

AN ABSTRACT OF THE THESIS OF

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Title: Identifying the Commitment of Vocational Teachers
To Collective Bargaining Associations in Washington State

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Purpose of the Study

The purpose of the study was to determine if differences existed in commitment to teacher collective bargaining associations among vocational teachers.

The objectives were: (1) to determine the degree of commitment among secondary vocational teachers to the teachers' collective bargaining association; and (2) to determine the significant differences in degree of commitment among vocational teachers by: age, sex, program area, teaching experience, and a priori union experience.

The Procedure

A survey instrument was developed and was administered to a random sample of 700 vocational secondary teachers currently teaching in Washington

State. The results of the survey were statistically analyzed by the Hoyt-Stunkard Reliability Test, the F-statistic, and the Least Significant Differences Test. An .05 level of significance was used.

Selected Findings

Washington State vocational secondary teachers responding (428 individuals) were approximately 40 percent participating teachers' association members; however, all respondents remained predominately pro-association in their attitudes and beliefs. The Years of Teaching Experience variable produced the most significant different responses from the total and indicated the highest degree of loyalty, willingness to work, and commitment to the goals of the association. Gender, age, program area, and previous union experience also revealed significant differences.

Implications

If the findings of this study are coupled with the elements of change in secondary education evident in 1984, and the muted but powerful cost of education theme, a definite prediction can be increased conflict between teachers' associations and administrators over the allocation of resources.

Identifying the Commitment of Vocational Teachers to
Collective Bargaining Associations in Washington State

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IDENTIFYING THE COMMITMENT OF VOCATIONAL TEACHERS TO
COLLECTIVE BARGAINING ASSOCIATIONS IN WASHINGTON STATE

CHAPTER I

INTRODUCTION

Teachers in public schools have experienced a great deal of change in the preceding decade (Walton, 1984). Some of the changes include school consolidation, teacher militancy, demographic and sociological shifts of students, rapid expansion of school financing inconsistently followed by major reductions and, most recently, more public attention to the quality of the teachers themselves as well as their work than current educators can remember. The teachers' response to all this has been characterized by confusion, anxiety and, possibly, by reinforced allegiance to the goals of the teachers' association over the goals of the school district (Cheng, 1980).

Vocational teachers have been involved in all of the above changes. Vocational teachers in Washington State have witnessed consolidation of vocational programs into regional training centers, decreased financial support of vocational education, and reduced numbers of total school age students who have again different generational values. These vocational teachers have also seen great changes

taking place in their curricula due to the increased rate of change in the technology of industry and the home (Steele, 1982). The vocational teacher, consequently, has sought program and personal protection in the teachers' association.

Problem

Vocational teachers in the public school system are a distinct type of educator because of their program goals of employability as well as general literacy for students. Vocational teachers have also been diverse among themselves due to (a) a traditionally broader window to the community stemming from the structure and goals of their particular occupational curricula, and (b) the fact they may or may not be hired with a formal teacher preparation background.

Since the development of the large role of teacher collective bargaining associations in the 1960's and 1970's due to socioeconomic conditions in society (Cheng, 1980; Doherty, 1980) and the sudden reverse of these same socioeconomic conditions in the 1980's (Hunt & White, 1983), teacher attitudes toward their collective bargaining associations may be changing. The vocational teachers' attitude has

undoubtedly been affected as well by these conditions. In addition, the vocational teacher has been affected by the increased rate of change in the technologies with which they must be competent to make the student employable. The intent of this study was to determine if differences exist in commitment to teacher collective bargaining associations among vocational teachers.

Rationale

Currently, teacher unions are basically politically secure and their legitimacy has been established (Cheng, 1981). Ninety-one percent of all kindergarten through twelfth (K-12) grade teachers work in a unionized environment (Cresswell & Murphy, 1980). Secondary vocational teachers in Washington also function in this unionized environment. Secondary vocational teachers in Washington State function in an environment that is very formalized, specialized and standardized as evidenced by the state code and administrative procedures of schools.

Research into commitment to work organizations and unions conducted mostly during the early 1960's by organizational psychologists showed "employees believe in coexistence" of the two entities (Kornhauser, 1961, p. 247; Stagner, 1954; Kerr, 1954).

Research into commitment has shown it can vary by such factors as age (Angle & Perry, 1981), sex (Angle & Perry, 1981; Gusky, 1966), education (Angle & Perry, 1981; Steers & Spencer, 1977), bureaucratic or professional personality orientation (Corwin, 1965; Steers & Spencer, 1977), time (Angle & Perry, 1981), and stress (Morris & Koch, 1979; Morris & Sherman, 1981).

Porter and Smith (1970) identified committed individuals as those who demonstrated:

(a) a strong desire to remain a member of the particular organization, (b) a willingness to exert high levels of effort on behalf of the organization, and (c) a definite belief in and acceptance of the values and goals of the organization. (p. 2)

Thus, if the concept of commitment was demonstrated for individuals as Porter and Smith defined it, and a valid measurement survey could be adapted by review of the literature, expert review and pilot study, it appeared a measure of commitment by vocational teachers to teacher collective bargaining associations could be identified.

The importance of teacher collective bargaining associations to vocational educators has generally been overlooked by vocational administrators and researchers. A better understanding of how union

commitment manifests itself in vocational educators at the secondary level would give those researchers and administrators a better understanding of the vocational personnel they are studying and leading through the 1980's. An increased understanding of the degree of commitment to collective bargaining associations may also assist in understanding the more general psychological processes with which this group chooses to identify.

The Objective

The objective of the study was to answer the following two research questions:

1. What are the degrees of commitment among secondary vocational teachers to the teachers' collective bargaining association?
2. What are the significant differences in degree of commitment among vocational teachers by: age, sex, program area, teaching experience and a priori union experience?

Limitations

The study was limited to vocational teachers currently teaching.

The study was limited to vocational teachers in the state of Washington.

The items in the questionnaire were selected by a review of the literature, expert review and pilot study.

Study Assumptions

The study provides information on vocational teacher self-perceptions of their commitment to teacher collective bargaining associations by measuring their responses to an instrument scale of neutral statements on the subjects of belief in the goals of the union, willingness to work for the union, and desire to remain in the union. The major reason for this study was to provide information to researchers and administrators concerning the characteristics of the vocational teachers they are studying and leading.

Four basic assumptions were made for this study:

1. A valid survey instrument could be constructed from the current literature, an expert review, and validation from a pilot test of the instrument on a like sample group.

2. A substantial number of vocational teachers would cooperate in the study.

3. The respondents would be capable of assessing their own attitude or perception toward the commitment variables.

4. The sample responses would be generalizable to the state population of vocational teachers.

Definition of Terms

The following special terms are used in the body of this thesis:

Advisory Committee: a group of persons, usually from outside the field of education, selected because of their knowledge and expertise in certain areas to advise educators regarding vocational programs.

A priori Union Experience: the individual has attained previous union affiliation experience by being a member of a union before becoming a member of a teacher union. Or, the individual has attained previous union affiliation experience by being raised in a home where one or both adults were members of a union.

Area Vocational Center: a school facility designed to instruct in the vocational education area of school curriculum only. The facility usually serves two or more school districts.

Bureaucratized: to make subject to bureaucracy. Bureaucracy is the systematic administration

characterized by specialization of functions, objective qualification for office, action to fixed rules and a hierarchy of authority.

Commitment: implies allegiance based on trust and confidence, demonstrated by: (a) a strong desire to remain a member of the particular organization, (b) a willingness to exert high levels of effort on behalf of the organization, and (c) a definite belief in and acceptance of the values and goals of the organization (Porter & Smith, 1970).

Comprehensive High School: a school facility with an instructional program designed to teach in the area of academic, general and vocational curriculums. The school usually serves individuals between the 9th or 10th grades through 12th grade completion.

Expert Review: individuals schooled in and associated with collective bargaining and vocational education participate in reading and responding to the content of the instrument and make written recommendations on the instruments' content wording.

Likert Scale: an attitude scale developed by Resis Likert to give equal distance measure to directional statements or questions.

Program Area: a vocational curriculum content subdivision as recognized by Federal enactments. Current

program areas are: Agriculture Education, Business and Office Education, Home Economics Education, Distributive Education, Trades and Industry Education.

Secondary Level: grades 9 through 12 or 10 through 12 in the American school system.

Secondary Vocational Program: a curriculum made of identifiable skills and attitudes necessary for entry level employment in an occupation or work of the home.

Secondary Vocational Teacher: an individual with the occupational skills necessary to instruct the basic skills and attitudes for entry level employment in an occupation or in the work of the home.

Teacher Union/Collective Bargaining Unit: the official collective unit of faculty recognized by the school board for bargaining purposes.

Hypothesis

The following null hypothesis was tested in the study based on the problem and objectives:

H₀. There is no significant difference in indicated degree of commitment between secondary vocational teachers by:

1. program area
2. age
3. sex
4. teaching experience
5. a priori union experience.

CHAPTER II

REVIEW OF THE LITERATURE

Conceptual Frameworks

Many authors have written about the vast expansion of collective bargaining in the public employee sector since the 1960's (Lieberman, 1962, 1979, 1981; Cheng, 1981; Cresswell & Murphy, 1980; Estein, 1967; and others). Lieberman, in 1961, predicted that the June 1961 vote by New York City teachers to organize would be "one of the most important educational events of the 1960's" (p. 8). History has proven him correct. The outcome of that particular vote not only helped stimulate a shift in the goals of the National Education Association (NEA), but also set in motion the growth of membership in collective bargaining alliances by all instructional personnel from 29 percent to 91 percent of the total population (Cresswell & Murphy, 1980). Combining this membership increase with an increased number of school age children as a percentage of the total population expansion in the same period of time resulted in public teacher collective alliances becoming second only to the International Brotherhood of Teamsters in number of members among unions.

- Why did teachers form collective bargaining alliances so readily?
- What has research confirmed about how these collective bargaining alliances have affected formal organization within schools?
- What is the nature of teacher commitment to collective bargaining alliances today?

The above three questions are covered in the review of the literature. The review examined these topics in relation to the need for research on teacher commitment to collective bargaining alliances.

● Why did teachers form collective bargaining alliances so readily? Conceptual frameworks based on psychological, social, economic and political approaches are presented to develop a picture of the conditions of the last 20 year time span.

Psychological Reasons

Every individual must make some adjustment to work in modern society. To work, the individual may need to adjust personally, or to adjust the physical work environment, or to adjust the communication related to the assignment. When people work in formal

organizations, such as schools, these necessary adjustments multiply rapidly (Sergiovanni & Carver, 1980). Today, in 1983, teacher unions provide many interfaces to the work-related adjustments teachers seek (Cheng, 1980).

It should also be remembered that collective bargaining alliances provide a means to stimulate militancy and militancy is a means to power. With power, an individual teacher has more influence over any matter that relates to his or her respective school and its work (Sergiovanni & Carver, 1980). Formal groups which provide individuals a means to the goals they desire such as, "control over their work," and/or "a means to adjust to hostile work situations," would appear to be formal groups to which individuals would commit themselves (p. 148).

Social Reasons

Sergiovanni and Carver (1980) stated:

Groups exist to help teachers make a better adjustment to school lives by satisfying human needs and by protecting teachers from a potentially, if not actually, insensitive and hostile organization. (p. 147)

These groups may be informal coffee room klatches, or formally organized groups such as collective bargaining associations.

The grouping of individuals is the most basic element of formal organization (Walzlawick, Weakland, Fisch, 1974). Schools are formal organizations in which teachers are grouped in work activity to help educate the student. Among the changes occurring in the schools in the past decade has been how the teacher is grouped with others and in relation to others, both inside and outside of the formal school organization. This change has forced each group of teachers to make adjustments in their work environment (Gilgannon, 1975). Some of the anxiety-causing change factors included school consolidation, demographic shifts and sociological behavior shifts of students, rapid expansion of school financing followed by equally rapid reduction of this financing, other teachers' militancy, and, finally, public attack on the quality of their work. Consequently, teachers have turned to group membership in collective alliances as a source of support and strength in dealing with change in what is viewed as a hostile societal environment.

Economic Reasons

Dissatisfaction with "pay, workload and benefits," are the most important determinants for public sector pro-union attitudes (Smith & Hopkins,

(1979, p. 584). Accordingly, higher pay, control over work environments and increased fringe benefits were the banners of membership drives in the 1960's by teacher organizers. Though a conclusion can be drawn from research that wage rates in education are probably determined by supply and demand (Cresswell & Murphy, 1980), the most studied area in teacher collective bargaining alliances was teacher salaries (Kasper, 1970; Thornton, 1971; Frey, 1973; Chambers, 1977; Wynn, 1981; and others). Wynn found that: (1) the supply of teachers between 1960 and 1978 was increasing faster than the demand for additional teachers, (2) teacher salaries to per capita income between 1960-78 were declining contemporaneously, with (3) the rapid build up of collective bargaining. Although Wynn did not seek to find the cause and effect relationship between the three events, he did add another research study to the many (Zuelke & Frohreich, 1977; Garmes, Guthrie, Pierce, 1978; Lipsky, 1982) which found that collective bargaining has not succeeded in improving teacher salaries on the K-12 level in the past 20 years.

McGarth (1982) reported that by fall of 1982 teacher unions were "fighting just to keep what they still have . . . in salaries, fringe benefits and

working conditions" (p. 83). This cycle was already noted in private sector collective bargaining in the 1930's:

Unionism very probably does give an appreciable increase in earnings during the early period of effective organization, but during the later and more mature years of union development, the relative rate of progress seems, to say the least, to be no more rapid on the whole for unionists than for non-unionists. (Douglas, 1930, p. 468)

Today, salary and job protection are important considerations to teachers due to declining enrollments and declining finances nationwide. The American Federation of Teachers (AFT) president at the 1980 AFT convention encouraged the membership to get non-layoff clauses in master contracts (Cramer, 1980).

While it is true that teacher unions have continually bargained for improved salaries, fringe benefits and working conditions, Prasow et al. (1972) also noted:

There is a marked broadening in the scope of negotiations for public school teachers when compared with virtually any other classification of employee, public or private. (p. 65)

Political Reasons

Cheng (1981) has stated that:

Although the teacher unions' major emphasis is on bargaining in

local school districts, they have not neglected other political activities . . . particularly school board elections and as school financing becomes more a state function, unions are likely to become increasingly active in state campaigns. (p. 21)

Research has shown that political behavior may be demonstrated in two manners by an individual or a collective alliance. Political behavior can take place totally within the organization and be self-serving (Robbins, 1976). In his words, "when individuals act to enhance their own position, regardless of the costs to the organization or to others, they are acting politically" (p. 64). Likewise, a local union could be working to enhance its position in relation to the school for totally self-serving reasons. Secondly, the union could be concerned with external constituencies and be self-serving. An example might be promotion of a particular legislative enactment, another might be a national television advertisement promoting increased parent involvement in schools. It can be seen in the above examples that though all "political behavior is based on self-interest" (p. 64), when matched with organizational norms, goals and beliefs, harmony can exist. However, if the self-interest of the teacher collective alliance is at odds with the

school's goals, the collective alliance will pursue its own self-interest, sacrificing the schools' goals (Sergiovanni & Carver, 1980). Promotion of legislative bills may be different by teacher collective alliances than school boards of directors due to each group's end goals.

On the national level, teacher collective alliances have moved beyond traditional educational politics. Examples of this are the endorsement of George McGovern for president in 1972 by the AFT and the endorsement of Jimmy Carter for president in 1976 and 1980 by the NEA.

Politicians pay attention to teachers due to their numbers, organization, leadership and money. Cramer wrote in 1980:

Few large unions are as well organized and disciplined as teacher groups . . . at least one NEA member showed up at each of the state's 2,553 caucuses Once teachers began to play hard ball with negotiations and strikes and to behave like members of labor unions, to adopt sophisticated organizational structures, and to learn to follow leaders, their numbers took on new meaning. The NEA have 1.8 million members, and the rival AFT boast a membership of 560,000. This works out to approximately 6,500 teachers in each congressional district in the United States. (p. 36)

Starting in 1972, teachers set up a PAC that contributed \$27,000 to political campaigns. In 1974,

the same PAC contributed \$240,000 for congressional races alone. State affiliates that year contributed \$3.5 million on state and local races (Garmes, Guthrie & Pierce, 1978).

So we can say the teacher collective alliances are politically significant due to their voting numbers and dollars they will spend for their selected candidates and legislative proposals (Cresswell & Murphy, 1980), and their willingness to follow their leadership (Cramer, 1980).¹

Political science research has suggested that certain social characteristics are related to greater political participation and it will be assumed that these same characteristics are relevant to the involvement of teachers in politically motivated behavior through collective alliances. These include age (Lipset, 1959; Campbell, 1960), educational attainment (Lipset, 1959; Gilgannon, 1975), and interest in politics (Fox & Wince, 1976).

¹ In 1974, an unheralded Georgia politician named Jimmy Carter showed up uninvited to the NEA convention. "He seemed like a nice little guy with a lot of chutzpa," recalls Terry Herndon. Two years later, the NEA decided to endorse Carter for the presidency in return for one favor: creation of a U.S. Department of Education. It was a bold move (p. 37)

However, Ade (1982) in a study on "Teacher Characteristics and Congruity, Incongruity and Inconsistency with Policy Positions of Teacher Organizations" found the longer teachers were in the teaching system the less congruent responses they made on teacher organization political issues. He also found educational level and political involvement did not make teachers more consistent than non-involved teachers on political issues stressed by the teachers' organization.

Hunt and White (1983) examined the regional area populations in 35 states and 95 Standard Metropolitan Statistical Areas to predict results of bargaining legislation for teachers. Their study provides evidence that the collective bargaining related legislation depended positively on (a) the percentage of teachers who were male, (b) the educational expenditure per capita by state and local government, (c) the degree of labor force turnover, (d) the percentage of the labor force in the health professions, and (e) union membership in the private sector. Negative legislation or lack of legislation was related to (a) the overall representation of teachers in the population, and (b) the level of private management opposition to unions indexed by unfair labor practice

claims. Other factors such as teacher working conditions, monopsony, power, relative salaries and number of students were generally inconsequential.

Historical Review, 1960 to 1983

A plethora of researchers have written on the inception, creation and growth of teacher organizations such as the National Education Association and the American Federation of Teachers (O'Reilly, 1978; Cheng, 1980; Cresswell & Murphy, 1980; Doherty, 1980). The growing amount of this historical literature supports the predominant theme that the 1960's in the American school system was "the turning point for teacher organizations to come into their own as collective bargaining alliances," that is, unions (Cresswell & Murphy, 1980, p. 57).

The change from an organization resembling a loose professional association to a collective alliance has also been historically documented by a number of researchers who have chronicled change in organizational goals (Lieberman, 1961, 1981; Sergiovanni & Carver, 1980; Cheng, 1981). Though the AFT has been recognized as a collective alliance since its inception in 1916 in Chicago, the NEA historically was not recognized as

such until the 1960's. In 1961 the NEA barred school administrator membership and set other goals to professionalize teaching (Myers, 1973; O'Reilly, 1978; Lieberman, 1981), thus enacting goals and exhibiting the behavior of a union.

In 1971, George Fisher, then president of NEA, stated that his "union" sought to control who enters, who stays and who leaves the profession (NEA Handbook, 1977). Since then both the AFT and NEA have set goals for professionalizing teachers by strengthening teacher certification standards and perhaps eventually taking control of these standards as Fisher stated in 1971.

However, despite all the past signs of vitality in teacher collective alliances and their previously demonstrated strength at the bargaining tables and in the political rings, some researchers wonder if they can survive the next 20 years (Lieberman, 1981; Cheng, 1981). In the 1960's and 1970's, Moore and Marshall (1973) felt the growth in teacher alliances was due to (a) declining economic position of the relevant teacher group, (b) favorable government policy, (c) growing support of organized labor, and (d) the existence of influential, compatible, liberal, social movements. Today, in 1983, all four of these factors have dramatically reversed for teachers.

The reversal of factors is accompanied by (a) slow growth of the GNP and a decline in the CPI and displacement of private sector workers, (b) a change in the federal and many state government administrations, (c) the breaking of a strike by the President of the United States and the development of a negative attitude toward large unions throughout the country, and (d) a social trend toward conservatism and away from liberalism in society in general (Naisbitt, 1982).

Nevertheless, teacher associations' membership comprises 91 percent of the total number of teachers; in excess of 2.3 million individuals (Cresswell & Murphy, 1980; Doherty, 1980). However, figures on national membership "do not necessarily represent bargaining strength" since some states (South Carolina, Mississippi, Arkansas, and Alabama, for example) by statute do not have collective bargaining and in actuality very little takes place (NEA Handbook, 1977, p. 141).

Labor union researchers (Lieberman, 1979; Cresswell & Murphy, 1980; Doherty, 1980) all contend that the 1962 collective bargaining agreement signed by New York City teachers signaled the start of growth in collective bargaining in over 10,000 school districts within the next sixteen years.

Membership organization for purposes of collective bargaining from 1960 on was easily accomplished due to existing structures of membership being in place for the two largest teacher associations: the National Education Association and the American Federation of Teachers (Doherty, 1980). Also, due to a "spillover" effect, especially in the small school districts, another 11 percent of the teachers during that time were organized into independent locals not affiliated with NEA or AFT. Couple this initial membership with the homogeneity of school district structure (local board, superintendent, supervisors, teachers) and contractual agreement writing was easily duplicated (Doherty, 1980). Wildman, Burns and Perry revealed the change pointedly in their two studies. In a 1965 study of 6,023 school districts, they found that for the year 1964-65 only 19 school districts had negotiated "substantial agreements," (Volume 1, p. 1), that is, agreements containing association recognition, procedures for collective bargaining, grievances, and impasse. In a follow-up survey by the same researchers they found 400 such agreements in 1966-67. Murphy (1976) found 75 percent of all school districts had substantial agreements in a stratified 10 percent sample for the 1974-75 school year. Thus it can be

said that both existing membership structures and the similarity of school district organization structures assisted in the rapid development of collective bargaining contracts and the formulation of local associations. Other factors also played a role, such as favorable governmental legislation and Executive Orders issued by Presidents Kennedy and Nixon.

President Kennedy signed Executive Order 10988 permitting federal employees to join unions and bargain for wages and work conditions in 1962. That order was then extended by President Nixon in Executive Order 11491. These orders allowed for a uniform system of regulations, administration of federal employee work, and set up a structure to handle labor problems (Cresswell & Murphy, 1980).

The states, on the other hand, actually started to develop legal structures for school district bargaining in the 1950's. Wisconsin recognized teacher rights to organize and bargain collectively in 1959 by state statute and by 1977, 29 more states had legislation requiring schools and other public employers to bargain, 6 states had "meet and confer" with employees' unions and 4 states had voluntary recognition of unions (Cresswell & Murphy, 1980, p. 150; Doherty, 1980). However, even in states

without enabling legislation, collective bargaining has taken place. Doherty (1980) states:

It is important to remember . . . that there is a considerable amount of bargaining taking place in schools without statutory mandate. In 1977 thousands of teachers in Ohio and Illinois, for example, were covered by comprehensive collective bargaining agreements, even though there was no statute in these states granting collective bargaining rights. (p. 514)

Another factor in the growth of teacher collective bargaining alliances in the 1960's and 1970's was the very makeup of the teachers themselves.

