Current teacher attitudes toward collective bargaining

Patricia Thompson Reed

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CURRENT TEACHER ATTITUDES TOWARD COLLECTIVE BARGAINING

A PROJECT

Presented in partial fulfillment of the requirements for the Masters Degree in Education in the School of Education of California State College San Bernardino

by

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May, 1975

Approved by:
SUMMARY

I. Statement of the Problems

This project explores the current attitudes of teachers toward collective bargaining for teachers. CTA, NEA, and AFT have lobbied for collective bargaining rights for teachers, but only in the past few years have they encountered any success in gaining these rights. Presently, California State Senator Dill is sponsoring SB 275 which would allow all public employees in California to bargain collectively.

II. Procedure

A questionnaire was designed to discover how teachers in a medium-sized school district in California felt about collective bargaining. The sample population included all certificated teachers employed by the school district to teach full-time in a classroom. Random sampling was not used to select the subjects because the response rate of teachers to questionnaires is notoriously poor; therefore, all teachers were surveyed in the hope that enough would respond to the survey to present a representative picture of the existing attitudes. Research data in this area was sparse. The few studies which deal with teacher attitudes toward collective bargaining focus on the attitudes of teachers at the college level.
The questionnaire was pre-tested and revised before it was sent to the teachers in the district. After a two week period elapsed, follow-up letters were sent out to those teachers who had not responded. Overall, there was a usable response rate of fifty-six percent. These responses were tabulated marginally; certain demographic characteristics were cross-analyzed with a positive or negative response to question thirteen - "I am in favor of collective bargaining for teachers."

III. Results

The results indicated that nearly seventy-five percent of all responding teachers favored collective bargaining. Of these respondents, the greatest percentage of supporters were males who had been born between 1930 and 1939, had taught between eleven and fifteen years, were currently teaching at the high school level and had earned a master's degree in some field.

From the analysis, it can be concluded that the majority of teachers in this particular district favor collective bargaining. They do not have a true understanding of its potential, for they see it primarily as a means of salary negotiation. They do not recognize it as an effective means of influencing district educational policies or of developing increased professionalism. Teachers must become informed of the possibilities that collective bargaining provides for them, so that if a collective
bargaining bill is passed by the California legislature, they will be able to use it effectively to improve the quality of education.
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INTRODUCTION

Since 1965 the public school teachers of California have negotiated with local school boards under the provisions of the Winton Act. The law provides for "meet-and-confer" sessions between representatives for the teachers and those for the school board. It makes no demands upon the school board other than the obligation to listen to the teachers. There are no provisions for the settling of disputes, nor are guidelines given, if an impasse is reached between the two parties. Increasingly, teachers are declaring their right to be treated as equals in the bargaining process. They want not only to be heard, but to be given an equal voice in the spending of district monies and the implementation of curricula. To this end, CTA, NEA, and AFT have lobbied for the passage of a public employees' collective bargaining bill which would give teachers these rights.

Foes of the public employees' collective bargaining bill state that it could bankrupt the local school systems, lead to a greater number of strikes, and take away an increasing amount of the local taxpayer's power to control the local schools. Proponents insist that teachers are basically interested in the quality of education, and that by allowing them greater participation in the allocation of
school district funds, the teachers will not bankrupt the
district but will improve its educational quality; furthermore, collective bargaining would lessen the number of
strikes because provisions would be set down governing the
arbitration and settlement of disputes which might otherwise be resolved by a strike.

Senator Ralph C. Dills of Gardena has introduced
SB 275, a collective bargaining bill for public employees.
If it passes, all teachers in California will have gained
some real control over the decision-making process in their
respective school districts.

How do teachers really feel about collective bargain­ing,
particularly when faced with its probable reality in
the near future? To answer this query, a questionnaire was
designed to be given to all certificated teachers in a
medium-sized district in California, in order to discover
what the prevailing attitude is toward collective bargain­ing. Were the exhibited attitudes attributable to charac­
teristics such as age or years of teaching experience? If
there were a strong objection to collective bargaining,
would the basis for the objection be the use of the strike
to force an agreement in the collective bargaining process?
The survey does not seek to provide answers to these ques­tions that could be applied to the state-wide population;
it does attempt to discover the current prevailing attitudes
of the selected district's teachers toward collective bar­
gaining.
CHAPTER I

REVIEW OF THE LITERATURE

The emergence of collective negotiations in the past few years has been one of the most dramatic developments in the field of education. Too often it is viewed with alarm by those who note the increased number of strikes throughout the nation. On the other hand, teacher-school board negotiations are accomplishing fundamental educational reforms.¹

Until a dozen years ago, collective bargaining was a phenomenon in the private sector of labor and management. On January 6, 1962, President John F. Kennedy signed Executive Order 10988 which gave public employees the right to organize, and the movement for collective bargaining in the public sector began.²

The New York teachers' strikes of 1962 also provided impetus to the movement. While the strike action itself was condemned not only by non-union professional teachers' organizations, but also by organized labor groups, it did demonstrate how successful collective bargaining could be in the area of teacher-school board negotiations.³ Teachers


realized that collective bargaining could be used to gain some real control over the decision-making process in their schools.

Other factors were as important as the New York teacher strikes in promoting the use of collective negotiations. According to a veteran negotiator, Ray A. Howe, collective bargaining in the schools is "evolution, not revolution." He attributes its emergence to six factors:

1. Teachers turned to it as a last resort in situations when all other conventional measures had failed.
2. It was an imitative outreach from the private sector of the society.
3. Teachers had positive, personal conviction that it could work as well in the public sector as in the private sector of business.
4. It was an "untried" yet perhaps effective vehicle for the relief of teacher frustration.
5. It was available as a middle-of-the road phenomenon based on compromise rather than force; in effect, a mid-point between the status quo and the strike.
6. Most popularly, there was the D.O.A. factor, or "dirty old administration," which was seen as almost a villain to some certificated staff.

Even a decade later, these factors are prominent in the continuing drive to establish collective bargaining for public employees throughout the United States.

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5Ibid., p. 27.
What has been achieved during the past decade? Before 1962 only the states of Alaska and Wisconsin had any statutes concerning public employees and their use of collective bargaining. By October of 1969, thirty states had enacted legislation dealing with the public employee's right to some form of collective negotiations. To date, however, only the states of Hawaii and Pennsylvania have enacted such comprehensive statutes on collective bargaining that even striking is permitted under specific conditions.

California's laws are of particular interest to this study, not only because the project survey will be conducted in a district in California, but because it appears that a new, much more comprehensive "package" on collective bargaining rights for public employees will once again be presented to the state legislature for approval and given to the new governor in early 1975 to be signed into law. At the present time, teachers and school boards conduct their negotiations under the provisions of the Winton Act, enacted in 1965.

