

ABSTRACT

A STUDY OF THE RELATIONSHIP BETWEEN SELECTED VARIABLES AND THE ATTITUDES OF PUBLIC SCHOOL PRINCIPALS IN OAK- LAND COUNTY, MICHIGAN, CONCERNING COLLECTIVE BARGAINING FOR PUBLIC SCHOOL TEACHERS

by George Gaylin Garver

Statement of Problem

This study deals with two major areas of investigation. First, the study seeks to discover what effect selected demographic variables have on the attitudes of principals in Oakland County concerning collective bargaining for public school teachers. Second, the study seeks to determine the current attitudes of principals in Oakland County concerning collective bargaining for public school teachers.

Research Methodology

A research instrument was sent to every public school principal in Oakland County. Of the 334 questionnaires sent out, 315 were completed and returned. The research instrument contained 22 items which measured attitudes, and 6 items which identified the demographic variables in question. The demographic variables were (1) sex of the respondent, (2) age of the respondent, (3) the number of years the respondent has been a principal, (4) responsibility of the respondent i.e., elementary or secondary, (5) attendance-nonattendance of the respondent at workshops or meetings where collective bargaining was discussed, (6) membership-nonmembership on the Board of Education negotiating team. Each demographic variable was compared with each of the 22 attitude questions. A chi Square test for relationship was computed for each comparison. A significance level of .01 was selected for the purposes of this study.

The data for the second area of the study sought to determine the present attitudes of principals in Oakland County concerning collective bargaining for public school teachers. This data was reported by listing each of the 22 attitude questions and reporting the responses in percentages and raw frequencies.

Major Findings

First, the data produced evidence to conclude that although there was found to be some minor degree of relationship between the demographic variables and the attitudes of Oakland County principals concerning collective bargaining for public school teachers, there was not enough of a relationship established to conclude that these were truly significant variables. Of the 132 Chi Square tests performed to test for such a relationship, only 17 were found to be significant at the .01 level.

Second, based on the findings the study concludes that Oakland County principals as a group do not feel that collective bargaining is especially harmful or detrimental to education. They do tend to have some serious questions however about the impact of collective bargaining on the role of the principal, but even these responses in general were not overly negative.

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CHAPTER I

introduction

Need

Public school principals in Michigan today find themselves in a considerable dilemma. Placed in the situation of the forgotten man by recent legislation which brought about drastic changes in their position, they are charged with the responsibility of administering master contracts which they have had little or no part in formulating. Yet in most cases they may find their powers and methods of operation limited. What they think about their situation and how they will work within it may determine not only the character of future education but the future character of our society as well.

The welfare of children depends to a great extent upon what happens to them in schools. The welfare of the individual school is determined perhaps more by its principal than by any other single factor.¹ The climate in which the principal works, the pressures brought to bear upon him, and the laws and contracts which restrict him in the discharge of his duties are, then, of vital concern not only to parents but to the whole society.

What events put principals of the public schools of Michigan in their present predicament? Two years ago the Michigan State Legislature passed Public Act 379 of 1965. This act amends a previous labor law known as the Hutchinson Act, which was passed in 1947.

¹ Benjamin Epstein, The Principal's Role In Collective Negotiations Between Teachers and School Boards, (Washington D.C., National Association of Secondary School Principals, 1965), page 5.

The original Hutchinson Act established guidelines, regulations, and machinery for the collective bargaining process in the State of Michigan. It established these provisions for the private employment sector of the working population.

The amended Act gives to public employees the right to form collective bargaining units. This Act further provides that public employers must recognize such units and enter into collective bargaining at the request of the duly recognized units. Nearly all issues relative to wages, hours, and working conditions are defined as bargainable by the Act.

Many of those affected by the Act are, like principals, involved in education because school districts employ a very large proportion of the total number of people classified as public employees within the State of Michigan. Michigan school districts found that their employee groups quickly formed bargaining units after the passage of Public Act 379.

Since the Act stipulates that there must be a community of interest to form a bargaining unit, the following units were formed in most school districts:

- a. Teaching staff
- b. Secretarial staff
- c. Bus drivers
- d. Custodial employees
- e. Cafeteria employees
- f. Maintenance employees (in larger districts)

Principals as a general rule did not form collective bargaining units.