Nagi (1973) determined that one of the reasons teachers join unions was due to concern over the prestige of teaching. Moore (1970) in his book, The Professions, Roles, and Rules, states:

To have one's occupational status accepted as professional or to have one's occupational conduct judged as professional is highly regarded in all post-industrial societies (p. 3)

In 1963 the status of the teacher occupation was 29th and equal to accountants, artists, novelists, and economists. Teachers were a part of the American middle class. This had not always been true.

In the 1800's men who were teachers were often the disabled, the lazy, or those too inform for any

other occupation. Women became teachers partly because men, not women, usually were hired for the higher paying jobs (Cresswell & Murphy, 1980). Female teachers peaked in number at 83 percent of the teacher force in 1920. In 1961 they comprised 68 percent, and much to the chagrin of the goal setters of NEA and AFT, still comprise 68.9 percent (NEA Handbook, 1982). Some researchers (Etzioni, 1969) claim it is such feminization of an occupation that keeps it semiprofessional. But others simply describe teaching as a "calling" or "vocation" peopled by those pursuing the accomplishment of some "good" to society (Cresswell & Murphy, 1980, p. 468).

Whatever the argument on professionalism, historically, when the NEA chose to stop worrying about the status of teaching and chose to set goals of self-determination and considered negotiations simply an energy-pay ratio, it gained in both membership and power. This attitude change made overt the conflict over pay, benefits and workload within the school system and the perceived lack of support for teachers from the community. It was during the 1960's that teachers first complained publicly about the status of teachers and the underpayment of teachers (Cresswell & Murphy, 1980).

Another variable conducive to unionization was teacher age during the 1960's. The age range of teachers in that period was skewed toward the young person. In 1960, 10 percent of the teachers were under age 25 and by 1972, 16 percent were under age 25 (Doherty, 1980). Besides being young, many teachers during the 1960's and 1970's felt secure in being overtly confronting in the communities of the country. Fox and Wince (1976) suggest the highly visible examples of early 1960's militancy by blue collar workers, blacks and other teachers left marks on the younger teacher, flavoring unionism, while the older teacher was less likely to be militant due to recollections of the Great Depression. In short, young teachers of the 1960's had more feelings of security and freedom of expression than the older teachers. This conclusion, plus the higher percentage of young teachers in teaching at that time, did assist in promoting the unionization of the occupation.

Today, in 1983, teachers are aging. Time has changed the statistics of age. Additionally, declining enrollments are eliminating the new younger teacher from staying in the occupation (Doherty, 1980). The aging of the public school teacher has decreased the percentage of inexperienced teachers from 26 percent

in 1972 to 18 percent in 1976. The percentage is most probably lower today. Those teachers who have chosen to continue teaching since the 1960's may well have 20 years of experience and have significant seniority.

The aging of teachers and the nature of the status of teaching have also contributed to changes in the educational attainment of teachers. Teachers with baccalaureates and teachers with masters' degrees have increased significantly in the past 20 years. Baccalaureate only teachers declined after 1976 due to the attainment of even more master's degrees. Significantly, the percentage of teachers without baccalaureates declined from 12.3 percent to 1.1 percent. Researchers contend that retiring teachers certificated before baccalaureates were required to be the reason for the lower percentage. Represented in the 1.1 percent many times is the vocational teacher hired out of industry or the bilingual teacher hired after the Rodriguez vs. San Antonio Case (NEA Handbook, 1977). Age, seniority and educational attainment may be factors that have changed the attitude of the teachers who started work in the early 1960's, or factors that may have confirmed the stance of the teacher toward unionism.

One last factor in the growth of teacher unions was the nature of the particular union itself. Nagi and Pugh (1973) studied members of the AFT and NEA in Toledo, Ohio to determine why they chose their particular union affiliation. They found evidence that teachers selected their union affiliation on the basis of their needs and the orientation of the union. Their findings showed those who joined the AFT felt more economically deprived, while those who joined the NEA felt a lack of prestige in their work. Some AFT joiners were found to feel both deprivation and lack of prestige.

It can be said that teacher unions have accomplished much of what they set out to do in the early 1960's and are a part of the educational power structure. Fantini (1974) had this to say about teachers' unions:

Teachers' unions are now placed in a situation in which they must defend the system as adequate, needing only extra money to improve. Since they wield much of the power within the public schools, they find it increasingly easy to dismiss any reform proposal that fundamentally alters the status quo.
(p. 45)

● What has research confirmed on the effect of teacher unions on the formal organization of schools?

Organizational Research

Following Fantini's suggestion that teachers must now defend the public school system as adequate, a look at what teacher unionization has done to the school system is necessary.

Collective bargaining associations have produced dramatic changes in the "political and economic spheres" (p. 96) of the public school system (Garmes, Guthrie and Pierce, 1978). The change from the late 1950's to today has been one of a rise from little influence to a great deal of influence and control in school management by teachers. Unionization of teachers has allowed them greater participation in decision making. School boards and their superintendents are no longer making so many unilateral decisions. This change in decision making power affects both the internal organizational structure of the schools and the role teachers play in the political system of the states (Garmes et al., 1978).

Johnson (1981) identified some of the internal organizational changes that have taken place due to the power change. She conducted in-depth interviews of 294 administrators, union leaders, principals and teachers in six school districts. She found the following:

Collective bargaining was found to have centralized power at the district level and decentralized power in the schools. (p. 1)

Johnson also found the above changes were not uniform among the six districts nor among the schools within districts. However, concerning the centralizing effect Johnson found:

District office administrators exercised new contractual powers and reasserted their formal authority over principals as a result of collective bargaining. Certain contract provisions including those that established grievance procedures had increased the control district office administrators could exert over school practices. In addition, central administrators had sought to ensure orderly labor relations in the schools by standardizing school site labor practices, centralizing labor relations expertise, and allying with union leaders to guarantee contract compliance in the schools. (p. iii)

The decentralizing effect within the schools found by Johnson had the following effects on structure:

Within the schools, power had been decentralized as a result of collective bargaining. The union had been introduced as a new authority, potentially competing with the principal for teachers' allegiance. Teachers had won the right to control the use of their non-teaching time, they had been empowered to challenge administrative action through the grievance procedures; and they had gained new procedural protections against dismissal and transfer. Principals had experienced a decrease in their

autonomy and discretion, and an increase in their responsibilities to teachers and district administrators. (p. iii)

Though historians of American education generally conclude that increasing bureaucratization of school systems was a cause of growth in teacher unions (Goslin, 1965; Tyack, 1974), collective bargaining has in no way decreased bureaucratization. If anything, collective bargaining adds to bureaucratization by requiring decision making to be shared in the schools. It demonstratively takes more time, energy and resources to make decisions (Garmes et al., 1978). This time factor in decision making was perceived as a power loss by principals in a study by Blumberg, Brannigan and Nason (1981) of 118 principals and 80 superintendents. The principals, responding to the mail-out survey, also saw collective bargaining gains by teachers as decreasing their ability to talk freely among their teachers about work relations. This study also found the centralizing of power that the Johnson study found.

Collective bargaining has given teachers a part in the decision making concerning their working conditions. Teachers do have a say in the work calendar, the length of day, what they do with their

non-teaching time, class size considerations, and due process rights in grievances, evaluations and dismissals (Doherty, 1980).

Doherty (1980) further contends teachers have a broader say in their conditions of employment than the private sector employees. He stated:

The scope of bargaining in public education tends to be broader than that prevailing in the private sector because teachers view conditions of employment as transcending mere matters of salaries, hours, fringe benefits, and grievance procedures. The contract thus becomes not only a constitution governing the working life of the teacher, but a document containing the educational philosophy of the district. (p. 559)

The sophistication of the individual school district in the manner in which it handles the collective bargaining process has also been studied. Nottingham (1980) developed a continuum of maturity in collective bargaining and school districts; he described immature districts as follows:

1. A persistent lack of trust in the statements made by leaders of both management and the union exists.
2. Administrators attack or disagree with other administrators at the public media level.
3. A lack of clarity (exists) about which functions belong to management and which belong to the union.

4. The teachers' union is plagued by difficulty in finding members willing to serve as officers or building representatives.
5. Principals administer the contract, acting either as though it does not exist or in a completely authoritarian manner.
6. Board members allow themselves to be isolated for public comment either for or against teachers.
7. Inaccurate, incomplete, or misleading statements to the public during negotiations or during a work stoppage are common to both sides.
8. Teachers' union members routinely call or otherwise communicate directly with board members.
9. Strikes occur.
10. The teachers' union relies heavily on a model contract provided by a state or national organization with little local understanding of its provisions.
11. Individuals resort to name calling and other non-professional tactics.
(p. 4)

Mature school districts were defined by Nottingham as being characterized by the following behaviors:

1. The leaders of management and the union present a united front to the state legislature on a variety of issues but particularly on financial support for schools.
2. Bargaining postures are sometimes rhetorical.

3. Management team members do not attack each other in public.
4. Both sides know what their respective functions are.
5. The union does not find it necessary to pressure its members to run for office.
6. Building representatives accept responsibility for communicating problems to members and for "linking-pin" behavior between the principal and the teachers on contract issues.
7. Principals use the representative rule procedure in administering the contract.
8. Leaders of both sides know that they can rely upon statements made by the leaders of either side. There is trust.
9. Where a case impasse is declared, undue efforts to influence the other side are avoided.
10. Ad hoc committees are formed, made up of members from management and the teachers' union to study new issues before they come to the bargaining table.
11. Strategies for change and improvement may be initiated by either management or the union.
12. Professionals are used on both sides for negotiations if the district is large. (p. 6)

From Nottingham's description of mature and immature management of collective bargaining by school districts, the breadth of sophistication can be seen.

School districts in the process of changing structurally to handle collective bargaining do go through stages of development. Today, in the nation's 10,000 or so school districts with collective bargaining, this broad degree of levels of sophistication still exists.

What the history of the past decade has shown in the broader sense of the structure of schools is the move by state level lawmakers to keep schools as institutions controlled by the people of the state and not by the teachers themselves. State legislators have done this by creating legal structures that check the power gains of the teacher collective bargaining alliances. Garmes et al. (1978) states that legislators can control the following variables:

(a) legal powers, such as the right of employees to organize and bargain collectively; (b) power to organize, by specifying who is eligible to join and who can be the representative; (c) power over money, by dues check off or fair share requirements, payment for impasse proceedings, funding to schools, ability of the local district to run levies, limits on the amount of the levies, and limits on where funds can be spent; (d) power of sanctions, to strike or not and the firing of illegal strikers or not by local boards; (e) power of expertise, by limitation on use of professional negotiators or not and on what mediators, fact-finders, and arbitrators can or cannot help the two parties with. (p. 101)

● What is the nature of teacher commitment to collective bargaining alliances today?

Theoretical Research

Theoretical research on "what is commitment" has focused on behavior and its relationship to attitude, or attitude and its relationship to behavior, depending on the theory base starting point. According to Kiester (1971), the research is only in the beginning stages and detailed analytical models are yet to be developed. Psychologists have yet "to empirically prove there are different types of commitment that cause different effects" (p. 2). The research on commitment has been an outgrowth from two theories -- dissonance theory and attribution theory. Dissonance theory is based on the idea that action results from the desire to remove conflict when a psychological cognition inconsistency occurs. Attribution theory is based on the idea that inferring or perceiving actions or attitudes in the environment or in oneself lead to action or attitude. Historically, behavior frequently identified with commitment includes (a) extremist attitude, (b) familiarity with an issue or event, (c) social support from others (Kiester, 1971, p. 27).

Other research has shown that commitment alone does not provide motivation to act. Cofer and Appley (1964) found that to be committed to act, past experience, the particular current event, and the anticipation that something would happen were also necessary.

Kiester, Mathog, Pool and Howenstine (1971), coming from the dissonance theory base, studied the results of attacks on beliefs and commitment. Their research, added to that of several others, showed that counterattacks on beliefs escalated commitment to the belief. Kiester et al. (1973) in an experiment, demonstrated that escalation of commitment depended upon a particular combination of degree of commitment and strength of attack on the belief. The experiments tended to reveal a boomerang effect. For example, a strongly committed person reacted to a weaker attack on his or her beliefs by hardening his or her stance; conversely, the weakly committed person reacted to a strong attack by changing his or her stance. The boomerang effect held true in other research by Kiester (1973) that included the variable of forewarning the individual of an impending attack. Kiester and Corbin (1965) also revealed it did not make a difference if the attack came from within a

group or from outside a group; the boomerang effect still held. Degree of commitment then, and strength of counterattack are interdependent in determining behavior in subsequent events. At this point in time, none of the research shows a connection between commitment and motivation.

The view of commitment from the attribution theory base has been studied by Bem (1965, 1967), Kelly (1967), and Jones and Davis (1965), and was based on the premise that "the fewer restraints a person has in behaving a certain way, the more likely that person is going to infer that the behavior reflects his true beliefs" (Bem, 1965, p. 199). The above researchers all concluded that commitment might then result from a special case of especially stable series of attributions. This theory then suggests that one's perceptions of self-responsibility are the very core of commitment. Both the dissonance theory and the attribution theory get bogged down in the metaphysical discussion of the illusion of freedom, that is, the freedom to choose, and the freedom to attribute, but nonetheless they are the bases of decision-making theory.

The sociologists, theoretically, operate from the premise that commitment is related to the character

of the socialization experience. Commitment to them may be affected by socialization that occurs prior to membership in an organization, for example. Using this premise, Corwin (1965) and Blau and Scott (1962) studied professional and bureaucratic orientation of employees. The theme of these studies was that organizational conflict, cohesiveness of peer group relations, and participation in the authority system depended on the bureaucratic or the professional a priori orientation of employees. In short, those employees with a professional orientation were loyal to their specialized skills while bureaucratic oriented employees were loyal to their employer and the organization's goals. Sergiovanni and Carver (1980) took this base research one step further in describing teachers in relation to their (a) loyalty to the school, (b) commitment to their professional skills, and (c) reference group orientation. He used Melton's (1957) coined terms of "cosmopolitan" and "local" to describe cosmopolitans as those low in loyalty to the employing school, high on commitment to specialized professional skills, and likely to identify with an outside reference group. Locals, on the other hand, were those high in loyalty to the employing school, low in commitment to the specialized professional

skills and likely to identify with an inner reference group. Sergiovanni and Carver continued, "During periods of decline and stability . . . if cosmopolitanism is not intentionally rewarded and nurtured it will simply become an expression of intended teacher militancy" (p. 144).

Hall (1976) determined that socialization experiences which occur while the individual is in the organization, especially during the first few years of membership may have even a greater impact on organizational commitment. Kelman (1974) suggested and Salancik (1977) prescribed that behavior in carrying out formal roles of an organization commits an individual more strongly to that organization. These studies indicate that the level of commitment an individual has can be increased by having a person perform at a more involved level of action. Along these lines, Stagner (1956) prescribed union-related activity as one means of "attaching the person firmly to the union" (p. 344). Schools are a highly bureaucratic work environment. It would appear consistent to then assume that many of the teachers employed during the 1960's shared cosmopolitan orientation thus helping to provide the impetus for professionalized teaching. If Sergiovanni's statements concerning periods of decline

and stability are correct, those teachers possessing "cosmopolitan" viewpoints should become more militant and therefore committed to a collective alliance in this next decade of declining resources. Similarly, research by Hall (1976) relating to the young teachers hired in the 1960's and their commitment to the union due to their experiences early in their careers pointed in the same direction. Garmes et al. (1978) agree:

In a period of declining enrollment and limited resources, educator organizations will defend these (non-teaching) positions tenaciously; jobs may be the most important item on their bargaining agenda. From the perspective of management the number of employees is the variable that most directly determines district costs. The potential for intense conflict is obvious. (p. 112)

Washington State Collective Bargaining

Washington State's Educational Employment Relations Act passed in 1975 prescribed the rights and obligations of educational employees of school districts and established procedures governing the relationship between the employees and their employers. This Act replaced the original Professional Negotiation Act written in 1965 which in the early 1970's caused "considerable controversy due to the pressure of a

declining economy and heavy special levy burdens" (Brouillet & Hoggins, 1972, p. 4). The 1975 Act covers all local and state employees in the K-12 schools and the community college system. Union security is provided for in the Act by allowing agency shops, membership dues, and services check-off. The state does not permit strikes, though numerous illegal strikes have taken place. A public employee relations commission administers mediation, fact-finding services, and issues advisory recommendations under the Act (Ross, 1978). The state funds basic education and allows passage of local levies which do not exceed 10 percent of the local basic education fund. Vocational education is considered a part of basic education, and continuing programs of excess cost are funded at a heavier weighted teacher-student ratio in the Act. New vocational education programs must prove excess cost factors to be funded at the higher ratio.

The tax base for schools is funded by a state sales tax, a property tax, and a business operations tax. Profits from state owned timber lands go towards a fund for construction of new public schools.

Washington's economy which supports all this is based on agriculture, port commerce, forest products and fisheries. Manufacturing is an expanding part of the economy.

The budget for state funding of basic education is in excess of 50 percent of the total state budget.

Washington State was identified by Naisbitt in his 1982 book entitled Megatrends as a "bell weather" state (p. 6). Naisbitt had this to say about trend setting states:

Our group collects information about what's going on locally across the country and then looks for patterns. The results can be fascinating. For example, we have learned that there are five states in which most social invention occurs in this country. The other forty-five are in effect followers.

Not surprisingly, California is the key indicator state; Florida is second, although not too far behind; the other three trend setter states are Washington, Colorado and Connecticut.

When we trace back new trends or positions on issues eventually adopted by most of the fifty states, we find that these five states are again and again the places where new trends began. It's difficult to say why, other than to observe that all five are characterized by a rich mix of people. And the richness of the mix always results in creativity, experimentation, and change. (p. 6)

CHAPTER III

METHODOLOGY AND PROCEDURES

The purpose of the study was to determine the commitment of current secondary level vocational teachers to collective bargaining associations and to determine the degree of difference in commitment among teachers by program teaching area, age, sex, teaching experience, and a priori union experience. The review of the literature indicated research was limited regarding commitment to unions, but research conducted on commitment to work organizations did show commitment can vary by age, sex, length of tenure, and a priori experiences. Studies conducted on schools, and teachers in particular, tended to be in the areas of salaries, organizational structure and role changes.

Research on commitment can be found in the theoretical fields of psychology and sociology. Applied research has been conducted mostly by organizational psychologists on work organizations, both public and private. No applied research was found on commitment and teachers and unions.

Population and Sample Procedures

All Washington certified, secondary-level vocational teachers currently employed in their program areas made up the population of the study. The population was known and totaled 2,049. Lists of names, programs, schools, and addresses were obtained from the Washington Superintendent of Instruction, Division of Vocational Technical Education. The vocational teacher lists were reviewed and any addresses that indicated other than secondary level and working as a teacher were removed before being entered into the computer. The names and addresses were entered into the computer by program identifying lists. The total population in each vocational program area was as follows: Agriculture 250, Business and Office 795, Distribution 153, Home and Family Life 467, and Trades and Industries 384.

A sample size of 140 was selected for each of the stratified populations. This sample size was well above the minimum size the sample table for the F-statistic recommended (Cohen, 1969). This assured a power level of .80 ($1 - \beta$) when $\alpha = .05$ and $\beta = .30$.

A table of random numbers was generated for each stratified population and the computer was

commanded to print the 140 name and address labels in triplicate from each of the five random lists. The computer was then programmed to randomly select five names and addresses from the remaining non-drawn stratified five populations to be used in the pilot test of the survey instrument.

The Dependent Variable

The major dependent variable for the study was the score judgmentally assigned by the survey respondent to each item on the instrument. The responses were gathered on a Likert Type scale of five points. Behavioral history and the demographics of the sample were gathered by the instrument using a "circle the most appropriate numbered item" procedure.

Data Collection Instrument

The initial review of the literature turned up one survey instrument originally developed by Porter and Smith (1970) to measure commitment to work organizations and adapted by Gordon (1980) to measure commitment to unions. The review also turned up one instrument developed by Loftis (1962) to measure commitment to one's profession. From the three instruments, a refined instrument was developed based

on the specific objectives of this study. In most cases it simply involved substituting a word or phrase to fit the occupational field of education. This instrument was then mailed to a previously selected group of individuals in Washington State with expertise in vocational education or collective bargaining for their review. (See Appendix A for the panel names and letters of correspondence.)

The panel of experts suggested few changes for the questionnaire. Those changes that were suggested for up-grading the level of the language were not incorporated because, according to Van Dalen (1979), language should be kept simple. Language changes that decreased the number of words or lowered the language level were made.

This validated questionnaire was then pilot tested on the 25 randomly selected individuals drawn from the population for this purpose. The pilot test was mailed using the same paper, printing, incentive, postage and labels as the intended survey. The purpose of the pilot test was to ascertain whether respondents replied on the survey instrument with an adequate spread of responses over the five-point scale. Eleven instruments were returned within the first week. A review of the returned instruments indicated an

adequate spread of responses on the survey's scale. Having determined an adequate spread of responses could be attained, the survey was mailed to the stratified sample on the predetermined mail out date. A follow-up letter was mailed to the non-respondents fifteen days later. The non-respondents were identifiable by a number on the return envelope address label. (See Appendix B for the cover letter, survey instrument, incentive, and follow-up letter, address label and follow-up number.)

Analytic Method

The statistical tools utilized in the study were the Hoyt-Stunkard Test Reliability Method, the one-way fixed model of analysis of variance using the F-statistic and the Least Significant Differences a posteriori tests.

The Hoyt-Stunkard Test Reliability Method estimates the internal consistency of the scores assigned by the subjects to the survey instrument. This method, using the analysis of variance, allows a researcher to test consistency to questions in which there is no right or wrong answer.

According to Hoyt and Stunkard (1952):

Let X_{ij} represent the score obtained by the i th individual for the j th items; where: $i = 1, 2, \dots, k$, and $j = 1, 2, \dots, n$. The various summations of the X_{ij} give: $X_i = \sum_j X_{ij}$, the score obtained by the i th individual for all items; $X_j = \sum_i X_{ij}$, the score for the j th item for all individuals; and $X_{..} = \sum_i \sum_j X_{ij} = \sum_i X_i = \sum_j X_j$, the sum of the scores of all individuals over all items.

$$A = \frac{\sum_i X_i^2}{n} - \frac{X_{..}^2}{kn} \quad ; \quad B = \frac{\sum_j X_j^2}{k} - \frac{X_{..}^2}{kn}$$

$$T = \sum_i \sum_j X_{ij}^2 - \frac{X_{..}^2}{kn} \quad ; \quad C = T - A - B$$

(p. 756)

The analysis of variance table may be written in part as follows:

SOURCE	DF	SS	MS
Among Individuals	$k - 1$	A	A'
Among Items	$n - 1$	B	B'
Residual	$(k - 1)(n - 1)$	C	C'
Total	$kn - 1$	T	T'

The r value is then attained by performing the following simple equation:

$$r_{tt} = \frac{A' - C'}{A'}$$

The Hoyt-Stunkard was performed using the Department of Biomathematics Statistical Software (1981) and was run on the entire block of attitudinal items in the questionnaire.