It is important to realize precisely what the Winton Act does and does not provide for in collective negotiations. All public school employees except those elected by popular

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7 Joan Lee Husted, "Winning A Statewide Contract," Compact, June 1972, p. 34.
vote, those appointed by the governor, or those in the community college systems are included under the coverage of the statute. Any number of public school employee organizations are permitted representation in the negotiating unit on a proportional representation basis. The negotiating process itself is administered by the public school employer who is to adopt reasonable rules and regulations. All matters relating to employment conditions and employer-employee relations, procedures relating to definitions of educational objectives, course content, curricula, and textbooks are negotiable items. The statute makes it obligatory for the parties to "meet and confer" if there is persistent disagreement over the negotiated items. There is also provision for the establishment of a three-man fact finding committee if the need arises. Under the Winton Act no interference, intimidation, restraint, coercion, or discrimination by the employers is allowed because the employee's rights are guaranteed by the statute.

The Winton Act does not clearly specify any deadlines for reaching agreements, nor does it include any specific provisions in case a complete impasse in negotiations comes about. Unlike the Hawaii statute, it does not allow its public employees the right to strike, nor does it set forth regulations concerning strikes if they should occur. Finally, and most importantly, the statute does not require the local boards of education to do more than listen to the proposals set forth by the teachers' negotiators.
The final decisions remain essentially unilateral, and are not the bilateral decisions which collective bargaining generates in the private sector of the economy.®

Regardless of whether or not Governor Brown signs a more comprehensive collective bargaining statute into law, the controversy will continue to rage over the merits of collective bargaining for public employees. Proponents of the idea argue that it leads to greater co-operation between teachers and school boards because it is based on the theory of compromise. "Collective negotiation processes create political, psychological and in some cases, legal pressures which force boards and administrators to listen and respond to the demands of teachers..."^ The process becomes a type of power relationship, not an adversary relationship. With the power that collective bargaining gives them, teachers can strive for agreements that benefit themselves as well as improve the quality of education for the children. Opponents of collective bargaining contend


that the control the local taxpayer has over the schools, through the board of education, has already been severely weakened and that collective negotiations will only further this deterioration. Lastly, they feel that if collective bargaining laws are passed, the effect of a negotiation impasse or of a strike could devastate the district financially and in terms of public relations.

Another aspect of the controversy concerning collective bargaining centers on the idea of professionalism. Do true professionals bargain collectively? This is of major concern to many teachers because they tend to view themselves as professionals.12 (See definition of terms). On the other hand, if professional status has not yet been achieved, then collective bargaining will foster greater attempts to gain the authority to make decisions in the district; in effect, procure the autonomy necessary for achievement of professional status through increased power at the district level.13

There is controversy as to where the appropriate action should be taken to enact legislation concerning collective bargaining. In 1969, there was a federal bill being considered on this precise issue. The NEA supported it

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12 In an opinion poll conducted by the NEA in 1964, eighty percent of the respondents saw themselves as professionals, fourteen percent felt teaching was a semi-professional occupation, and three percent felt teaching was a skilled occupation.

while the NSBA (National School Board Association) did not. In a nation-wide poll, NSBA found that ninety percent of its members who were polled opposed the bill, feeling such matters should be decided at the state level.\textsuperscript{14}

A last important facet of the debate on collective bargaining concerns the differences between the schools being a type of business which is in the public sector (i.e., is supported by public funds), and a business which is in the private sector. Richard G. Neal contends that the differences are so vast that it is impossible to translate the experience of collective bargaining from the private sector of business to the public sector. Unlike private businesses, which can move to a new geographic area, change their method of operation, or easily raise the price of their product to meet labor demands, a school board continues to be held accountable to its taxpayers and must provide services that are mandated by the state legislature.\textsuperscript{15} Teachers insist that, generally, the school boards are merely trying to maintain their paternalistic, unilateral powers of decision. They contend that a majority of the items which they are interested in negotiating deal with the improvement of the educational system, not its bankruptcy.


The primary forms of research which have been utilized to investigate educators' attitudes toward collective negotiations have been the opinion poll, the questionnaire, and the survey. Even in these areas very little has been done in terms of well-developed comprehensive studies, perhaps because of the recent arrival and rapid growth of collective bargaining on the educational scene.

The opinion poll was and is the most frequent type of research tool used. Unfortunately, such polls have been very poorly documented. Little, if any, information was given regarding the size of the sample, how selection of the sample population was determined, rate of response, or other important factors. For example, the NEA reported in 1968 that over two-thirds of their respondents to a poll considered teacher strikes acceptable; no mention was made of where the poll was taken, how the sample was selected, who was included in the sample, or the rate of response. For this reason, the results can only be used by a competent researcher to point out trends in thought rather than as precise statistics.

Again, because of the lack of research dealing with teacher attitudes on collective bargaining, some material for this study was gleaned from secondary sources on other studies which indirectly related to this particular area. An unpublished doctoral dissertation by John R. Tobiason

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related findings on teacher's satisfaction with their work. His research showed that teacher dissatisfaction decreased with increased age; that dissatisfaction was experienced more often by males than females; and that secondary teachers were more prone to be dissatisfied with their jobs than were primary teachers. \(^{17}\)

In the area of teacher attitudes on professionalism, Richard B. Peterson at the University of Washington has shown that secondary teachers are more professionally oriented than teachers at the primary level. Other findings show that older female teachers are more satisfied with their jobs than are younger male teachers, and that younger male and younger female teachers at the secondary level are more supportive of collective negotiations than are older male and older female teachers at the elementary level. \(^{18}\) These findings can be of some value to researchers dealing with teacher attitudes toward collective bargaining because job satisfaction and perceptions of professionalism are factors which may influence a teacher's views on the collective bargaining process.

Four significant studies should be discussed in detail. The first was a study done by Richard B. Peterson on teacher attitudes toward professionalism, job satisfaction, and collective negotiation. It also dealt with cross-

\(^{17}\) John R. Tobiason, as quoted in Peterson, "Teacher Attitudes Toward Professionalism, Job Satisfaction And Collective Bargaining," p. 11.

\(^{18}\) Peterson, \textit{ibid}. p. 9.
cultural comparisons of these attitudes by comparing responses of elementary and secondary teachers in the State of Washington with the responses of teachers in Sweden. Peterson noted that little previous research in this area was available, which was one of the factors that motivated him to undertake the project.

His survey was sent to 2,200 public school teachers and principals in Washington and to a similar number of educators in Sweden. All replies were held in confidence. A significant number of usable responses (forty-eight percent) were returned in Washington. The overall rate of response was somewhat higher in Sweden.

Peterson found that there was a positive correlation between the attitudes of Washington teachers and most demographic characteristics, particularly with regard to the amount of teaching experience an individual had. His research also showed a high compatibility between collective negotiations and professionalism and job satisfaction. Other findings dealt with significant correlations between the responses of Swedish teachers and principals, and Washington teachers and principals.

This project appeared to be of a high professional quality. The instrument was carefully designed, and detailed analysis was applied to the responses. However, as the investigator himself noted, because the sample population was not taken from any large cities, its value was limited as far as general application to a national teacher
population is concerned.  

