# 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

|   |   |   |   |   |                                                                                                                                                                                                          | <u>Item No.</u> |
|---|---|---|---|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| 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               |



Item No.

- |   |   |   |   |   |                                                                                                                                                                                |    |
|---|---|---|---|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 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 <u>not</u> be punished or restricted in any way.                        | 12 |
| 1 | 2 | 3 | 4 | 5 | If teacher organizations do <u>not</u> 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 <u>not</u> rely upon administrators to further the interest 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 |

Item No.

- |   |   |   |   |   |                                                                                                                                                                                                          |    |
|---|---|---|---|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 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 <u>not</u> 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 committee that has been established by the local teacher organization to voice dissatisfaction with conditions that need changing.                              | 22 |
| 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 |

Item No.

- |   |   |   |   |   |                                                                                                                                                              |    |
|---|---|---|---|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 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 |

APPENDIX C

LIST OF NEGOTIATING AND NONNEGOTIATING SCHOOL SYSTEMS  
SELECTED FOR STUDY

LIST OF NEGOTIATING AND NONNEGOTIATING SCHOOL SYSTEMS  
SELECTED FOR STUDY

|                                | <u>Number of Cases</u> |
|--------------------------------|------------------------|
| 1. Negotiating                 |                        |
| Anderson County School System  | 206                    |
| Chattanooga City School System | 292                    |
| Claiborne County School System | 91                     |
| Cocke County School System     | 116                    |
| Greene County School System    | 176                    |
| Harriman City School System    | 81                     |
| Knoxville City School System   | 286                    |
| Knox County School System      | 281                    |
| Lenoir City School System      | 70                     |
| Morristown City School System  | 161                    |
| Rhea County School System      | 60                     |
| Roane County School System     | 149                    |
| 2. Nonnegotiating              |                        |
| Bristol City School System     | 161                    |
| Clinton City School System     | 14                     |
| Greeneville City School System | 130                    |
| Oak Ridge City School System   | 150                    |
| Oneida City School System      | 53                     |

## APPENDIX D

ABSOLUTE AND PERCENT FREQUENCIES OF RESPONSES TO FIVE OPINIONNAIRE  
ITEM CATEGORIES FOR THREE JOB POSITIONS FROM OSTRANDER'S THIRTY-  
THREE ITEM COLLECTIVE ACTION SCALE ADMINISTERED TO SEVENTEEN  
SELECTED EAST TENNESSEE SCHOOL DISTRICTS

TABLE A-I

ABSOLUTE AND PERCENT FREQUENCIES OF RESPONSES TO FIVE OPINIONNAIRE ITEM CATEGORIES FOR THREE JOB POSITIONS FROM OSTRANDER'S THIRTY-THREE ITEM COLLECTIVE ACTION SCALE ADMINISTERED TO SEVENTEEN SELECTED EAST TENNESSEE SCHOOL DISTRICTS

| Item<br>Number * | Description  | Response Pattern  | Teacher  |         | Principal |         | Central Office |         |
|------------------|--------------|-------------------|----------|---------|-----------|---------|----------------|---------|
|                  |              |                   | Absolute | Percent | Absolute  | Percent | Absolute       | Percent |
| 1                | Professional | Strongly Agree    | 501      | 29.5    | 75        | 28.7    | 41             | 32.3    |
|                  |              | Agree             | 630      | 37.0    | 92        | 35.2    | 40             | 31.5    |
|                  |              | Uncertain         | 215      | 12.6    | 29        | 11.1    | 18             | 14.2    |
|                  |              | Disagree          | 270      | 15.9    | 48        | 18.4    | 20             | 15.7    |
|                  |              | Strongly Disagree | 85       | 5.0     | 17        | 6.5     | 8              | 6.3     |
| 2                | Merit Rating | Strongly Agree    | 264      | 15.6    | 24        | 9.2     | 12             | 9.6     |
|                  |              | Agree             | 525      | 31.0    | 57        | 21.8    | 23             | 18.4    |
|                  |              | Uncertain         | 456      | 26.9    | 83        | 31.7    | 35             | 28.8    |
|                  |              | Disagree          | 227      | 13.4    | 45        | 17.2    | 22             | 17.6    |
|                  |              | Strongly Disagree | 222      | 13.1    | 53        | 20.2    | 32             | 25.6    |
| 3                | Salaries     | Strongly Agree    | 880      | 51.9    | 98        | 37.8    | 30             | 23.4    |
|                  |              | Agree             | 667      | 39.4    | 117       | 45.2    | 54             | 42.2    |
|                  |              | Uncertain         | 80       | 4.7     | 26        | 10.0    | 21             | 16.4    |
|                  |              | Disagree          | 38       | 2.2     | 16        | 6.2     | 15             | 11.7    |
|                  |              | Strongly Disagree | 30       | 1.8     | 2         | 0.8     | 8              | 6.3     |
| 4                | Extra Duties | Strongly Agree    | 348      | 20.5    | 28        | 10.7    | 15             | 11.5    |
|                  |              | Agree             | 605      | 35.5    | 64        | 24.5    | 37             | 28.2    |
|                  |              | Uncertain         | 329      | 19.3    | 41        | 15.7    | 26             | 19.8    |
|                  |              | Disagree          | 336      | 19.8    | 67        | 25.7    | 24             | 18.3    |
|                  |              | Strongly Disagree | 82       | 4.8     | 61        | 23.4    | 29             | 22.1    |

TABLE A-1 (Continued)

| Item<br>Number * | Description | Response Pattern  | Teacher  |         | Principal |         | Central Office |         |
|------------------|-------------|-------------------|----------|---------|-----------|---------|----------------|---------|
|                  |             |                   | Absolute | Percent | Absolute  | Percent | Absolute       | Percent |
| 5                | Conditions  | Strongly Agree    | 678      | 39.8    | 45        | 17.0    | 33             | 25.6    |
|                  |             | Agree             | 636      | 37.3    | 85        | 32.1    | 45             | 34.9    |
|                  |             | Uncertain         | 143      | 8.4     | 43        | 16.2    | 10             | 7.8     |
|                  |             | Disagree          | 203      | 11.9    | 73        | 27.5    | 28             | 21.7    |
|                  |             | Strongly Disagree | 43       | 2.5     | 19        | 7.2     | 13             | 10.1    |
| 6                | Materials   | Strongly Agree    | 631      | 37.0    | 75        | 28.2    | 34             | 26.0    |
|                  |             | Agree             | 831      | 48.7    | 123       | 46.2    | 18             | 13.7    |
|                  |             | Uncertain         | 118      | 6.9     | 30        | 11.3    | 12             | 9.2     |
|                  |             | Disagree          | 98       | 5.7     | 27        | 10.2    | 12             | 9.2     |
|                  |             | Strongly Disagree | 29       | 1.7     | 11        | 4.1     | 12             | 9.2     |
| 7                | Extra Pay   | Strongly Agree    | 591      | 34.7    | 58        | 22.1    | 21             | 17.1    |
|                  |             | Agree             | 722      | 42.4    | 103       | 39.2    | 45             | 36.6    |
|                  |             | Uncertain         | 205      | 12.1    | 47        | 17.9    | 22             | 17.9    |
|                  |             | Disagree          | 139      | 8.2     | 38        | 14.4    | 25             | 20.3    |
|                  |             | Strongly Disagree | 44       | 2.6     | 17        | 6.5     | 10             | 8.1     |
| 8                | Class Loads | Strongly Agree    | 632      | 37.2    | 48        | 18.4    | 23             | 18.7    |
|                  |             | Agree             | 769      | 45.2    | 111       | 42.5    | 54             | 43.9    |
|                  |             | Uncertain         | 152      | 8.9     | 43        | 16.5    | 15             | 12.2    |
|                  |             | Disagree          | 116      | 6.8     | 43        | 16.5    | 23             | 18.7    |
|                  |             | Strongly Disagree | 32       | 1.9     | 16        | 6.1     | 8              | 6.5     |



TABLE A-1 (Continued)

| Item<br>Number * | Description | Response Pattern  | Teacher  |         | Principal |         | Central Office |         |
|------------------|-------------|-------------------|----------|---------|-----------|---------|----------------|---------|
|                  |             |                   | Absolute | Percent | Absolute  | Percent | Absolute       | Percent |
| 9                | Clerical    | Strongly Agree    | 481      | 28.3    | 36        | 13.7    | 14             | 11.1    |
|                  |             | Agree             | 703      | 41.3    | 103       | 39.2    | 53             | 42.1    |
|                  |             | Uncertain         | 297      | 17.5    | 49        | 18.6    | 15             | 11.9    |
|                  |             | Disagree          | 182      | 10.7    | 53        | 20.2    | 34             | 27.0    |
|                  |             | Strongly Disagree | 39       | 2.3     | 22        | 8.4     | 10             | 7.9     |
| 10               | Picketing   | Strongly Agree    | 123      | 7.3     | 11        | 4.2     | 8              | 6.2     |
|                  |             | Agree             | 237      | 14.0    | 36        | 13.7    | 11             | 8.5     |
|                  |             | Uncertain         | 482      | 28.5    | 41        | 15.6    | 23             | 17.8    |
|                  |             | Disagree          | 412      | 24.4    | 67        | 25.5    | 31             | 24.0    |
|                  |             | Strongly Disagree | 436      | 25.8    | 108       | 41.1    | 56             | 43.4    |
| 11               | Pay Steps   | Strongly Agree    | 285      | 16.8    | 35        | 12.9    | 18             | 13.3    |
|                  |             | Agree             | 592      | 35.0    | 114       | 42.1    | 39             | 28.9    |
|                  |             | Uncertain         | 490      | 29.0    | 48        | 17.7    | 29             | 21.5    |
|                  |             | Disagree          | 258      | 15.2    | 52        | 19.2    | 39             | 28.9    |
|                  |             | Strongly Disagree | 67       | 4.0     | 22        | 8.1     | 10             | 7.4     |
| 12               | Pressure    | Strongly Agree    | 511      | 30.2    | 51        | 19.2    | 26             | 20.3    |
|                  |             | Agree             | 594      | 35.1    | 74        | 27.8    | 43             | 33.6    |
|                  |             | Uncertain         | 376      | 22.2    | 75        | 28.2    | 31             | 24.2    |
|                  |             | Disagree          | 170      | 9.5     | 48        | 18.0    | 17             | 13.3    |
|                  |             | Strongly Disagree | 49       | 2.9     | 18        | 6.8     | 11             | 8.6     |