The one-way fixed model of analysis of variance was performed on the block of attitudinal items in the questionnaire. The statistical logic of the tool is incorporated in the F ratio, a ratio of between groups variance to within groups variance. This tool is "a method of identifying, breaking down and testing for significant variances that come from different sources" (Kerlinger, 1973, p. 71). Klugh (1970) stated the tool is used more frequently than any other inferential statistic by behavioral scientists. Used effectively in both large and small random samples, the F-statistic assumes interval scale data, two or more means, as well as random samples. However, when use of predetermined levels (or groups) of independent variables are under investigation we are using a "fixed effects" model of analysis of variance. The conclusions drawn from a fixed effects model, such as the study here, can apply only to the specific levels (or groups) tested.

To analyze the survey responses by use of the F-statistic, a tabular value of F is interpreted in

a sampling distribution for its probability value under the null hypothesis. If the computed F value is equal to or less than the calculated criterion value set, the null hypothesis is rejected (Williams, 1968).

The decision matrix for the computed F to be compared to the tabular F is as follows:

Source of Variation	Degrees of Freedom (DF)	Sum of Squares	Mean Scores	F-Statistic
Between	1	A	A - 1	MS bet
Within	N - 1	B	B/N - 1	MS w/in
Total	N			

The mathematical model for the one-way ANOVA arrangement is written as follows:

$$Y_{ij} = \mu + \alpha_i + \epsilon_{ij}$$

The equation terminology corresponds to general mean, between groups and error, respectively.

For the study, the rejection of the F-statistic resulted in the application of the Least Significant Differences Test developed by Fisher (Guilford, 1965). The test determines where the specific differences exist between adjacent mean scores of the rejected statement. The Least Significant Differences used the a-priori hypothesis as follows:

$$\mu_1 > \mu_2, \quad \mu_1 > \mu_3, \quad \mu_1 > \mu_4, \quad \mu_1 > \mu_5$$

The primary purpose in running this test is to protect against reporting too many Type 1 errors. The Least Significant Differences Test does this 95 percent of the time when there are no differences in the population.

The ANOVA and the LSD tests were accomplished by using the Statistical Package for the Social Sciences (1975). All of the analyses were executed at the Milne Computer Center at Oregon State University.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The previous chapter discussed the procedures utilized to collect and analyze the data for the study. This chapter reports the data collected and treated by those procedures for analysis.

The first objective of the study was to ascertain the degree of commitment by secondary vocational teachers to the teachers' collective bargaining association as demonstrated by desire to remain in the association, willingness to work for the association, and definite belief and acceptance of the values and goals of the association.

The second objective of the study was to determine if the degree of indicated commitment varied by program area, age, sex, teaching experience, and a priori union experience. To present the data in accordance with those objectives, this chapter is organized into three sections.

The first section of this chapter reports the demographics of the vocational teacher respondents to the survey questionnaire. The second section reports the degree of commitment expressed on a five-point Likert scale to the 38 neutral statements by the

teachers' association member respondents. The third section reports the results of those statements as tested by the F-statistic for significant differences among the total group by program area, age, sex, teaching experience, and a priori union experience. The final section summarizes the results for the testing of the hypothesis.

Section 1 Demographic Data

The survey questionnaire was sent to 700 secondary vocational educators currently teaching in comprehensive high schools or area vocational centers. Four hundred and twenty-eight individuals (61 percent) returned the questionnaire completed and usable.

Those respondents indicating they were members of a teachers' collective bargaining association numbered 393 (92 percent). By program area, Trades and Industries teachers were the least likely to belong to teachers' collective bargaining associations, with 62 (86 percent) of the 72 respondents belonging. Distribution teachers were the most likely to belong to an association with 66 (94 percent) of the 70 respondents indicating membership. Union memberships in the remaining program areas were: Business and Office, 84 (91 percent) of the 92 respondents belonged;

Agriculture, 73 (92 percent) of the 79 respondents belonged; and Home and Family, 96 (93 percent) of the 103 respondents belonged. The national percentage of membership in collective bargaining associations as reported in Chapter II was 91.8 percent in 1982 (NEA Yearbook, 1983, p. 60).

The vocational teachers responding to the questionnaire numbered 177 (45 percent) females and 214 (54 percent) males. Two individuals (1 percent) did not indicate their sex on the questionnaire.

The number of vocational teachers responding who had taught less than five years was 95 (24.2 percent), while 49 (12.5 percent) had taught 6 to 7 years, 108 (27.6 percent) had taught 8 to 12 years, and 137 (34.9 percent) had taught more than 12 years. See Table 1 for the exact breakdown of years of teaching experience for the entire group of vocational teacher respondents and for the subgroups of association members and nonmembers.

When those same respondents were asked how long they had paid dues to a teachers' collective bargaining association the responses were as shown in Table 2.

TABLE 1 YEARS OF TEACHING EXPERIENCE FOR ALL VOCATIONAL RESPONDENTS

YEARS INDICATED	COLLECTIVE BARGAINING MEMBER		COLLECTIVE BARGAINING NONMEMBER	
	N	Percent	N	Percent
0 -- 1	11	2.8	3	8
2 -- 5	84	21.4	9	23
6 -- 7	49	12.5	9	23
8 --12	108	27.5	7	18
12+	137	34.9	7	18
Blank	4	.9	4	10
Total	393	100%	39	100%

TABLE 2 DUES PAYING HISTORY FOR VOCATIONAL TEACHERS COLLECTIVE BARGAINING ASSOCIATION RESPONDENTS

INDICATED YEARS PAYING DUES	N	PERCENT OF TOTAL
0 - 1	9	2.3
2 - 5	91	23.2
6 - 7	71	18.1
8 -12	73	18.6
12+	149	37.8
Total	393	100%

The responses for years of paying dues do not appear to compare with the years of teaching experience presented in Table 1. Nor do the responses compare when broken apart for collective bargaining association membership or nonmembership. Possible explanations

for this may be that the respondents did not understand the question, or respondents who were industry union members responded to the question, too.

Three historic "participation in collective bargaining associations" questions were asked: have you ever held a committee appointment, or office in a teachers' association, in the last two years have you attended meetings and conferences sponsored by a teachers' association, was there a time before you became a teacher that you belonged to a union in industry, or do you have a parent who was a member of a union?

The respondents indicated 237 (56 percent) had attended teacher association meetings and conferences in the last two years on the local level. One hundred thirty-two (31 percent) indicated they had attended state level meetings and conferences within the same time period, while 11 (3 percent) had been to national gatherings in the past two years. Those respondents not attending any meetings or conferences in the past two years numbered 111 (26 percent) of the total.

Local committee appointments held by the vocational teachers for their collective bargaining associations numbered 186 (44 percent). The

respondents also indicated 31 (7 percent) had held state committee appointments, and five (1 percent) had held national committee appointments.

Of the vocational teachers responding, 126 (30 percent) indicated they had held local offices for the collective bargaining association.

Vocational teachers responding also indicated 17 (4 percent) had held state level offices and three individuals (.7 percent) had held national offices.

One hundred sixty-one (38 percent) of the teachers responding to the survey had belonged to another union before teaching. One hundred forty-seven of the 161 teachers currently belonged to a teachers' association. Of the 161 teachers who had a priori union membership, 33 still maintained that membership. Twenty-nine of those 33 paid teacher association dues, too. Those 29 teachers are approximately 6 percent of the 428 teachers responding to the survey.

One hundred and fifty (35 percent) of the 393 teachers belonging to the teachers' association had parents who were union members. Thirteen teachers (38 percent) who did not belong to the teachers' association had parents who were union members.

The age range of the teachers responding to the survey was as shown in Table 3.

TABLE 3 AGE OF ALL RESPONDENTS

INDICATED AGE	C.B. ASSOCIATION MEMBER		C.B. ASSOCIATION MEMBER		TOTAL	
	<u>N</u>	<u>Percent</u>	<u>N</u>	<u>Percent</u>	<u>N</u>	<u>Percent</u>
21 -- 30	68	17.3	7	20.0	75	17.6
31 -- 40	169	43.0	18	51.4	187	43.7
41 -- 50	98	24.9	5	14.3	103	24.1
51 -- 60	48	12.2	4	11.4	52	12.1
60+	9	2.3	0	0.0	9	2.1
Blank	1	.3	1	2.9	2	.5
Total	393	100%	35	100%	428	100%

Section 2 Degree of Commitment

The first objective of the study was to ascertain the degree of commitment by the secondary vocational teachers to their collective bargaining association. The measurement criteria used in the survey questionnaire to identify this degree of commitment consisted of 38 neutral statements concerning collective bargaining associations set up with a five-point Likert scale.

A Hoyt-Stunkard Reliability test was conducted on the 38 statements to determine the percentage of commonality between the survey respondents' indicated commitment and each item's rating. The 38 statements together had an "r" value of .91. See Appendix C for calculation of the "r." According to Guilford (1965), values of .90 to 1.00 have a very high correlation and have a very dependable relationship. The items represented each of the definition criteria of:

"(a) a strong desire to remain a member of the collective bargaining association, (b) a willingness to exert high levels of effort on behalf of the collective bargaining association, and (c) a definite belief in and acceptance of the collective bargaining association," to correspond with Porter and Smith's (1970) definition of commitment used for this study.

The vocational teachers surveyed were asked to indicate their level of agreement or disagreement on a five-point Likert scale for each of the 38 statements. See Appendix B for actual instrument. The point values were assigned value as follows:

1. Strongly Agree
2. Agree

3. Neither Agree nor Disagree
4. Disagree
5. Strongly Disagree

To insure that the respondents answered each question individually and did not ascertain a pro-association and an antiassociation to either end of the Likert scale, the statements were written with 23 positive worded statements and 15 negative worded statements. The statements were randomly mixed in their listing. The 15 negative worded statements were then reversed for the computer analysis and the values for the five-point scale became as follows:

1. Strongly agree with the collective bargaining position to the statement.
2. Agree with the collective bargaining position to the statement.
3. Neither agree nor disagree with the collective bargaining position to the statement.
4. Disagree with the collective bargaining position to the statement.

5. Strongly disagree with the collective bargaining position to the statement.

Table 4 shows the vocational teachers' indicated degree of commitment or noncommitment to collective bargaining associations. The mean score of all respondents to each statement is shown. A mean score of less than 3.0 indicates a stronger degree of commitment to the teachers' association. A mean score greater than 3.0 indicates less commitment to the teachers' association.

TABLE 4 MEAN SCORE OF ALL VOCATIONAL TEACHERS TO STATEMENTS ABOUT COMMITMENT TO THE TEACHERS' ASSOCIATION

1.0 = HIGH COMMITMENT 5.0 = NO COMMITMENT

* = REVERSED SCORING FOR STATEMENT

	<u>Number</u>	<u>Mean Score</u>
1. I feel a sense of pride being a member of the teachers' association.	378	2.56
2. Based on what I know now and what I believe I can expect in the future, I plan to be a member of the teachers' association the rest of my career in the school district.	374	2.04

(table continues)

TABLE 4 (Continued)

	<u>Number</u>	<u>Mean Score</u>
3. The record of the teachers' association reflects what dedicated people can accomplish.	376	2.53
4. The teachers' association problems are my problems.	379	2.51
5. Even though he/she may not like parts of it, the teachers' association member must "live up to" all terms of the contractual agreement.	376	1.92
6. The only reason I belong to the teachers' association is to make sure I get promotions or other transfers of teaching assignment.*	376	1.97
7. My loyalty is to my work, not to the teachers' association.*	380	2.22
8. It is the responsibility of every teachers' association member to see that management "lives up to" all the terms of the contractual agreement.	380	2.18
9. It is the duty of every teacher "to keep his/her ears open" for information that might be useful to the teachers' association.	378	2.71
10. Teachers in this local unit are not expected to have a strong personal commitment to the teachers' association.*	376	2.68
11. Moving ahead into school administration is more important than staying in the teachers' association.*	380	2.24

(table continues)

TABLE 4: (Continued)

	<u>Number</u>	<u>Mean Score</u>
12. Teachers should know the associations' symbol.	377	3.16
13. A teachers' association member has more security than most school administrators.	378	3.05
14. I feel little loyalty toward the teachers' association.*	380	2.68
15. As long as I am doing the kind of teaching I enjoy, it does not matter if I belong to a teachers' association.*	378	2.51
16. It is every teacher's responsibility to support or help another teacher use the grievance procedure.	380	2.61
17. I believe that teachers' association membership and participation should be positive factors on annual evaluations.	379	3.05
18. I am willing to put in a great deal of effort beyond that normally expected of a member in order to make the teachers' association successful.	379	3.21
19. Attending an advisory committee meeting is more important to me than attending the local teachers' association meeting.*	377	3.67
20. I have little confidence and trust in most members of the teachers' association.*	380	2.41

(table continues)

TABLE 4 (Continued)

	<u>Number</u>	<u>Mean Score</u>
21. I promote the teachers' association to my friends as a great organization to be a member of.	379	3.04
22. There is a lot to be gained by joining the teachers' association.	380	2.56
23. The state association newsletter is worth reading.	378	2.82
24. I doubt that I would do special work to help the teachers' association.*	380	2.71
25. Attending teachers' association sponsored workshops is a wise move on my part.	377	2.62
26. My values and the teachers' association values are not very similar.*	376	2.79
27. It is every teacher's responsibility to know exactly what the provisions of the contract entitle him/her to do.	379	1.81
28. I rarely tell others I belong to the teachers' association.*	378	2.70
29. It is the building representative's job, not the teachers' job, to see that the building administration is living by the contract.*	378	3.59

(table continues)

TABLE 4 (Continued)

	<u>Number</u>	<u>Mean Score</u>
30. It is every teacher's responsibility to see that other teachers "live up to" all terms of the contractual agreement.	376	2.97
31. If asked, I would serve on a committee for the teachers' association.	374	2.66
32. The state newsletter does not contain any useful information.*	377	2.51
33. If asked, I would run for an elected office of the teachers' association.	379	3.48
34. It is easy "to be yourself" and still be a member of the teachers' association.	380	2.34
35. Very little that the teachers want has any real importance to the teachers' association.*	378	2.10
36. Teachers do not benefit enough from the money taken by the teachers' association dues system.*	376	3.06
37. Every teacher must be prepared to take the time and risk of filing a grievance.	377	2.39
38. Every teacher must be prepared to work an equal number of days.	369	2.58

Only nine of the statements show mean scores that are greater than 3.0, indicating less commitment, while three statements have mean scores of 1.81, 1.92, 1.97, indicating greater commitment to, or belief in, the concepts of the statement. See Table 4, Items 5, 6 and 27 for the actual high mean score statements. Mean scores for all vocational respondents on the remaining 26 statements fall between 2.0 and 3.0 indicating mild agreement with the collective bargaining association position of the statement.

Section 3 Testing the Hypothesis

The F-statistic was conducted on the 38 attitudinal statements about collective bargaining associations to test for significant differences. For the purpose of this study the mean score of all the vocational teachers who belonged to collective bargaining associations was tested against mean scores categorized by program area, teaching experience, age, sex, and a priori union experience of those same teachers.

Program Area

The results are shown in Table 5 for significant differences found by program area taught and the

TABLE 5: ITEMS WITH SIGNIFICANT DIFFERENCES BY PROGRAM AREA TAUGHT AND MEAN SCORE OF ALL VOCATIONAL TEACHERS

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio	F Prob.	L.S.D. *
2 Based on what I know now and what I believe I can expect in the future, I plan to be a member of the teachers' association the rest of my career in the school district.	Agri.	70	2.2000	1.0440	Between groups	4	2.5139	2.626	.0344	*
	B & O	83	2.1084	1.1154						
	Dist.	66	2.1212	.9201	Within groups	369	.9573			
	H & F	93	1.7634*	.8262						
	T & I	62	2.1129	.9769						
Total	374	2.0428		373						
3 The record of the teachers' association reflects what dedicated people can accomplish.	Agri.	71	2.6901	1.0364	Between groups	4	4.0339	3.765	.0051	*
	B & O	83	2.4940	1.0520						
	Dist.	66	2.8030	1.1262	Within groups	371	1.0714			
	H & F	95	2.2211*	.9585						
	T & I	61	2.5902	1.0227						
Total	376	2.5319		375						
11 Moving ahead into school administration is more important than staying in the teachers' association. *	Agri.	72	2.1389	.8929	Between groups	4	2.6403	2.963	.0197	*
	B & O	84	2.1786	.9205						
	Dist.	66	2.4848	1.1799	Within groups	375	.8912			
	H & F	96	2.0833*	.8035						
	T & I	62	2.4677	.9533						
Total	380	2.2474		379						
14 I feel little loyalty toward the teachers' association.*	Agri.	72	2.8889	1.0421	Between groups	4	3.3648	2.917	.0213	*
	B & O	84	2.5833	1.1534						
	Dist.	66	2.8939	1.1112	Within Groups	375	1.1537			
	H & F	96	2.4271*	.9814						
	T & I	62	2.7581	1.0967						
Total	380	2.6842		379						

(table continues)

TABLE 5: (Continued)

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio	F Prob.	L.S.D. *
19 Attending an advisory committee meeting is more important to me than attending the local teachers' association meeting.*	Agri.	72	4.0417 *	.9106	Between groups	4	5.6572	6.162	.0001	*
	B & O	83	3.4217 *	1.0136						
	Dist.	66	3.7879	.9201	Within groups	372	.9181			
	H & F	96	3.4479	.9500						
	T & I	60	3.8500	.9885						
Total	377	3.6790		376						
33 If asked, I would run for an elected office of the teachers' association.	Agri.	72	3.2222	1.0376	Between groups	4	2.8771	2.507	.0417	*
	B & O	84	3.3810	1.1397						
	Dist.	66	3.4848	1.1265	Within groups	374	1.1475			
	H & F	95	3.7158*	.9964						
	T & I	62	3.5806	1.0643						
Total	379	3.4855		378						
36 Teachers do not benefit enough from the money taken by the teachers' association dues system.*	Agri.	71	3.3380	1.1332	Between groups	4	4.4939	3.259	.0121	*
	B & O	83	3.0723	1.2176						
	Dist.	66	3.0303	1.1631	Within groups	371	1.3790			
	H & F	95	2.7368*	1.1129						
	T & I	61	3.2623	1.2636						
Total	376	3.0612		375						
38 Every teacher must be prepared to work an equal number of days.	Agri.	71	2.9437*	1.1574	Between groups	4	5.8044	5.026	.0006	*
	B & O	83	2.3012	.8798						
	Dist.	64	2.8125	1.2709	Within groups	364	1.1548			
	H & F	92	2.5761	1.0918						
	T & I	59	2.3220	.9549						
Total	369	2.5854		368						

collective bargaining association vocational members. Only those attitudinal statements that are significant at the .05 level are listed in the text. See Appendix D for the complete listing.

The vocational teacher respondents were asked to indicate the level of agreement or disagreement on a five-point Likert scale for each of the 38 statements. The point values were assigned values as follows:

1. Strongly Agree
2. Agree
3. Neither Agree nor Disagree
4. Disagree
5. Strongly Disagree

Eight of the 38 statements stood the significant differences test at the .05 level with regard to program teaching area. Eight represents approximately 21 percent of the total 38. For the eight items that stood the test criteria, Home and Family Life teachers were significantly different on five, Agriculture Education teachers were significantly different on two, and Business and Office Education teachers were significantly different on one.

The Home and Family Life teachers agreed significantly more than any of the other program teaching area respondents that they would remain members of a teachers' association throughout their teaching career.

Though this program's respondents indicated that they felt some loyalty to the collective bargaining association (Item 14), more than any other program indication, they disagreed more than the other that they would ever run for an office in the association (Item 33). Porter and Smith's "willingness to work for the association" appears to be low for all the vocational teacher respondents and particularly for Home and Family Life teachers if it includes running for office for the teachers' association.

When it concerns "belief in the goals and values of the collective bargaining association" items, Home and Family Life teachers agreed more than any other group that the association's record reflects what dedicated people can accomplish. They also believe more than any of the other program areas that teachers do benefit enough from the money taken by the association for dues.

Last, the Home and Family Life teachers indicated they felt more loyalty to the teachers' association (Item 14) than any other group, and more than any other group they disagreed that moving into school administration was more important to them (Item 11).

Agriculture Education teachers tended to disagree with the statement "every teacher must be prepared to

work an equal number of days" (Item 38). They strongly agreed that attending an advisory committee meeting was more important than attending a local teachers' association meeting (Item 19). Though all the vocational program areas felt the same, Business and Office and Home and Family Life respondents were more moderate in their disagreement (both means were 3.4 on the scale) than the Agriculture educators.

In summary, the null hypothesis was retained on 30 statements and rejected on eight statements when tested for significant differences by vocational program area. All eight statements rejected stood the Least Significant Differences test.

Age

The vocational teacher respondents indicating their level of agreement or disagreement to the 38 statements on collective bargaining associations were also tested for significant differences by age. Table 6 shows the nine items that stood the F-statistic test at the .05 level by age of responding vocational teacher. See Appendix E for the entire list of statements.

Seven of the nine statements were responded to significantly different by teachers 60 years old or older, while four of the items indicated teachers 51 to 60 years old were significantly different.