In a second study, Cecil Miskel concentrated on investigating teacher and administrator attitudes toward collective negotiations. He developed an instrument known as "The Collective Negotiations Index" (CNI) to measure the level of agreement educators expressed toward specific bargaining issues. A random sample of 1,075 employees was drawn from a roster of all Kansas certified employees.

Miskel's findings seemed to be contradictory to other research. For example, the stereotypes of the young male teacher as militant and the older female teacher as submissive were not supported by his data. In an area that was not explored in other studies, Miskel found that, generally, teachers are concerned with a fairly narrow scope of negotiation issues, as opposed to the fairly common assumption that with collective bargaining, teachers will be interested in negotiating a wide variety of items concerning the educational climate. As interesting as this idea is, it appears that further use of the CNI should be undertaken to determine and document the validity and reliability of such a new research instrument.

The research by James O. Haehn was a descriptive

19Ibid.


21Ibid.
survey of faculty and administrator attitudes on collective bargaining in the State College system in California.

Drawing on a previous survey he had conducted within the State College system, the sample population was chosen through a complicated system of stratification and percentages. This method was used to eliminate selector bias and achieve a high probability of representativeness. Careful attention was also given to the problem of lack of survey response (educators are notoriously poor respondents to surveys), so that a significant number of responses were returned.

The resulting data collected in 1970, indicated that sixty percent of the surveyed faculty supported collective bargaining. It also showed that those who were opposed to it felt strongly that it would detract from the professional status of college teaching due to the potential use of the strike as an instrument of bargaining. Significantly, a large scale survey of college faculty by the Carnegie Commission on Higher Education, conducted after the data for Haehn's study was collected, replicated his findings. For example, in the Carnegie questionnaire fifty-three percent of the more than 60,000 professors who replied believed that faculty should be more militant in protecting

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23 Ibid., p. 40.
their interests. In Haehn's survey, the proportion of professors agreeing that increased militancy was necessary was fifty-seven percent.\textsuperscript{24} Haehn's study was done with impeccable research methods and thus has made a worthwhile contribution to the research on collective bargaining in higher education.

A final study worthy of mention was designed by James R. Gress and Arthur E. Wohlers of Ohio State University. This survey also was addressed to faculty attitudes toward collective bargaining in higher education institutions. The sampling included all members of the faculty at three schools. The proportion of responses was large enough to convey an accurate view of faculty attitudes. Gress and Wohlers found, as had Haehn, that there was a lack of relationship between collective bargaining attitudes and the type of higher education institution, discipline, or marital status of the respondent. A new correlation that appeared was that "the faculty members' perceptions of the severity of institutional potential bargaining issues correlates more highly with attitude toward collective bargaining than does any other variable, and the relationship is positive and very significant."\textsuperscript{25}

\textsuperscript{24}Ibid.

Again, a high level of professionalism was maintained in the research for this project. The conclusions were based on fact and all applications and hypothesized relationships were identified as such and not stated as fact.

Much research is left to be undertaken in the area of teachers' attitudes and collective bargaining. What little has been done, has been done well. However, there is a great need to survey more teachers in large cities, and to delve further, through long-term studies, to see what change in attitudes appears over a period of time. Projects are needed to compare attitudes of teachers in states where collective bargaining is not legislatively sanctioned with those of teachers in states where collective bargaining is a reality. An analysis of the data might indicate which form of collective bargaining would best be suited for public employees.

Regarding collective bargaining, "the question is no longer whether teachers will participate; it is, instead, what form will their participation take? Will it be the industrial relations or academic alternative?" In California this question will soon be answered. Then, regardless of their opinions and attitudes, teachers and school boards will face the realities of making bilateral agreements by means of collective bargaining.

II

THE STUDY

Debate rages in the State Legislature over the passage of a bill which would guarantee the rights of public employees to bargain collectively. Proponents include CTA, NEA and AFT - the major associations which represent teachers. School boards are aligned against its passage, fearing a major loss of control in the running of their districts. However, there has been little research done to ascertain the individual opinions of teachers on collective bargaining. Regardless of the stance taken by their professional organizations, are teachers truly in favor of collective bargaining for teachers?

This study investigates the climate of opinion in a medium-sized school district in California toward collective bargaining for public employees. It seeks to discover if there is widespread support throughout the district, or if it is concentrated at particular levels, such as at the high school level. It inquires into the influence of other factors such as age and professional experience on these opinions. It attempts to ascertain how these teachers perceive collective bargaining. Do they see it as a means of influencing educational change and district policies, or merely as a tool for affecting financial allocations?

17.
Definition of Terms

Teacher - any person who has signed a contract with the selected district to teach in a classroom full-time, and is classified as a teacher and not as an aide.

Collective Bargaining - when a negotiating committee, selected by the teachers, meets as an equal with the board or its representatives and discusses point by point, in mutual good faith, the problems and professional goals of the teachers as educators and employees. If an agreement is reached, it is set forth in a written master contract that applies to all teachers in the district. If the parties do not reach agreement, they are at impasse. At some point, one side or the other will have to modify its position. Either the teachers will capitulate or a work stoppage will ensue or, through rational discussion, a mutually satisfactory resolution will be reached.

Collective Negotiations - a term which may be used interchangeably with collective bargaining.

Professionalism - a widely accepted definition cannot be found. However, the criteria which are used in defining an occupation considered to be professional are:

a) expertise in a systematic body of theory usually requiring extended education.
b) right of the group (occupation incumbents) to determine competency and establish standards for entry.
c) relative autonomy in performance of the function of the role.
d) an occupational code of ethics.
e) existence of a professional organization.
f) a stronger emphasis on service rather than personal gain.

Professional Sanctions - a form of force to be used by members of the NEA when unsatisfactory conditions in a given school district or state exist. In their mildest form, members of the organization are alerted to these conditions; in their strongest form, they involve the withdrawal and withholding of teacher services in the particular school district or state.
Hypotheses

The purpose of this project is to determine the attitudes of teachers toward collective bargaining. Specifically, it deals with these hypotheses:

1. There will be a significant percentage of teachers answering the survey questionnaire who support collective bargaining for teachers.

2. There will not be a significant percentage of teachers answering the survey questionnaire who support collective bargaining for teachers.

Other aspects of this study which are considered pertinent to the accepting or rejecting of these hypotheses are stated below as objectives.

1. To discover if:
   - the level being taught
   - age
   - sex
   - the number of years' experience within the profession
   - the level of academic achievement attained
   - political stance
   are factors influencing opinions toward collective bargaining.

2. To ascertain the major sources of information which contribute to the development of teachers' opinions toward collective bargaining.

3. To determine if the inclusion of the strike, as the ultimate source of power in collective bargaining, influences attitudes toward collective bargaining.

4. To identify the areas in which collective bargaining negotiations would be effective, as perceived by the teachers.

5. To determine the form of representation teachers would prefer if they had the right to collectively bargain.

6. To ascertain how teachers feel their professional status would be affected by the use of collective bargaining.
7. To ascertain how teachers feel their professional status would be affected by the use of the strike.

8. To determine if teachers support the use of professional sanctions as an alternative to the use of the strike.

9. To discover if teachers feel they must be more actively involved, or militant, in dealing with the problems of the teaching profession.