TABLE A-1 (Continued)

| Item<br>Number * | Description    | Response Pattern  | Teacher  |         | Principal |         | Central Office |         |
|------------------|----------------|-------------------|----------|---------|-----------|---------|----------------|---------|
|                  |                |                   | Absolute | Percent | Absolute  | Percent | Absolute       | Percent |
| 13               | Activists      | Strongly Agree    | 235      | 14.0    | 28        | 10.8    | 14             | 11.6    |
|                  |                | Agree             | 665      | 39.6    | 100       | 38.5    | 49             | 40.5    |
|                  |                | Uncertain         | 397      | 23.7    | 48        | 18.5    | 24             | 19.8    |
|                  |                | Disagree          | 307      | 18.3    | 67        | 25.8    | 28             | 23.1    |
| 14               | Militant       | Strongly Disagree | 74       | 4.4     | 17        | 6.5     | 6              | 5.0     |
|                  |                | Strongly Agree    | 76       | 4.6     | 7         | 2.8     | 6              | 5.0     |
|                  |                | Agree             | 241      | 14.4    | 40        | 16.0    | 18             | 15.0    |
|                  |                | Uncertain         | 695      | 41.6    | 67        | 26.8    | 20             | 16.7    |
| 15               | Restrooms      | Disagree          | 431      | 25.8    | 76        | 30.4    | 47             | 39.2    |
|                  |                | Strongly Disagree | 226      | 13.5    | 60        | 24.0    | 29             | 24.2    |
|                  |                | Strongly Agree    | 329      | 19.4    | 24        | 9.1     | 11             | 8.4     |
|                  |                | Agree             | 737      | 43.6    | 101       | 38.4    | 51             | 38.9    |
| 16               | Administrators | Uncertain         | 296      | 17.5    | 40        | 15.2    | 21             | 16.0    |
|                  |                | Disagree          | 261      | 15.4    | 76        | 28.9    | 31             | 23.7    |
|                  |                | Strongly Disagree | 69       | 4.1     | 22        | 8.4     | 17             | 13.0    |
|                  |                | Strongly Agree    | 268      | 15.9    | 10        | 3.8     | 17             | 13.2    |
| 16               | Administrators | Agree             | 410      | 24.3    | 26        | 9.8     | 14             | 10.9    |
|                  |                | Uncertain         | 280      | 16.6    | 26        | 9.8     | 9              | 7.0     |
|                  |                | Disagree          | 560      | 33.1    | 93        | 35.1    | 45             | 34.9    |
|                  |                | Strongly Disagree | 172      | 10.2    | 110       | 41.5    | 44             | 34.1    |

TABLE A-1 (Continued)

| Item<br>Number | Description | Response Pattern  | Teacher  |         | Principal |         | Central Office |         |
|----------------|-------------|-------------------|----------|---------|-----------|---------|----------------|---------|
|                |             |                   | Absolute | Percent | Absolute  | Percent | Absolute       | Percent |
| 17             | Paper Work  | Strongly Agree    | 415      | 24.6    | 41        | 15.4    | 16             | 12.2    |
|                |             | Agree             | 701      | 41.6    | 94        | 35.3    | 36             | 27.5    |
|                |             | Uncertain         | 258      | 15.3    | 35        | 13.2    | 25             | 19.1    |
|                |             | Disagree          | 268      | 15.9    | 77        | 28.9    | 40             | 30.5    |
| 18             | Strike      | Strongly Disagree | 45       | 2.7     | 19        | 7.1     | 14             | 10.7    |
|                |             | Strongly Agree    | 159      | 9.4     | 11        | 4.2     | 6              | 4.8     |
|                |             | Agree             | 364      | 21.6    | 40        | 15.4    | 11             | 8.8     |
|                |             | Uncertain         | 450      | 26.7    | 40        | 15.4    | 13             | 10.4    |
| 19             | Retirement  | Disagree          | 346      | 20.5    | 54        | 20.8    | 35             | 28.0    |
|                |             | Strongly Disagree | 365      | 21.7    | 115       | 44.2    | 60             | 48.0    |
|                |             | Strongly Agree    | 565      | 33.7    | 74        | 28.8    | 21             | 17.2    |
|                |             | Agree             | 887      | 52.8    | 131       | 51.0    | 65             | 53.3    |
| 20             | Strengthen  | Uncertain         | 137      | 8.2     | 20        | 7.8     | 14             | 11.5    |
|                |             | Disagree          | 63       | 3.8     | 19        | 7.4     | 15             | 12.3    |
|                |             | Strongly Disagree | 27       | 1.6     | 13        | 5.1     | 7              | 5.7     |
|                |             | Strongly Agree    | 112      | 6.6     | 15        | 5.7     | 10             | 7.5     |
| 20             | Strengthen  | Agree             | 210      | 12.5    | 24        | 9.1     | 8              | 6.0     |
|                |             | Uncertain         | 637      | 37.8    | 73        | 27.7    | 28             | 21.1    |
|                |             | Disagree          | 436      | 25.9    | 77        | 29.2    | 40             | 30.1    |
|                |             | Strongly Disagree | 291      | 17.3    | 75        | 28.4    | 47             | 35.3    |

TABLE A-1 (Continued)

| Item<br>Number * | Description    | Response Pattern  | Teacher  |         | Principal |         | Central Office |         |
|------------------|----------------|-------------------|----------|---------|-----------|---------|----------------|---------|
|                  |                |                   | Absolute | Percent | Absolute  | Percent | Absolute       | Percent |
| 21               | Troublemakers  | Strongly Agree    | 475      | 28.2    | 44        | 17.0    | 23             | 18.1    |
|                  |                | Agree             | 859      | 50.9    | 134       | 51.7    | 66             | 52.0    |
|                  |                | Uncertain         | 235      | 13.9    | 47        | 18.1    | 24             | 18.9    |
|                  |                | Disagree          | 91       | 5.4     | 27        | 10.4    | 10             | 7.9     |
|                  |                | Strongly Disagree | 27       | 1.6     | 7         | 2.7     | 4              | 3.1     |
| 22               | Complaints     | Strongly Agree    | 446      | 26.5    | 76        | 29.5    | 25             | 20.2    |
|                  |                | Agree             | 987      | 58.6    | 144       | 55.8    | 79             | 63.7    |
|                  |                | Uncertain         | 176      | 10.5    | 27        | 10.5    | 10             | 8.1     |
|                  |                | Disagree          | 57       | 3.4     | 9         | 3.5     | 7              | 5.6     |
|                  |                | Strongly Disagree | 18       | 1.1     | 2         | 0.8     | 3              | 2.4     |
| 23               | Publicizing    | Strongly Agree    | 365      | 21.6    | 32        | 12.3    | 15             | 12.2    |
|                  |                | Agree             | 901      | 53.3    | 129       | 49.4    | 43             | 35.0    |
|                  |                | Uncertain         | 292      | 17.3    | 45        | 17.2    | 29             | 23.6    |
|                  |                | Disagree          | 107      | 6.3     | 41        | 15.7    | 25             | 20.3    |
|                  |                | Strongly Disagree | 25       | 1.5     | 14        | 5.4     | 11             | 8.9     |
| 24               | Qualifications | Strongly Agree    | 208      | 12.3    | 31        | 11.8    | 12             | 9.4     |
|                  |                | Agree             | 686      | 40.6    | 78        | 29.8    | 45             | 35.4    |
|                  |                | Uncertain         | 443      | 26.2    | 43        | 16.4    | 22             | 17.3    |
|                  |                | Disagree          | 251      | 14.8    | 71        | 27.1    | 28             | 22.0    |
|                  |                | Strongly Disagree | 103      | 6.1     | 39        | 14.9    | 20             | 15.7    |

TABLE A-1 (Continued)

| Item *<br>Number | Description    | Response Pattern  | Teacher  |         | Principal |         | Central Office |         |
|------------------|----------------|-------------------|----------|---------|-----------|---------|----------------|---------|
|                  |                |                   | Absolute | Percent | Absolute  | Percent | Absolute       | Percent |
| 25               | Advertising    | Strongly Agree    | 204      | 12.0    | 17        | 6.5     | 13             | 9.8     |
|                  |                | Agree             | 536      | 31.5    | 57        | 21.8    | 29             | 22.0    |
|                  |                | Uncertain         | 411      | 24.2    | 60        | 23.0    | 22             | 16.7    |
|                  |                | Disagree          | 404      | 23.8    | 84        | 32.2    | 36             | 27.3    |
|                  |                | Strongly Disagree | 145      | 8.5     | 43        | 16.5    | 32             | 24.2    |
| 26               | Class Size     | Strongly Agree    | 611      | 35.9    | 52        | 19.5    | 22             | 17.3    |
|                  |                | Agree             | 856      | 50.4    | 136       | 51.1    | 58             | 45.7    |
|                  |                | Uncertain         | 129      | 7.6     | 36        | 13.5    | 14             | 11.0    |
|                  |                | Disagree          | 75       | 4.4     | 28        | 10.5    | 19             | 15.0    |
|                  |                | Strongly Disagree | 29       | 1.7     | 14        | 5.3     | 14             | 11.0    |
| 27               | Grievance      | Strongly Agree    | 466      | 27.5    | 59        | 22.5    | 33             | 25.8    |
|                  |                | Agree             | 993      | 58.6    | 159       | 60.7    | 12             | 9.4     |
|                  |                | Uncertain         | 155      | 9.1     | 15        | 5.7     | 12             | 9.4     |
|                  |                | Disagree          | 53       | 3.1     | 18        | 6.9     | 7              | 5.5     |
|                  |                | Strongly Disagree | 28       | 1.7     | 11        | 4.2     | 4              | 3.1     |
| 28               | Demonstrations | Strongly Agree    | 90       | 5.3     | 10        | 3.8     | 6              | 4.9     |
|                  |                | Agree             | 256      | 15.2    | 34        | 13.1    | 13             | 10.6    |
|                  |                | Uncertain         | 509      | 30.2    | 59        | 22.7    | 19             | 15.4    |
|                  |                | Disagree          | 579      | 34.3    | 86        | 33.1    | 49             | 39.8    |
|                  |                | Strongly Disagree | 254      | 15.0    | 71        | 27.3    | 36             | 29.3    |