TABLE 6: ITEMS WITH SIGNIFICANT DIFFERENCES BY AGE AND MEAN SCORE OF ALL VOCATIONAL TEACHERS

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio	F Prob.	L.S.D. *
4 The teachers' association problems are my problems.	21-30	68	2.8088	1.1098	Between groups	4	2.7002	2.931	.0208	
	31-40	169	2.4556	.9061						
	41-50	98	2.3673	.9125	Within groups	385	.9213			
	51-60	47	2.4255	.9497						
	0+	8	3.0000	1.3093						
Total	390	2.5026			389					
6 The only reason I belong to the teachers' association is to make sure I get promotions or other transfers of teaching assignment.*	21-30	67	2.2985	.9695	Between groups	4	2.3455	3.222	.0128	
	31-40	168	1.8750	.8490						
	41-50	95	1.9263	.8022	Within groups	382	.7280			
	51-60	48	1.9167	.7390						
	60+	9	1.7778	1.0929						
Total	387	1.9638			386					
10 Teachers in this local unit are not expected to have a strong personal commitment to the teachers' association.*	21-30	66	2.8333	.9213	Between groups	4	2.3269	2.986	.0190	*
	31-40	166	2.7711	.9319						
	41-50	98	2.5714	.7995	Within groups	382	.7792			
	51-60	48	2.3542*	.7852						
	60+	9	2.5556	1.0138						
Total	387	2.6744			386					
12 Teachers should know the association's symbol.	21-30	66	3.3783	.9243	Between groups	4	5.1165	6.304	.0001	*
	31-40	168	3.2917	.9244						
	41-50	97	2.9794	.8537	Within groups	383	.8117			
	51-60	48	2.8333	.8588						
	60+	9	2.3333*	1.0000						
Total	388	3.1495			387					

(table continues)

TABLE 6: (Continued)

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio	F Prob.	L.S.D. *
13 A teachers' association member has more security than most school administrators.	21-30	66	3.0606	1.0058	Between groups	4	2.5941	2.522	.0407	*
	31-40	168	3.0179	1.0235						
	41-50	98	3.2449	1.0058	Within groups	384	1.0285			
	51-60	48	2.7917	1.0097						
	60+	9	2.4444*	1.0138						
Total	389	3.0411			388					
15 As long as I am doing the kind of teaching I enjoy, it does not matter if I belong to a teachers' association.*	21-30	66	2.6667	1.2810	Between groups	4	3.1563	2.575	.0373	*
	31-40	168	2.5357	1.0318						
	41-50	98	2.5000	1.1863	Within groups	384	1.2256			
	51-60	48	2.0833*	.7390						
	60+	9	3.0000	1.7321						
Total	389	2.5039			388					
29 It is the building representative's job to see that the building administration is living by the contract.*	21-30	67	3.5970	.9384	Between groups	4	2.2531	3.006	.0183	*
	31-40	168	3.6071	.8408						
	41-50	98	3.6122	.8203	Within groups	384	.7495			
	51-60	48	3.7708	.8565						
	60+	8	2.6250*	1.3025						
Total	389	3.6067			388					
34 It is easy "to be yourself" and still be a member of the teachers' association.	21-30	67	2.4328	.9410	Between groups	4	2.4700	3.359	.0102	*
	31-40	169	2.2604	.8257						
	41-50	98	2.4694	.9105	Within groups	386	.7354			
	51-60	48	2.1042*	.5921						
	60+	9	3.0000*	1.3229						
Total	391	2.3402			390					

(table continues)

TABLE 6: (Continued)

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio	F Prob.	L.S.D. *
35 Very little that the teachers want has any real importance to the teachers' association.	21-30	67	2.2537	.9268	Between groups	4	1.7492	2.591		
	31-40	168	2.0238	.7735						
	41-50	97	2.0928	.8302	Within groups	384	.6752			*
	51-60	48	2.0208	.6355						
	60+	9	2.7778*	1.4814						
Total	389	2.0977			388					

It must be remembered that only nine of all the individuals responding to the survey were 60 years old or older. However, that group showed significant differences from the other age categories most often. All nine individual respondents were collective bargaining association members.

The eldest vocational teachers indicated they were more neutral and less pro-union than any other age group concerning the statement "very little of what the teachers want has real importance to the teachers' association." They also tended to be more neutral that it is "easy to be yourself" and still be a member of the association. The 51 to 60 year olds, however, agreed with this statement and were more pro-union than any of the other ages.

The sixty years plus aged teachers tended to be more neutral on the statement that "it is the building representative's job to see that the administration lives up to the terms of the work contract, not the teachers'." The other age ranges tended to disagree with the statement (Item 29), indicating they felt it was the teachers' responsibility and that they are more pro-union.

The 60 years and older respondents were significantly more neutral than the other aged respondents to the statement "that the teachers' association problems

are also their problems" (Item 4), indicating they were less pro-union. However, they agreed significantly more than the others that they belonged to the association to make sure "they got promotions or other transfers of teaching assignments" (Item 6). The eldest respondents agreed that "teachers should know the association's symbol" and that there is "more security" in teaching than in school administration (Items 12 and 13). The 51 to 60 year olds also agreed to the latter statement and differed significantly from the younger teachers. In agreeing to these statements, these age groups indicated a pro-union attitude.

The 51 to 60 year olds disagreed with the statement "as long as I am doing the kind of teaching I enjoy it does not matter if I belong to the teachers' association" (Item 15). They disagreed, too, that "teachers in this local are not expected to have a strong personal commitment to the teachers' association" (Item 10). This group in their disagreement with these statements was significantly different from the other age groups at the .05 level. In disagreeing to these statements, this age group revealed a pro-union attitude.

In summary, the null hypothesis was retained on 29 statements and rejected on nine statements when tested for significant differences by vocational teacher age.

Five of the nine statements rejected under the null hypothesis stood the Least Significant Differences Test.

Sex

The vocational teachers were tested for significant differences in their responses by their indicated sex. This variable produced 15 items with significant differences between the two groups, or, differences on 39 percent of the items tested.

In all but one item the females tended to agree or disagree more to the statement than the males, or the males tended to be more neutral. The item that the males disagreed more strongly to than the females was "my loyalty is to my work, not to the teachers' association." The males disagreed with this statement significantly more than the females at the .05 level.

Table 7 shows those items that males and females made significantly different responses to. See Appendix F for the list of all statements. It should be noted that even though the sexes responded to the items in significantly different degrees of intensity, they still tended to be on the same end of the five-point scale, either agreeing to the statement or disagreeing to the statement.

Item 19 drew agreement from the two sexes, with the males being significantly more in agreement and

TABLE 7: ITEMS WITH SIGNIFICANT DIFFERENCES BY SEX

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio	F Prob.
1 I feel a sense of pride being a member of the teachers' association.	Female	175	2.4171	.9958	Between groups Within groups	1	5.7585	6.383	.0119
	Male	213	2.6620	.9103		386	.9021		
	Total	388	2.5515			387			
2 Based on what I know now and what I believe I can expect in the future, I plan to be a member of the teachers' association the rest of my career in the school district.	Female	173	1.8092	.8377	Between groups Within groups	1	15.8831	17.302	.0000
	Male	211	2.2180	1.0465		382	.9180		
	Total	384	2.0339			383			
3 The record of the teachers' association reflects what dedicated people can accomplish.	Female	176	2.2727	.9766	Between groups Within groups	1	19.0738	18.160	.0000
	Male	210	2.7190	1.0636		384	1.0503		
	Total	386	2.5155			385			
7 My loyalty is to my work, not to the teachers' association.*	Female	177	2.3503	1.0398	Between groups Within groups	1	4.4325	4.582	.0329
	Male	213	2.1362	.9343		388	.9674		
	Total	390	2.2333			389			

(table continues)

TABLE 7: (Continued)

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio	F Prob.
14 I feel little loyalty towards the teachers' association.*	Female	176	2.4659	1.0023	Between groups Within groups	1	13.2595	11.717	.0007
	Male	214	2.8364	1.1118		388	1.1316		
	Total	390	2.6692			389			
16 It is every teachers' responsibility to support or help another teacher use the grievance procedure.	Female	176	2.4716	.9794	Between groups Within groups	1	6.1674	6.673	.0102
	Male	214	2.7243	.9463		388	.9242		
	Total	390	2.6103			389			
19 Attending an advisory committee meeting is more important to me than attending the local teachers' association meeting.*	Female	175	3.4971	.9760	Between groups Within groups	1	9.4627	10.003	.0017
	Male	212	3.8113	.9698		385	.9460		
	Total	387	3.6693			386			
20 I have little confidence and trust in most members of the teachers' association.*	Female	176	2.2727	.8583	Between groups Within groups	1	6.0667	7.084	.0081
	Male	214	2.5234	.9772		388	.8564		
	Total	390	2.4103			389			

(table continues)

TABLE 7: (Continued)

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio	F Prob.
23 The state association newsletter is worth reading.	Female	174	2.7069	.9251	Between groups Within groups	1	3.8252	4.077	.0442
	Male	214	2.9065	1.0027		386	.9383		
	Total	388	2.8170			387			
25 Attending teachers' association sponsored workshops is a wise move on my part.	Female	173	2.4624	.7663	Between groups Within groups	1	8.0403	12.438	.0005
	Male	214	2.7523	.8332		385	.6464		
	Total	387	2.6227			386			
26 My values and the teachers' association values are not very similar. *	Female	172	2.5988	.8696	Between groups Within groups	1	10.7490	12.417	.0005
	Male	214	2.9346	.9764		384	.8656		
	Total	386	2.7850			385			
27 It is every teacher's responsibility to know exactly what the provisions of the contract entitle him/her to do.	Female	175	1.7371	.7268	Between groups Within groups	1	2.7626	5.626	.0182
	Male	214	1.9065	.6788		387	.4911		
	Total	389	1.8303			388			

(table continues)

TABLE 7: (Continued)

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio	F Prob.
29 It is the building representative's job to see that the building administration is living by the contract.*	Female	175	3.7314	.7965	Between groups Within groups	1	5.6806	7.368	.0069
	Male	213	3.4883	.9397		386	.7710		
	Total	388	3.5979			387			
32 The state newsletter does not contain any useful information.*	Female	174	2.3563	.6881	Between groups Within groups	1	8.1412	12.316	.0005
	Male	213	2.6479	.9023		385	.6610		
	Total	387	2.5168			386			
36 Teachers do not benefit enough from the money taken by the teachers' association dues system.*	Female	175	2.8343	1.1300	Between groups Within groups	1	14.0854	10.358	.0014
	Male	211	3.2180	1.1952		384	1.3598		
	Total	386	3.0440			385			

less pro-union than the females. Item 29 concerning whether it is the building representative's job or the teachers' job to see to it that the building administration is living by the contract also drew more intense agreement from both sexes, while Item 27 concerning knowing the provision of the agreement drew the most intense agreement responses from both sexes.

In summary, the null hypothesis was retained on 23 statements and rejected on 15 statements when tested for significant differences by vocational teacher sex. No multiple comparison test was conducted since there are only two groups. In other words, since the ANOVA was significant, the male and female responses were different.

Teaching Experience

Seventeen of the total thirty-eight statements were responded to significantly different when tested by the teaching experience variable. See Table 8 for these 17 items and Appendix G for the complete list.

All but two statements were responded to significantly different by those respondents with twelve or more years of indicated teaching experience.

The teachers with twelve or more years of teaching experience agreed they would be a member of the teachers' association the rest of their career (Item 2). They also agreed they felt "a sense of

TABLE 8: ITEMS WITH SIGNIFICANT DIFFERENCES BY TEACHING EXPERIENCE AND MEAN SCORE OF ALL VOCATIONAL TEACHERS

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio	F Prob.	L.S.D. *
1 I feel a sense of pride being a member of the teachers' association.	0 - 1	11	2.7273	.7862	Between groups	4	3.4878	3.895		
	2 - 5	84	2.6429	.9267						
	6 - 7	49	2.7959	1.1543	Within groups	381	.8955		.0041	*
	8 -12	108	2.6852	.9633						
	12+	134	2.3060*	.8691						
Total	386	2.5596			385					
2 Based on what I know now and what I believe I can expect in the future, I plan to be a member of the teachers' association the rest of my career in the school district.	0 - 1	10	2.0000	.4714	Between groups	4	3.0360	3.239		
	2 - 5	82	2.1829	1.0556						
	6 - 7	49	2.1224	1.0923	Within groups	377	.9372		.0124	*
	8 -12	107	2.1869	1.0291						
	12+	134	1.7985*	.8297						
Total	382	2.0366			381					
4 The teachers' association problems are my problems.	0 - 1	11	2.5455	1.1282	Between groups	4	2.5685	2.784		
	2 - 5	84	2.6905	1.0057						
	6 - 7	49	2.6939	1.0449	Within groups	382	.9227		.0265	*
	8 -12	107	2.5047	.9749						
	12+	136	2.3015*	.8719						
Total	387	2.4987			386					
7 My loyalty is to my work, not to the teachers' association. *	0 - 1	11	1.7273*	.7862	Between groups	4	3.0861	3.171		
	2 - 5	83	2.0723	.9850						
	6 - 7	49	2.0816	1.0376	Within groups	383	.9733		.0139	*
	8 -12	108	2.2037	.9044						
	12+	137	2.4453*	1.0426						
Total	388	2.2320			387					

(table continues)

TABLE 8: (Continued)

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio	F Prob.	L.S.D. *
10 Teachers in this local unit are not expected to have a strong personal commitment to the teachers' association.*	0 - 1	10	2.9000	.8756	Between groups	4	2.9067	3.725	.0055	*
	2 - 5	82	2.7073	.9361						
	6 - 7	48	3.0625	.9319	Within groups	379	.7802			
	8 -12	107	2.6355	.8621						
	12+	137	2.5109*	.8499						
Total	384	2.6667			383					
11 Moving ahead into school administration is more important than staying in the teachers' association.*	0 - 1	11	2.6364	.9244	Between groups	4	3.2292	3.678	.0059	
	2 - 5	83	2.4337	.8998						
	6 - 7	49	2.5102	.9815	Within groups	383	.8781			
	8 -12	108	2.1296	.8975						
	12+	137	2.0876	.9737						
Total	388	2.2423			387					
14 I feel little loyalty toward the teachers' association.*	0 - 1	11	2.9091	.5394	Between groups	4	7.3920	6.674	.0000	*
	2 - 5	83	2.9277*	1.0451						
	6 - 7	49	2.8571	1.2416	Within groups	383	1.1076			
	8 -12	108	2.8333	1.0546						
	12+	137	2.2993	1.0100						
Total	388	2.6701			387					
15 As long as I am doing the kind of teaching I enjoy, it does not matter if I belong to a teachers' association.*	0 - 1	10	2.8000	1.0328	Between groups	4	4.6737	3.856	.0044	
	2 - 5	83	2.7590	1.1644						
	6 - 7	48	2.5625	1.2012	Within groups	381	1.2120			
	8 -12	108	2.6296	1.0988						
	12+	137	2.2263	1.0289						
Total	386	2.5104			385					

(table continues)

TABLE 8: (Continued)

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio	F Prob.	L.S.D. *
19 Attending an advisory committee meeting is more important to me than attending the local teachers' association meeting.*	0 - 1	11	4.0909	.5394	Between groups	4	4.0751	4.373		
	2 - 5	81	3.9136	.9643						
	6 - 7	49	3.8163	.9503	Within groups	380	.9319		.0018	*
	8 -12	107	3.7103	.9418						
	12+	137	3.4234*	1.0126						
Total	385	3.6753		384						
20 I have little confidence and trust in most members of the teachers' association.*	0 - 1	11	2.8182	1.1677	Between groups	4	2.9956	3.521		
	2 - 5	83	2.4217	.8988						
	6 - 7	49	2.6327	1.1492	Within groups	383	.8508		.0077	*
	8 -12	108	2.5278	.8803						
	12+	137	2.1971*	.8561						
Total	388	2.4098		387						
21 I promote the teachers' association to my friends as a great organization to be a member of.	0 - 1	11	3.2727	.6467	Between groups	4	4.1673	4.857		
	2 - 5	83	3.2892	.8194						
	6 - 7	49	3.1633	1.0478	Within groups	382	.8580		.0008	*
	8 -12	108	3.1019	.9367						
	12+	136	2.7721*	.9504						
Total	387	3.0388		386						
22 There is a lot to be gained by joining the teachers' association.	0 - 1	11	2.8182	.8739	Between groups	4	4.2422	4.853		
	2 - 5	83	2.7229	.9014						
	6 - 7	49	2.7551	1.1093	Within groups	383	.8741		.0008	
	8 -12	108	2.6667	.9472						
	12+	137	2.2774	.8806						
Total	388	2.5567		387						

(table continues)

TABLE 8: (Continued)

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio	F Prob.	L.S.D. *
26 My values and the teachers association values are not very similar. *	0 - 1	11	2.9091	.8312	Between groups	4	4.1714	4.840	.0008	*
	2 - 5	81	2.8519	1.0260						
	6 - 7	49	3.0612	.8993	Within groups	379	.8619			
	8 -12	107	2.9533	.9653						
	12+	136	2.5221*	.8517						
Total	384	2.7917		383						
32 The state newsletter does not contain any useful information. *	0 - 1	11	2.4545	.9342	Between groups	4	1.7617	2.603	.0357	*
	2 - 5	82	2.5488	.9183						
	6 - 7	49	2.6939	.8217	Within groups	380	.6768			
	8 -12	107	2.6168	.8085						
	12+	136	2.3382*	.7623						
Total	385	2.5091		384						
34 It is easy "to be yourself" and still be a member of the teachers' association.	0 - 1	11	2.3636	.8090	Between groups	4	2.6257	3.534	.0076	*
	2 - 5	83	2.5181*	.9020						
	6 - 7	49	2.1224*	.9044	Within groups	383	.7431			
	8 -12	108	2.4907	.8483						
	12+	137	2.1898	.8361						
Total	388	2.3402		387						
35 Very little that the teachers want has any real importance to the teachers' association.*	0 - 1	11	2.6364	.9244	Between groups	4	2.4197	3.662	.0061	*
	2 - 5	83	2.1566	.8763						
	6 - 7	48	2.2500	.9785	Within groups	381	.6608			
	8 -12	108	2.1574	.7383						
	12+	136	1.9118*	.7549						
Total	386	2.0959		385						

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∞

(table continues)

TABLE 8: (Continued)

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio	F Prob.	L.S.D. *
36 Teachers do not benefit enough from the money taken by the teachers' association dues	0 - 1	11	3.4545	.6876	Between groups	4	5.4503	4.025	.0033	
	2 - 5	82	3.2439	1.2528						
	6 - 7	48	3.3750	1.2138	Within groups	379	1.3540			
	8 -12	107	3.0935	1.0862						
	12+	136	2.7574	1.1769						
Total	384	3.0521			383					

pride" being a member of their associations significantly more than those teachers with less experience. They agreed that their "associations' problems are their problems" (Item 4), and that "teachers in their local unit are expected to have a strong commitment to the association" (Item 10).

The twelve plus years of experience teachers disagreed significantly more with the statements concerning "desire to move into school administration" (Item 11). They were more neutral than the other less experienced teachers to the statement "my loyalty is my work, not to the teachers' association" (Item 7).

The more experienced teachers significantly agreed they felt loyalty to the teachers' association (Item 14), and it did matter that they belonged to an association (Item 15).

Significantly, the teachers with twelve years or more of teaching experience indicated confidence and trust in most members of the association (Item 20), and they stated they promoted the association to their friends more than those respondents with less than twelve years of experience (Item 21). They also indicated stronger agreement with the statement "there is a lot to be gained by joining the teachers' association" (Item 22).

The association's values are considered similar to their values (Item 26), agreed the respondents with 12 plus years of teaching experience. They disagreed that the state newsletter did not contain useful information (Item 32). They disagreed with the statement that "very little of what the teachers want has any real importance to the association" (Item 35), and that "teachers do not benefit enough from the money taken by the teachers' association dues system" (Item 36). All of the above significantly different responses indicate a strong pro-union attitude. They did agree that attending advisory committee meetings was more important than attending a teachers' association meeting (Item 19). However, they were the least pro-attending advisory committee meetings of all the groups, again indicating a stronger pro-union attitude.

In summary, the null hypothesis was retained on 22 statements and rejected on 17 statements when tested for significant differences by vocational teachers' years of teaching experience. Thirteen of the 16 rejected statements stood the Least Significant Differences Test.

Union Experience

When the vocational teacher respondents with a priori union experience were tested, distinguishing

between those with prior union experience in industry themselves, and those who had parents who were union members, only six statements resulted with significant differences. See Table 9 for these items. See Appendix H for all the statements tested.

Those respondents who belonged to an industry union before joining the teachers' association agreed significantly more that attending an advisory committee meeting was more important to them than attending a teachers' association meeting (Item 19). They were more neutral to the statement that teachers do not benefit enough from the money taken by the association dues system (Item 36), than respondents whose parents belonged to a union.

Those teachers with personal previous union experience were more neutral and significantly different from those whose parents were union members concerning promoting the teachers' association as "a great organization to be a member of" (Item 21). They were also more neutral on the two statements concerning the state association newsletter (Items 23 and 32) than were the respondents with parents who were union members. It should be noted that neither group indicated intense agreement or disagreement on any of the statements.

In summary, the null hypothesis was retained on 33 statements and rejected on six statements when tested

TABLE 9: ITEMS WITH SIGNIFICANT DIFFERENCE BY UNION EXPERIENCE

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio	F Prob.
1 I feel a sense of pride being a member of the teachers' association.	Self	145	2.6483	.9613	Between groups Within groups	1	4.5409	5.069	.0254
	Parent	73	2.3425	.9162		216	.8958		
	Total	218	2.5459			217			
19 Attending an advisory committee meeting is more important to me than attending the local teachers' association meeting. *	Self	143	3.7273	.9358	Between groups Within groups	1	5.0425	5.662	.0182
	Parent	72	3.4028	.9592		213	.8905		
	Total	215	3.6186			214			
21 I promote the teachers' association to my friends as a great organization to be a member of.	Self	145	3.1379	.9763	Between groups Within groups	1	6.2404	6.587	.0110
	Parent	72	2.7778	.9674		215	.9474		
	Total	217	3.0184			216			

(table continues)

TABLE 9: (Continued)

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio	F Prob.
23 The state association newsletter is worth reading.	Self	145	2.8966	1.0187	Between groups Within groups	1	5.5942	5.861	.0163
	Parent	72	2.5556	.8863		215	.9545		
	Total	217	2.7834			216			
32 The state newsletter does not contain any useful information. *	Self	144	2.6250	.8761	Between groups Within groups	1	3.7037	5.282	.0225
	Parent	72	2.3472	.7536		214	.7013		
	Total	216	2.5342			215			
36 Teachers do not benefit enough from the money taken by the teachers' association dues system.*	Self	143	3.1888	1.2388	Between groups Within groups	1	10.5027	7.415	.0070
	Parent	71	2.7183	1.0847		212	1.4164		
	Total	214	3.0327			213			

for significant differences by a priori union experience between prior industry membership themselves or parental union membership.

Summary

The F-statistic was conducted to determine if a significant difference existed on the indicated degree of commitment between secondary vocational teachers by program area, age, sex, teaching experience and a priori union experience.

For the purpose of this study the mean score of all vocational teachers was compared with the mean score of each group when separated out by the designated independent variable for each of the 38 statements presented.

In summary, significant differences were revealed for selected statements when each of the independent variables of program area, age, sex, teaching experience and a priori union experience were tested.

CHAPTER V

CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS

Introduction

The purpose of the study was to determine if differences existed in commitment to teacher collective bargaining associations among vocational teachers.

The objective of the study was to determine the following:

1. What are the degrees of commitment by secondary vocational teachers to the teachers' collective bargaining association?
2. What are the significant differences in degree of commitment among vocational teachers by: age, sex, program area, teaching experience and a priori union experience?

Based on the objective, the following null hypothesis was tested:

H_0 There is no significant difference on indicated degree of commitment between secondary vocational teachers by:

1. program area
2. age
3. sex
4. teaching experience
5. a priori union experience

A survey instrument was developed by review of the literature, expert review, and pilot study. The literature divulged three instruments that measured commitment. After adaption of one of the survey's specific occupational vocabulary, a panel of 10 experts in vocational education or collective bargaining on the K-12 level wrote additional recommendations for the instrument. The revised instrument was then pilot tested on 20 individuals randomly selected from the same population as the actual survey population. The pilot test returns ultimately showed adequate instrument measurement of responses.