**Procedure for the Project**

To investigate the current climate of opinion on the issue of collective bargaining for teachers, a district of moderate size was chosen as the sample population for a questionnaire designed to gather information on this topic. The district selected contained eight elementary schools, two junior high schools, one high school, and one continuation school.

The size of the district was one factor which determined the selection of the sample population. Because there were less than three hundred twenty-five full-time teachers employed in the district, it was decided not to randomize the selection of the sample population but to survey all full-time teachers in the district. Another factor which influenced this decision was the poor response rates received in previous surveys in this particular district. A high rate of response was considered to be thirty-three percent. With this in mind, it was hoped that a higher number of responses would be achieved if all teachers were polled.

After the sample population for the questionnaire was selected, the questionnaire itself was developed. To
determine the instrument's clarity and effectiveness, it was
tested by giving it to a small sample population of teachers.
Based on the results obtained from the trial sample, the
survey questionnaire was revised to its final form.

It was necessary to obtain the assistant superintendent's approval for the survey before it could be sent
through the inter-school mail to the teachers. Approval was
given to conduct the survey with the stipulation that a copy
of the results would be sent to the district administration
at the time of the project's completion.

A list of all the teachers in the district was ob-
tained and a number was randomly assigned to each of them.
This was done to facilitate follow-up letters to those
teachers who had not returned their questionnaires in the
prescribed amount of time. Because the questionnaires were
anonymous, it would be impossible to send out reminders
without some sort of identification system. Thus, a system
similar to the numbering of voting ballots was utilized.
Each survey was assigned a random number and sent to a
particular teacher. When the questionnaire was returned,
the name was crossed-off and the number was cut-off the sur-
vey before tabulation.

One week before the surveys were sent out, a copy
of the survey was sent to each of the twelve principals in
the district with a cover letter to inform them of the sur-
vey and its purpose, and to invite comments or questions.
Subsequently, the surveys were sent out with a request that
they be returned one week from the time of their arrival. Two weeks later, follow-up notes were sent to those teachers who had not returned the questionnaire.

The surveys were then tabulated and the results analyzed.

**Limitations of the Study**

This survey will be limited in several respects. First, there will be no random sampling to establish the population sample for the survey. All full-time classroom teachers in the selected district will be asked to complete the questionnaire. This is because the intent of the survey is to discover the climate of opinion on collective bargaining in this particular district.

Another limitation imposed on this study is the size of the sample population. The district which is to be surveyed is not a large district; even when all teachers are included in the sample, their combined numbers will not exceed three hundred twenty-five.

The probable response rate will also limit the validity of the questionnaire. Although there will be follow-up letters to remind participants to return their questionnaires, the president of the local teachers' association has noted that a high rate of response in the district to questionnaires would be thirty-three percent.

This questionnaire will be analyzed descriptively, employing marginal tabulations. It will not be analyzed to
provide data on complex relationships between interrelated attitudes toward job satisfaction or professionalism and positive attitudes on collective bargaining. No attempt is being made to discover the reason for those positive or negative attitudes; precise documentation of the attitudes which do exist will be made through this questionnaire.

There are some deficiencies in the research literature available which will limit the study. Few studies have been done which deal directly with teachers at the elementary and secondary level, while many deal with instructors at the university or college level and their attitudes toward collective bargaining. The few studies which could be used were well done, with high levels of professionalism evident in them. However, they could not adequately do justice to an area of research which is otherwise filled to overflowing with undocumented opinion polls.

Finally, the financial difficulties being experienced by this district due to SB 90 do not make it a particularly opportune time to send out a questionnaire. The teachers have already been asked to fill out several other survey-questionnaires dealing with the current problems and many will not want to bother to complete another one. Likewise, they are understandably worried about the financial problems which directly affect the educational environment and will tend not to be overly concerned with a questionnaire which does not deal with immediate concerns.
III

PROJECT RESULTS AND ANALYSIS

This questionnaire was designed to discover how the teachers in a school district of moderate size feel about collective bargaining as a negotiating tool to be used by teachers and school boards. It also investigated teacher satisfaction with the current means of bargaining with school boards under the Winton Act - such as the use of local certificated employee councils and the use of professional sanctions.

A series of questions were concerned with the background of the individual respondent. This was to determine whether such characteristics such as sex, age, years of teaching experience, level taught, level of personal education, or political stance seemed to affect attitudes on collective bargaining.

Of the questionnaires returned, 175 could be tabulated. This constituted a response rate of fifty-six percent, district-wide. Of these 175 responses, twenty-three percent were teaching at the primary level; twenty-three percent were teaching at an intermediate level; thirty-two percent were teaching at the junior high school level; and twenty-two percent were teaching at the high school level.
Overall, the best response rate was received from the junior high school faculty, from which sixty-five percent of the total number of teachers responded.

On question number thirteen ("I am in favor of collective bargaining for teachers."), seventy-two percent checked that they were in favor of collective bargaining for teachers; twenty percent were against collective bargaining, and eight percent did not reply. However, when the "yes" and "no" answers are classified according to the level taught, respondents from the high school and junior high schools were overwhelmingly in favor of collective bargaining with seventy-nine percent and seventy-seven percent, respectively, stating support. Intermediate teachers were also highly in favor of collective bargaining, with seventy-three percent checking "yes" on the surveys. It was among the teachers of primary grades that the least support for collective bargaining was shown. Fifty-eight percent responded affirmatively while thirty-five percent responded negatively, and seven percent did not reply.

There was a small difference in response rate between males and females. Fifty-eight percent of the respondents were female and forty-two percent were male. On the issue of collective bargaining there was a marked variance between the sexes. Eighty-one percent of the males supported collective bargaining, eleven percent did not, and eight percent did not reply to the question. Among the females, sixty-six percent favored collective bargaining, twenty-six
percent were not in favor of collective bargaining and eight percent did not reply.

Question number five dealt with the number of years the respondent had been in the teaching profession. It was included to see if one of two hypotheses would be proven: the first hypothesis states that teachers who are relatively new to the profession tend to be more receptive to new ideas and are likely to support collective bargaining; the other hypothesis states that the most experienced teachers, or those who have been teaching the longest number of years will be disillusioned with the status quo, will more fully recognize its inadequacies and will, therefore, be the most receptive group to collective bargaining. The tabulations from this questionnaire seem to support the latter theory. Overall response rates were almost equal from teachers who had taught one-to-five years (equaling thirty percent of the responses) and those who had taught sixteen or more years (twenty-eight percent). Persons who had taught six to ten years comprised twenty-two percent of the total responses; those who had taught eleven to fifteen years totaled twenty percent.