TABLE A-1 (Continued)

| Item<br>Number * | Description  | Response Pattern  | Teacher  |         | Principal |         | Central Office |         |
|------------------|--------------|-------------------|----------|---------|-----------|---------|----------------|---------|
|                  |              |                   | Absolute | Percent | Absolute  | Percent | Absolute       | Percent |
| 29               | Leadership   | Strongly Agree    | 153      | 9.1     | 13        | 5.0     | 3              | 2.5     |
|                  |              | Agree             | 501      | 29.7    | 63        | 24.3    | 21             | 17.5    |
|                  |              | Uncertain         | 493      | 29.2    | 56        | 21.6    | 26             | 21.7    |
|                  |              | Disagree          | 399      | 23.6    | 85        | 32.8    | 43             | 35.8    |
|                  |              | Strongly Disagree | 143      | 8.5     | 42        | 16.2    | 27             | 22.5    |
| 30               | Intervention | Strongly Agree    | 276      | 16.2    | 22        | 8.4     | 11             | 8.5     |
|                  |              | Agree             | 646      | 38.0    | 79        | 30.0    | 27             | 20.8    |
|                  |              | Uncertain         | 398      | 23.4    | 56        | 21.3    | 27             | 20.8    |
|                  |              | Disagree          | 320      | 18.8    | 78        | 29.7    | 50             | 38.5    |
|                  |              | Strongly Disagree | 61       | 3.6     | 28        | 10.6    | 15             | 11.5    |
| 31               | Coercion     | Strongly Agree    | 147      | 8.7     | 18        | 6.7     | 15             | 11.1    |
|                  |              | Agree             | 414      | 24.6    | 49        | 18.2    | 14             | 10.4    |
|                  |              | Uncertain         | 511      | 30.3    | 61        | 22.7    | 24             | 17.8    |
|                  |              | Disagree          | 449      | 26.7    | 92        | 34.2    | 47             | 34.8    |
|                  |              | Strongly Disagree | 163      | 9.7     | 49        | 18.2    | 35             | 25.9    |
| 32               | Policy       | Strongly Agree    | 433      | 25.5    | 48        | 17.8    | 23             | 17.0    |
|                  |              | Agree             | 1046     | 61.6    | 158       | 58.7    | 75             | 55.6    |
|                  |              | Uncertain         | 145      | 8.5     | 33        | 12.3    | 14             | 10.4    |
|                  |              | Disagree          | 46       | 2.7     | 18        | 6.7     | 18             | 13.3    |
|                  |              | Strongly Disagree | 28       | 1.6     | 12        | 4.5     | 5              | 3.7     |

TABLE A-1 (Continued)

| Item *<br>Number | Description | Response Pattern  | Teacher  |         | Principal |         | Central Office |         |
|------------------|-------------|-------------------|----------|---------|-----------|---------|----------------|---------|
|                  |             |                   | Absolute | Percent | Absolute  | Percent | Absolute       | Percent |
| 33               | Change      | Strongly Agree    | 326      | 19.3    | 16        | 6.1     | 11             | 8.8     |
|                  |             | Agree             | 537      | 31.8    | 67        | 25.7    | 20             | 16.0    |
|                  |             | Uncertain         | 470      | 27.8    | 81        | 31.0    | 36             | 28.8    |
|                  |             | Disagree          | 308      | 18.2    | 73        | 28.0    | 43             | 34.4    |
|                  |             | Strongly Disagree | 50       | 3.0     | 24        | 9.2     | 15             | 12.0    |

\*See appendix B for items.

APPENDIX E

ABSOLUTE AND PERCENT FREQUENCIES OF RESPONSES TO OPINIONNAIRE ITEM  
CATEGORIES FOR MALE AND FEMALE RESPONDENTS OBTAINED FROM  
ADMINISTRATION OF THE THIRTY-THREE ITEM COLLECTIVE ACTION  
SCALE BY OSTRANDER TO SEVENTEEN SCHOOL  
DISTRICTS IN EAST TENNESSEE



TABLE A-2

ABSOLUTE AND PERCENT FREQUENCIES OF RESPONSES TO OPINIONNAIRE ITEM CATEGORIES FOR MALE AND FEMALE  
RESPONDENTS OBTAINED FROM ADMINISTRATION OF THE THIRTY-THREE ITEM COLLECTIVE ACTION SCALE  
BY OSTRANDER TO SEVENTEEN SCHOOL DISTRICTS IN EAST TENNESSEE

| Item<br>Number * | Description  | Response Pattern  | Male     |         | Female   |         |
|------------------|--------------|-------------------|----------|---------|----------|---------|
|                  |              |                   | Absolute | Percent | Absolute | Percent |
| 1                | Professional | Strongly Agree    | 213      | 31.9    | 405      | 28.7    |
|                  |              | Agree             | 252      | 37.7    | 509      | 36.0    |
|                  |              | Uncertain         | 73       | 10.9    | 188      | 13.3    |
|                  |              | Disagree          | 102      | 15.3    | 237      | 16.8    |
|                  |              | Strongly Disagree | 28       | 4.2     | 73       | 5.2     |
| 2                | Merit Rating | Strongly Agree    | 110      | 16.4    | 189      | 13.4    |
|                  |              | Agree             | 178      | 26.6    | 431      | 30.6    |
|                  |              | Uncertain         | 196      | 29.3    | 376      | 26.7    |
|                  |              | Disagree          | 84       | 12.6    | 209      | 14.8    |
|                  |              | Strongly Disagree | 101      | 15.1    | 205      | 14.5    |
| 3                | Salaries     | Strongly Agree    | 342      | 51.1    | 670      | 47.5    |
|                  |              | Agree             | 248      | 37.1    | 590      | 41.8    |
|                  |              | Uncertain         | 42       | 6.3     | 80       | 5.7     |
|                  |              | Disagree          | 29       | 4.3     | 40       | 2.8     |
|                  |              | Strongly Disagree | 8        | 1.2     | 31       | 2.2     |
| 4                | Extra Duties | Strongly Agree    | 121      | 18.1    | 262      | 18.5    |
|                  |              | Agree             | 197      | 29.4    | 509      | 35.9    |
|                  |              | Uncertain         | 118      | 17.6    | 276      | 19.5    |
|                  |              | Disagree          | 142      | 21.2    | 288      | 20.3    |
|                  |              | Strongly Disagree | 91       | 13.6    | 81       | 5.7     |

TABLE A-2 (Continued)

| Item *<br>Number | Description | Response Pattern  | Male     |         | Female   |         |
|------------------|-------------|-------------------|----------|---------|----------|---------|
|                  |             |                   | Absolute | Percent | Absolute | Percent |
| 5                | Conditions  | Strongly Agree    | 184      | 27.5    | 574      | 40.5    |
|                  |             | Agree             | 242      | 36.2    | 527      | 37.2    |
|                  |             | Uncertain         | 73       | 10.9    | 120      | 8.5     |
|                  |             | Disagree          | 138      | 20.6    | 164      | 11.6    |
|                  |             | Strongly Disagree | 32       | 4.8     | 32       | 2.3     |
| 6                | Materials   | Strongly Agree    | 217      | 32.4    | 517      | 36.5    |
|                  |             | Agree             | 318      | 47.5    | 688      | 48.6    |
|                  |             | Uncertain         | 62       | 9.3     | 98       | 6.9     |
|                  |             | Disagree          | 51       | 7.6     | 86       | 6.1     |
|                  |             | Strongly Disagree | 22       | 3.3     | 26       | 1.8     |
| 7                | Extra Pay   | Strongly Agree    | 224      | 33.5    | 443      | 31.3    |
|                  |             | Agree             | 267      | 39.9    | 609      | 43.0    |
|                  |             | Uncertain         | 86       | 12.9    | 188      | 13.3    |
|                  |             | Disagree          | 64       | 9.6     | 137      | 9.7     |
|                  |             | Strongly Disagree | 28       | 4.2     | 39       | 2.8     |
| 8                | Class Loads | Strongly Agree    | 192      | 28.7    | 511      | 36.1    |
|                  |             | Agree             | 305      | 45.5    | 635      | 44.8    |
|                  |             | Uncertain         | 77       | 11.5    | 133      | 9.4     |
|                  |             | Disagree          | 71       | 10.6    | 110      | 7.8     |
|                  |             | Strongly Disagree | 25       | 3.7     | 27       | 1.9     |