Along with other school administrators principals have cause for concern that, as the State Labor Mediation Board reports, in all the consent elections held to determine whether the employee of a given school district wished to organize a collective bargaining unit, approximately 99% voted yes. The Mediation Board reports that this is double the rate for the private employment sector of our working population.²

Over the years, Boards of Education in their role as public employers have developed various techniques for determining wages, hours, and working conditions for their employees. With the passage of Public Act 379, Boards of Education are required to utilize a formal collective bargaining approach before decisions relative to wages, hours, and working conditions can be made. In this new relationship most principals have no specified position.

Principals were not alone in foreseeing possible difficulties in the fact that collective bargaining in Michigan became part of the educational environment with little advance publicity. The legislature gave the Act immediate effect. This immediate-effect clause gave little or no time for people affected by the new law to learn about the provisions of the Act before it became effective.

The transition from previous techniques to formalized collective bargaining techniques has been less than smooth if we are to judge by the number of requests for assistance that have come to the State Labor Mediation Board from school districts in the State of Michigan.

²Robert Pisarski, In a speech given to the Oakland County School Boards of Association, (Bloomfield Hills, Michigan, March 1966), Mr. Pisarski is a member of the Michigan State Labor Mediation Board.

The State Labor Mediation Board reports that it has been inundated with requests for advice, mediation, fact-finding, and other general assistance.³ These requests are coming from all segments of the public school environment.

This past year there has been a great deal of publicity concerning the topic of public employee collective bargaining. Even though the law prohibits strikes by public employees, the State has experienced several serious problems relative to work stoppages, and principals may be speculating as to whether such difficulties will occur in their schools. All of these items point up the timeliness of this study.

Much has been and will be written about teachers and collective bargaining. Teachers have been and will be written about, for numerically they are greater in most school districts than all other bargaining units of the school district combined. More importantly, however, this unit made up of teachers is more directly involved in the actual education of children than is any other group or bargaining unit.

Although most principals are not directly involved in teaching, the education of children is their prime concern and the facilitation of that education through the organization and direction they offer to teachers. Because of Public Act 379, dramatic changes have been made in the administrative procedures and therefore in the duties of the principal in many school districts. When any element of a society experiences major change, it is generally wise for the society as a whole to take an empirical look at the change, the reasons for the change, and the possible consequences of the change.

³Ibid.

Therefore, this study will take a look at perhaps the second most important professional group in the educational environment, the building principals. Since they are few numerically and forbidden by Michigan Law to be part of the teachers' negotiating unit, they have not yet been studied extensively in the light of collective bargaining.

The organizational structure of most school districts is such that each school building has an administrator, typically known as the building principal, who is in charge of the program and the staff assigned to that particular building. Most of these principals were previously classroom teachers. The typical building principal teaches no classes but is charged with the responsibility of supervising the personnel and program within his building. It is generally agreed that the building principal is and should be an important element in any quality educational program. Many districts hope to have each of their principals functioning as the instructional leader in his particular building. Without this leadership at the local building level, it may be nearly impossible for any meaningful educational program to develop or continue in that building.

Because of their administrative capacity, principals cannot join the teachers' negotiating unit when contracts are formulated since the Hutchinson Act as amended does not permit people in supervisory positions to be members of the employee bargaining units. Their exclusion from the employee bargaining group has, in fact, been doubly assured by a ruling of the State Labor Mediation Board, which states that they are, indeed, supervisory personnel.⁴

⁴Labor Relations Handbook For School Boards and Superintendents, (Lansing, Michigan, Michigan Association of School Boards and Michigan Association of School Superintendents, 1966) pages 27-28.