By consulting the table below, it can be seen that collective bargaining received the most support from teachers who had taught between ten and fifteen years. The rate of response to the question on collective bargaining increases significantly as the respondents' teaching experience increases.
TABLE 1

13. I AM IN FAVOR OF COLLECTIVE BARGAINING FOR TEACHERS

<table>
<thead>
<tr>
<th>Years of Teaching Experience</th>
<th>Yes on #13</th>
<th>No on #13</th>
<th>No Reply</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 5</td>
<td>65%</td>
<td>23%</td>
<td>12%</td>
</tr>
<tr>
<td>6 - 10</td>
<td>74%</td>
<td>16%</td>
<td>10%</td>
</tr>
<tr>
<td>11 - 15</td>
<td>80%</td>
<td>12%</td>
<td>8%</td>
</tr>
<tr>
<td>16 or more</td>
<td>72%</td>
<td>26%</td>
<td>2%</td>
</tr>
</tbody>
</table>

Age was another factor which was considered as a probable influence on attitudes toward collective bargaining. There was a wide range in the percentage of responses by various age groups. Four percent of responses were from teachers born in 1950 or later; ten percent of the respondents were born between 1909 and 1919. Teachers born between 1940 and 1949 comprised thirty-nine percent of the respondents; those born between 1920 and 1929 represented twenty-one point five percent; and one person declined to indicate an age grouping.

Cross-analysis of this data with the data received on question thirteen shows that the oldest teachers tend to favor collective bargaining by a larger percentage than do the youngest teachers. (See Table 2).
TABLE 2

<table>
<thead>
<tr>
<th>Year of Birth</th>
<th>Yes on #13</th>
<th>No on #13</th>
<th>No Reply</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950 or later</td>
<td>72%</td>
<td>14%</td>
<td>14%</td>
</tr>
<tr>
<td>1940 - 1949</td>
<td>69%</td>
<td>22%</td>
<td>9%</td>
</tr>
<tr>
<td>1930 - 1939</td>
<td>78%</td>
<td>11%</td>
<td>11%</td>
</tr>
<tr>
<td>1920 - 1929</td>
<td>69%</td>
<td>26%</td>
<td>5%</td>
</tr>
<tr>
<td>1909 - 1919</td>
<td>82%</td>
<td>18%</td>
<td>---</td>
</tr>
</tbody>
</table>

No significant results were obtained through cross-analysis of questions six and thirteen. Only seven persons, or four percent of the tabulated population had "held a position within a school district which required an administrative credential." Of them, two chose not to reply to question thirteen on collective bargaining, one replied negatively and four replied affirmatively. The small number of responses precludes any significant analysis or conclusions in this area.

One of the project objectives is to determine whether or not the individual's view of himself in the framework of political and social issues might influence his views on collective bargaining. According to a traditionally held hypothesis, those who perceive themselves as conservative would tend to favor the status quo (as embodied in the Winton Act); those who consider themselves to be liberal would tend to be more receptive to a newer innovation (collective
bargaining). As Table 3 indicates, these tendencies are not evident.

<table>
<thead>
<tr>
<th>Individuals who considered themselves to be:</th>
<th>Yes on #13</th>
<th>No on #13</th>
<th>No Reply</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conservative</td>
<td>66%</td>
<td>26%</td>
<td>8%</td>
</tr>
<tr>
<td>Moderate</td>
<td>71%</td>
<td>21%</td>
<td>8%</td>
</tr>
<tr>
<td>Liberal</td>
<td>87%</td>
<td>10%</td>
<td>3%</td>
</tr>
<tr>
<td>Radical</td>
<td>100%</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Totally disinterested</td>
<td>---</td>
<td>100%</td>
<td>---</td>
</tr>
<tr>
<td>No Reply</td>
<td>50%</td>
<td>17%</td>
<td>33%</td>
</tr>
</tbody>
</table>

The academic level of achievement by the individual teachers was considered to be a possible factor influencing attitudes on collective bargaining. It was assumed that a certain amount of academic success is measured by the academic degrees earned. Table 4 shows that those who have earned a master's degree in some area are the most supportive of collective bargaining. The small numbers of respondents having earned a doctoral degree - three - make those responses unreliable when viewed as percentages.
TABLE 4

<table>
<thead>
<tr>
<th>Highest level of academic degrees earned.</th>
<th>Yes on #13</th>
<th>No on #13</th>
<th>No Reply</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelors</td>
<td>71%</td>
<td>17%</td>
<td>12%</td>
</tr>
<tr>
<td>Masters</td>
<td>84%</td>
<td>11%</td>
<td>5%</td>
</tr>
<tr>
<td>Ed.D.</td>
<td>67%</td>
<td>33%</td>
<td>---</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

The remainder of the questions in the survey explored the issues which are related to collective bargaining. Questions nine, ten, eleven, and twelve were included to discover what effect professional organizations have in influencing teachers' opinions on collective bargaining. In this school district, eighty-five percent of the respondents belonged to the local teacher's organization which is affiliated with CTA. Other professional organizations of which respondents were members were NEA (forty-two percent), AFT (four percent), high school Faculty Senate (nine percent), and the local leadership association (point five percent). Seven percent of the respondents indicated they belonged to no professional organizations.

Question ten was designed to find out if teachers feel that they actively support the professional organizations to which they belong. Seventy-seven percent indicate that they support the issues which their organizations
support. Because CTA, NEA and AFT are all striving to gain collective bargaining rights for teachers this percentage should correlate closely to the percentage of teachers who favor collective bargaining. The results do indicate this correlation: seventy-two percent responded in favor of collective bargaining.

Active support through holding office in or acting as a representative of professional organizations was indicated by thirty-three percent of the respondents. An extremely large number of teachers - twenty-four percent - did not reply at all to this portion of the question.

Many studies have been done on the influence of the media on today's populations. Questions eleven and twelve deal with the ways in which the respondents acquire their information on topics such as collective bargaining and whether they feel they are influenced by the information they acquire.

The sources of information which were used often by the greatest number of teachers were newspapers (fifty-eight percent), organizational newsletters (fifty-one percent), and conversations (forty-eight percent). Television as a source of information was used occasionally by forty-two percent of the respondents, used often by twenty-nine percent, and never used by three percent. Radio provided information occasionally for thirty-eight percent of the responding teachers, never for ten percent, and often for twenty-one percent. Almost six percent indicated other
sources of information such as CTA meetings, lectures, conferences, and magazines.

The information that the respondents received from these various sources did tend to influence their opinions on such current topics as collective bargaining for teachers or the use of professional sanctions and teacher strikes. Over fifty percent of all responses indicated that "current happenings in other districts influenced my opinions on: collective bargaining for teachers, use of professional sanctions and teacher strikes." This in no way indicated whether the influence on their opinions was positive or negative; it did indicate the susceptibility of teachers to current events affecting their own profession.

Before delving into the respondent's views on various aspects of collective bargaining, it is pertinent to note how they feel about the type of bargaining that is presently allowed under the Winton Act. This bargaining is basically a "meet-and-confer" process; the school board is not legally obligated to do more than listen to the requests put forth by the local group representing the teachers. In the district surveyed, the bargaining committee is composed of representatives from all of the local teacher organizations. The number of members from each group is determined proportionally by the size of the membership in each organization. Answers to question number sixteen on the survey revealed that fifty-eight percent of the people who replied feel that the bargaining committee does an effective job of representing
teacher interests; twenty-seven percent do not feel they are effective; and fifteen percent did not reply to the question.