TABLE A-2 (Continued)

| Item *<br>Number | Description | Response Pattern  | Male     |         | Female   |         |
|------------------|-------------|-------------------|----------|---------|----------|---------|
|                  |             |                   | Absolute | Percent | Absolute | Percent |
| 9                | Clerical    | Strongly Agree    | 122      | 18.2    | 404      | 28.6    |
|                  |             | Agree             | 271      | 40.5    | 584      | 41.3    |
|                  |             | Uncertain         | 127      | 19.0    | 236      | 16.7    |
|                  |             | Disagree          | 115      | 17.2    | 158      | 11.2    |
|                  |             | Strongly Disagree | 34       | 5.1     | 33       | 2.3     |
| 10               | Picketing   | Strongly Agree    | 76       | 11.4    | 65       | 4.6     |
|                  |             | Agree             | 113      | 16.9    | 168      | 12.0    |
|                  |             | Uncertain         | 157      | 23.5    | 386      | 27.5    |
|                  |             | Disagree          | 147      | 22.0    | 365      | 26.0    |
|                  |             | Strongly Disagree | 174      | 26.1    | 418      | 29.8    |
| 11               | Pay Steps   | Strongly Agree    | 117      | 17.5    | 205      | 14.7    |
|                  |             | Agree             | 266      | 39.8    | 473      | 33.8    |
|                  |             | Uncertain         | 153      | 22.9    | 409      | 29.3    |
|                  |             | Disagree          | 102      | 15.3    | 245      | 17.5    |
|                  |             | Strongly Disagree | 30       | 4.5     | 66       | 4.7     |
| 12               | Pressure    | Strongly Agree    | 186      | 27.9    | 399      | 28.5    |
|                  |             | Agree             | 215      | 32.3    | 495      | 35.4    |
|                  |             | Uncertain         | 160      | 24.0    | 321      | 22.9    |
|                  |             | Disagree          | 81       | 12.2    | 141      | 10.1    |
|                  |             | Strongly Disagree | 24       | 3.6     | 44       | 3.1     |

TABLE A-2 (Continued)

| Item<br>Number * | Description    | Response Pattern  | Male     |         | Female   |         |
|------------------|----------------|-------------------|----------|---------|----------|---------|
|                  |                |                   | Absolute | Percent | Absolute | Percent |
| 13               | Activists      | Strongly Agree    | 103      | 15.5    | 176      | 12.6    |
|                  |                | Agree             | 266      | 40.1    | 547      | 39.2    |
|                  |                | Uncertain         | 136      | 20.5    | 333      | 23.9    |
|                  |                | Disagree          | 132      | 19.9    | 273      | 19.6    |
|                  |                | Strongly Disagree | 27       | 4.1     | 65       | 4.7     |
| 14               | Militant       | Strongly Agree    | 45       | 6.9     | 44       | 3.2     |
|                  |                | Agree             | 115      | 17.5    | 185      | 13.3    |
|                  |                | Uncertain         | 220      | 33.5    | 563      | 40.6    |
|                  |                | Disagree          | 174      | 26.5    | 381      | 27.4    |
|                  |                | Strongly Disagree | 102      | 15.5    | 215      | 15.5    |
| 15               | Restrooms      | Strongly Agree    | 103      | 15.5    | 260      | 18.6    |
|                  |                | Agree             | 291      | 43.8    | 594      | 42.4    |
|                  |                | Uncertain         | 101      | 15.2    | 252      | 18.0    |
|                  |                | Disagree          | 133      | 20.0    | 235      | 16.8    |
|                  |                | Strongly Disagree | 37       | 5.6     | 59       | 4.2     |
| 16               | Administrators | Strongly Agree    | 91       | 13.6    | 192      | 13.7    |
|                  |                | Agree             | 116      | 17.4    | 336      | 24.0    |
|                  |                | Uncertain         | 87       | 13.0    | 223      | 15.9    |
|                  |                | Disagree          | 234      | 35.1    | 466      | 33.3    |
|                  |                | Strongly Disagree | 139      | 20.8    | 183      | 13.1    |

TABLE A-2 (Continued)

| Item<br>Number * | Description | Response Pattern  | Male     |         | Female   |         |
|------------------|-------------|-------------------|----------|---------|----------|---------|
|                  |             |                   | Absolute | Percent | Absolute | Percent |
| 17               | Paperwork   | Strongly Agree    | 129      | 19.4    | 333      | 23.8    |
|                  |             | Agree             | 252      | 37.8    | 577      | 41.3    |
|                  |             | Uncertain         | 104      | 15.6    | 213      | 15.2    |
|                  |             | Disagree          | 156      | 23.4    | 227      | 16.2    |
| 18               | Strike      | Strongly Disagree | 25       | 3.8     | 47       | 3.4     |
|                  |             | Strongly Agree    | 80       | 12.0    | 94       | 6.7     |
|                  |             | Agree             | 142      | 21.3    | 276      | 19.7    |
|                  |             | Uncertain         | 138      | 20.7    | 363      | 25.9    |
| 19               | Retirement  | Disagree          | 125      | 18.8    | 311      | 22.2    |
|                  |             | Strongly Disagree | 181      | 27.2    | 355      | 25.4    |
|                  |             | Strongly Agree    | 221      | 33.3    | 437      | 31.3    |
|                  |             | Agree             | 330      | 49.8    | 761      | 54.4    |
| 20               | Strengthen  | Uncertain         | 58       | 8.7     | 113      | 8.1     |
|                  |             | Disagree          | 36       | 5.4     | 60       | 4.3     |
|                  |             | Strongly Disagree | 18       | 2.7     | 27       | 1.9     |
|                  |             | Strongly Agree    | 57       | 8.6     | 76       | 5.4     |
| 20               | Strengthen  | Agree             | 84       | 12.6    | 154      | 11.0    |
|                  |             | Uncertain         | 224      | 33.7    | 507      | 36.3    |
|                  |             | Disagree          | 174      | 26.2    | 378      | 27.1    |
|                  |             | Strongly Disagree | 126      | 18.9    | 281      | 20.1    |

TABLE A-2 (Continued)

| Item<br>Number * | Description    | Response Pattern  | Male     |         | Female   |         |
|------------------|----------------|-------------------|----------|---------|----------|---------|
|                  |                |                   | Absolute | Percent | Absolute | Percent |
| 21               | Troublemakers  | Strongly Agree    | 169      | 25.5    | 365      | 26.2    |
|                  |                | Agree             | 342      | 51.6    | 716      | 51.3    |
|                  |                | Uncertain         | 95       | 14.3    | 209      | 15.0    |
|                  |                | Disagree          | 41       | 6.2     | 84       | 6.0     |
|                  |                | Strongly Disagree | 16       | 2.4     | 21       | 1.5     |
| 22               | Complaints     | Strongly Agree    | 197      | 29.7    | 350      | 25.0    |
|                  |                | Agree             | 378      | 57.0    | 833      | 59.6    |
|                  |                | Uncertain         | 63       | 9.5     | 147      | 10.5    |
|                  |                | Disagree          | 23       | 3.5     | 49       | 3.5     |
|                  |                | Strongly Disagree | 2        | 0.3     | 19       | 1.4     |
| 23               | Publicizing    | Strongly Agree    | 310      | 19.6    | 282      | 20.0    |
|                  |                | Agree             | 333      | 50.2    | 742      | 52.7    |
|                  |                | Uncertain         | 115      | 17.3    | 252      | 17.9    |
|                  |                | Disagree          | 68       | 10.3    | 104      | 7.4     |
|                  |                | Strongly Disagree | 17       | 2.6     | 29       | 2.1     |
| 24               | Qualifications | Strongly Agree    | 81       | 12.3    | 167      | 11.9    |
|                  |                | Agree             | 246      | 37.2    | 566      | 40.2    |
|                  |                | Uncertain         | 133      | 20.1    | 370      | 26.3    |
|                  |                | Disagree          | 133      | 20.1    | 217      | 15.4    |
|                  |                | Strongly Disagree | 68       | 10.3    | 88       | 6.3     |

TABLE A-2 (Continued)

| Item *<br>Number | Description    | Response Pattern  | Male     |         | Female   |         |
|------------------|----------------|-------------------|----------|---------|----------|---------|
|                  |                |                   | Absolute | Percent | Absolute | Percent |
| 25               | Advertising    | Strongly Agree    | 82       | 12.3    | 150      | 10.6    |
|                  |                | Agree             | 197      | 29.6    | 429      | 30.4    |
|                  |                | Uncertain         | 142      | 21.3    | 347      | 24.6    |
|                  |                | Disagree          | 178      | 26.7    | 340      | 24.1    |
| 26               | Class Size     | Strongly Disagree | 67       | 10.1    | 144      | 10.2    |
|                  |                | Strongly Agree    | 166      | 24.9    | 511      | 36.2    |
|                  |                | Agree             | 337      | 50.6    | 715      | 50.7    |
|                  |                | Uncertain         | 85       | 12.8    | 91       | 6.5     |
| 27               | Grievance      | Disagree          | 56       | 8.4     | 65       | 4.6     |
|                  |                | Strongly Disagree | 22       | 3.3     | 28       | 2.0     |
|                  |                | Strongly Agree    | 181      | 27.3    | 374      | 26.6    |
|                  |                | Agree             | 390      | 58.7    | 836      | 59.4    |
| 28               | Demonstrations | Uncertain         | 51       | 7.7     | 126      | 8.9     |
|                  |                | Disagree          | 29       | 4.4     | 47       | 3.3     |
|                  |                | Strongly Disagree | 13       | 2.0     | 25       | 1.8     |
|                  |                | Strongly Agree    | 50       | 7.6     | 55       | 3.9     |
| 28               | Demonstrations | Agree             | 131      | 19.8    | 176      | 12.5    |
|                  |                | Uncertain         | 175      | 26.5    | 407      | 28.9    |
|                  |                | Disagree          | 208      | 31.5    | 508      | 36.1    |
|                  |                | Strongly Disagree | 96       | 14.5    | 262      | 18.6    |