As a matter of fact, most building principals were not involved in the development of the master contract. A master contract is a document drawn up to define the rights of teachers, school administrators, and Boards of Education under the terms of Public Act 379. These contracts as negotiated were agreed to by two negotiating teams. One team was composed of members of the teacher negotiation group. The other was a team that represented the Board of Education. In most cases, the composition of the Board of Education's negotiation team was the superintendent, the assistant superintendent, the business manager, the school lawyer, a Board representative, possibly a principal representative, or any combination of people in these positions.⁵ Thus the typical building principal found himself at the beginning of the 1966-67 school year with a rather lengthy master contract that he was required to administer although he had not been allowed to contribute to its formulation and possibly he had not even held it in his hands before the school year began.

Not only were principals excluded from the bargaining but they suffered further restrictions in that provisions of this master contract tend to limit their authority in accordance with requests made by teachers' bargaining units. Such items as length, agenda, and frequency of teachers' meetings and procedures for teacher evaluation and teacher discipline are matters specifically spelled out in most master contracts.

Thus school principals find themselves in a trying situation. Their own background as well as much of their experience and training

⁵Ralph Block, Research on the Make Up of the Board of Education Negotiating Team, A Study currently underway for Dr. Stanley Hecker of The College of Education, Michigan State University

has been that of a classroom teacher. Yet because they are charged with supervisory duties, the new law prevents their acting with the teacher unit in negotiations. On the other hand, as an administrative group they had very little to say about the content of the master contract. Now the master contract tends to limit their authority.

Because of this confused situation, it is felt that there is a definite need to study the attitudes of principals concerning collective bargaining. This is especially true in view of the responsible position a building principal holds.

Purpose

The purpose of this study is to determine what significant relationship, if any, exists between selected demographic variables and the attitudes of school principals in Oakland County, Michigan, concerning collective bargaining for public school teachers.

It is not the purpose of this study to imply or to state that collective bargaining for public school teachers is either beneficial or harmful to a quality educational program. Rather, this study will attempt to determine what the attitudes of school principals in Oakland County are concerning collective bargaining for public school teachers.

By February, 1967, only eleven states have enacted any type of formal legislation to deal with personnel procedures for teachers concerning the broad topic of professional negotiations or collective bargaining. Of the eleven states, only four have chosen to include teacher collective bargaining under established labor law concepts. The other seven states have enacted special legislation and have treated the area of collective bargaining or professional negotiations for public school teachers as a separate, distinct element rather than include it under an established law or an amended labor law.⁶

Since Michigan is one of four states to have chosen the established labor-law route for public school teacher collective bargaining, the experience, attitudes, beliefs, and reactions of Michigan school

⁶National Education Association, Summary of State Professional Negotiations, A Report prepared by the Salary Consultant Service Office of Professional Development and Welfare, (N.E.A., Washington, D.C., July 1966), pages 1-29.

people relative to this topic may be of general interest and help to other states as they consider the question of collective bargaining for teachers.

It is hoped that the data may be of considerable interest and help to the principals, superintendents, and Boards of Education in the State of Michigan as they begin to rethink the role of principal in this changing, complex picture. If this study were to reveal the fact that principals in Oakland County have serious concerns relative to their role in collective bargaining and their role as effective school administrators in an era of collective bargaining, it is hoped that steps will be taken by all people involved to solve this important educational problem.

The past eighteen months have seen a significant change in the personnel operational procedures of schools in the State of Michigan. This change is because of Public Act 379. During this same period of change we find that principals as a group, even though they are supposedly an important element in the educational process, have been largely ignored. This is true even though many of the changes have a direct bearing on the principal and the manner in which he operates his building.

If we are to judge from the ever-increasing amount of information we are receiving through the news media, the entire spectrum of public employee collective bargaining is accelerating in a dramatic way. On January 7, 1967. the Detroit Free Press carried an article describing the following situations:⁷

⁷Detroit Free Press, January 7, 1967, page 4-B

- A. A teachers' strike involving eight junior colleges in Chicago
- B. A threatened teachers' strike against the 550 public schools (K-12) in Chicago
- C. A teachers' strike in Camden, New Jersey
- D. A threatened strike by doctors in a New York hospital.
- E. A strike by many hospital employees in Youngstown, Ohio
- F. A strike by grave diggers against 39 cemeteries in the New York area

At a time when there appears to be a pattern of increasing turmoil in the area of public-employee collective bargaining, this study is being undertaken to provide timely, pertinent data in the almost total absence of information concerning principals and teacher collective bargaining.