Questions fourteen and eighteen were designed to discover if teachers are concerned with the effect collective bargaining might have on the professional status of teaching. Sixty-one percent of the respondents feel that collective bargaining is "consistent with the professional standing of teaching." Of the thirty percent who do not feel it is consistent, seventy-two percent indicate that it would be consistent if collective bargaining for teachers were accompanied by guarantees against striking.

In question eighteen, the teachers were asked if the implementation of collective bargaining for teachers would have an effect on the professional status of teachers. Only twenty-five percent feel that collective bargaining would lower the professional status of teachers. Thirty-nine percent think collective bargaining would raise the professional status, while twenty-six percent think collective bargaining would have no effect on this status.

Collective bargaining rights for public employees may become a reality for Californians in the near future. With this possibility in mind, respondents were asked to state their preferences on this hypothetical situation. Question fifteen asked respondents to designate areas of negotiation in which collective bargaining would be effective. As can be seen from the following table, salaries
and improved academic working conditions were indicated most frequently. Determination of class size, extra duties, work day length, preparation periods, and disciplinary measures were items listed under the category of "Other."

TABLE 5

<table>
<thead>
<tr>
<th>Negotiable Items</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>82%</td>
</tr>
<tr>
<td>Improved academic working conditions</td>
<td>75%</td>
</tr>
<tr>
<td>Fringe benefits</td>
<td>67%</td>
</tr>
<tr>
<td>Related working conditions</td>
<td>65%</td>
</tr>
<tr>
<td>Grievance procedures</td>
<td>57%</td>
</tr>
<tr>
<td>Budget allocations</td>
<td>55%</td>
</tr>
<tr>
<td>Protection of academic freedom</td>
<td>55%</td>
</tr>
</tbody>
</table>

It is possible that the form of representation used under a state collective bargaining law may be changed or become subject to local desires. Question number seventeen was designed to determine preferences to forms of representation if this were to become a reality. The preferred form of representation (thirty-nine percent) was similar to the present means of representation: a committee of representatives from each of the local professional organizations. An independently elected local committee was
favored by twenty-seven percent of the respondents. Having a single professional organization represent all teachers in a given district was the choice indicated by twenty-two percent of those replying to the question.

The strike as a means to force compromise is implicit in most definitions of collective bargaining. Questions nineteen, twenty, and twenty-one were designed to discover how the teachers feel about striking. When asked if they favor teacher strikes as a last resort when bargaining between teachers and school boards breaks down, fifty-one percent responded negatively, forty-one percent responded affirmatively and eight percent did not reply.

Question twenty-one explored the possible effects of striking on the professional status of teachers. There was a high level of consistency in replies between teachers who do not favor striking and those who feel that striking would lower the professional status of teachers. As can be seen in Table 6, fifty-one percent are against using the strike and fifty-five percent (a difference of only four percent) feel that striking would lower the professional status of teaching.
TABLE 6

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>No Reply</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers who favor striking as a last resort when bargaining breaks down.</td>
<td>41%</td>
<td>51%</td>
</tr>
</tbody>
</table>

The effect of striking on the professional status of teachers.

- Raise the status: 16%
- Lower the status: 55%
- Have no effect: 20%
- No reply: 9%

The use of professional sanctions is an alternative to the strike. Question twenty sought to discover if the use of professional sanctions were preferred to the use of the strike. Table 7 shows that this preference does exist. The large percentage of "no reply" responses is attributable to a lack of knowledge of what "professional sanctions" are. On many of the returned questionnaires were question marks by the term "professional sanctions."

TABLE 7

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>No Reply</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers supporting professional sanctions over the strike</td>
<td>56%</td>
<td>25%</td>
</tr>
</tbody>
</table>
The final question on the survey was designed to assess the current climate of opinion on the question of the necessity of active teacher involvement to solve problems within the profession. Responses were very evenly divided: forty-five percent feel this is necessary, forty-five point five percent feel this is not necessary and nine point five percent did not respond to the question.
Summary and Conclusions

This questionnaire was concerned with assessing the climate of teacher opinion as it currently exists toward collective bargaining for teachers. It sought to discover if there are any demographic factors which seem to influence opinions in the area of collective bargaining. Finally, it attempted to determine in what ways collective bargaining might affect the teaching profession.

It was found that nearly three-fourths of all responding teachers favored collective bargaining for teachers. Thus, the hypothesis "there will be a significant percentage of teachers answering the question who support collective bargaining for teachers" was accepted. Of these respondents, the greatest percentage of supporters were males who had been born between 1930 and 1939, had taught between eleven and fifteen years, were currently teaching at the high school level, and had earned a master's degree in some field. No significant correlation could be found between a stated political stance (such as conservative, moderate, or liberal) and a stated approval of collective bargaining.

The greatest opposition to collective bargaining for
teachers was shown by female teachers who taught at the primary level and had taught sixteen or more years. Opposition was also high among teachers who had taught less than five years.

The survey pointed up the dominant sources of information which teachers in this district utilize to inform themselves of state and federal legislation which deals with the field of education. Newspapers, professional organization newsletters, and conversations are the most frequently used sources. Surprisingly, television provided information "often" for less than one-third of the respondents and "occasionally" for less than half of the respondents.

It appears that a major objection to collective bargaining is the threat of striking which is implicit in the definition of collective bargaining. This can be seen when seventy-two percent of the respondents who had answered negatively on question fourteen stated that they would favor collective bargaining if there were guarantees against striking in its provisions.

Teachers in the district polled regard collective bargaining primarily as a means of negotiating monetary matters such as salaries. While improved academic working conditions, fringe benefits, and related working conditions were designated as items which could be effectively negotiated with collective bargaining, they were not designated on the questionnaire as often as the category of salaries.
A large proportion of the respondents did not indicate that they were satisfied with the group that currently represents the teachers in negotiations with the school board. When asked what form of negotiating group they would prefer under a collective bargaining law, respondents indicated most often a group composed of representatives from each of the local professional organizations—almost identical to the present negotiating committee.

To summarize briefly, the questionnaire clearly indicates that a majority of teachers in this district favors a public employee collective bargaining bill which would include teachers. They feel that such a law would be particularly effective in negotiating monetary issues, and that it would not lower the professional status of the teaching profession. The strongest objection the teachers have to collective bargaining is the implicit inclusion of the strike. If there were guarantees against striking, such as mandatory and binding arbitration, over seventy-five percent of the responding teachers in the district surveyed would support collective bargaining for the teaching profession.

These findings indicate that teachers lack a true understanding of collective bargaining. More information needs to be disseminated through the newspapers and educators' professional newsletters to educate teachers on this issue. The fact that most respondents conceived of collective bargaining as primarily a tool to gain influence over salaries demonstrates this lack of understanding. Most
teachers do not realize that collective bargaining can be used effectively to influence district policies and thus initiate positive educational change.