TABLE A-2 (Continued)

| Item<br>Number * | Description  | Response Pattern  | Male     |         | Female   |         |
|------------------|--------------|-------------------|----------|---------|----------|---------|
|                  |              |                   | Absolute | Percent | Absolute | Percent |
| 29               | Leadership   | Strongly Agree    | 61       | 9.2     | 108      | 7.7     |
|                  |              | Agree             | 193      | 29.1    | 391      | 27.8    |
|                  |              | Uncertain         | 173      | 26.1    | 401      | 28.5    |
|                  |              | Disagree          | 169      | 25.5    | 364      | 25.9    |
|                  |              | Strongly Disagree | 67       | 10.1    | 144      | 10.2    |
| 30               | Intervention | Strongly Agree    | 97       | 14.6    | 209      | 14.8    |
|                  |              | Agree             | 229      | 34.4    | 522      | 37.0    |
|                  |              | Uncertain         | 149      | 22.4    | 326      | 23.1    |
|                  |              | Disagree          | 149      | 22.4    | 300      | 21.3    |
|                  |              | Strongly Disagree | 42       | 6.3     | 54       | 3.8     |
| 31               | Coercion     | Strongly Agree    | 59       | 8.9     | 101      | 7.2     |
|                  |              | Agree             | 147      | 22.2    | 327      | 23.4    |
|                  |              | Uncertain         | 185      | 27.9    | 408      | 29.2    |
|                  |              | Disagree          | 188      | 28.4    | 401      | 28.7    |
|                  |              | Strongly Disagree | 84       | 12.7    | 162      | 11.6    |
| 32               | Policy       | Strongly Agree    | 142      | 21.3    | 351      | 24.9    |
|                  |              | Agree             | 408      | 61.1    | 870      | 61.7    |
|                  |              | Uncertain         | 66       | 9.9     | 123      | 8.7     |
|                  |              | Disagree          | 41       | 6.1     | 39       | 2.8     |
|                  |              | Strongly Disagree | 11       | 1.6     | 28       | 2.0     |



TABLE A-2 (Continued)

| Item<br>Number * | Description | Response Pattern  | Male     |         | Female   |         |
|------------------|-------------|-------------------|----------|---------|----------|---------|
|                  |             |                   | Absolute | Percent | Absolute | Percent |
| 33               | Change      | Strongly Agree    | 113      | 17.0    | 237      | 16.8    |
|                  |             | Agree             | 198      | 29.9    | 425      | 30.2    |
|                  |             | Uncertain         | 181      | 27.3    | 406      | 28.8    |
|                  |             | Disagree          | 140      | 21.1    | 287      | 20.4    |
|                  |             | Strongly Disagree | 31       | 4.7     | 54       | 3.8     |

\* See Appendix B for items.

## APPENDIX F

MEANS AND STANDARD DEVIATIONS RESULTING FROM ADMINISTRATION OF  
OSTRANDER'S THIRTY-THREE ITEM COLLECTIVE ACTION SCALE TO  
SEVENTEEN SEPARATE SCHOOL DISTRICTS IN EAST TENNESSEE

TABLE A-3

MEANS AND STANDARD DEVIATIONS RESULTING FROM ADMINISTRATION OF OSTRANDER'S THIRTY-THREE ITEM  
COLLECTIVE ACTION SCALE TO A SAMPLE OF ANDERSON COUNTY, TENNESSEE  
SCHOOL DISTRICT PERSONNEL\*

| Item<br>Number | Mean  | Standard<br>Deviation | Item<br>Number | Mean  | Standard<br>Deviation | Item<br>Number | Mean  | Standard<br>Deviation |
|----------------|-------|-----------------------|----------------|-------|-----------------------|----------------|-------|-----------------------|
| 1              | 2.263 | 1.098                 | 12             | 2.106 | 0.954                 | 23             | 2.073 | 0.784                 |
| 2              | 2.615 | 1.542                 | 13             | 2.489 | 1.075                 | 24             | 2.581 | 1.027                 |
| 3              | 1.570 | 0.807                 | 14             | 3.305 | 1.027                 | 25             | 2.881 | 1.109                 |
| 4              | 2.598 | 1.164                 | 15             | 2.433 | 1.129                 | 26             | 1.870 | 0.791                 |
| 5              | 2.062 | 1.050                 | 16             | 2.967 | 1.175                 | 27             | 1.870 | 0.723                 |
| 6              | 1.733 | 0.809                 | 17             | 2.344 | 1.110                 | 28             | 3.480 | 1.072                 |
| 7              | 2.122 | 1.087                 | 18             | 3.298 | 1.356                 | 29             | 2.814 | 1.160                 |
| 8              | 1.983 | 0.983                 | 19             | 1.856 | 0.840                 | 30             | 2.542 | 1.082                 |
| 9              | 2.422 | 1.098                 | 20             | 3.311 | 1.155                 | 31             | 3.116 | 1.099                 |
| 10             | 3.428 | 1.286                 | 21             | 2.017 | 0.824                 | 32             | 1.904 | 0.728                 |
| 11             | 2.464 | 0.990                 | 22             | 1.900 | 0.702                 | 33             | 2.483 | 1.058                 |

\*District is negotiating.

\*\*See Appendix B for items.

TABLE A-4

MEANS AND STANDARD DEVIATIONS RESULTING FROM ADMINISTRATION OF OSTRANDER'S THIRTY-THREE ITEM  
COLLECTIVE ACTION SCALE TO A SAMPLE OF BRISTOL, TENNESSEE  
SPECIAL SCHOOL DISTRICT PERSONNEL\*

| Item<br>Number | Mean  | Standard<br>Deviation | Item<br>Number | Mean  | Standard<br>Deviation | Item<br>Number | Mean  | Standard<br>Deviation |
|----------------|-------|-----------------------|----------------|-------|-----------------------|----------------|-------|-----------------------|
| 1              | 2.287 | 1.231                 | 12             | 2.571 | 1.170                 | 23             | 2.493 | 1.044                 |
| 2              | 3.266 | 1.256                 | 13             | 2.843 | 1.121                 | 24             | 2.826 | 1.185                 |
| 3              | 1.743 | 0.883                 | 14             | 3.511 | 1.059                 | 25             | 3.518 | 1.198                 |
| 4              | 2.826 | 1.270                 | 15             | 2.707 | 1.172                 | 26             | 2.340 | 1.052                 |
| 5              | 2.076 | 1.071                 | 16             | 3.507 | 1.178                 | 27             | 2.014 | 0.844                 |
| 6              | 2.159 | 1.029                 | 17             | 2.353 | 1.148                 | 28             | 3.880 | 1.014                 |
| 7              | 2.118 | 1.081                 | 18             | 3.579 | 1.264                 | 29             | 3.243 | 1.190                 |
| 8              | 2.224 | 1.071                 | 19             | 2.080 | 0.982                 | 30             | 2.917 | 1.119                 |
| 9              | 2.28  | 1.090                 | 20             | 3.650 | 1.125                 | 31             | 3.507 | 1.109                 |
| 10             | 3.863 | 1.187                 | 21             | 2.264 | 0.979                 | 32             | 2.007 | 0.900                 |
| 11             | 2.764 | 1.943                 | 22             | 2.036 | 0.885                 | 33             | 3.247 | 1.040                 |

\*District is negotiating.

\*\*See Appendix B for items.

TABLE A-5

MEANS AND STANDARD DEVIATIONS RESULTING FROM ADMINISTRATION OF OSTRANDER'S THIRTY-THREE ITEM  
COLLECTIVE ACTION SCALE TO A SAMPLE OF CHATTANOOGA, TENNESSEE  
SPECIAL SCHOOL DISTRICT PERSONNEL\*

| Item<br>Number | Mean  | Standard<br>Deviation | Item<br>Number | Mean  | Standard<br>Deviation | Item<br>Number | Mean  | Standard<br>Deviation |
|----------------|-------|-----------------------|----------------|-------|-----------------------|----------------|-------|-----------------------|
| 1              | 2.590 | 1.329                 | 12             | 2.395 | 1.197                 | 23             | 2.310 | 1.026                 |
| 2              | 2.912 | 1.263                 | 13             | 2.825 | 1.156                 | 24             | 2.690 | 1.171                 |
| 3              | 1.804 | 0.983                 | 14             | 3.468 | 1.108                 | 25             | 3.089 | 1.244                 |
| 4              | 2.923 | 1.311                 | 15             | 2.602 | 1.203                 | 26             | 1.967 | 0.952                 |
| 5              | 2.364 | 1.290                 | 16             | 3.225 | 1.369                 | 27             | 1.923 | 0.833                 |
| 6              | 2.033 | 1.088                 | 17             | 2.463 | 1.212                 | 28             | 3.285 | 1.187                 |
| 7              | 2.309 | 1.191                 | 18             | 3.509 | 1.302                 | 29             | 3.262 | 1.174                 |
| 8              | 2.172 | 1.103                 | 19             | 1.929 | 0.964                 | 30             | 2.637 | 1.148                 |
| 9              | 2.451 | 1.172                 | 20             | 3.463 | 1.200                 | 31             | 3.160 | 1.237                 |
| 10             | 3.576 | 1.262                 | 21             | 2.167 | 1.027                 | 32             | 2.078 | 0.934                 |
| 11             | 2.582 | 1.163                 | 22             | 1.974 | 0.877                 | 33             | 2.826 | 1.221                 |

\*District is negotiating.

\*\*See Appendix B for items.