Definition of Terms

The following labor-management terms have been defined by Lieberman and Moskow.⁸ These terms have been defined in accord with common usage rather than the exact legal or technical definition.

Agreement. A written agreement between an employer and an employee organization, usually for a definite term, defining conditions of employment, rights of employees and the employee organization, and procedures to be followed in settling disputes or handling issues that arise during the life of the agreement.

Arbitration. Method of settling employment disputes through recourse to an impartial third party, whose decision is usually final and binding. Arbitration is voluntary when both parties agree to submit disputed issues to arbitration, and compulsory if required by law. Advisory arbitration is arbitration without a final and binding award.

Bargaining Unit. Organization designated by an appropriate government agency, or recognized voluntarily by the employer, as the exclusive representative of all employees in the negotiation unit for the purposes of collective negotiations.

Exclusive Negotiating Rights. The right and obligation of an employee organization designated as majority representative to negotiate collectively for all employees, including nonmembers, in the negotiating unit.

Grievance. Any complaint or expressed dissatisfaction by an employee in connection with his job, pay or other aspects of his employment. Whether

⁸Myron Lieberman and Michael H. Moskow, Collective Negotiations for Teachers: An Approach to School Administration, (Chicago: Rand McNally and Co. 1966), Pages 415-430

such complaint or expressed dissatisfaction is formally recognized and handled as a grievance depends on the scope of the grievance procedure.

Grievance Procedure. Typically a formal plan, specified in a collective agreement, which provides for the adjustment of grievances through discussions at progressively higher levels of authority in management and the employee organization, usually culminating in arbitration if necessary.

Master Agreement. A single or uniform collective agreement covering a number of installations of a single employer or the members of an employers' association.

Mediation. An attempt by a third party to help in negotiations or in the settlement of an employment dispute through suggestion, advice, or other ways of stimulating agreement, short of dictating its provisions. Most of the mediation in the United States is undertaken through federal and state mediation agencies. Conciliation is synonymous with mediation.

Recognition. Employer acceptance of an organization as authorized to negotiate, usually for all members of a negotiating unit.

Representation Election. Election conducted to determine whether the employees in an appropriate unit desire an organization to act as their exclusive representative.

Strike. Temporary stoppage of work by a group of employees to express a grievance, enforce a demand for changes in the conditions of employment, obtain recognition, or resolve a dispute with management.

Hypotheses of the Study

The nature of this study is such that no theoretical scheme or body of research readily leads itself to the formulation of appropriate research hypotheses. Since this study is of the problem-research nature, the areas of concern to be investigated are here stated in a question form.

1. Is there a relationship between the sex of public school principals in Oakland County, Michigan, and their attitudes concerning:
 - a) The general effect of collective bargaining on education.
 - b) The effect of collective bargaining on the individual school district.
 - c) Teacher militancy.
 - d) Teacher strikes.
 - e) The competition between the Michigan Education Association and the Michigan Federation of Teachers.
 - f) The effect of collective bargaining on the role of the principal.
 - g) The contributions of the Michigan Federation of Teachers to the improvement of education.
 - h) The contribution of the Michigan Education Association to the improvement of education.
 - i) The effect of collective bargaining on the attitudes of teachers.

- j) The State Labor Mediation Board and its contributions to the improvement of education.
- k) The effect of collective bargaining on the morale of teachers.
- l) The effect of the grievance procedures on principals.
- m) The status of principals because of collective bargaining and Board of Education involvement.
- n) The organization of principal bargaining units.
- o) The involvement of the principals in the formulation of the content of the master contract.
- p) The effect of collective bargaining on the effectiveness of principals.
- q) The effect of collective bargaining on the morale of principals.
- r) The question as to who gained the most from collective bargaining in the school district.
- s) The effect of collective bargaining on communications between principal and staff.
- t) Possible changes in the collective bargaining law in the State of Michigan.
- u) The role of the principal as the instructional leader since the advent of the master contract.
- v) Collective bargaining and its relationship to other educational concerns.