By using collective bargaining to promote educational growth, teachers could actively develop the growth of professionalism within the teaching vocation. They would have the means to substantially influence educational policy. They would be able to actively influence district priorities for the allocation of funds in the budget. They would be developing a form of autonomy hitherto denied them under the Winton Act: currently teachers are not recognized as equal partners with school boards in the process of educating children.

If a public employees' collective bargaining bill is passed by the California legislature, teachers must recognize the possibilities this bill offers them to influence the positive growth of education. They must be made aware that collective bargaining is not just a means of improving salaries, but can be used by teachers to improve the quality of the education that they provide.

It seems safe to predict that teacher support for collective bargaining will increase if teachers become informed of the possibilities to influence education which collective bargaining provides them. This will be true especially if a bill is passed which limits or eliminates the right to strike in the collective bargaining process. It therefore seems imperative that teachers become more
knowledgeable about the process of collective bargaining. Only then will they be able to use it effectively.

Recommendations For Further Research

The topicality of this subject limits the amount of research that may be done. If SB 275 passes into law, there will be little value in assessing the climate of opinion evidenced by teachers toward collective bargaining; teachers will be bargaining collectively regardless of their views.

The implications of this study do point to the need for research into the effective use of collective bargaining by teachers and other public employees. More research is necessary on the effects of collective bargaining on education once collective bargaining for teachers has been implemented. Some descriptive research in this area has been done in Hawaii; but because the Hawaiian state educational system is so unique (there is only one district in the entire state), the consequences of collective bargaining in that state are not generally applicable to other states. With research of this kind, California educators may be able to benefit from the experiences of others who have already been given the right to bargain collectively.
APPENDIX I
Palm Springs Unified School District

Dear Principal:

Enclosed you will find a copy of a questionnaire which will be delivered to the classroom teachers at your school next week. It is concerned with teacher attitudes toward the use of collective bargaining by teachers. The survey is being conducted district-wide as a master's project under the auspices of the Education Department, California State College at San Bernardino. All replies will be held in confidence. The results will be made available to Dr. Grover Moore, Dr. Howard Hoover and the PSTA who have given their approval to this project.

Your co-operation will be greatly appreciated in order to obtain results from this survey which give a true picture of the attitudes which teachers hold toward collective negotiations between school boards and teachers. Please urge the teachers at your school to participate. It is necessary that the replies be returned by January 31, 1975 so that the results may be tabulated and analyzed, and the rest of the project may be completed.

Any questions or comments that you may have concerning this questionnaire will be most welcome.

Sincerely yours,

/s/ Patricia T. Reed
Patricia T. Reed
Palm Springs Unified School District

Dear Teacher:

In the past decade the controversy over the use of collective bargaining by teachers has become a major issue within the teaching profession nationwide. Both the NEA and the AFT support the use of collective bargaining by teachers and school boards; and yet, many states have legislatively ignored the issue of the right of teachers and other public employees to bargain collectively. It is expected that the legislature in California will be re-considering this issue again in the year, 1975.

The enclosed questionnaire concerns teacher attitudes toward collective bargaining by the teaching profession. It is part of a district-wide survey being conducted under the auspices of the Education Department, California State College at San Bernardino, as a master's project, to discover what the current climate of opinion on this issue is, in this particular district. All replies will remain confidential. A copy of the final results will be made available to the PSTA, Dr. Grover Moore, and Dr. Howard Hoover who helped to bring the survey to completion through their cooperation.

To have the results convey a true picture of your feelings on the issue of collective negotiations, we would appreciate your participation in this study. The questionnaire has been tested with a sampling of teachers and been revised in order to make it possible to obtain the necessary data while requiring a minimum of your time.

It will be appreciated if you will complete the questionnaire and return it in the enclosed envelope via district mail by January 31, 1975.

We welcome any comments or questions you may have concerning this study. Thank you for your cooperation.

Sincerely yours,

/s/ Patricia Reed
CONFIDENTIAL: The results of this survey will be kept confidential. Identity of individuals will not be disclosed. Data will be reported in the form of totals for various groupings.

*Please indicate your response to these questions by checking the appropriate category or categories.

1. Please indicate the level at which you teach.
   - Primary
   - Intermediate
   - Junior high
   - High school

2. Marital status:
   - Married
   - Single
   - Divorced
   - Widowed

3. Year of birth:
   - 1950 or later
   - 1940 - 1949
   - 1930 - 1939
   - 1920 - 1929
   - 1909 - 1919

4. Sex:
   - Female
   - Male

5. Years in the teaching profession:
   - 1 - 5 years
   - 6 - 10 years
   - 11 - 15 years
   - 16 or more years

6. Have you ever held a position within a school district which required an administrative credential?
   - Yes
   - No
7. Academic degrees earned:

___ Bachelors
___ Masters
___ Ed.D
___ Ph.D

8. On political and social issues do you consider yourself to be:

___ Conservative
___ Moderate
___ Liberal
___ Radical
___ Totally disinterested

9. Please check the professional organizations of which you are a member.

___ PSTA
___ CTA
___ NEA
___ AFT
___ PSELA (Palm Springs Educators' Leadership Association)
___ PSHS Faculty Senate

10. I actively support the professional organizations of which I am a member by:

Yes  No

supporting issues which they support

acting as a representative or holding office in one or more of these organizations

11. My sources of information on state or federal legislation which my professional organizations support are:

Often  Occasionally  Never

Newspapers
Educational journals
Organizational newsletters
Conversations
Classes
Television
Radio
Other  

(please specify)
12. Current happenings in other districts influence my opinions on:

<table>
<thead>
<tr>
<th>Collective Bargaining for Teachers</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of Professional Sanctions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Strikes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13. I am in favor of collective bargaining for teachers.

14. Collective bargaining is consistent with the professional standing of teachers.

If your answer was negative, would you be in favor of collective bargaining for teachers if accompanied by guarantees against striking?

15. I feel collective bargaining might prove effective in negotiating:

- Salaries
- Improved academic working conditions
- Related working conditions
- Budget allocations
- Fringe benefits
- Grievance procedures
- Protection of academic freedom
- Other (please specify)

16. Our present CEC (Certificated Employees Council) does an effective job of representing teacher interests in bargaining.

Yes | No
-----|-----

17. If a law were passed in California establishing the right of public employees (which would include teachers) to bargain collectively, I would prefer this form of representation.

(Choose one)
An independently elected local committee
A committee of representatives from each of the local professional organizations
A single professional organization
Other (please specify)

18. Collective bargaining would have an effect on the professional status of teachers. (Choose one)
   - Raise the professional status
   - Lower the professional status
   - Have no effect

19. I am in favor of teacher strikes as a last resort when bargaining between teachers and school boards breaks down.
   Yes   No

20. I would support professional sanctions rather than striking as a last resort if negotiations were to break down between teachers and school boards.
   Yes   No

21. Striking would have an effect on the professional status of teachers. (Choose one)
   - Raise the professional status
   - Lower the professional status
   - Have no effect

22. Greater militancy on the part of teachers is necessary to deal with the problems of the profession.
   Yes   No
Total Response to the Questionnaire concerning Teacher Attitudes Towards Collective Bargaining.