The population was comprised of 2,049 secondary vocational teachers currently teaching in their subject areas in Washington State. The study sampled 700 members (34 percent) of this population and received a complete and usable response from 428 individuals (21 percent of the total population). Of these respondents, 393 indicated they were members of a teachers' collective bargaining association. It was

their responses that made the raw data for analysis by the Statistical Package for the Social Sciences (SSPS). The F-statistic was specifically used to test for the significant differences in responses to the 38 test statements. The .05 level of significance was used and the Least Significant Differences Test was conducted on each statement meeting this level of significance. The 38 statements revealed an "r" value of .91 when subjected to the Hoyt-Stunkard Reliability Test, using the Department of Biomathematics Statistical Software.

Discussion

The commitment of the vocational teacher to collective bargaining in the public schools is a little researched area. The review of literature revealed no direct research on the subject and few published articles relating to the unionization of vocational teachers on the secondary level. The transition of the community college faculties, which are approximately 30 to 60 percent vocational instructors, from an open shop system to a predominately collective bargaining system, was not included in this review of literature. The reason for the deletion was due to the differences in operational and personnel management between the K-12 system and the community college system in Washington

State. However, it should be noted that a review of the literature on collective bargaining in the community college system was conducted and did not reveal research on commitment to collective bargaining associations either. The primary indicator of commitment is membership numbers at this time.

The review of literature for instruments to measure commitment divulged a limited number, with the most extensive work completed by Porter and Smith in 1970. Though this study was able to utilize an adapted segment of an instrument developed by Porter and Smith, further refinement of the instrument may offer an even better measure of vocational teachers, or teachers in general, regarding their commitment to a teachers' association.

The 61 percent return rate of the survey instrument was good for a mail-out survey. This high return rate may be due to the calendar timing of the mail-out and/or due to the subject content itself. The survey was mailed out at the end of April which is a month many teachers' associations are starting to bargain new, or reopen existing, teaching contracts for the next school year. Teacher interest in collective bargaining may be heightened at this time of the year.

The subject matter, or how it was presented in the survey instrument, may have caused the high response rate as indicated by many written responses from the respondents. Many of the respondents' written notes related anger, sarcasm, serious thought, or concern about students. Another possible factor for the high survey return rate was that the last week of April and the first week of May are weeks that may not have as many extra activities for the vocational teachers due to school preparations for student end-of-year activities and graduation at the end of May. Last, the procedure used for the mail-out survey was the "Total Design Method" by Dillman (1978), which has a proven high rate of return.

The questions which gathered demographic data on the survey instrument did serve the objectives of the study; nevertheless, the respondents showed confusion on one question, "How long have you been a dues paying member of a teachers' association?" Since 393 vocational teachers indicated they contributed dues to the teachers' association, 393 should have shown a dues paying history. However, seven individuals (1.7 percent) indicated a teachers' association dues paying history that did not indicate current membership.

Though the individuals may have responded correctly, the instrument included no method of verifying this fact.

The survey detected a trend, but did not adequately break down differences of opinion among teachers with more than twelve years of teaching experience. Teachers with twelve to thirty years of teaching experience responded differently from the less experienced teachers on 17 of the 38 test statements and more than any of the other tested dependent variables. If the "years of teaching" response scale had been extended to break down the "12 plus" category and an additional question gathering the exact teaching credentials of each respondent had been included, the trend in the years of teaching experience could have been better analyzed.

The older vocational teachers who worked in industry many years before entering the vocational teaching field may account for some of the differences in responses to statements that proved significantly different by years of teaching experience but not by age. (See statements 1,2,4,7,14,15,22, and 28 in Appendix G). These older teachers without years of teaching experience may not have responded to the "sense of pride" statements in the same manner as the 12 plus years of teaching experience respondents.

Conclusions

Based on the statistical analysis used, the major conclusions for the study are as follows:

1. Vocational teachers participate at the same percentage rate of membership in teachers' associations as other teachers. The literature (Cresswell & Murphy, 1980) stated that 91.8 percent of the kindergarten through twelfth (K-12) grade teachers belong to a collective bargaining association, and 80.3 percent of all the teachers belong to the NEA (NEA Handbook, 1983). Of the vocational teachers responding to this study, 91.8 percent belong to a collective bargaining association.

2. The vocational teachers responding to the survey were not similar to the total profile for Washington teachers in gender. The surveyed vocational teachers were 45 percent female and 54 percent male, while the Washington Education Association stated in 1980-81 their teachers were 57 percent female and 43 percent male.

3. Vocational teachers responding were of the same age mix as all teachers who are teachers' association members. The percentage of vocational teachers between the ages of 31 and 40 years was 43.1

percent. The literature (NEA Handbook, 1983) indicated the median age of secondary teachers was 38 years.

4. Industry union membership was maintained concurrently with teachers' association membership by 29 (7.4 percent) of the 393 vocational teachers' association members responding.

5. Mean scores ranging between 1.5 and 2.5 were revealed on 11 (30 percent) of the 38 statements indicating a high agreement with the commitment to collective bargaining association position of the individual statement.

6. Two of the 38 statements (5 percent) had mean scores ranging from 3.5 to 3.67, indicating higher agreement with the noncollective bargaining association position of the statement.

7. Mean scores ranging between 2.5 and 3.5 were found on 25 (65 percent) of the 38 statements. These responses indicated very neutral attitudes on the position of the statements.

8. While 111 (26 percent) of the vocational teachers responding indicated they had not attended any association sponsored meetings or conferences in the last two years, some 55 percent indicated they had attended local meetings, and 17 percent had attended state level activities in that time period. Almost 3 percent had attended national activities.

9. Of the vocational teachers responding, 126 (30 percent) stated they had held a local teachers' association office. Of these 126 vocational teachers, 3.8 percent had held state offices, and .7 percent had held national offices.

10. The independent variable of teaching experience revealed the highest number of significant differences in responses to the 38 neutral statements. Teaching experience does contribute to commitment to a teachers' association. Seventeen (44 percent) of the 38 statements were responded to significant differently by the teachers with twelve plus years or 0 to 1 year of experience when compared to the average for all vocational teachers responding who were members of an association.

11. Male and female vocational teachers did respond differently to 15 (39 percent) of the statements. Gender revealed significant differences in degree of positive or negative response; that is, both sexes tended to be either proassociation or negative association on each statement. Females tended to be more affirmative in their response of agreement or disagreement.

12. The eldest of the vocational teachers who were members of a teachers' association tended to be the most neutral and therefore significantly different

from the younger (less than 40 years old) teachers in their responses on 9 of the 38 statements. Age perhaps mellows the vocational teachers' attitudes toward the association. Or, the elder members realize little can be done to really affect the earnings they are currently receiving or retirement they are soon to receive through their local involvement. They may also realize they are a small percentage of the total teacher membership body at this time.

13. Home and Family Life vocational teachers responded significant differently on six of the 38 statements. These teachers appear to be the least willing to work for the association and feel they do not get their money's worth from the dues collected. They do believe the past accomplishment record of the association shows what dedicated people can do. They were pro-union in their responses.

14. Home and Family Life and Business and Office teachers responded significantly different from the other program area respondents to the statement "attending an advisory committee meeting is more important to me than attending the local teachers' association meeting." These teachers were more neutral to the statement than the mean response of the Agriculture (4.0), Distribution (3.8), and Trades and Industries (3.9) respondents. The Home and Family

Life mean response was 3.4 and Business and Office was 3.4. This again indicates a more pro-union attitude.

15. Agriculture Education teachers responded significantly different to the statement concerning working an equal number of days. The most plausible reason for this is the longer working contracts these teachers have historically received. They also were the most demonstrative in indicating the importance of attending a vocational advisory committee meeting, though all program area teachers felt positive about the statement. Caution must be used in interpreting the results to this particular statement due to the use of the word "meeting" without any indication of the nature of the agenda of either the association's meeting or the advisory committee's meeting. Volatile items on either agenda could change teacher attitudes. Also, whether the advisory committee is a responsibility of the teacher or the administrator could change teachers' attitudes.

16. The variable, previous union experience, produced the fewest significant differences by those with prior industry experience when compared to those with parents who were union members. The respondents with industry union experience themselves were significantly more neutral to the statement concerning

getting their money's worth from the association's dues system than those whose previous experience is through their parents' union involvement.

17. Those respondents with personal industry union involvement agreed significantly more than those whose involvement was through their parents, that attending an advisory committee meeting was more important than a teachers' association meeting.

18. Totally, the vocational teachers who were members of the collective bargaining association tended to be more proassociation than nonassociation on all but five (12, 18, 19, 29, 33) (13 percent) of the 38 neutral statements of the research survey.

19. The independent variables of program, age, sex, teaching experience and a priori union experience revealed no significant group differences on 10 of the 38 statements (5, 8, 9, 17, 18, 24, 28, 30, 31, 33).

Recommendations

The following recommendations are based on the findings and conclusions of the research study:

1. Foremost, the data gathered by this study has only been analyzed on the first level of program area, age, sex, teaching experience and a priori union experience. Further analysis by other designed studies

could take each of these independent variables and further analyze the collected data. Examples of other analysis designs could be as follows: age and program, teaching experience and program, gender and program, a priori union experience and program, tested against responses to the 38 neutral statements.

2. Second, demographic data collected by this study such as past participation in association activities and any of the five variables could be analyzed for determination of types of vocational teacher participation.

3. Since 26 percent of the vocational teachers surveyed have not been actively involved in their teacher's association and have not attended any meetings in two years and are neutral in their responses to this study's statements, another study could try to ascertain the teachers' degree of commitment to their vocational program teaching.

4. The same research study could be conducted on teachers of other academic subject areas and/or teachers of other institutional delivery systems of vocational education.

5. A study could be conducted on the eight percent of the teacher population who do not belong to a teachers' association to determine why they choose not to belong.

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APPENDICES

APPENDIX A

PANEL OF EXPERTS

Ms. Kathy Petersen
Teacher-Small Schools
Onalaska Education Assn.
Onalaska, Washington

Ms. Diane Schmidtke
Teacher-Large Schools
Kennewick Education Assn.
Kennewick, Washington

Mr. Steve Rasmussen
Vocational Director
Wenatchee School District
Wenatchee, Washington

Dr. Leslie Adams
Vocational Consultant
Kennewick, Washington

Mr. Wayne Jackson
Vocational Counselor
Pasco School District
Pasco, Washington

Dr. Robert McLaughlin
Vocational Director
Yakima Area Vocational Ctr.
Yakima, Washington

Dr. Steven Schmitz
Assistant Superintendent,
Personnel
Kennewick School District
Kennewick, Washington

Mr. Tom Lopp
Executive Director
Washington Vocational Assn.
Olympia, Washington

Ms. Dorothea Stevens
CE-2 Learning Manager
Kennewick School District
Kennewick, Washington

Mr. Ken Landeis
UNISERV Representative
Washington Education Assn.
Pasco, Washington



Dear _____,

Research is currently underway to determine and analyze the opinions of vocational educators concerning collective bargaining commitment.

Because of your background and knowledge of public school education, we are asking if you would be willing to serve on a Panel of Experts for this project. The technique, which is to be used is built on the strength of informed intuitive judgment, is intended to get expert opinion without bringing the experts together in a face-to-face confrontation.

Your task as a panel member would entail review of a listing of statements concerning commitment to collective bargaining and teacher unions.

Specifically, you will be asked to react to the pertinence of statements, to comment, to suggest working changes, additions and/or deletions and to return your review to me. This will be asked of you twice in the next month. The intent of the review is to attain a more refined and usable set of statements which can be used to develop a statewide survey instrument of teacher attitudes on commitment use of union association activities. A sample process and its component operations is enclosed for your information.

We would be most pleased if you would be able to participate. I am enclosing a self-addressed card on which you can indicate your response. Thank you for your attention to this request. I look forward to hearing from you.

Yours truly,

Carolyn K. Rose
Director
Tri-City Area Vocational Center

Enclosure

CKR/lap

SAMPLE WORKSHEET

DIRECTIONS: Please check each written statement for clarity of message, grammar and understandability.

	WORDING CORRECT AS WRITTEN	BETTER WORDING OR MORE UNDERSTANDABLE WORDING WOULD BE
1. Attending teacher association-sponsored workshops is a smart move on my part.		
2. It is every teacher's responsibility to know exactly what the bargaining agreed-upon contract entitles him/her to do.		
3. I rarely tell others I belong to the teacher's association.		
N. (N = 38 total questions)		

I suggest you add a question on loyalty, commitment and/or participation to teacher's unions as follows:

X I will be able to participate as a member of the Panel of Experts for research on vocational educator commitment to collective bargaining.

_____ I will not be able to participate as a member of the Panel of Experts for research on vocational educator commitment to collective bargaining.

1-10

Signature
3-21-83

Date



March 25, 1983

Mr. Ken Landeis
10824 W. Court
Pasco, WA 99301

Dear Ken,

Thank you for consenting to serve on the Panel of Experts for Research into commitment to collective bargaining by vocational teachers in Washington state.

Enclosed is the body (second section) of the survey instrument. The first section ascertains the program area, teaching experience, age, sex, and a-priori union experience of the vocational teacher answering the instrument. Please respond to this second section by checking each statement as "correct as written" or by rewriting the statement. Space has been provided for suggestions or additional questions at the end of this document.

The results of this survey should be completely analyzed by December 1983. If you would like a summary of the results, please let me know.

Thank you personally and professionally for your time and expertise. Please respond by April 4, 1983.

Yours very truly,

Carolyn Rose Stella
Doctoral Candidate
Oregon State University

CRS/ae

DIRECTIONS: Please check each written statement for clarity of message, grammar and understandability.

	WORDING CORRECT AS WRITTEN	BETTER WORDING OR MORE UNDERSTANDABLE WORDING WOULD BE
The second section of the instrument asks for the extent you agree or disagree with each of the statements about teacher associations that are listed.		
Mark either the <u>Strongly Agree</u> or <u>Agree</u> answers if the statement says something you feel is <u>True</u> .		
Mark either the <u>Strongly Disagree</u> or <u>Disagree</u> answers if the statement says something you feel is <u>Not True</u> .		
If you are not sure if a statement is true mark the answer that says <u>Neither Agree nor Disagree</u> .		
Mark <u>one</u> answer only for each of the statements listed.		
1. I feel a sense of pride being a part of this teacher association.		
2. Based on what I know now and what I believe I can expect in the future, I plan to be a member of the teacher association the rest of the time I work for the school district.		
3. The record of the teachers' association is a good example of what dedicated people can get done.		

	WORDING CORRECT AS WRITTEN	BETTER WORDING OR MORE UNDERSTANDABLE WORDING WOULD BE
4. The teachers' association problems are my problems.		
5. Even though he/she may not like parts of it, the teachers' association member must "live up to" all terms of the contractual agreement.		
6. The only reason I belong to the teachers' association is to make sure I get promotions or other job transfers of job assignment.		
7. My loyalty is to my work, <u>not</u> to the teachers' association		
8. It's every teachers association member's responsibility, to see to it that management "lives up to" all the terms of the contractual agreement.		
9. It is the duty of every teacher "to keep his/her ears open" for information that might be useful to the teachers' association.		
10. Teachers in this local unit are not expected to have a strong personal commitment to the teachers' association.		
11. Moving ahead into school administration is more important than staying in the teachers' association.		
12. Teachers should know the association's symbol.		
13. A teacher association member has more security than most school administrators.		

	WORDING CORRECT AS WRITTEN	BETTER WORDING OR MORE UNDERSTANDABLE WORDING WOULD BE
14. I feel little loyalty toward the teachers' association.		
15. As long as I'm doing the kind of teaching I enjoy, it does <u>not</u> matter if I belong to a teachers' association.		
16. It's every teacher's responsibility to support or help another teacher use the grievance procedure.		
17. I believe that teacher association membership and participation should be positive factors on annual evaluations.		
18. I am willing to put in a great deal of effort beyond that normally expected of a member in order to make the teachers' association successful.		
19. Attending an advisory committee meeting is more important to me than attending the local unit teachers' association meeting.		
20. I have little confidence and trust in most members of the teachers' association.		
21. I talk up the teachers' association to my friends as a great organization to be a member of.		
22. There is a lot to be gained by joining the teachers' association.		
23. The state teachers' association newsletter is worth reading.		

	WORDING CORRECT AS WRITTEN	BETTER WORDING OR MORE UNDERSTANDABLE WORDING WOULD BE
24. I doubt that I would do special work to help the teachers' association.		
25. Attending teacher association-sponsored workshops is a smart move on my part.		
26. My values and the teachers association's values are <u>not</u> very similar.		
27. It is every teacher's responsibility to know exactly what the bargaining agreed-upon contract entitle him/her to do.		
28. I rarely tell others I belong to the teacher's association.		
29. It's the building rep's job, not the teacher's job, to see that the building administration is living by the contract.		
30. It's every teacher's responsibility to see that other teachers "live up to" all terms of the contractual agreement.		
31. If asked, I would serve on a committee for the teachers' association.		
32. The state WEA newsletter does <u>not</u> contain any useful information.		
33. If asked, I would run for an elected office of the teachers' association.		

	WORDING CORRECT AS WRITTEN	BETTER WORDING OR MORE UNDERSTANDABLE WORDING WOULD BE
34. It is easy "to be yourself" and still be a member of the teachers' association.		
35. Very little that the teachers want has any real importance to the teachers' association.		
36. The teacher does not get enough benefits from the money taken by the teacher association dues system.		
37. Every teacher must be prepared to take the time and risk of filing a grievance.		
38. Every teacher must be prepared to work the same number of days.		

I suggest you add a question on loyalty, commitment and/or participation to teacher's unions as follows:



April 25, 1983

Dear Vocational Educator,

Your assistance and expertise is needed. First, let me give you something "handy", then second ask you some questions on your attitude toward collective bargaining in Washington State schools. The information you provide will aid vocational leaders as they focus on meeting some of the demands in providing vocational education to youth.

The enclosed questionnaire is designed to be self-explanatory. Your answers will be held in strictest confidence. The code number on the address is for a follow-up reminder to nonrespondents only. Upon completing the questionnaire, please refold and mail in the provided envelope by May 9, 1983.

This doctoral research study is under the direction of Dr. Sylvia Lee, Head, Home and Family Life Education, Oregon State University. While I am a graduate student at Oregon State University, I am also a vocational educator in the Tri-Cities which is why the return address is to Kennewick, Washington. If you have any further questions, please telephone (509) 735-8790.

Thank you personally and professionally for fifteen minutes of your time.

Yours truly,

Carolyn K. Rose
Doctoral Student

CKR/cr

Enc.

1803 South Palouse
Kennewick, Washington 99336

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CHRIS WALDHER
AGRICULTURAL EDUCATION
CASTLE ROCK HS
BOX 738
CASTLE ROCK, WA 98611

VOCATIONAL TEACHER—TEACHER ASSOCIATION INSTRUMENT

PART ONE — INFORMATIONAL DATA

INSTRUCTIONS:

The Instrument contains forty-nine questions and should take less than 10 minutes to complete. The first section of the Instrument asks for general background on yourself. Please answer each question by circling the appropriate number.

1. Indicate the program area you teach:
 1. Agriculture
 2. Business
 3. Distribution
 4. Home and Family Life
 5. Trades and Industries, Health Occupations
2. How many years have you taught in the indicated program area?
 1. 0 to 1 year
 2. 2 to 5 years
 3. 6 to 7 years
 4. 8 to 12 years
 5. 12 + years
3. Indicate your sex:
 1. Female
 2. Male
4. Do you contribute dues to a teachers' association?
 1. Yes
 2. No
5. How long have you been a dues paying member of a teachers' association? (Answer only if you indicated 'yes' to number 4.)
 1. 0 to 1 year
 2. 2 to 5 years
 3. 6 to 8 years
 4. 9 to 12 years
 5. 12 + years
6. Have you ever held a committee appointment in a teachers' association?
 1. No
 2. Yes, locally
 3. Yes, county level
 4. Yes, state level
 5. Yes, national level
7. Have you ever held an office in a teachers' association?
 1. No
 2. Yes, locally
 3. Yes, county level
 4. Yes, state level
 5. Yes, national level
8. In the last two years have you attended meetings and conferences sponsored by a teachers' association?
 1. No
 2. Yes, locally
 3. Yes, county level
 4. Yes, state level
 5. Yes, national level
9. Was there a time before you became a teacher that you belonged to a union in industry?
 1. Yes
 2. No

If yes, do you maintain your union membership?

 1. Yes
 2. No
10. Do you have a parent that was a member of a union?
 1. Yes
 2. No
11. In what age range do you fall?
 1. 21 to 30
 2. 31 to 40
 3. 41 to 50
 4. 51 to 60
 5. 60 +

* For the purposes of this Instrument a teachers' association is defined as any association of teachers that meet for the purpose of collective bargaining.

**VOCATIONAL TEACHER—TEACHER ASSOCIATION
INSTRUMENT**

PART TWO — TEACHER ASSOCIATIONS

INSTRUCTIONS:

The second section of the Instrument asks for the extent you agree or disagree with each of the listed statements about teacher associations.

Circle either the **Strongly Agree** or **Agree** answers if the statement says something you feel is **True**.

Circle either the **Strongly Disagree** or **Disagree** answers if the statement says something you feel is **Not True**.

If you are not sure if a statement is true circle the answer that says **Neither Agree nor Disagree**.

Circle **one** answer only for each of the statements listed.

	<i>Strong agree</i>	<i>Agree</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
1. I feel a sense of pride being a member of the teachers' association.	1	2	3	4	5
2. Based on what I know now and what I believe I can expect in the future, I plan to be a member of the teachers' association the rest of my career in the school district.	1	2	3	4	5
3. The record of the teachers' association reflects what dedicated people can accomplish.	1	2	3	4	5
4. The teachers' association problems are my problems.	1	2	3	4	5
5. Even though he/she may not like parts of it, the teachers' association member must "live up to" all terms of the contractual agreement.	1	2	3	4	5
6. The only reason I belong to the teachers' association is to make sure I get promotions or other transfers of teaching assignment.	1	2	3	4	5
7. My loyalty is to my work, not to the teachers' association.	1	2	3	4	5
8. It is the responsibility of every teachers' association member to see that management "lives up to" all the terms of the contractual agreement.	1	2	3	4	5
9. It is the duty of every teacher "to keep his/her ears open" for information that might be useful to the teachers' association.	1	2	3	4	5

	Strong agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
10. Teachers in this local unit are not expected to have a strong personal commitment to the teachers' association.	1	2	3	4	5
11. Moving ahead into school administration is more important than staying in the teachers' association.	1	2	3	4	5
12. Teachers should know the association's symbol.	1	2	3	4	5
13. A teachers' association member has more security than most school administrators.	1	2	3	4	5
14. I feel little loyalty toward the teachers' association.	1	2	3	4	5
15. As long as I am doing the kind of teaching I enjoy, it does not matter if I belong to a teachers' association.	1	2	3	4	5
16. It is every teacher's responsibility to support or help another teacher use the grievance procedure.	1	2	3	4	5
17. I believe that teachers' association membership and participation should be positive factors on annual evaluations.	1	2	3	4	5
18. I am willing to put in a great deal of effort beyond that normally expected of a member in order to make the teachers' association successful.	1	2	3	4	5
19. Attending an advisory committee meeting is more important to me than attending the local teachers' association meeting.	1	2	3	4	5
20. I have little confidence and trust in most members of the teachers' association.	1	2	3	4	5
21. I promote the teachers' association to my friends as a great organization to be a member of.	1	2	3	4	5
22. There is a lot to be gained by joining the teachers' association.	1	2	3	4	5
23. The state association newsletter is worth reading.	1	2	3	4	5

	Strong agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
24. I doubt that I would do special work to help the teachers' association.	1	2	3	4	5
25. Attending teachers' association sponsored workshops is a wise move on my part.	1	2	3	4	5
26. My values and the teachers' association's values are not very similar.	1	2	3	4	5
27. It is every teacher's responsibility to know exactly what the provisions of the contract entitle him/her to do.	1	2	3	4	5
28. I rarely tell others I belong to the teachers' association.	1	2	3	4	5
29. It is the building rep's job, not the teacher's job, to see that the building administration is living by the contract.	1	2	3	4	5
30. It is every teacher's responsibility to see that other teachers "live up to" all terms of the contractual agreement.	1	2	3	4	5
31. If asked, I would serve on a committee for the teachers' association.	1	2	3	4	5
32. The state newsletter does not contain any useful information.	1	2	3	4	5
33. If asked, I would run for an elected office of the teachers' association.	1	2	3	4	5
34. It is easy "to be yourself" and still be a member of the teachers' association.	1	2	3	4	5
35. Very little that the teachers want has any real importance to the teachers' association.	1	2	3	4	5
36. Teachers do not benefit enough from the money taken by the teachers' association dues system.	1	2	3	4	5
37. Every teacher must be prepared to take the time and risk of filing a grievance.	1	2	3	4	5
38. Every teacher must be prepared to work an equal number of days.	1	2	3	4	5

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Kennewick, Washington 99336



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APPENDIX B

FOLLOW-UP LETTER

Dear Vocational Educator,

We recently mailed you a questionnaire requesting your help in assessing opinions concerning vocational educators' commitment to teacher associations.