2. Is there a relationship between the age of public school principals in Oakland County, Michigan, and their attitudes concerning:
 - a) The general effect of collective bargaining on education.
 - b) The effect of collective bargaining on the individual school district.
 - c) Teacher militancy
 - d) Teacher strikes
 - e) The competition between the Michigan Education Association and the Michigan Federation of Teachers.
 - f) The effect of collective bargaining on the role of the principal.
 - g) The contributions of the Michigan Federation of Teachers to the improvement of education.
 - h) The contributions of the Michigan Education Association to the improvement of education.
 - i) The effect of collective bargaining on the attitudes of teachers.
 - j) The State Labor Mediation Board and its contributions to the improvement of education.
 - k) The effect of collective bargaining on the morale of teachers.
 - l) The effect of the grievance procedures on principals.
 - m) The status of principals because of collective bargaining and Board of Education involvement.
 - n) The organization of principal bargaining units.

- o) The involvement of the principals in the formulation of the content of the master contract.
 - p) The effect of collective bargaining on the effectiveness of principals.
 - q) The effect of collective bargaining on the morale of principals.
 - r) The question as to who gained the most from collective bargaining in the school district.
 - s) The effect of collective bargaining on communications between principal and staff.
 - t) Possible changes in the collective bargaining law in the State of Michigan.
 - u) The role of the principal as the instructional leader since the advent of the master contract.
 - v) Collective bargaining and its relationship to other educational concerns.
3. Is there a relationship between years of administrative experience of principals in Oakland County, Michigan, and their attitudes concerning:
- a) The general effect of collective bargaining on education
 - b) The effect of collective bargaining on the individual school district.
 - c) Teacher militancy
 - d) Teacher strikes
 - e) The competition between the Michigan Education Association and the Michigan Federation of Teachers.

- f) The effect of collective bargaining on the role of the principal.
- g) The contributions of the Michigan Federation of Teachers to the improvement of education.
- h) The contributions of the Michigan Education Association to the improvement of education.
- i) The effect of collective bargaining on the attitudes of teachers.
- j) The State Labor Mediation Board and its contributions to the improvement of education.
- k) The effect of collective bargaining on the morale of teachers.
- l) The effect of the grievance procedures on principals.
- m) The status of principals because of collective bargaining and Board of Education involvement.
- n) The organization of principal bargaining units.
- o) The involvement of the principals in the formulation of the content of the master contract.
- p) The effect of collective bargaining on the effectiveness of principals.
- q) The effect of collective bargaining on the morale of principals.
- r) The question as to who gained the most from collective bargaining in the school district.
- s) The effect of collective bargaining on communications between principal and staff.

- t) Possible changes in the collective bargaining law in the State of Michigan.
 - u) The role of the principal as the instructional leader since the advent of the master contract.
 - v) Collective bargaining and its relationship to other educational concerns.
4. Is there a relationship between the present administrative level of responsibility (i.e., elementary or secondary) of principals in Oakland County, Michigan, and their attitudes concerning:
- a) The general effect of collective bargaining on education.
 - b) The effect of collective bargaining on the individual school district.
 - c) Teacher militancy
 - d) Teacher strikes
 - e) The competition between the Michigan Education Association and the Michigan Federation of Teachers.
 - f) The effect of collective bargaining on the role of the principal.
 - g) The contributions of the Michigan Federation of Teachers to the improvement of education.
 - h) The contributions of the Michigan Education Association to the improvement of education.
 - i) The effect of collective bargaining on the attitudes of teachers.

- j) The State Labor Mediation Board and its contributions to the improvement of education
- k) The effect of collective bargaining on the morale of the teachers.
- l) The effect of the grievance procedures on principals.
- m) The status of principals because of collective bargaining and Board of Education involvement.
- n) The organization of principal bargaining units.
- o) The involvement of the principals in the formulation of the content of the master contract.
- p) The effect of collective bargaining on the effectiveness of principals.
- q) The effect of collective bargaining on the morale of principals.
- r) The question as to who gained the most from collective bargaining in the school district.
- s) The effect of collective bargaining on communications between principal and staff.
- t) Possible changes in the collective bargaining law in the State of Michigan.
- u) The role of the principal as the instructional leader since the advent of the master contract.
- v) Collective bargaining and its relationship to other educational concerns.