TABLE A-6

MEANS AND STANDARD DEVIATIONS RESULTING FROM ADMINISTRATION OF OSTRANDER'S THIRTY-THREE ITEM  
COLLECTIVE ACTION SCALE TO A SAMPLE OF CLAIBORNE COUNTY, TENNESSEE  
SCHOOL DISTRICT PERSONNEL\*

| Item **<br>Number | Mean  | Standard<br>Deviation | Item<br>Number | Mean  | Standard<br>Deviation | Item<br>Number | Mean  | Standard<br>Deviation |
|-------------------|-------|-----------------------|----------------|-------|-----------------------|----------------|-------|-----------------------|
| 1                 | 2.263 | 1.177                 | 12             | 2.198 | 1.030                 | 23             | 2.321 | 0.960                 |
| 2                 | 2.813 | 1.274                 | 13             | 2.901 | 1.190                 | 24             | 2.827 | 1.233                 |
| 3                 | 1.650 | 0.813                 | 14             | 3.375 | 0.960                 | 25             | 3.272 | 1.162                 |
| 4                 | 2.691 | 1.231                 | 15             | 2.370 | 1.259                 | 26             | 1.778 | 0.908                 |
| 5                 | 2.049 | 1.071                 | 16             | 3.088 | 1.389                 | 27             | 2.025 | 0.935                 |
| 6                 | 1.790 | 0.754                 | 17             | 2.346 | 1.051                 | 28             | 3.890 | 0.866                 |
| 7                 | 1.840 | 0.915                 | 18             | 3.531 | 1.314                 | 29             | 3.238 | 1.204                 |
| 8                 | 1.877 | 1.017                 | 19             | 1.704 | 0.782                 | 30             | 2.852 | 1.152                 |
| 9                 | 2.086 | 0.938                 | 20             | 3.593 | 1.010                 | 31             | 3.136 | 1.170                 |
| 10                | 3.704 | 1.134                 | 21             | 2.099 | 0.800                 | 32             | 2.185 | 0.853                 |
| 11                | 2.482 | 1.014                 | 22             | 2.012 | 0.783                 | 33             | 2.568 | 1.012                 |

\*District is negotiating.

\*\*See Appendix B for items.

TABLE A-7

MEANS AND STANDARD DEVIATIONS RESULTING FROM ADMINISTRATION OF OSTRANDER'S THIRTY-THREE ITEM  
COLLECTIVE ACTION SCALE TO A SAMPLE OF CLINTON, TENNESSEE  
SPECIAL SCHOOL DISTRICT PERSONNEL\*

| Item<br>Number | Mean  | Standard<br>Deviation | Item<br>Number | Mean  | Standard<br>Deviation | Item<br>Number | Mean  | Standard<br>Deviation |
|----------------|-------|-----------------------|----------------|-------|-----------------------|----------------|-------|-----------------------|
| 1              | 2.667 | 1.303                 | 12             | 2.583 | 1.084                 | 23             | 2.583 | 1.379                 |
| 2              | 3.167 | 1.267                 | 13             | 2.917 | 1.165                 | 24             | 2.917 | 1.165                 |
| 3              | 1.917 | 0.669                 | 14             | 4.091 | 1.045                 | 25             | 3.333 | 1.231                 |
| 4              | 2.917 | 1.240                 | 15             | 2.083 | 0.669                 | 26             | 2.583 | 1.240                 |
| 5              | 2.000 | 1.280                 | 16             | 3.250 | 1.603                 | 27             | 2.167 | 0.835                 |
| 6              | 2.167 | 0.835                 | 17             | 2.417 | 1.379                 | 28             | 3.667 | 1.436                 |
| 7              | 2.250 | 1.288                 | 18             | 3.833 | 1.586                 | 29             | 3.000 | 1.206                 |
| 8              | 2.250 | 1.055                 | 19             | 2.167 | 0.835                 | 30             | 3.083 | 1.165                 |
| 9              | 2.667 | 1.231                 | 20             | 3.917 | 1.379                 | 31             | 3.167 | 1.467                 |
| 10             | 3.917 | 1.621                 | 21             | 2.250 | 1.288                 | 32             | 2.167 | 0.835                 |
| 11             | 3.333 | 0.888                 | 22             | 1.583 | 0.900                 | 33             | 3.167 | 1.030                 |

\*District is negotiating.

\*\*See Appendix B for items.

TABLE A-8

MEANS AND STANDARD DEVIATIONS RESULTING FROM ADMINISTRATION OF OSTRANDER'S THIRTY-THREE ITEM  
COLLECTIVE ACTION SCALE TO A SAMPLE OF COCKE COUNTY, TENNESSEE  
SCHOOL DISTRICT PERSONNEL\*

| Item **<br>Number | Mean  | Standard<br>Deviation | Item<br>Number | Mean  | Standard<br>Deviation | Item<br>Number | Mean  | Standard<br>Deviation |
|-------------------|-------|-----------------------|----------------|-------|-----------------------|----------------|-------|-----------------------|
| 1                 | 2.120 | 1.108                 | 12             | 2.321 | 1.038                 | 23             | 2.149 | 0.877                 |
| 2                 | 2.380 | 1.057                 | 13             | 2.585 | 1.032                 | 24             | 2.463 | 1.106                 |
| 3                 | 1.523 | 0.620                 | 14             | 3.396 | 1.030                 | 25             | 2.556 | 1.062                 |
| 4                 | 2.495 | 1.136                 | 15             | 2.509 | 1.017                 | 26             | 1.750 | 0.799                 |
| 5                 | 1.889 | 0.890                 | 16             | 3.236 | 1.231                 | 27             | 1.888 | 0.805                 |
| 6                 | 1.583 | 0.643                 | 17             | 2.717 | 1.076                 | 28             | 3.365 | 1.094                 |
| 7                 | 1.843 | 0.833                 | 18             | 3.085 | 1.266                 | 29             | 2.982 | 1.102                 |
| 8                 | 1.611 | 0.759                 | 19             | 1.896 | 1.716                 | 30             | 2.593 | 1.103                 |
| 9                 | 2.009 | 0.859                 | 20             | 3.359 | 1.062                 | 31             | 3.037 | 1.151                 |
| 10                | 3.299 | 1.253                 | 21             | 2.104 | 0.827                 | 32             | 1.824 | 0.624                 |
| 11                | 2.198 | 0.899                 | 22             | 1.868 | 0.648                 | 33             | 2.528 | 1.148                 |

\*District is negotiating.

\*\*See Appendix B for items.



TABLE A-9

MEANS AND STANDARD DEVIATIONS RESULTING FROM ADMINISTRATION OF OSTRANDER'S THIRTY-THREE ITEM  
COLLECTIVE ACTION SCALE TO A SAMPLE OF GREENE COUNTY, TENNESSEE  
SCHOOL DISTRICT PERSONNEL\*

| Item<br>Number | Mean  | Standard<br>Deviation | Item<br>Number | Mean  | Standard<br>Deviation | Item<br>Number | Mean  | Standard<br>Deviation |
|----------------|-------|-----------------------|----------------|-------|-----------------------|----------------|-------|-----------------------|
| 1              | 2.259 | 1.090                 | 12             | 2.258 | 1.004                 | 23             | 2.136 | 0.860                 |
| 2              | 2.506 | 1.099                 | 13             | 2.646 | 0.977                 | 24             | 2.714 | 1.063                 |
| 3              | 1.767 | 0.879                 | 14             | 3.166 | 0.989                 | 25             | 2.562 | 1.057                 |
| 4              | 2.444 | 1.109                 | 15             | 2.432 | 1.039                 | 26             | 1.944 | 0.957                 |
| 5              | 2.074 | 1.136                 | 16             | 3.006 | 1.230                 | 27             | 2.025 | 0.803                 |
| 6              | 1.902 | 0.883                 | 17             | 2.472 | 1.079                 | 28             | 3.360 | 0.965                 |
| 7              | 2.098 | 1.008                 | 18             | 3.068 | 1.177                 | 29             | 2.809 | 1.078                 |
| 8              | 1.908 | 0.915                 | 19             | 1.89  | 0.778                 | 30             | 2.630 | 1.051                 |
| 9              | 2.203 | 0.982                 | 20             | 3.387 | 1.073                 | 31             | 2.956 | 1.030                 |
| 10             | 3.457 | 1.175                 | 21             | 2.092 | 0.888                 | 32             | 2.074 | 0.761                 |
| 11             | 2.497 | 0.977                 | 22             | 2.049 | 0.763                 | 33             | 2.463 | 1.028                 |

\*District is negotiating.

\*\*See Appendix B for items.

TABLE A-10

MEANS AND STANDARD DEVIATIONS RESULTING FROM ADMINISTRATION OF OSTRANDER'S THIRTY-THREE ITEM  
COLLECTIVE ACTION SCALE TO A SAMPLE OF GREENEVILLE, TENNESSEE  
SPECIAL SCHOOL DISTRICT PERSONNEL\*

| Item **<br>Number | Mean  | Standard<br>Deviation | Item<br>Number | Mean  | Standard<br>Deviation | Item<br>Number | Mean  | Standard<br>Deviation |
|-------------------|-------|-----------------------|----------------|-------|-----------------------|----------------|-------|-----------------------|
| 1                 | 2.248 | 1.090                 | 12             | 2.463 | 0.975                 | 23             | 2.405 | 0.945                 |
| 2                 | 3.092 | 1.347                 | 13             | 2.736 | 1.094                 | 24             | 2.678 | 1.018                 |
| 3                 | 1.950 | 0.884                 | 14             | 3.529 | 1.073                 | 25             | 3.207 | 1.080                 |
| 4                 | 2.818 | 1.183                 | 15             | 2.628 | 1.034                 | 26             | 2.267 | 0.827                 |
| 5                 | 2.117 | 1.071                 | 16             | 3.612 | 1.150                 | 27             | 2.033 | 0.685                 |
| 6                 | 2.207 | 0.965                 | 17             | 2.950 | 1.084                 | 28             | 3.868 | 0.921                 |
| 7                 | 2.148 | 0.872                 | 18             | 3.645 | 1.203                 | 29             | 3.165 | 1.028                 |
| 8                 | 2.149 | 0.910                 | 19             | 2.107 | 0.835                 | 30             | 2.942 | 1.064                 |
| 9                 | 2.496 | 1.058                 | 20             | 3.645 | 1.079                 | 31             | 3.388 | 1.052                 |
| 10                | 3.950 | 0.999                 | 21             | 2.084 | 0.798                 | 32             | 2.190 | 0.734                 |
| 11                | 2.736 | 0.964                 | 22             | 1.874 | 0.632                 | 33             | 2.975 | 1.029                 |

\*District is negotiating.

\*\*See Appendix B for items.