The data you provide will be extremely helpful to vocational directors at the local level.

If you have already completed and returned the questionnaire, please consider this letter an expression of our appreciation. If you have not responded, please do so within the next few days to help complete the data file.

Thank you for your cooperation.

Yours truly,

Carolyn K. Rose
Director
Tri-City Area Vocational Center

CKR/ae

APPENDIX C

HOYT-STUNKARD ANOVA
FOR TOTAL 38 ITEMS

SOV	DF	SS	MS	r
Among Subjects	329	2687.69346	8.16928	
Among Items	37	2436.59234	65.85385	.91
Error	12173	8881.35502	.72959	
Total	12539			

ITEMS WITH SIGNIFICANT DIFFERENCES BY PROGRAM AREA TAUGHT AND MEAN SCORE OF ALL VOCATIONAL TEACHERS

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio F Prob.	L.S.D.
1 I feel a sense of pride being a member of the teachers' association.	Agri.	73	2.6575	.8854	Between groups	4	1.6101	1.732	
	B & O	82	2.4512	1.0202					
	Dist.	66	2.6970	.9110	Within groups	373	.9294	.1421	
	H & F	95	2.4000	.9385					
	T & I	62	2.6935	1.0649					
	Total	378	2.5608			377			
2 Based on what I know now and what I believe I can expect in the future, I plan to be a member of the teachers' association the rest of my career in the school district.	Agri.	70	2.2000	1.0440	Between groups	4	2.5139	2.626	*
	B & O	83	2.1084	1.1154					
	Dist.	66	2.1212	.9201	Within groups	369	.9573	.0344	
	H & F	93	1.7634*	.8262					
	T & I	62	2.1129	.9769					
	Total	374	2.0428			373			
3 The record of the teachers' association reflects what dedicated people can accomplish.	Agri.	71	2.6901	1.0364	Between groups	4	4.0339	3.765	*
	B & O	83	2.4940	1.0520					
	Dist.	66	2.8030	1.1262	Within groups	371	1.0714	.0051	
	H & F	95	2.2211	.9585*					
	T & I	61	2.5902	1.0227					
	Total	376	2.5319			375			
4 The teachers' association problems are my problems.	Agri.	73	2.6712	1.0281	Between groups	4	.9573	1.009	
	B & O	83	2.4578	.9279					
	Dist.	66	2.5909	.9604	Within groups	374	.9485	.4025	
	H & F	96	2.3958	.9567					
	T & I	61	2.5410	1.0095					
	Total	379	2.5198			378			

APPENDIX D

(table continues)

(Continued)

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio F Prob.	L.S.D.
5 Even though he/she may not like parts of it, the teachers' association member must "live up to" all terms of the contractual agreement.	Agri	73	2.0137	.8579	Between groups	4	.2938	.379	
	B & O	84	1.8452	.7378					
	Dist.	65	1.9077	.9957	Within groups	371	.7760	.8239	
	H & F	93	1.9355	.9066					
	T & I	61	1.9508	.8646					
Total	376	1.9282		375					
6 The only reason I belong to the teachers' association is to make sure I get promotions or other transfers of teaching assignment. *	Agri	72	2.0139	.9713	Between groups	4	.2271	.297	
	B & O	84	1.8929	.7764					
	Dist.	65	1.9846	.9436	Within groups	371	.7649	.8799	
	H & F	93	1.9570	.859					
	T & I	62	2.0323	.8487					
Total	376	1.9707		375					
7 My loyalty is to my work, not to the teachers' association. *	Agri	73	2.1233	.9420	Between groups	4	1.3025	1.312	
	B & O	84	2.3095	1.0639					
	Dist.	65	2.2462	.9687	Within groups	375	.9925	.2648	
	H & F	96	2.3333	1.0226					
	T & I	62	2.0161	.9494					
Total	380	2.2211		379					
8 It is the responsibility of every teachers' association member to see that management "lives up to" all the terms of the contractual agreement.	Agri	73	2.1918	.9969	Between groups	4	.0868	.098	
	B & O	84	2.1310	1.0153					
	Dist.	66	2.2121	.9367	Within groups	375	.8857	.9831	
	H & F	96	2.1771	.8460					
	T & I	61	2.2131	.9507					
Total	380	2.1816		379					

(table continues)

(Continued)

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio F Prob.	L.S.D.
9 It is the duty of every teacher "to keep his/her ears open" for information that might be useful to the teachers' association.	Agri.	73	2.7123	1.1363	Between groups	4	.8623	.783	
	B & O	84	2.6786	1.1318					
	Dist.	66	2.9091	1.0774					
	H & F	95	2.6211	.9473					
	T & I	60	2.7333	.9364	Within groups	373	1.1014	.5368	
Total		378	2.7196			377			
10 Teachers in this local unit are not expected to have a strong personal commitment to the teachers' association.*	Agri.	71	2.7746	.8976	Between groups	4	.6026	.742	
	B & O	84	2.6905	.9439					
	Dist.	66	2.7727	.8375					
	H & F	94	2.6064	.8946					
	T & I	61	2.5738	.9212	Within groups	371	.8121	.5639	
Total		376	2.6809			375			
11 Moving ahead into school administration is more important than staying in the teachers' association.*	Agri.	72	2.1389	.8929	Between groups	4	2.6403	2.963	*
	B & O	84	2.1786	.9205					
	Dist.	66	2.4848	1.1799					
	H & F	96	2.0833*	.8035					
	T & I	62	2.4677	.9533	Within groups	375	.8912	.0197	
Total		380	2.2474			379			
12 Teachers should know the association's symbol.	Agri.	71	3.2958	.8518	Between groups	4	1.2143	1.393	
	B & O	84	3.0833	.9720					
	Dist.	65	3.3077	.9670					
	H & F	95	3.1368	.9409					
	T & I	62	3.0000	.9233	Within groups	372	.8717	.2357	
Total		377	3.1618			376			

(table continues)

(Continued)

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio F Prob.	L.S.D.
13 A teachers' association member has more security than most school administrators.	Agri.	71	3.0845	1.0921	Between groups	4	.4929	.463	
	B & O	84	3.0000	1.0866					
	Dist.	65	3.2000	1.1619	Within groups	373	1.0637	.7626	
	H & F	96	3.0000	.8460					
	T & I	62	3.0484	.9988					
Total	378	3.0582		377					
14 I feel little loyalty toward the teachers' association.*	Agri.	72	2.8889	1.0421	Between groups	4	3.3648	2.917	*
	B & O	84	2.5833	1.1534					
	Dist.	66	2.8939	1.1112	Within groups	375	1.1537	.0213	
	H & F	96	2.4271*	.9814					
	T & I	62	2.7581	1.0967					
Total	380	2.6842		379					
15 As long as I am doing the kind of teaching I enjoy, it does not matter if I belong to a teachers' association.*	Agri.	72	2.5556	1.1119	Between groups	4	1.1405	.902	
	B & O	84	2.5476	1.1554					
	Dist.	66	2.6515	1.1568	Within groups	373	1.2650	.4630	
	H & F	95	2.3368	1.1262					
	T & I	61	2.5574	1.0571					
Total	378	2.5159		377					
16 It is every teacher's responsibility to support or help another teacher use the grievance procedure.	Agri.	72	2.6806	.9905	Between groups	4	1.5965	1.693	
	B & O	84	2.4286	.9479					
	Dist.	66	2.7727	.9891	Within groups	375	.9427	.1508	
	H & F	96	2.5417	1.0148					
	T & I	62	2.7419	.8859					
Total	380	2.6158		379					

(table continues)

(Continued)

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio F Prob.	I.S.D.
17 I believe that teachers' association membership and participation should be positive factors on annual evaluations.	Agri	72	2.9722	1.1625	Between groups	4	1.1692	.873	
	B & O	84	2.9167	1.1534					
	Dist.	65	3.1846	1.0138	Within groups	374	1.3400	.4804	
	H & F	96	3.0521	1.1731					
	T & I	62	3.2097	1.2693					
Total	379	3.0554		378					
18 I am willing to put in a great deal of effort beyond that normally expected of a member in order to make the teachers' association successful.	Agri	72	3.1250	.8212	Between groups	4	1.0230	1.324	
	B & O	84	3.1548	.9999					
	Dist.	66	3.2273	.8735	Within groups	374	.7128	.2605	
	H & F	95	3.3789	.7743					
	T & I	62	3.1129	.9251					
Total	379	3.2111		378					
19 Attending an advisory committee meeting is more important to me than attending the local teachers' association meeting.*	Agri	72	4.0417	.9106	Between groups	4	5.6572	6.162	
	B & O	83	3.4217	1.0136					
	Dist.	66	3.7879	.9201	Within groups	372	.9181	.0001	
	H & F	96	3.4479	.9500					
	T & I	60	3.8500	.9885					
Total	377	3.6790		376					
20 I have little confidence and trust in most members of the teachers' association.*	Agri	72	2.6250	.9559	Between groups	4	1.2973	1.468	
	B & O	84	2.3690	1.0271					
	Dist.	66	2.3788	.9075	Within groups	375	.8834	.2111	
	H & F	96	2.2917	.9281					
	T & I	62	2.4839	.8443					
Total	380	2.4184		379					

(table continues)

(Continued)

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio F Prob.	L.S.D.
21 I promote the teachers' association to my friends as a great organization to be a member of.	Agri.	72	3.0833	.8841	Between groups	4	.3662	.402	
	B & O	83	3.0602	1.0971					
	Dist.	66	3.1364	.8017	Within groups	374	.9005	.8071	
	H & F	96	2.9583	.9167					
	T & I	62	3.0161	.9999					
Total	379	3.0449		378					
22 There is a lot to be gained by joining the teachers' association.	Agri.	72	2.5694	.9011	Between groups	4	1.0268	1.135	
	B & O	84	2.5357	1.0232					
	Dist.	66	2.7121	.9075	Within groups	375	.9043	.3394	
	H & F	96	2.4271	.9147					
	T & I	62	2.6774	1.0045					
Total	380	2.5684		379					
23 The state association newsletter is worth reading.	Agri.	71	2.8873	.9935	Between groups	4	.4502	.467	
	B & O	84	2.7381	.9457					
	Dist.	66	2.8485	.8637	Within groups	373	.9633	.7597	
	H & F	95	2.7684	.9942					
	T & I	62	2.9194	1.1058					
Total	378	2.8228		377					
24 I doubt that I would do special work to help the teachers' association.*	Agri.	72	2.6389	.9539	Between groups	4	1.2642	1.375	
	B & O	84	2.5357	.9499					
	Dist.	66	2.8333	.9701	Within groups	375	.9191	.2418	
	H & F	96	2.7708	.9457					
	T & I	62	2.8226	.9839					
Total	380	2.7132		379					

(table continues)

(Continued)

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio F Prob.	L.S.D.
25 Attending teachers' association sponsored workshops is a wise move on my part.	Agri.	72	2.7083	.8950	Between groups	4	.4031	.594	
	B & O	82	2.6098	.8714					
	Dist.	66	2.5909	.7840	Within groups	372	.6792	.6675	
	H & F	95	2.5474	.7686					
	T & I	62	2.7097	.7973					
	Total	377	2.6260						
26 My values and the teachers' association values are not very similar.*	Agri.	71	2.9859	.9635	Between groups	4	1.6904	1.878	
	B & O	82	2.6707	1.0068					
	Dist.	66	2.8182	.9431	Within groups	375	.8999	.1136	
	H & F	95	2.6632	.8330					
	T & I	62	2.9355	1.0222					
	Total	376	2.7979						
27 It is every teacher's responsibility to know exactly what the provisions of the contract entitle him to do.	Agri.	72	1.9583	.6152	Between groups	4	1.0244	2.174	
	B & O	84	1.6905	.7277					
	Dist.	66	1.9242	.8098	Within groups	374	.4712	.0713	
	H & F	95	1.7474	.6518					
	T & I	62	1.7742	.6119					
	Total	379	1.8100						
28 I rarely tell others I belong to the teachers' association.*	Agri.	71	2.6761	1.0110	Between groups	4	.0870	.082	
	B & O	84	2.6905	1.1191					
	Dist.	66	2.7576	1.0086	Within groups	373	1.0553	.9877	
	H & F	95	2.6947	1.0114					
	T & I	62	2.7419	.9570					
	Total	378	2.7090						

(table continues)

(Continued)

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio F Prob.	L.S.D.
29 It is the building rep's job, not the teacher's job, to see that the building administration is living by the contract. *	Agri.	71	3.5634	.9522	Between groups Within groups	4	1.2489	1.585 .1776	
	B & O	84	3.6190	.9039					
	Dist.	66	3.5606	.8252					
	H & F	95	3.7579	.7679					
	T & I	62	3.4032	1.0156	Total	378	3.5979	377	
30 It is every teacher's responsibility to see that other teachers "live up to" all terms of the contractual agreement.	Agri.	72	2.8472	1.0570	Between groups Within groups	4	.8095	.757 .5537	
	B & O	84	3.0238	1.0525					
	Dist.	66	3.1364	1.0797					
	H & F	93	2.9355	.9759					
	T & I	61	2.9672	1.0160	Total	376	2.9787	375	
31 If asked, I would serve on a committee for the teachers' association.	Agri.	72	2.4722	.9189	Between groups Within groups	4	.9385	1.002 .4066	
	B & O	83	2.6627	.9911					
	Dist.	65	2.7385	1.0198					
	H & F	93	2.6882	.9323					
	T & I	61	2.7705	.9898	Total	374	2.6631	373	
32 The state newsletter does not contain any useful information. *	Agri.	71	2.5775	.9660	Between groups Within groups	4	1.3487	1.969 .0986	
	B & O	84	2.4524	.8126					
	Dist.	66	2.5758	.7857					
	H & F	95	2.3579	.6510					
	T & I	61	2.7049	.9547	Total	377	2.5146	376	

(table continues)

(Continued)

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio F Prob.	L.S.D.
33 If asked, I would run for an elected office of the teachers' association.	Agri.	72	3.2222	1.0376	Between groups	4	2.8771	2.507	*
	B & O	84	3.3810	1.1397					
	Dist.	66	3.4848	1.1265	Within groups	374	1.1475	.0417	
	H & F	95	3.7158*	.9964					
	T & I	62	3.5806	1.0643					
Total	379	3.4855		378					
34 It is easy "to be yourself" and still be a member of the teachers' association.	Agri.	72	2.3889	.8969	Between groups	4	.1982	.259	
	B & O	84	2.2857	.8583					
	Dist.	66	2.2879	.9075	Within groups	375	.7646	.9040	
	H & F	96	2.3646	.8840					
	T & I	62	2.3871	.8169					
Total	380	2.3421		379					
35 Very little that the teachers want has any real importance to the teachers' association. *	Agri.	72	2.2361	.8800	Between groups	4	.7328	1.051	
	B & O	83	2.0723	.9472					
	Dist.	66	2.0455	.7324	Within groups	373	.6972	.3806	
	H & F	96	2.0104	.7469					
	T & I	61	2.1967	.8528					
Total	378	2.1032		377					
36 Teachers do not benefit enough from the money taken by the teachers' association dues system. *	Agri.	71	3.3380	1.1332	Between groups	4	4.4939	3.259	*
	B & O	83	3.0723	1.2176					
	Dist.	66	3.0303	1.1631	Within groups	371	1.3790	.0121	
	H & F	95	2.7368*	1.1129					
	T & I	61	3.2623	1.2636					
Total	376	3.0612		375					

(table continues)

(Continued)

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio F Prob.	L.S.D.
37 Every teacher must be prepared to take the time and risk of filing a grievance.	Agri	72	2.4306	.8693	Between groups	4	.3245	.399	
	B & O	84	2.2857	.8441					
	Dist.	66	2.4242	.8955	Within groups	372	.8140		
	H & F	94	2.4255	.9891					
	T & I	61	2.4262	.8843					
Total	377	2.3952		376					
38 Every teacher must be prepared to work an equal number of days.	Agri.	71	2.9437*	1.1574	Between groups	4	5.8044	5.026	*
	B & O	83	2.3012	.8798					
	Dist.	64	2.8125	1.2709	Within groups	364	1.1548		
	H & F	92	2.5761	1.0918					
	T & I	59	2.3220	.9549					
Total	369	2.5854		368					

ITEMS WITH SIGNIFICANT DIFFERENCES BY AGE AND MEAN SCORE OF ALL VOCATIONAL TEACHERS

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio F Prob.	I.S.D.
1 I feel a sense of pride being a member of the teachers' association.	21-30	68	2.6324	.9605	Between groups	4	1.1118	1.207	
	31-40	169	2.5740	.8908					
	41-50	97	2.5670	1.0399	Within groups	384	.9212	.3073	
	51-60	48	2.2917	.9216					
	60+	7	2.8571	1.5736					
	Total	389	2.5527			388			
2 Based on what I know now and what I believe I can expect in the future, I plan to be a member of the teachers' association the rest of my career in the school district.	21-30	66	2.2424	1.1905	Between groups	4	1.3484	1.411	
	31-40	166	2.0060	.8773					
	41-50	96	2.0521	.9665	Within groups	380	.9557	.2296	
	51-60	48	1.8125	.9375					
	60+	9	2.0000	1.3229					
	Total	385	2.0338			384			
3 The record of the teachers' association reflects what dedicated people can accomplish.	21-30	67	2.6119	1.0582	Between groups	4	.8341	.756	
	31-40	166	2.5542	1.0416					
	41-50	97	2.4639	1.0903	Within groups	382	1.1028	.5543	
	51-60	48	2.3333	.9528					
	60+	9	2.7778	1.2019					
	Total	387	2.5194			386			
4 The teachers' association problems are my problems.	21-30	68	2.8088	1.1098	Between groups	4	2.7002	2.931	
	31-40	169	2.4556	.9061					
	41-50	98	2.3673	.9125	Within groups	385	.9213	.0208	
	51-60	47	2.4255	.9497					
	60+	8	3.0000	1.3093					
	Total	390	2.5026			389			

APPENDIX E

(table continues)

(Continued)

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio F Prob.	L.S.D.
5 Even though he/she may not like parts of it, the teachers' association member must "live up to" all terms of the contractual agreement.	21-30	68	2.0882	.8933	Between groups	4	1.2615	1.731	
	31-40	168	1.8571	.8210					
	41-50	96	1.8646	.8780	Within groups	382	.7285		
	51-60	46	2.0652	.9044					
	60+	9	1.5556	.5270					
	Total	387	1.9173		386				
6 The only reason I belong to the teachers' association is to make sure I get promotions or other transfers of teaching assignment.*	21-30	67	2.2985	.9695	Between groups	4	2.3456	3.222	
	31-40	168	1.8750	.8490					
	41-50	95	1.9263	.8022	Within groups	382	.7280		
	51-60	48	1.9167	.7390					
	60+	9	1.7778	1.0929					
	Total	387	1.9638		386				
7 My loyalty is to my work, not to the teachers' association.*	21-30	68	2.0735	1.0695	Between groups	4	.7990	.803	
	31-40	169	2.3018	.9500					
	41-50	97	2.2784	1.0282	Within groups	386	.9954		
	51-60	48	2.2292	.9048					
	60+	9	2.0000	1.4142					
	Total	391	2.2404		390				
8 It is the responsibility of every teachers' association member to see that management "lives up to" all the terms of the contractual agreement.	21-30	66	2.1912	.8853	Between groups	4	1.6764	1.945	
	31-40	168	2.2202	.9504					
	41-50	98	2.0612	.9174	Within groups	386	.8618		
	51-60	48	2.4167	.9416					
	60+	9	1.6667	.8660					
	Total	391	2.1867		390				

(table continues)

(Continued)

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio F Prob.	L.S.D.
9 It is the duty of every teacher "to keep his/her ears open" for information that might be useful to the teachers' association.	21-30	68	2.7059	1.0798	Between groups	4	.4762	.436	
	31-40	167	2.7246	1.0277					
	41-50	97	2.6598	.9883	Within groups	384	1.0922	.7826	
	51-60	48	2.8542	1.1107					
	60+	9	2.4444	1.3333					
Total	389	2.7147		388					
10 Teachers in this local unit are not expected to have a strong personal commitment to the teachers' association.*	21-30	66	2.8333	.9213	Between groups	4	2.3269	2.986	*
	31-40	166	2.7711	.9319					
	41-50	98	2.5714	.7995	Within groups	382	.7792	.0190	
	51-60	48	2.3542*	.7852					
	60+	9	2.5556	1.0138					
Total	387	2.6744		386					
11 Moving ahead into school administration is more important than staying in the teachers' association.*	21-30	67	2.2388	.8719	Between groups	4	.4616	.520	
	31-40	169	2.2899	.9844					
	41-50	98	2.1429	.9844	Within groups	386	.8873	.7210	
	51-60	48	2.1875	.7897					
	60+	9	2.4444	.8819					
Total	391	2.2353		390					
12 Teachers should know the association's symbol.	21-30	66	3.3788	.9243	Between groups	4	5.1165	6.304	*
	31-40	168	3.2917	.9244					
	41-50	97	2.9794	.8537	Within groups	383	.8117	.0001	
	51-60	48	2.8333	.8588					
	60+	9	2.3333*	1.0000					
Total	388	3.1495		387					

(table continues)