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Question</th>
<th>Number of Responses</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Please indicate the level at which you teach.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Primary</td>
<td>40</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Intermediate</td>
<td>41</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Junior high</td>
<td>56</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>High school</td>
<td>38</td>
<td>22</td>
</tr>
<tr>
<td>2.</td>
<td>Marital status:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Married</td>
<td>121</td>
<td>69</td>
</tr>
<tr>
<td></td>
<td>Single</td>
<td>29</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Divorced</td>
<td>20</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Widowed</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>Year of birth:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1950 or later</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>1940 - 1949</td>
<td>68</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>1930 - 1939</td>
<td>44</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>1920 - 1929</td>
<td>38</td>
<td>21.5</td>
</tr>
<tr>
<td></td>
<td>1909 - 1919</td>
<td>17</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>No reply</td>
<td>1</td>
<td>0.5</td>
</tr>
<tr>
<td>4.</td>
<td>Sex:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>102</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>73</td>
<td>42</td>
</tr>
<tr>
<td>5.</td>
<td>Years in the teaching profession:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 - 5 years</td>
<td>52</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>6 - 10 years</td>
<td>38</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>11 - 15 years</td>
<td>35</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>16 or more years</td>
<td>30</td>
<td>28</td>
</tr>
<tr>
<td>6.</td>
<td>Have you ever held a position within a school district which required an administrative credential?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>168</td>
<td>96</td>
</tr>
<tr>
<td>7.</td>
<td>Academic degrees earned:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bachelors</td>
<td>84</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>Masters</td>
<td>88</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Ed.D.</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Ph.D.</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
8. On political and social issues do you consider yourself to be:
   - Conservative: 39 (22%)
   - Moderate: 97 (55%)
   - Liberal: 31 (18%)
   - Radical: 1 (0.5%)
   - Totally disinterested: 1 (0.5%)
   - No reply: 6 (3.5%)

9. Please check the professional organizations of which you are a member.
   - PSTA: 148 (85%)
   - CTA: 148 (85%)
   - NEA: 74 (42%)
   - AFT: 7 (4%)
   - PSELA (Palm Springs Educators' Leadership Association): 1 (0.5%)
   - PSHS Faculty Senate: 15 (9%)
   - No Reply: 12 (7%)

10. I actively support the professional organizations of which I am a member by:
    - Supporting issues which they support:
      - Yes: 135 (77%)
      - No: 15 (9%)
      - No Reply: 25 (14%)
    - Acting as a representative or holding office in one or more of these organizations:
      - Yes: 58 (33%)
      - No: 75 (43%)
      - No Reply: 42 (24%)

11. My sources of information on state or federal legislation which my professional organizations support are:
    - Newspapers:
      - Often: 101 (58%)
      - Occasionally: 61 (35%)
      - Never: 0 (0%)
    - Educational journals:
      - Often: 59 (38%)
      - Occasionally: 78 (45%)
      - Never: 13 (7.4%)
<table>
<thead>
<tr>
<th>Question Number</th>
<th>Question</th>
<th>Number of Responses</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.</td>
<td>Current happenings in other districts influence my opinions on:</td>
<td></td>
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<tr>
<td></td>
<td>Collective bargaining for teachers</td>
<td>Yes: 119, No: 47, No Reply: 9</td>
<td>68, 27, 5</td>
</tr>
<tr>
<td></td>
<td>Use of professional sanctions</td>
<td>Yes: 103, No: 64, No Reply: 8</td>
<td>59, 37, 4</td>
</tr>
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<td></td>
<td>Teacher strikes</td>
<td>Yes: 103, No: 63, No Reply: 9</td>
<td>59, 36, 5</td>
</tr>
<tr>
<td>14.</td>
<td>Collective bargaining is consistent with the professional standing of teachers.</td>
<td>Yes: 106, No: 43, No Reply: 16</td>
<td>61, 30, 9</td>
</tr>
<tr>
<td></td>
<td>IF your answer was negative, would you be in favor of collective bargaining for teachers if accompanied by guarantees against striking?</td>
<td>Yes: 38, No: 15</td>
<td>72, 28</td>
</tr>
<tr>
<td>Question Number</td>
<td>Question</td>
<td>Number of Responses</td>
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<td>16.</td>
<td>16. Our present CEC (Certificated Employees Council) does an effective job of representing teacher interests in bargaining.</td>
<td></td>
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<tr>
<td></td>
<td>Yes 102 58</td>
<td>No 48 27</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No Reply 25 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>17. If a law were passed in California establishing the right of public employees (which would include teachers) to bargain collectively, I would prefer this form of representation. (Choose one)</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>An independently elected local committee 47 27.5</td>
<td>A committee of representatives from each of the local professional organizations 68 39</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A single professional organization 40 22</td>
<td>Other 1 .5</td>
<td></td>
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<tr>
<td></td>
<td>No Reply 19 11</td>
<td></td>
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<tr>
<td>18.</td>
<td>18. Collective bargaining would have an effect on the professional status of teachers. (Choose one)</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Raise the professional status 68 39</td>
<td>Lower the professional status 44 25</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Have no effect 45 26</td>
<td>No Reply 18 10</td>
<td></td>
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<tr>
<td>19.</td>
<td>19. I am in favor of teacher strikes as a last resort when bargaining between teachers and school boards breaks down.</td>
<td></td>
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<tr>
<td></td>
<td>Yes 71 41</td>
<td>No 90 51</td>
<td></td>
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<tr>
<td></td>
<td>No Reply 1 8</td>
<td></td>
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<tr>
<td>20.</td>
<td>20. I would support professional sanctions rather than striking as a last resort if negotiations were to break down between teachers and school boards.</td>
<td></td>
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<tr>
<td></td>
<td>Yes 98 56</td>
<td>No 43 25</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No Reply 34 19</td>
<td></td>
<td></td>
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<tr>
<td>Question Number</td>
<td>Question</td>
<td>Number of Responses</td>
<td>%</td>
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<td>21.</td>
<td>Striking would have an effect on the professional status of teachers. (Choose one)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Raise the professional status</td>
<td>28</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Lower the professional status</td>
<td>96</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>Have no effect</td>
<td>34</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>No Reply</td>
<td>17</td>
<td>9</td>
</tr>
<tr>
<td>22.</td>
<td>Greater militancy on the part of teachers is necessary to deal with the problems of the profession.</td>
<td></td>
<td></td>
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<td></td>
<td>Yes</td>
<td>79</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>80</td>
<td>45.5</td>
</tr>
<tr>
<td></td>
<td>No Reply</td>
<td>16</td>
<td>9.5</td>
</tr>
</tbody>
</table>
BIBLIOGRAPHY


"If It's A Choice, Schoolmen Vote For NEA Over Unions: School Administrators' Opinion Poll." Nations Schools, March 1967, p. 84.
"In Bargaining Talks NEA and AFT Sound the Same: School Administrators' Opinion Poll." Nations Schools, June 1971, p. 35.