TABLE A-11

MEANS AND STANDARD DEVIATIONS RESULTING FROM ADMINISTRATION OF OSTRANDER'S THIRTY-THREE ITEM  
COLLECTIVE ACTION SCALE TO A SAMPLE OF HARRIMAN, TENNESSEE  
SPECIAL SCHOOL DISTRICT PERSONNEL\*

| Item **<br>Number | Mean  | Standard<br>Deviation | Item<br>Number | Mean  | Standard<br>Deviation | Item<br>Number | Mean  | Standard<br>Deviation |
|-------------------|-------|-----------------------|----------------|-------|-----------------------|----------------|-------|-----------------------|
| 1                 | 2.273 | 1.199                 | 12             | 2.189 | 1.043                 | 23             | 2.040 | 0.877                 |
| 2                 | 2.844 | 1.247                 | 13             | 2.600 | 1.078                 | 24             | 2.680 | 1.129                 |
| 3                 | 1.653 | 0.830                 | 14             | 3.333 | 1.057                 | 25             | 2.773 | 1.134                 |
| 4                 | 2.724 | 1.281                 | 15             | 2.640 | 1.086                 | 26             | 1.947 | 0.853                 |
| 5                 | 2.260 | 1.174                 | 16             | 2.880 | 1.325                 | 27             | 1.867 | 0.664                 |
| 6                 | 2.053 | 0.922                 | 17             | 2.667 | 1.107                 | 28             | 3.160 | 1.128                 |
| 7                 | 2.286 | 1.122                 | 18             | 3.320 | 1.327                 | 29             | 2.773 | 1.122                 |
| 8                 | 2.156 | 1.027                 | 19             | 1.920 | 0.784                 | 30             | 2.400 | 0.986                 |
| 9                 | 2.473 | 1.089                 | 20             | 3.446 | 1.100                 | 31             | 3.041 | 1.124                 |
| 10                | 3.280 | 1.225                 | 21             | 1.893 | 0.746                 | 32             | 1.813 | 0.562                 |
| 11                | 2.720 | 1.122                 | 22             | 1.867 | 0.622                 | 33             | 2.427 | 1.029                 |

\*District is negotiating.

\*\*See Appendix B for items.

TABLE A-12

MEANS AND STANDARD DEVIATIONS RESULTING FROM ADMINISTRATION OF OSTRANDER'S THIRTY-THREE  
ITEM COLLECTIVE ACTION SCALE TO A SAMPLE OF KNOX COUNTY, TENNESSEE  
SCHOOL DISTRICT PERSONNEL\*

| Item **<br>Number | Mean  | Standard<br>Deviation | Item<br>Number | Mean  | Standard<br>Deviation | Item<br>Number | Mean  | Standard<br>Deviation |
|-------------------|-------|-----------------------|----------------|-------|-----------------------|----------------|-------|-----------------------|
| 1                 | 2.238 | 1.174                 | 12             | 2.165 | 1.044                 | 23             | 2.140 | 0.930                 |
| 2                 | 2.856 | 1.213                 | 13             | 2.513 | 1.061                 | 24             | 2.594 | 1.087                 |
| 3                 | 1.630 | 0.830                 | 14             | 3.293 | 0.998                 | 25             | 2.885 | 1.196                 |
| 4                 | 2.604 | 1.193                 | 15             | 2.531 | 1.085                 | 26             | 1.838 | 0.878                 |
| 5                 | 1.975 | 1.056                 | 16             | 3.297 | 1.338                 | 27             | 1.921 | 0.785                 |
| 6                 | 1.925 | 0.986                 | 17             | 2.169 | 1.035                 | 28             | 3.390 | 1.120                 |
| 7                 | 2.043 | 1.022                 | 18             | 3.308 | 1.287                 | 29             | 3.098 | 1.113                 |
| 8                 | 1.964 | 0.946                 | 19             | 1.792 | 0.815                 | 30             | 2.709 | 1.158                 |
| 9                 | 2.065 | 0.993                 | 20             | 3.257 | 1.087                 | 31             | 3.153 | 1.146                 |
| 10                | 3.546 | 1.209                 | 21             | 1.960 | 0.882                 | 32             | 1.917 | 0.767                 |
| 11                | 2.701 | 1.099                 | 22             | 1.843 | 0.786                 | 33             | 2.622 | 1.090                 |

\*District is negotiating.

\*\*See Appendix B for items.

TABLE A-13

MEANS AND STANDARD DEVIATIONS RESULTING FROM ADMINISTRATION OF OSTRANDER'S THIRTY-THREE ITEM  
COLLECTIVE ACTION SCALE TO A SAMPLE OF KNOXVILLE, TENNESSEE  
SPECIAL SCHOOL DISTRICT PERSONNEL\*

| Item **<br>Number | Mean  | Standard<br>Deviation | Item<br>Number | Mean  | Standard<br>Deviation | Item<br>Number | Mean  | Standard<br>Deviation |
|-------------------|-------|-----------------------|----------------|-------|-----------------------|----------------|-------|-----------------------|
| 1                 | 2.279 | 1.205                 | 12             | 2.117 | 1.146                 | 23             | 2.091 | 0.866                 |
| 2                 | 2.860 | 1.193                 | 13             | 2.456 | 1.014                 | 24             | 2.736 | 1.112                 |
| 3                 | 1.618 | 0.759                 | 14             | 3.330 | 1.007                 | 25             | 2.861 | 1.172                 |
| 4                 | 2.648 | 1.252                 | 15             | 2.517 | 1.066                 | 26             | 1.913 | 0.868                 |
| 5                 | 2.229 | 1.187                 | 16             | 3.030 | 1.337                 | 27             | 1.909 | 0.818                 |
| 6                 | 1.880 | 0.910                 | 17             | 2.345 | 1.092                 | 28             | 3.408 | 1.019                 |
| 7                 | 2.071 | 1.044                 | 18             | 3.414 | 1.245                 | 29             | 2.977 | 1.044                 |
| 8                 | 1.993 | 1.044                 | 19             | 1.890 | 0.872                 | 30             | 2.489 | 1.003                 |
| 9                 | 2.357 | 1.080                 | 20             | 3.426 | 1.042                 | 31             | 3.172 | 1.099                 |
| 10                | 3.511 | 1.208                 | 21             | 2.030 | 0.935                 | 32             | 1.914 | 0.755                 |
| 11                | 2.619 | 1.116                 | 22             | 1.902 | 0.751                 | 33             | 2.639 | 1.052                 |

\*District is negotiating.

\*\*See Appendix B for items.

TABLE A-14

MEANS AND STANDARD DEVIATIONS RESULTING FROM ADMINISTRATION OF OSTRANDER'S THIRTY-THREE ITEM  
COLLECTIVE ACTION SCALE TO A SAMPLE OF LENOIR CITY, TENNESSEE  
SPECIAL SCHOOL DISTRICT PERSONNEL\*

| Item<br>Number ** | Mean  | Standard<br>Deviation | Item<br>Number | Mean  | Standard<br>Deviation | Item<br>Number | Mean  | Standard<br>Deviation |
|-------------------|-------|-----------------------|----------------|-------|-----------------------|----------------|-------|-----------------------|
| 1                 | 2.143 | 1.134                 | 12             | 2.286 | 1.337                 | 23             | 2.191 | 0.931                 |
| 2                 | 2.903 | 1.339                 | 13             | 2.774 | 1.193                 | 24             | 2.778 | 1.128                 |
| 3                 | 1.619 | 0.958                 | 14             | 3.410 | 1.086                 | 25             | 3.242 | 1.019                 |
| 4                 | 2.206 | 1.124                 | 15             | 2.492 | 1.343                 | 26             | 1.952 | 1.031                 |
| 5                 | 2.016 | 1.055                 | 16             | 3.333 | 1.107                 | 27             | 1.968 | 0.991                 |
| 6                 | 1.790 | 1.027                 | 17             | 2.524 | 1.318                 | 28             | 3.698 | 0.873                 |
| 7                 | 2.048 | 1.113                 | 18             | 3.714 | 1.170                 | 29             | 2.952 | 0.958                 |
| 8                 | 2.000 | 1.040                 | 19             | 2.016 | 0.959                 | 30             | 2.742 | 1.039                 |
| 9                 | 2.095 | 1.073                 | 20             | 3.397 | 1.100                 | 31             | 3.413 | 0.927                 |
| 10                | 3.746 | 1.164                 | 21             | 2.064 | 0.896                 | 32             | 2.079 | 0.972                 |
| 11                | 2.823 | 1.109                 | 22             | 1.937 | 0.738                 | 33             | 2.794 | 1.003                 |

\*District is negotiating.

\*\*See Appendix B for items.

TABLE A-15

MEANS AND STANDARD DEVIATIONS RESULTING FROM ADMINISTRATION OF OSTRANDER'S THIRTY-THREE ITEM  
COLLECTIVE ACTION SCALE TO A SAMPLE OF MORRISTOWN, TENNESSEE  
SPECIAL SCHOOL DISTRICT PERSONNEL\*

| Item<br>Number | Mean  | Standard<br>Deviation | Item<br>Number | Mean  | Standard<br>Deviation | Item<br>Number | Mean  | Standard<br>Deviation |
|----------------|-------|-----------------------|----------------|-------|-----------------------|----------------|-------|-----------------------|
| 1              | 2.313 | 1.233                 | 12             | 2.419 | 1.122                 | 23             | 2.326 | 0.975                 |
| 2              | 2.970 | 1.180                 | 13             | 2.780 | 1.115                 | 24             | 2.789 | 1.123                 |
| 3              | 1.168 | 0.980                 | 14             | 3.414 | 1.073                 | 25             | 3.021 | 1.226                 |
| 4              | 2.736 | 1.279                 | 15             | 2.507 | 1.049                 | 26             | 2.231 | 1.019                 |
| 5              | 2.285 | 1.277                 | 16             | 3.343 | 1.245                 | 27             | 2.120 | 0.903                 |
| 6              | 2.028 | 1.010                 | 17             | 2.809 | 1.082                 | 28             | 3.704 | 1.016                 |
| 7              | 2.175 | 1.090                 | 18             | 3.376 | 1.262                 | 29             | 2.909 | 1.132                 |
| 8              | 2.236 | 1.153                 | 19             | 2.029 | 0.948                 | 30             | 1.699 | 1.094                 |
| 9              | 2.500 | 1.147                 | 20             | 3.443 | 1.140                 | 31             | 3.176 | 1.000                 |
| 10             | 3.584 | 1.074                 | 21             | 2.135 | 0.980                 | 32             | 2.070 | 0.872                 |
| 11             | 2.713 | 1.085                 | 22             | 2.021 | 0.869                 | 33             | 2.755 | 1.076                 |

\*District is negotiating.