5. Is there a relationship between membership on a negotiating team and attitudes of principals in Oakland County, Michigan concerning:
- a) The general effect of collective bargaining on education.
 - b) The effect of collective bargaining on the individual school district.
 - c) Teacher militancy
 - d) Teacher strikes
 - e) The competition between the Michigan Education Association and the Michigan Federation of Teachers.
 - f) The effect of collective bargaining on the role of the principal.
 - g) The contributions of the Michigan Federation of Teachers to the improvement of education.
 - h) The contributions of the Michigan Education Association to the improvement of education.
 - i) The effect of collective bargaining on the attitudes of teachers.
 - j) The State Labor Mediation Board and its contributions to the improvement of education.
 - k) The effect of collective bargaining on the morale of teachers.
 - l) The effect of the grievance procedures on principals.

- m) The status of principals because of collective bargaining and the Board of Education involvement.
 - n) The organization of principal bargaining units.
 - o) The involvement of the principals in the formulation of the content of the master contract.
 - p) The effect of collective bargaining on the effectiveness of principals.
 - q) The effect of collective bargaining on the morale of principals.
 - r) The question as to who gained the most from collective bargaining in the school district.
 - s) The effect of collective bargaining on communications between principal and staff
 - t) Possible changes in the collective bargaining law in the State of Michigan.
 - u) The role of the principal as the instructional leader since the advent of the master contract.
 - v) Collective bargaining and its relationship to other educational concerns.
6. Is there a relationship between attendance by principals in Oakland County, Michigan, at meetings or workshops on collective bargaining and their attitudes concerning:
- a) The general effect of collective bargaining on education
 - b) The effect of collective bargaining on the individual school districts.

- c) Teacher militancy
- d) Teacher strikes
- e) The competition between the Michigan Education Association and the Michigan Federation of Teachers.
- f) The effect of collective bargaining on the role of the principal.
- g) The contributions of the Michigan Federation of Teachers to the improvement of education.
- h) The contributions of the Michigan Education Association to the improvement of education.
- i) The effect of collective bargaining on the attitudes of teachers.
- j) The State Labor Mediation Board and its contributions to the improvement of education.
- k) The effect of collective bargaining on the morale of teachers.
- l) The effect of the grievance procedures on principals.
- m) The status of principals because of collective bargaining and the Board of Education involvement.
- n) The organization of principal bargaining units.
- o) The involvement of the principals in the formulation of the content of the master contract.
- p) The effect of collective bargaining on the effectiveness of principals.
- q) The effect of collective bargaining on the morale of principals.

- r) The question as to who gained the most from collective bargaining in the school district.
 - s) The effect of collective bargaining on communications between principal and staff.
 - t) Possible changes in the collective bargaining law in the State of Michigan.
 - u) The role of the principal as the instructional leader since the advent of the master contract.
 - v) Collective bargaining and its relationship to other educational concerns.
7. What are the attitudes of public school principals in Oakland County, Michigan, concerning:
- a) The general effect of collective bargaining on education.
 - b) The effect of collective bargaining on the individual school district.
 - c) Teacher militancy.
 - d) Teacher strikes
 - e) The competition between the Michigan Education Association and the Michigan Federation of Teachers.
 - f) The effect of collective bargaining on the role of the principal.
 - g) The contributions of the Michigan Federation of Teachers to the improvement of education.
 - h) The contributions of the Michigan Education Association to the improvement of education.

- i) The effect of collective bargaining on the attitudes of teachers.
- j) The State Labor Mediation Board and its contributions to the improvement of education.
- k) The effect of collective bargaining on the morale of teachers.
- l) The effect of the grievance procedures on principals.
- m) The status of principals because of collective bargaining and the Board of Education involvement.
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- p) The effect of collective bargaining on the effectiveness of principals.
- q) The effect of collective bargaining on the morale of principals.
- r) The question as to who gained the most from collective bargaining in the school district.
- s) The effect of collective bargaining on communications between principal and staff.
- t) Possible changes in the collective bargaining law in the State of Michigan.
- u) The role of the principal as the instructional leader since the advent of the master contract.
- v) Collective bargaining and its relationship to other educational concerns.