(Continued)

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio F Prob.	L.S.D.
13 A teachers' association member has more security than most school administrators.	21-30	66	3.0606	1.0058	Between groups	4	2.5941	2.522 .0407	
	31-40	168	3.0179	1.0235					
	41-50	98	3.2449	1.0058	Within groups	384	1.0286		
	51-60	48	2.7917	1.0097					
	60+	9	2.4444	1.0138					
Total	389	3.0411			388				
14 I feel little loyalty toward the teachers' association.*	21-30	67	2.8507	1.1181	Between groups	4	1.3366	1.157 .3296	
	31-40	169	2.6864	1.0188					
	41-50	98	2.5408	1.0665	Within groups	386	1.1557		
	51-60	48	2.5208	1.0914					
	60+	9	2.8889	1.6915					
Total	391	2.6624			390				
15 As long as I am doing the kind of teaching I enjoy, it does not matter if I belong to a teachers' association.*	21-30	66	2.6667	1.2810	Between groups	4	3.1563	2.575 .0373	*
	31-40	168	2.5357	1.0318					
	41-50	98	2.5000	1.1863	Within groups	384	1.2256		
	51-60	48	2.0833*	.7390					
	60+	9	3.0000	1.7321					
Total	389	2.5039			388				
16 It is every teacher's responsibility to support or help another teacher use the grievance procedure.	21-30	67	2.5373	.9898	Between groups	4	.2162	.228 .9227	
	31-40	169	2.6568	.9701					
	41-50	98	2.6020	.9165	Within groups	386	.9489		
	51-60	48	2.5625	1.0086					
	60+	9	2.5556	1.3333					
Total	391	2.6087			390				

(table continues)

(Continued)

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio F Prob.	L.S.D.
17 I believe that teachers' association membership and participation should be positive factors on annual evaluations.	21-30	67	3.0149	1.1480	Between groups	4	.5814	.439	
	31-40	168	3.1369	1.1263					
	41-50	98	3.0612	1.1998	Within groups	385	1.3245	.7805	
	51-60	48	2.9583	1.1101					
	60+	9	2.7778	1.3017					
Total	390	3.0667			389				
18 I am willing to put in a great deal of effort beyond that normally expected of a member in order to make the teachers' association successful.	21-30	66	3.3030	.8222	Between groups	4	.6995	.913	
	31-40	169	3.2130	.8321					
	41-50	98	3.1837	.9562	Within groups	385	.7662	.4563	
	51-60	48	3.1042	.9048					
	60+	9	2.7778	.9718					
Total	390	3.1974			389				
19 Attending an advisory committee meeting is more important to me than attending the local teachers' association meeting.*	21-30	66	3.9545	.9516	Between groups	4	2.2043	2.316	
	31-40	168	3.6488	.9918					
	41-50	97	3.5052	1.0219	Within groups	383	.9520	.0569	
	51-60	48	3.7500	.8379					
	60+	9	3.4444	1.0138					
Total	386	3.6727			387				
20 I have little confidence and trust in most members of the teachers' association.*	21-30	67	2.4925	1.0353	Between groups	4	.4582	.522	
	31-40	169	2.3846	.8522					
	41-50	98	2.4184	.9624	Within groups	386	.8770	.7193	
	51-60	48	2.2917	.9444					
	60+	9	2.6667	1.3229					
Total	391	2.4066			390				

(table continues)

(Continued)

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio F Prob.	L.S.D.
21 I promote the teachers' association to my friends as a great organization to be a member of.	21-30	67	3.2239	.9015	Between groups	4	1.5179	1.716	
	31-40	169	3.0828	.8551					
	41-50	98	2.9286	1.0280	Within groups	385	.8844		
	51-60	47	2.8511	.9995					
	60+	9	2.7778	1.3944			.1456		
	Total	390	3.0333			389			
22 There is a lot to be gained by joining the teachers' association.	21-30	67	2.7164	.9662	Between groups	4	1.550	1.737	
	31-40	169	2.5976	.9150					
	41-50	98	2.4694	.9654	Within groups	386	.8927		
	51-60	48	2.2917	.8241					
	60+	9	2.6667	1.5811			.1411		
	Total	391	2.5499			390			
23 The state association newsletter is worth reading.	21-30	66	2.9697	1.0520	Between groups	4	1.2312	1.307	
	31-40	169	2.8284	.9513					
	41-50	97	2.7113	.9237	Within groups	384	.9421		
	51-60	48	2.6875	.9710					
	60+	9	3.2222	1.2019			.2668		
	Total	389	2.8149			388			
24 I doubt that I would do special work to help the teachers' association.*	21-30	67	2.7313	.9936	Between groups	4	.2141	.236	
	31-40	169	2.6923	.9129					
	41-50	98	2.7143	.9844	Within groups	386	.9055		
	51-60	48	2.6042	.8440					
	60+	9	2.8889	1.4530			.9177		
	Total	391	2.6982			390			

(table continues)

(Continued)

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio F Prob.	L.S.D.
25 Attending teachers' association sponsored workshops is a wise move on my part.	21-30	67	2.6269	.7946	Between groups	4	.2081	.306	
	31-40	168	2.5952	.8060					
	41-50	96	2.6458	.8458	Within groups	383	.6801		
	51-60	48	2.6042	.7646					
	60+	9	2.8889	1.3642					
Total	388	2.6211			387				
26 My values and the teachers' association values are not very similar.*	21-30	66	2.9697	.9918	Between groups	4	1.1191	1.245	
	31-40	168	1.7560	.8651					
	41-50	96	2.6771	.9569	Within groups	382	.8987		
	51-60	48	2.7708	1.0156					
	60+	9	3.1111	1.5366					
Total	387	2.7829			386		.2912		
27 It is every teacher's responsibility to know exactly what the provisions of the contract entitle him/her to do.	21-30	66	1.8030	.7487	Between groups	4	.6705	1.353	
	31-40	169	1.8402	.7266					
	41-50	98	1.8878	.7163	Within groups	385	.4956		
	51-60	48	1.7917	.5442					
	60+	9	1.3333	.5000					
Total	390	1.8282			389		.2498		
28 I rarely tell others I belong to the teachers' association.*	21-30	66	2.7273	1.0160	Between groups	4	1.0492	1.011	
	31-40	168	2.7500	.9525					
	41-50	98	2.7347	1.0605	Within groups	384	1.0375		
	51-60	48	2.4375	.9873					
	60+	9	2.8889	1.7638					
Total	389	2.7069			388		.4013		

(table continues)

(Continued)

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio F Prob.	I.S.D.
29 It is the building rep's job, not the teachers' job, to see that the building administration is living by the contract. *	21-30	67	3.5970	.9384	Between groups	4	2.2531	3.006	*
	31-40	168	3.6071	.8408					
	41-50	98	3.6122	.8203	Within groups	384	.7495		
	51-60	48	3.7708	.8565					
	60+	8	2.6250*	1.3025					
Total	389	3.6067		388			.0183		
30 It is every teacher's responsibility to see that other teachers "live up to" all terms of the contractual agreement.	21-30	67	2.8955	1.0020	Between groups	4	2.0642	1.983	
	31-40	169	3.0473	1.0340					
	41-50	95	2.8211	1.0312	Within groups	382	1.0411		
	51-60	48	3.1458	.9673					
	60+	8	3.6250	1.0607					
Total	387	2.9897		386			.0965		
31 If asked, I would serve on a committee for the teachers' association.	21-30	66	2.7424	.9333	Between groups	4	.9795	1.063	
	31-40	168	2.5714	.9128					
	41-50	94	2.6915	.9730	Within groups	380	.9215		
	51-60	48	2.7292	1.0466					
	60+	9	3.1111	1.3642					
Total	385	2.6623		384			.3745		
32 The state newsletter does not contain any useful information. *	21-30	66	2.5909	.8940	Between groups	4	.1941	.281	
	31-40	169	2.5030	.7953					
	41-50	96	2.5000	.8335	Within groups	383	.6898		
	51-60	48	2.4792	.8749					
	60+	9	2.3333	.7071					
Total	388	2.5103		387			.8900		

(table continues)

(Continued)

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio F Prob.	L.S.D.
33 If asked, I would run for an elected office of the teachers' association.	21-30	67	3.4925	1.1464	Between groups	4	.8766	.757	
	31-40	169	3.4793	1.0806					
	41-50	97	3.3608	1.0326	Within groups	385	1.1580	.5538	
	51-60	48	3.6875	.9261					
	60+	9	3.5556	1.5899					
Total	390	3.4795			389				
34 It is easy "to be yourself" and still be a member of the teachers' association.	21-30	67	2.4328	.9410	Between groups	4	2.4700	3.359	*
	31-40	169	2.2604	.8257					
	41-50	98	2.4694	.9105	Within groups	386	.7354	.0102	
	51-60	48	2.1042*	.5921					
	60+	9	3.0000*	1.3229					
Total	391	2.3402			390				
35 Very little that the teachers want has any real importance to the teachers' association. *	21-30	67	2.2537	.9268	Between groups	4	1.7492	2.591	*
	31-40	168	2.0238	.7735					
	41-50	97	2.0928	.8302	Within groups	384	.6752	.0364	
	51-60	48	2.0208	.6355					
	60+	9	2.7778*	1.4814					
Total	389	2.0977			388				
36 Teachers do not benefit enough from the money taken by the teachers' association dues system. *	21-30	66	3.3030	1.1364	Between groups	4	2.7252	1.977	
	31-40	169	3.0000	1.1650					
	41-50	95	3.0526	1.1793	Within groups	382	1.3785	.0973	
	51-60	48	2.7083	1.2021					
	60+	9	3.3333	1.4142					
Total	387	3.0362			386				

(table continues)

(Continued)

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio F Prob.	L.S.D.
37 Every teacher must be prepared to take the time and risk of filing a grievance.	21-30	67	2.3582	.7324	Between groups	4	.1945	.245	
	31-40	168	2.4107	.9307					
	41-50	96	2.3750	.9319	Within groups	383	.7940		
	51-60	48	2.4792	.8749					
	60+	9	2.2222	.8333					
Total	388	2.3969			387				
38 Every teacher must be prepared to work an equal number of days.	21-30	67	2.7463	1.1722	Between groups	4	1.7857	1.511	
	31-40	164	2.5610	1.1253					
	41-50	94	2.5213	.9697	Within groups	375	1.1818		
	51-60	46	2.6957	1.0723					
	60+	9	1.8889	.9280					
Total	380	2.5842			379				

ITEMS WITH SIGNIFICANT DIFFERENCES BY SEX

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio	F Prob.
1 I feel a sense of pride being a member of the teachers' association.	Female	175	2.4171	.9958	Between groups Within groups	1	5.7585	6.383	.0019
	Male	213	2.6620	.9103		386	.9021		
	Total	388	2.5515			387			
2 Based on what I know now and what I believe I can expect in the future, I plan to be a member of the teachers' association the rest of my career in the school district.	Female	173	1.8092	.8377	Between groups Within groups	1	15.8831	17.302	.0000
	Male	211	2.2180	1.0465		382	.9180		
	Total	384	2.0339			383			
3. The record of the teachers' association reflects what dedicated people can accomplish.	Female	176	2.2727	.9766	Between groups Within groups	1	19.0738	18.160	.0000
	Male	210	2.7190	1.0636		384	1.0503		
	Total	386	2.5155			385			
4 The teachers' association problems are my problems.	Female	176	2.4091	.9336	Between groups Within groups	1	2.5818	2.770	.0968
	Male	213	2.5728	.9908		387	.9320		
	Total	389	2.4987			388			

APPENDIX F

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(table continues)

(Continued)

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio	F Prob.
5 Even though he/she may not like parts of it, the teachers' association member must "live up to" all terms of the contractual agreeent.	Female	174	1.8908	.8291	Between groups Within groups	1	.3677	.483	.4876
	Male	212	1.9528	.9069		384	.7615		
	Total	386	1.9249			385			
6 The only reason I belong to the teachers' association is to make sure I get promotions or other transfers of teaching assignment.*	Female	174	1.8908	.7638	Between groups Within groups	1	1.8067	2.436	.1194
	Male	212	2.0283	.9334		384	.7416		
	Total	386	1.9663			385			
7 My loyalty is to my work, not to the teachers' association.*	Female	177	2.3503	1.0398	Between groups Within groups	1	4.4325	4.582	.0329
	Male	213	2.1362	.9343		388	.9674		
	Total	390	2.2333			389			
8 It is the responsibility of every teachers' association member to see that management "lives up to" all the terms of the contractual agreement.	Female	176	2.1761	.8537	Between groups Within groups	1	.0231	.026	.8710
	Male	214	2.1916	.9956		388	.8729		
	Total	390	2.1846			389			

(table continues)

(Continued)

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio	F Prob.
9 It is the duty of every teacher "to keep his/her ears open" for information that might be useful to the teachers' association.	Female	175	2.6400	1.0009	Between groups Within groups	1	1.6224	1.493	.2217
	Male	213	2.7700	1.0722		386	1.0830		
	Total	388	2.7113			387			
10 Teachers in this local unit are not expected to have a strong personal commitment to the teachers' association.*	Female	174	2.6034	.9175	Between groups Within groups	1	1.2318	1.542	.2150
	Male	212	2.7170	.8736		384	.7986		
	Total	386	2.6658			385			
11 Moving ahead into school administration is more important than staying in the teachers' association.*	Female	176	2.1591	.8470	Between groups Within groups	1	2.5766	2.887	.0901
	Male	214	2.3224	1.0180		388	.8925		
	Total	390	2.2487			389			
12 Teachers should know the association's symbol.	Female	175	3.0629	.9107	Between groups Within groups	1	3.0275	3.564	.0598
	Male	212	3.2406	.9306		385	.8495		
	Total	387	3.1602			386			

(table continues)

(Continued)

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio	F Prob.
13 A teachers' association member has more security that most school administrators.	Female	175	3.0229	.9344	Between groups Within groups	1	.2174	.208	.6488
	Male	213	3.0704	1.0901		386	1.0462		
	Total	388	3.0490			387			
14 I feel little loyalty toward the teachers' association.*	Female	176	2.4659	1.0023	Between groups Within groups	1	13.2596	11.717	.0007
	Male	214	2.8364	1.1118		388	1.1316		
	Total	390	2.6692			389			
15 As long as I am doing the kind of teaching I enjoy, it does not matter if I belong to the teachers' association.*	Female	175	2.3886	1.0922	Between groups Within groups	1	4.1433	3.397	.0661
	Male	213	2.5962	1.1144		386	1.2198		
	Total	388	2.5026			387			
16 It is every teachers' responsibility to support or help another teacher use the grievance procedure.	Female	176	2.4716	.9794	Between groups Within groups	1	6.1674	6.673	.0102
	Male	214	2.7243	.9463		388	.9242		
	Total	390	2.6103			389			

(table continues)

(Continued)

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio	F Prob.
17 I believe that teachers' association membership and participation should be positive factors on annual evaluations.	Female	176	2.9830	1.1587	Between groups Within groups	1	2.1252	1.615	.2046
	Male	213	3.1315	1.1375		387	1.3159		
	Total	389	3.0643			388			
18 I am willing to put in a great deal of effort beyond that normally expected of a member in order to make the teachers' association successful.	Female	175	3.2857	.8500	Between groups Within groups	1	2.0389	2.688	.1019
	Male	214	3.1402	.8876		387	.7584		
	Total	389	3.2057			388			
19 Attending an advisory committee meeting is more important to me than attending the local teachers' association meeting.*	Female	175	3.4971	.9760	Between groups Within groups	1	9.4627	10.003	.0017
	Male	212	3.8113	.9698		385	.9460		
	Total	387	3.6693			386			
20 I have little confidence and trust in most members of the teachers' association.*	Female	176	2.2727	.8583	Between groups Within groups	1	6.0667	7.084	.0081
	Male	214	2.5234	.9772		388	.8564		
	Total	390	2.4103			389			

(table continues)

(Continued)

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio	F Prob.
21 I promote the teachers' association to my friends as a great organization to be a member of.	Female	176	3.0057	.9472	Between groups Within groups	1	.2953	.335	.5631
	Male	213	3.0610	.9321		387	.8817		
	Total	389	3.0360			388			
22 There is a lot to be gained by joining the teachers' association.	Female	176	2.4602	.9188	Between groups Within groups	1	2.8112	3.156	.0764
	Male	214	2.6308	.9637		388	.8905		
	Total	390	2.5538			389			
23 The state association newsletter is worth reading.	Female	174	2.7069	.9251	Between groups Within groups	1	3.8252	4.077	.0442
	Male	214	2.9065	1.0027		386	.9383		
	Total	388	2.8170			387			
24 I doubt that I would do special work to help the teachers' association.*	Female	176	2.6875	.9436	Between groups Within groups	1	.0997	.110	.7401
	Male	214	2.7196	.9572		388	.9046		
	Total	390	2.7051			389			

(table continues)

(Continued)

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio	F Prob.
25 Attending teachers' association sponsored workshops is a wise move on my part.	Female	173	2.4624	.7663	Between groups Within groups	1	8.0403	12.438	.0005
	Male	214	2.7523	.8332		385	.6464		
	Total	387	2.6227			386			
26 My values and the teachers' association values are not very similar. *	Female	172	2.5988	.8696	Between groups Within groups	1	10.7490	12.417	.0005
	Male	214	2.9346	.9764		384	.8656		
	Total	386	2.7850			385			
27 It is every teacher's responsibility to know exactly what the provisions of the contract entitle him/her to do.	Female	175	1.7371	.7268	Between groups Within groups	1	2.7626	5.626	.0182
	Male	214	1.9065	.6788		387	.4911		
	Total	389	1.8303			388			
28 I rarely tell others I belong to the teachers' association.*	Female	175	2.6571	1.0211	Between groups Within groups	1	.7667	.752	.3865
	Male	213	2.7465	1.0007		386	1.0200		
	Total	388	2.7062			387			

(table continues)

(Continued)

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio	F Prob.
29 It is the building rep's job, not the teachers' job, to see that the building administration is living by the contract. *	Female	175	3.7314	.7965	Between groups Within groups	1	5.6806	7.368	.0069
	Male	213	3.4883	.9397		386	.7710		
	Total	388	3.5979			387			
30 It is every teacher's responsibility to see that other teachers "live up to" all terms of the contractual agreement.	Female	173	3.0116	.9644	Between groups Within groups	1	.2765	.262	.6088
	Male	213	2.9577	1.0742		384	1.0536		
	Total	386	2.9819			385			
31 If asked, I would serve on a committee for the teachers' association.	Female	172	2.6802	.9222	Between groups Within groups	1	.1098	.120	.7293
	Male	212	2.6462	.9844		382	.9159		
	Total	384	2.6615			383			
32 The state newsletter does not contain any useful information. *	Female	174	2.3563	.6881	Between groups Within groups	1	8.1412	12.316	.0005
	Male	213	2.6479	.9023		385	.6610		
	Total	387	2.5168			386			

(table continues)

(Continued)

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio	F Prob.
33 If asked, I would run for an elected office of the teachers' association.	Female	175	3.5943	1.0344	Between groups Within groups	1	3.9191	3.422	.0651
	Male	214	3.3925	1.0985		387	1.1453		
	Total	389	3.4833			388			
34 It is easy "to be yourself" and still be a member of the teachers' association.	Female	176	2.2955	.8439	Between groups Within groups	1	.2923	.397	.5288
	Male	214	2.3505	.8686		388	.7354		
	Total	390	2.3256			389			
35 Very little that the teachers want has any real importance to the teachers' association.*	Female	175	2.0229	.8091	Between groups Within groups	1	1.9225	2.820	.0939
	Male	213	2.1643	.8390		386	.6818		
	Total	388	2.1005			387			
36 Teachers do not benefit enough from the money taken by the teachers' association dues system.*	Female	175	2.8343	1.1300	Between groups Within groups	1	14.0854	10.358	.0014
	Male	211	3.2180	1.1952		384	1.3598		
	Total	386	3.0440			385			

(table continues)

(Continued)

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio	F Prob.
37 Every teacher must be prepared to take the time and risk of filing a grievance.	Female	173	2.3468	.8733	Between groups Within groups	1	.7368	.928	.3361
	Male	214	2.4346	.9053		385	.7942		
	Total	387	2.3953			38			
38 Every teacher must be prepared to work an equal number of days.	Female	169	2.4911	1.0125	Between groups Within groups	1	2.7311	2.302	.1300
	Male	210	2.6619	1.1471		377	1.1863		
	Total	379	2.5858			378			

ITEMS WITH SIGNIFICANT DIFFERENCES BY TEACHING EXPERIENCE AND MEAN SCORE OF ALL VOCATIONAL TEACHERS

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio F Prob.	L.S.D.
1 I feel a sense of pride being a member of the teachers' association.	0 - 1	11	2.7273	.7862	Between groups	4	3.4878	3.895	*
	2 - 5	84	2.6429	.9267					
	6 - 7	49	2.7959	1.1543	Within groups	381	.8955	.0041	
	8 -12	108	2.6852	.9633					
	12+	134	2.3060*	.8691					
	Total	386	2.5596			385			
2 Based on what I know now and what I believe I can expect in the future, I plan to be a member of the teachers' association the rest of my career in the school district.	0 - 1	10	2.0000	.4714	Between groups	4	3.0360	3.239	*
	2 - 5	82	2.1829	1.0556					
	6 - 7	49	2.1224	1.0923	Within groups	377	.9372	.0124	
	8 -12	107	2.1869	1.0291					
	12+	134	1.7985*	.8297					
	Total	382	2.0366			381			
3 The record of the teachers' association reflects what dedicated people can accomplish.	0 - 1	11	2.8182	.6030	Between groups	4	2.2008	2.059	
	2 - 5	82	2.5732	1.0308					
	6 - 7	48	2.6667	1.1910	Within groups	379	1.0689	.0856	
	8 -12	108	2.6204	1.0827					
	12+	135	2.3185	.9593					
	Total	384	2.5156			383			
4 The teachers' association problems are my problems.	0 - 1	11	2.5455	1.1282	Between groups	4	2.5685	2.784	*
	2 - 5	84	2.6905	1.0057					
	6 - 7	49	2.6939	1.0449	Within groups	382	.9227	.0265	
	8 -12	107	2.5047	.9749					
	12+	136	2.3015*	.8719					
	Total	387	2.4987			386			

APPENDIX G

(table continues)

(Continued)