\*\*See Appendix B for items.

TABLE A-16

MEANS AND STANDARD DEVIATIONS RESULTING FROM ADMINISTRATION OF OSTRANDER'S THIRTY-THREE ITEM  
COLLECTIVE ACTION SCALE TO A SAMPLE OF OAK RIDGE, TENNESSEE  
SPECIAL SCHOOL DISTRICT PERSONNEL\*

| Item<br>Number | **<br>Mean | Standard<br>Deviation | Item<br>Number | Mean  | Standard<br>Deviation | Item<br>Number | Mean  | Standard<br>Deviation |
|----------------|------------|-----------------------|----------------|-------|-----------------------|----------------|-------|-----------------------|
| 1              | 2.402      | 1.245                 | 12             | 2.102 | 1.031                 | 23             | 2.184 | 0.975                 |
| 2              | 3.365      | 1.387                 | 13             | 2.331 | 1.026                 | 24             | 2.881 | 1.138                 |
| 3              | 1.941      | 1.191                 | 14             | 3.421 | 1.167                 | 25             | 2.745 | 1.195                 |
| 4              | 2.358      | 1.174                 | 15             | 2.599 | 1.141                 | 26             | 2.117 | 1.138                 |
| 5              | 2.168      | 1.198                 | 16             | 3.285 | 1.283                 | 27             | 2.044 | 1.035                 |
| 6              | 2.117      | 1.058                 | 17             | 2.321 | 1.242                 | 28             | 3.307 | 1.179                 |
| 7              | 2.175      | 1.181                 | 18             | 3.294 | 1.362                 | 29             | 3.007 | 1.251                 |
| 8              | 2.117      | 1.112                 | 19             | 3.131 | 1.300                 | 30             | 2.745 | 1.198                 |
| 9              | 2.183      | 1.196                 | 20             | 3.372 | 1.254                 | 31             | 3.265 | 1.137                 |
| 10             | 3.526      | 1.284                 | 21             | 2.090 | 0.918                 | 32             | 2.110 | 1.027                 |
| 11             | 2.809      | 1.226                 | 22             | 2.037 | 0.808                 | 33             | 2.854 | 1.128                 |

\*District is negotiating.

\*\*See Appendix B for items.



TABLE A-17

MEANS AND STANDARD DEVIATIONS RESULTING FROM ADMINISTRATION OF OSTRANDER'S THIRTY-THREE ITEM  
COLLECTIVE ACTION SCALE TO A SAMPLE OF ONEIDA, TENNESSEE  
SPECIAL SCHOOL DISTRICT PERSONNEL\*

| Item<br>Number | Mean  | Standard<br>Deviation | Item<br>Number | Mean  | Standard<br>Deviation | Item<br>Number | Mean  | Standard<br>Deviation |
|----------------|-------|-----------------------|----------------|-------|-----------------------|----------------|-------|-----------------------|
| 1              | 2.225 | 1.123                 | 12             | 2.510 | 1.277                 | 23             | 2.388 | 0.909                 |
| 2              | 2.939 | 1.298                 | 13             | 3.000 | 1.203                 | 24             | 2.939 | 1.144                 |
| 3              | 1.816 | 0.950                 | 14             | 3.292 | 1.031                 | 25             | 3.469 | 1.209                 |
| 4              | 2.857 | 1.208                 | 15             | 2.041 | 0.999                 | 26             | 1.939 | 1.029                 |
| 5              | 1.551 | 0.792                 | 16             | 2.939 | 1.406                 | 27             | 1.959 | 0.912                 |
| 6              | 2.041 | 1.040                 | 17             | 2.429 | 1.000                 | 28             | 3.878 | 0.949                 |
| 7              | 2.041 | 1.060                 | 18             | 3.612 | 1.320                 | 29             | 2.898 | 0.963                 |
| 8              | 2.184 | 1.093                 | 19             | 2.163 | 1.087                 | 30             | 2.469 | 1.082                 |
| 9              | 2.245 | 1.182                 | 20             | 3.388 | 1.037                 | 31             | 3.063 | 0.998                 |
| 10             | 3.694 | 1.140                 | 21             | 1.939 | 0.876                 | 32             | 1.980 | 0.661                 |
| 11             | 2.469 | 1.157                 | 22             | 1.918 | 0.731                 | 33             | 2.388 | 1.077                 |

\*District is negotiating.

\*\*See Appendix B for items.

TABLE A-18

MEANS AND STANDARD DEVIATIONS RESULTING FROM ADMINISTRATION OF OSTRANDER'S THIRTY-THREE ITEM  
COLLECTIVE ACTION SCALE TO A SAMPLE OF RHEA COUNTY, TENNESSEE  
SCHOOL DISTRICT PERSONNEL\*

| Item<br>Number | Mean  | Standard<br>Deviation | Item<br>Number | Mean  | Standard<br>Deviation | Item<br>Number | Mean  | Standard<br>Deviation |
|----------------|-------|-----------------------|----------------|-------|-----------------------|----------------|-------|-----------------------|
| 1              | 2.068 | 1.143                 | 12             | 2.170 | 0.854                 | 23             | 2.203 | 0.761                 |
| 2              | 2.593 | 1.147                 | 13             | 2.780 | 1.001                 | 24             | 2.729 | 1.172                 |
| 3              | 1.542 | 0.567                 | 14             | 3.421 | 0.944                 | 25             | 2.593 | 1.036                 |
| 4              | 2.661 | 1.212                 | 15             | 2.271 | 1.187                 | 26             | 1.695 | 0.749                 |
| 5              | 1.814 | 0.919                 | 16             | 3.203 | 1.256                 | 27             | 1.881 | 0.646                 |
| 6              | 1.661 | 0.659                 | 17             | 2.305 | 1.071                 | 28             | 3.310 | 1.063                 |
| 7              | 2.085 | 0.988                 | 18             | 3.322 | 1.432                 | 29             | 2.064 | 1.090                 |
| 8              | 1.881 | 0.745                 | 19             | 1.915 | 0.952                 | 30             | 2.542 | 1.040                 |
| 9              | 2.322 | 1.090                 | 20             | 3.475 | 1.135                 | 31             | 2.848 | 1.031                 |
| 10             | 3.559 | 1.304                 | 21             | 2.017 | 0.799                 | 32             | 1.915 | 0.749                 |
| 11             | 2.322 | 1.090                 | 22             | 2.000 | 0.788                 | 33             | 2.271 | 0.025                 |

\*District is negotiating.

\*\*See Appendix B for items.

TABLE A-19

MEANS AND STANDARD DEVIATIONS RESULTING FROM ADMINISTRATION OF OSTRANDER'S THIRTY-THREE ITEM  
COLLECTIVE ACTION SCALE TO A SAMPLE OF ROANE COUNTY, TENNESSEE  
SCHOOL DISTRICT PERSONNEL\*

| Item<br>Number ** | Mean  | Standard<br>Deviation | Item<br>Number | Mean  | Standard<br>Deviation | Item<br>Number | Mean  | Standard<br>Deviation |
|-------------------|-------|-----------------------|----------------|-------|-----------------------|----------------|-------|-----------------------|
| 1                 | 2.223 | 1.180                 | 12             | 2.217 | 1.079                 | 23             | 2.137 | 0.878                 |
| 2                 | 2.770 | 1.270                 | 13             | 2.486 | 0.988                 | 24             | 2.626 | 1.112                 |
| 3                 | 1.514 | 0.725                 | 14             | 3.141 | 1.023                 | 25             | 2.761 | 1.098                 |
| 4                 | 2.621 | 1.226                 | 15             | 2.095 | 0.977                 | 26             | 1.791 | 0.847                 |
| 5                 | 2.178 | 1.242                 | 16             | 2.819 | 1.336                 | 27             | 1.899 | 0.755                 |
| 6                 | 1.712 | 0.828                 | 17             | 2.283 | 1.133                 | 28             | 3.166 | 1.101                 |
| 7                 | 1.929 | 1.015                 | 18             | 3.159 | 1.185                 | 29             | 2.669 | 1.003                 |
| 8                 | 1.850 | 0.974                 | 19             | 1.899 | 0.860                 | 30             | 2.561 | 1.149                 |
| 9                 | 2.179 | 1.034                 | 20             | 3.287 | 1.135                 | 31             | 2.849 | 1.083                 |
| 10                | 3.326 | 1.197                 | 21             | 1.978 | 0.818                 | 32             | 1.928 | 0.786                 |
| 11                | 2.558 | 1.053                 | 22             | 1.971 | 0.737                 | 33             | 2.230 | 1.024                 |

\*District is negotiating.

\*\*See Appendix B for items.

## VITA

Jack Lee Staff was born on September 8, 1933, in Muskogee, Oklahoma. He is married and the father of one son and two daughters.

He received a bachelors degree in general studies from the University of Maryland in 1964 and a masters degree in Aerospace Operations Management in 1970 from the University of Southern California.

His military background consists of 20 years in the United States Air Force. He holds the aeronautical rating of navigator and served in several logistics and command positions in the United States Air Force. He held the rank of Major at the time of his retirement.

His professional experiences include six and one-half years as a high school teacher of psychology and social studies. He is currently serving a four year term as the Superintendent of Schools of Roane County, Tennessee.