Overview

In Chapter II of this study the pertinent literature for the area of collective bargaining in public education is reviewed. In Chapter III the design of this project will be discussed. Discussion relative to the sample, instrumentation, operational definitions, and statistical hypotheses will be presented. In addition, there will be discussion concerning the research design and an analysis of the techniques that will be utilized to test the hypotheses.

In Chapter IV a careful analysis of the results of the study will be found. These results will be presented in a manner which is pertinent and meaningful. Statements of probability concerning the rejection of the null hypotheses will be discussed. In Chapter V there will be an attempt to summarize the data and state conclusions concerning this project. Because of the magnitude of collective bargaining, there will be some implications for future research discussed. The appendices of this study will contain a copy of the survey instrument utilized.

CHAPTER II

REVIEW OF LITERATURE

The amount of literature relative to the general area of collective bargaining is rather massive. However, the literature relevant to public school employee collective bargaining is considerably less in volume. More specifically, a search of the literature in educational administration, psychology, sociology, and social psychology failed to reveal a study which paralleled the questions at hand closely enough for comparative analysis.

Because of these factors this chapter is divided into the following parts:

- The Historical Background of Collective Bargaining
- Definitions of Collective Bargaining and Professional Negotiations
- Review of the Provisions for Collective Bargaining for Teachers in the States Where It Exists
- Position of School Administrators Concerning Collective Bargaining for Teachers
- Review of Parallels in Industry

The Historical Background of Collective Bargaining

The pages of American history are filled with accounts of the attempts of workers to form unions. These attempts began with and paralleled the industrial revolution. With just a few exceptions, all of the efforts of workers to form unions were opposed by most elements of American society. The working man saw collective action as a necessary tool which must be utilized if he was to have any voice in the determination of his wages, hours, and working conditions. Most other elements of American society saw these attempts to form unions as radical and revolutionary in nature. Because of these convictions, nearly every technique conceivable was utilized to stop or retard the growth of unions.

Gradually the attitudes of American society towards unions began to change. Over the years some employees were successful in organizing several important industries. With these successes and the changing attitudes of the American people, the Congress of the United States passed in 1935 The National Labor Relations Act, better known as The Wagner Act.¹ This Act guaranteed to workers in private industry, for the first time in the history of our country, the right to form unions for the purpose of collective bargaining.

Although the attitudes of the American people had changed relative to collective bargaining to the extent that it was possible to pass the National Labor Relations Act, these same attitudes had not changed sufficiently to allow for collective bargaining rights for workers who were employed by public employers.

¹Myron Lieberman and Michael H. Moskow, Collective Negotiations for Teachers: An Approach to School Administration. (Chicago: Rand McNally and Co. 1966), Page 68.

Even though most people apparently felt that the welfare of the State was more important than the individual rights of public employees,² the nation was not without those who felt otherwise. The American Federation of Teachers was organized in 1916³ and has worked actively ever since for bargaining rights for teachers.

Since the passage of the National Labor Relations Act, public employees have also begun to demand the right to negotiate regarding conditions of employment. During the years 1940-1962 there were 110 teacher strikes.⁴ Because of the geographical nature of public employment, it is highly unlikely that a congress will ever enact legislation that gives to all public employees the right of collective bargaining. Rather it is assumed that this type of legislation will be left to the individual states.

Federal employees, however, did receive in 1962, limited bargaining rights. These rights were contained in an Executive Order issued by President Kennedy on January 20, 1962.⁵ This Executive Order (#10988) not only gave to nearly all Federal employees the right to form collective bargaining units but further stipulated that the administrative personnel in these federal agencies must recognize these duly organized bargaining units and enter into collective bargaining with said units and attempt to reach mutual agreement on personnel policy and matters affecting working conditions.

²Gordon R. Clapp, "Problems of Union Relations in Public Agencies," American Economic Review, Vol. 33(March, 1943) Page 184.