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio F Prob.	L.S.D.
5 Even though he/she may not like parts of it, the teachers' association member must "live up to" all terms of the contractual agreement.	0 - 1	11	2.2727	1.0090	Between groups	4	.6870	.900	
	2 - 5	83	1.9639	.9298					
	6 - 7	49	1.8163	.7267	Within groups	379	.7631	.4638	
	8 -12	108	1.9815	.8645					
	12+	133	1.8722	.8826					
Total	384	1.9271		383					
6 The only reason I belong to the teachers' association is to make sure I get promotions or other transfers of teaching assignment.*	0 - 1	10	2.2000	.7888	Between groups	4	1.6539	2.233	
	2 - 5	82	2.1463	.9574					
	6 - 7	49	1.9592	.8155	Within groups	379	.7407	.0649	
	8 -12	108	1.9815	.9470					
	12+	135	1.8074	.7381					
Total	384	1.9583		383					
7 My loyalty is to my work, not to the teachers' association.*	0 - 1	11	1.7273*	.7862	Between groups	4	3.0861	3.171	*
	2 - 5	83	2.0723	.9850					
	6 - 7	49	2.0816	1.0376	Within groups	383	.9733	.0139	
	8 -12	108	2.2037	.9044					
	12+	137	2.4453*	1.0426					
Total	388	2.2320		387					
8 It is the responsibility of every teachers' association member to see that management "lives up to" all the terms of the contractual agreement.	0 - 1	11	2.1818	.8739	Between groups	4	.6490	.740	
	2 - 5	84	2.2143	.9578					
	6 - 7	48	2.1458	1.0312	Within groups	383	.8774	.5654	
	8 -12	108	2.2963	.9299					
	12+	137	2.0949	.8984					
Total	388	2.1856		387					

(table continues)

(Continued)

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio F Prob.	L.S.D.
9 It is the duty of every teacher "to keep his/her ears open" for information that might be useful to the teachers' association.	0 - 1	11	2.2727	.6467	Between groups	4	1.7254	1.580	
	2 - 5	83	2.8675	1.0566					
	6 - 7	48	2.6458	1.1390	Within groups	381	1.0923	.1790	
	8 -12	108	2.8056	1.0718					
	12+	136	2.6029	1.0058					
Total	386	2.7124		385					
10 Teachers in this local unit are not expected to have a strong personal commitment to the teachers' association.*	0 - 1	10	2.9000	.8756	Between groups	4	2.9067	3.725	*
	2 - 5	82	2.7073	.9361					
	6 - 7	48	3.0625	.9319	Within groups	379	.7802	.0055	
	8 -12	107	2.6355	.8621					
	12+	137	2.5109*	.8499					
Total	384	2.6667		383					
11 Moving ahead into school administration is more important than staying in the teachers' association.*	0 - 1	11	2.6364	.9244	Between groups	4	3.2292	3.678	
	2 - 5	83	2.4337	.8998					
	6 - 7	49	2.5102	.9815	Within groups	383	.8781	.0059	
	8 -12	108	2.1296	.8975					
	12+	137	2.0876	.9737					
Total	388	2.2423		387					
12 Teachers should know the association's symbol.	0 - 1	11	2.9091	.9439	Between groups	4	1.7255	2.013	
	2 - 5	83	3.1928	.9558					
	6 - 7	47	3.2766	.8773	Within groups	380	.8572	.0920	
	8 -12	108	3.2963	.8345					
	12+	136	3.0000	.9888					
Total	385	3.1558		384					

(table continues)

(Continued)

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio F Prob	L.S.D.
13 A teachers' association member has more security than most school administrators.	0 - 1	11	3.1818	.7508	Between groups	4	1.8125	1.732	
	2 - 5	83	3.1205	.9926					
	6 - 7	48	2.7500	1.1204	Within groups	381	1.0468	.1423	
	8 -12	107	2.9720	.9853					
	12+	137	3.1606	1.0518					
Total	386	3.0492			385				
14 I feel little loyalty toward the teachers' association.*	0 - 1	11	2.9091	.5394	Between groups	4	7.3920	6.674	
	2 - 5	83	2.9277*	1.0451					
	6 - 7	49	2.8571	1.2416	Within groups	383	1.1076	.0000	
	8 -12	108	2.8333	1.0546					
	12+	137	2.2993	1.0100					
Total	388	2.6701			387				
15 As long as I am doing the kind of teaching I enjoy, it does not matter if I belong to a teachers' association.*	0 - 1	10	2.8000	1.0328	Between groups	4	4.6737	3.856	
	2 - 5	83	2.7590	1.1644					
	6 - 7	48	2.5625	1.2012	Within groups	381	1.2120	.0044	
	8 -12	108	2.6296	1.0988					
	12+	137	2.2263	1.0289					
Total	386	2.5104			385				
16 It is every teachers' responsibility to support or help another teacher use the grievance procedure.	0 - 1	11	2.7273	.9045	Between groups	4	.1259	.132	
	2 - 5	83	2.6024	1.0114					
	6 - 7	49	2.5918	1.0392	Within groups	383	.9543	.9707	
	8 -12	108	2.6574	.9085					
	12+	137	2.5839	.9900					
Total	388	2.6134			387				

(table continues)

(Continued)

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio F Prob	L.S.D.
17 I believe that teachers' association membership and participation should be positive factors on annual evaluations.	0 - 1	11	2.9091	.9439	Between groups	4	1.7389	1.309	
	2 - 5	82	3.0854	1.2688					
	6 - 7	49	3.1224	1.1298	Within groups	382	1.3287		
	8 -12	108	3.2315	1.1406					
	12+	137	2.9051	1.1107					
Total	387	3.0620		386					
18 I am willing to put in a great deal of effort beyond that normally expected of a member in order to make the teachers' association successful.	0 - 1	11	3.0000	.7746	Between groups	4	.4230	.545	
	2 - 5	83	3.2651	.7822					
	6 - 7	48	3.1875	1.0033	Within groups	382	.7764		
	8 -12	108	3.2593	.8469					
	12+	137	3.1387	.9250					
Total	387	3.2016		386					
19 Attending an advisory committee meeting is more important to me than attending the local teachers' association meeting.*	0 - 1	11	4.0909	.5394	Between groups	4	4.0751	4.373	*
	2 - 5	81	3.9136	.9643					
	6 - 7	49	3.8163	.9503	Within groups	380	.9319		
	8 -12	107	3.7103	.9418					
	12+	137	3.4234*	1.0126					
Total	385	3.6753		384					
20 I have little confidence and trust in most members of the teachers' association.*	0 - 1	11	2.8182	1.1677	Between groups	4	2.9956	3.521	*
	2 - 5	83	2.4217	.8988					
	6 - 7	49	2.6327	1.1492	Within groups	383	.8508		
	8 -12	108	2.5278	.8803					
	12+	137	2.1971*	.8561					
Total	388	2.4098		387					

(table continues)

(Continued)

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio F Prob	L.S.D.
21 I promote the teachers' association to my friends as a great organization to be a member of.	0 - 1	11	3.2727	.6467	Between groups	4	4.1673	4.857	*
	2 - 5	83	3.2892	.8194					
	6 - 7	49	3.1633	1.0478	Within groups	382	.8580		
	8 -12	108	3.1019	.9367					
	12+	136	2.7721*	.9504					
Total	387	3.0388		386					
22 There is a lot to be gained by joining the teachers' association.	0 - 1	11	2.8182	.8739	Between groups	4	4.2422	4.853	
	2 - 5	83	2.7229	.9014					
	6 - 7	49	2.7551	1.1093	Within groups	383	.8741		
	8 -12	108	2.6667	.9472					
	12+	137	2.2774	.8806					
Total	388	2.5567		387					
23 The state association newsletter is worth reading.	0 - 1	11	2.7273	1.1909	Between groups	4	1.7996	1.911	
	2 - 5	82	2.9756	1.0538					
	6 - 7	49	2.8776	.9711	Within groups	381	.9416		
	8 -12	107	2.8972	.9609					
	12+	137	2.6423	.9054					
Total	386	2.8161		385					
24 I doubt that I would do special work to help the teachers' association.*	0 - 1	11	2.9091	.8312	Between groups	4	1.6098	1.792	
	2 - 5	83	2.7349	1.0010					
	6 - 7	49	2.7959	1.0404	Within groups	383	.8983		
	8 -12	108	2.8333	.9521					
	12+	137	2.5401	.8830					
Total	388	2.7062		387					

(table continues)

(Continued)

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio F Prob	L.S.D.
25 Attending teachers' association sponsored workshops is a wise move on my part.	0 - 1	11	2.5455	.6876	Between groups	4	.1377	.203	
	2 - 5	85	2.6024	.7954					
	6 - 7	49	2.7143	.8660	Within groups	380	.6792	.9368	
	8 -12	106	2.6038	.8009					
	12+	136	2.6176	.8525					
Total	385	2.6208		384					
26 My values and the teachers' association values are not very similar.*	0 - 1	11	2.9091	.8312	Between groups	4	4.1714	4.840	*
	2 - 5	81	2.8519	1.0260	Within groups	379	.8619	.0008	
	6 - 7	49	3.0612	.8993					
	8 -12	107	2.9533	.9653					
	12+	136	2.5221*	.8517					
Total	384	2.7917		383					
27 It is every teacher's responsibility to know exactly what the provisions of the contract entitle him/her to do.	0 - 1	11	1.6364	.5045	Between groups	4	.2158	.431	
	2 - 5	82	1.7805	.7205	Within groups	382	.5005	.7861	
	6 - 7	49	1.7959	.6764					
	8 -12	108	1.8533	.6767					
	12+	137	1.8686	.7457					
Total	387	1.8243		386					
28 I rarely tell others I belong to the teachers' association.*	0 - 1	11	2.8182	.8739	Between groups	4	1.4317	1.392	
	2 - 5	82	2.8537	.9953	Within groups	381	1.0283	.2359	
	6 - 7	49	2.7143	1.0992					
	8 -12	107	2.7850	1.0553					
	12+	137	2.5547	.9695					
Total	386	2.7098		385					

(table continues)

(Continued)

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio F Prob	L.S.D.
29 It is the building rep's job, not the teachers' job, to see that the building administration is living by the contract.*	0 - 1	11	3.6364	1.2060	Between groups	4	.1879	.237	
	2 - 5	83	3.5181	.9155					
	6 - 7	49	3.6531	.8552	Within groups	381	.7927	.9173	
	8 -12	108	3.6111	.8297					
	12+	135	3.6148	.9059					
Total	386	3.5984		385					
30 It is every teacher's responsibility to see that other teachers "live up to" all terms of the contractual agreement.	0 - 1	11	3.1818	.7508	Between groups	4	.8748	.820	
	2 - 5	83	3.0964	1.0776					
	6 - 7	48	2.7917	1.0711	Within groups	379	1.0670	.5131	
	8 -12	108	3.0093	1.0276					
	12+	134	2.9478	1.0136					
Total	384	2.9844		383					
31 If asked, I would serve on a committee for the teachers' association.	0 - 1	11	3.0000	.7746	Between groups	4	.6230	.676	
	2 - 5	83	2.7470	.9219					
	6 - 7	47	2.5957	1.1356	Within groups	377	.9211	.6087	
	8 -12	107	2.7009	.9338					
	12+	134	2.6119	.9492					
Total	382	2.6754		381					
32 The state newsletter does not contain any useful information.*	0 - 1	11	2.4545	.9342	Between groups	4	1.7617	2.603	*
	2 - 5	82	2.5488	.9183					
	6 - 7	49	2.6939	.8217	Within groups	380	.6768	.0357	
	8 -12	107	2.6168	.8085					
	12+	136	2.3382*	.7623					
Total	385	2.5091		384					

(table continues)

(Continued)

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio F Prob	L.S.D.
33 If asked, I would run for an elected office of the teachers' association.	0 - 1	11	3.6364	.9244	Between groups	4	1.6610	1.468	
	2 - 5	83	3.4578	1.0854					
	6 - 7	49	3.2653	1.2711	Within groups	382	1.1311	.2111	
	8 -12	107	3.6729	.9294					
	12+	137	3.4453	1.0773					
Total	387	3.4935		386					
34 It is easy "to be yourself" and still be a member of the teachers' association.	0 - 1	11	2.3636	.8090	Between groups	4	2.6257	3.534	*
	2 - 5	83	2.5181*	.9020					
	6 - 7	49	2.1224*	.9044	Within groups	383	.7431	.0076	
	8 -12	108	2.4907	.8483					
	12+	137	2.1898	.8361					
Total	388	2.3402		387					
35 Very little that the teachers want has any real importance to the teachers' association.*	0 - 1	11	2.6364	.9244	Between groups	4	2.4197	3.662	*
	2 - 5	83	2.1566	.8763					
	6 - 7	48	2.2500	.9785	Within groups	381	.6608	.0061	
	8 -12	108	2.1574	.7383					
	12+	136	1.9118*	.7549					
Total	386	2.0959		385					
36 Teachers do not benefit enough from the money taken by the teachers' association dues system.*	0 - 1	11	3.4545	.6876	Between groups	4	5.4503	4.025	
	2 - 5	82	3.2439	1.2528					
	6 - 7	48	3.3750	1.2138	Within groups	379	1.3540	.0033	
	8 -12	107	3.0935	1.0862					
	12+	136	2.7574	1.1769					
Total	384	3.0521		383					

(table continues)

(Continued)

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio F Prob	L.S.D.
37 Every teacher must be prepared to take the time and risk of filing a grievance.	0 - 1	11	2.6364	.9244	Between groups	4	1.7435	2.228	
	2 - 5	83	2.2892	.7413					
	6 - 7	47	2.3830	.8736	Within groups	380	.7827		
	8 -12	108	2.5926	.9574					
	12+	136	2.3015	.9053					
Total	385	2.4000			384				
38 Every teacher must be prepared to work an equal number of days.	0 - 1	11	2.5455	1.2136	Between groups	4	.1689	.141	
	2 - 5	82	2.6098	1.1413					
	6 - 7	45	2.6222	1.1137	Within groups	372	1.1970		
	8 -12	107	2.5140	1.0583					
	12+	132	2.5985	1.0762					
Total	377	2.5782			376				

ITEMS WITH SIGNIFICANT DIFFERENCES BY UNION EXPERIENCE

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio	F Prob.
1 I feel a sense of pride being a member of the teachers' association.	Self	145	2.6483	.9613	Between groups Within groups	1	4.5409	5.069	.0254
	Parent	73	2.3425	.9162		216	.8958		
	Total	218	2.5459			217			
2 Based on what I know now and what I believe I can expect in the future, I plan to be a member of the teachers' association the rest of my career in the school district.	Self	145	2.0552	.9702	Between groups Within groups	1	1.8313	2.019	.1568
	Parent	71	1.8952	.9149		214	.9072		
	Total	216	1.9907			215			
3 The record of the teachers' association reflects what dedicated people can accomplish.	Self	145	2.6276	1.1300	Between groups Within groups	1	4.1656	3.584	.0597
	Parent	72	2.3333	.9641		215	1.1623		
	Total	217	2.5300			216			
4 The teachers' association problems are my problems.	Self	145	2.5586	.9638	Between groups Within groups	1	.9695	1.079	.3002
	Parent	72	2.4167	.9154		215	.8988		
	Total	217	2.5115			216			

(table continues)

(Continued)

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio	F Prob.
5 Even though he/she may not like parts of it, the teachers' association member must "live up to" all terms of the contractual agreement.	Self	144	1.9028	.7784	Between groups Within groups	1	.0795	.114	.7359
	Parent	71	1.9437	.9394		213	.6968		
	Total	215	1.9163		214				
6 The only reason I belong to the teachers' association is to make sure I get promotions or other transfers of teaching assignment.*	Self	145	2.0276	.8815	Between groups Within groups	1	2.4452	3.493	.0630
	Parent	70	1.8000	.7343		213	.7000		
	Total	215	1.9535		214				
7 My loyalty is to my work, not to the teachers' association.*	Self	145	2.2552	.9558	Between groups Within groups	1	.4952	.529	.4679
	Parent	73	2.3562	.9912		216	.9366		
	Total	218	2.2890		217				
8 It is the responsibility of every teachers' association member to see that management "lives up to" all terms of the contractual agreement.	Self	146	2.1986	1.0545	Between groups Within groups	1	.8047	.861	.3545
	Parent	72	2.0694	.7567		216	.9347		
	Total	218	2.1560		217				

(table continues)

(Continued)

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio	F Prob.
9 It is the duty of every teacher "to keep his/her ears open" for information that might be useful to the teachers' association.	Self	145	2.7586	1.0019	Between groups Within groups	1	1.3304	1.332	.2497
	Parent	71	2.5915	.9939		214	.9986		
	Total	216	2.7037		215				
10 Teachers in this local unit are not expected to have a strong personal commitment to the teachers' association.*	Self	143	2.7063	.9103	Between groups Within groups	1	1.3886	1.848	.1755
	Parent	71	2.5352	.7715		212	.7515		
	Total	214	2.6495		213				
11 Moving ahead into school administration is more important than staying in the teachers' association.*	Self	146	2.2603	.9689	Between groups Within groups	1	.0475	.054	.8169
	Parent	72	2.2917	.8791		216	.8842		
	Total	218	2.2706		217				
12 Teachers should know the association's symbol.	Self	144	3.2014	.9052	Between groups Within groups	1	1.6875	2.027	.1560
	Parent	72	3.0139	.9268		214	.8325		
	Total	216	3.1389		215				

(table continues)

(Continued)

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio	F Prob.
13 A teachers' association member has more security than most school administrators.	Self	145	3.0207	1.1022	Between groups Within groups	1	.0575	.049	.8249
	Parent	72	2.9861	1.0413		215	1.1717		
	Total	217	3.0092			216			
14 I feel little loyalty toward the teachers' association.*	Self	146	2.7123	1.1201	Between groups Within groups	1	3.1109	2.567	.1106
	Parent	72	2.4583	1.0607		216	1.2120		
	Total	218	2.6284			217			
15 As long as I am doing the kind of teaching I enjoy, it does not matter if I belong to a teachers' association. *	Self	145	2.5241	1.1061	Between groups Within groups	1	2.0158	1.749	.1874
	Parent	72	2.3194	1.0046		215	1.1526		
	Total	217	2.4562			216			
16 It is every teacher's responsibility to support or help another teacher use the grievance procedure.	Self	146	2.5890	.9517	Between groups Within groups	1	.0032	.003	.9531
	Parent	72	2.5972	.9881		216	.9290		
	Total	218	2.5917			217			

(table continues)

(Continued)

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio	F Prob.
17 I believe that teachers' association membership and participation should be positive factors on annual evaluations.	Self	146	3.0205	1.1475	Between groups Within groups	1	.0202	.015	.9016
	Parent	71	3.0000	1.1464		215	1.3160		
	Total	217	3.0138			216			
18 I am willing to put in a great deal of effort beyond that normally expected of a member in order to make the teachers' association successful.	Self	146	3.1096	.8720	Between groups Within groups	1	.1355	.169	.6811
	Parent	71	3.0563	.9394		215	.8001		
	Total	217	3.0922			216			
19 Attending an advisory committee meeting is more important to me than attending the local teachers' association meeting.*	Self	143	3.7273	.9358	Between groups Within groups	1	5.0425	5.662	.0182
	Parent	72	3.4028	.9592		213	.8905		
	Total	215	3.6186			214			
20 I have little confidence and trust in most members of the teachers' association.*	Self	146	2.4658	.9907	Between groups Within groups	1	2.8598	3.238	.0733
	Parent	72	2.2222	.8260		216	.8832		
	Total	218	2.3853			217			

(table continues)

(Continued)

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio	F Prob.
21 I promote the teachers' association to my friends as a great organization to be a member of.	Self	145	3.1379	.9763	Between groups Within groups	1	6.2404	6.587	.0110
	Parent	72	2.7778	.9674		215	.9474		
	Total	217	3.0184		216				
22 There is a lot to be gained by joining the teachers' association.	Self	146	2.5753	.9601	Between groups Within groups	1	1.2141	1.304	.2548
	Parent	72	2.4167	.9750		216	.9313		
	Total	218	2.5229		217				
23 The state association newsletter is worth reading.	Self	145	2.8966	1.0187	Between groups Within groups	1	5.5942	5.861	.0163
	Parent	72	2.5556	.8863		215	.9545		
	Total	217	2.7834		216				
24 I doubt that I would do special work to help the teachers' association.*	Self	146	2.6712	.9256	Between groups Within groups	1	.2641	.311	.5777
	Parent	72	2.5972	.9140		216	.8497		
	Total	218	2.6468		217				

(table continues)

(Continued)

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio	F Prob.
25 Attending teachers' association sponsored workshops is a wise move on my part.	Self	146	2.6644	.8328	Between groups Within groups	1	.4346	.679	.4107
	Parent	72	2.5694	.7282		216	.6398		
	Total	218	2.6330		217				
26 My values and the teachers' association values are not very similar.*	Self	144	2.8125	.9459	Between groups Within groups	1	1.2886	1.459	.2284
	Parent	71	2.6479	.9273		213	.8833		
	Total	215	2.7581		214				
27 It is every teachers' responsibility to know exactly what the provisions of the contract entitle him/her to do.	Self	145	1.8483	.6383	Between groups Within groups	1	.0079	.016	.9007
	Parent	72	1.8611	.8443		215	.5082		
	Total	217	1.8525		216				
28 I rarely tell others I belong to the teachers' association.*	Self	145	2.7586	1.0493	Between groups Within groups	1	2.0884	1.994	.1594
	Parent	71	2.5493	.9679		214	1.0473		
	Total	216	2.6898		215				

(table continues)

(Continued)

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio	F Prob.
29 It is the building representative's job, not the teachers' job, to see that the building administration is living by the contract. *	Self	146	3.5753	.9235	Between groups Within groups	1	.0547	.069	.7933
	Parent	72	3.5417	.8212		216	.7942		
	Total	218	3.5642		217				
30 It is every teachers' responsibility to see that other teachers "live up to" all terms of the contractual agreement.	Self	144	2.9931	1.0344	Between groups Within groups	1	1.0387	1.008	.3166
	Parent	71	3.1408	.9754		213	1.0309		
	Total	215	3.0419		214				
31 If asked, I would serve on a committee for the teachers' association.	Self	141	2.6099	1.0335	Between groups Within groups	1	.0045	.005	.9462
	Parent	71	2.6197	.9160		210	.9918		
	Total	212	2.6132		211				
32 The state newsletter does not contain any useful information.*	Self	144	2.6250	.8761	Between groups Within groups	1	3.7037	5.282	.0225
	Parent	72	2.3472	.7536		214	.7013		
	Total	216	2.5324		215				

(table continues)

(Continued)

Item	Group	N Per Group	Mean Score	S.D.	Source of Variance	DF	M.S.	F Ratio	F Prob.
33 If asked, I would run for an elected office of the teachers' association.	Self	146	3.3836	1.1219	Between groups Within groups	1	.2934	.235	.6284
	Parent	72	3.3056	1.1087		216	1.2491		
	Total	216	3.3578		217				
34 It is easy "to be yourself" and still be a member of the teachers' association.	Self	146	2.3630	.8377	Between groups Within groups	1	2.4222	3.781	.0531
	Parent	72	2.1389	.7181		216	.6406		
	Total	218	2.2890		217				
35 Very little that the teachers want has any real importance to the teachers' association.*	Self	144	2.0833	.8569	Between groups Within groups	1	.2315	.349	.5554
	Parent	72	2.0139	.7218		214	.6635		
	Total	216	2.0602		215				
36 Teachers do not benefit enough from the money taken by the teachers' association dues system.*	Self	143	3.1888	1.2388	Between groups Within groups	1	10.5027	7.415	.0070
	Parent	71	2.7183	1.0847		212	1.4164		
	Total	214	3.0327		213				

(table continues)