³Lieberman and Moskow, Page 401.

⁴School Administrators View Professional Negotiation, (Washington, D.C., American Association of School Administrators, 1966), Page 21.

⁵Lieberman and Moskow, Pages 493-499.

It is interesting to note that this order does not permit strikes against the United States Government, but it does allow for a grievance procedure. The grievance procedure that is agreed on can only be advisory and cannot be binding on any federal agency. The order does not provide for any specific discussion relative to wages; however, this aspect of the "employment policy" does receive its share of attention during bargaining sessions.

President Kennedy's Executive Order gave legitimate status to some practices that had existed even before the National Labor Relations Act. As an example, the postal workers have had the right to join a union since 1912, and the postal department has dealt with these postal unions on an informal basis for many years even though it had no obligation to do so.⁶

This Executive Order (#10988) gave considerable moral assistance to all public employees. Since 1962 much attention has been given public employee collective bargaining. In the years 1962-64 more teachers were involved in work stoppages than the total for all the years 1940-61.⁷ Thus President Kennedy's Executive Order, according to the American Association of School Administrators, was the most significant breakthrough to date in establishing collective bargaining rights for the public employment sector of the working population.⁸

⁶Dean Harper, "Labor Relations in the Postal Service," Industrial and Labor Relations Review, (April, 1964) Pages 443-454.

⁷Lieberman and Moskow, Pages 290-291.

⁸School Administrators View , Page 15.

Definition of Collective Bargaining and Professional Negotiations

The Labor Management Relations Act of 1947 defines collective bargaining in the following manner:

...The performance of the mutual obligation of the employer and representatives of the employees to meet at reasonable times and confer in good faith with respect to wages, hours, and other terms and conditions of employment, or the negotiation of any agreement or any question arising thereunder and the execution of a written contract incorporating any agreement reached if requested by either party, but such obligation does not compel either party to agree to a proposal or require the making of any concession.⁹

This definition has become a standard definition that is used in practically all labor legislation. The labor law for the State of Michigan defines collective bargaining in almost exactly the same terms.¹⁰ This definition is the one used when collective bargaining between teachers and school boards in the State of Michigan is defined.

There are and have been those who feel that the standard labor law definition of collective bargaining does not lend itself to the professional environment. Even President Franklin D. Roosevelt who encouraged the passage of the Wagner Act had the following reservations about collective bargaining in the public sector:

The process of collective bargaining as usually understood, cannot be transplanted into the public service. It has its distinct and unsurmountable limitations when applied to the public personnel management. The very nature and purpose of government make it impossible for administrative officials to represent fully or to bind the employee in mutual discussions with government employee organizations. The employer is the whole people who speak by means of laws enacted by their representatives in Congress. Accordingly, administrative officials and employees alike are governed and guided, and in many cases restricted, by laws which

⁹U.S. Government, Labor Management Relations Act of 1947, Section 8 (d).

¹⁰Michigan, General School Laws, Section 423-215.

established policies, procedures or rules in personnel matters. Particularly, I want to emphasize my conviction that militant tactics have no place in the functions of any organization of government employees.¹¹

Lieberman states that "teachers as a group have the attitude that any policy associated with unions is inappropriate for professional associations."¹² Lieberman also feels that "teachers have a snobbery towards unions."¹³ For these reasons several terms have been coined that apply to the process of negotiations yet attempt to avoid standard labor terminology. The most popular of these is "professional negotiations" which was developed by the National Education Association.

Lieberman and Moskow define professional negotiations as follows:

A term developed by the National Education Association referring to a set of procedures, written and officially adopted by the local association and the school board, which provides an orderly method for the school board and the local association to negotiate on matters of mutual concern, to reach agreement on these matters, and to establish educational channels for mediation and appeal in the event of impasse.¹⁴

The National Education Association states the following about professional negotiations:

The National Education Association insists on the right of professional associations, through democratically selected representatives using professional channels, to participate with Boards of Education in the formulation of policies of common concern, including salary and other conditions of professional service. . . . The Association believes that procedures should be established which provide for an orderly method of reaching

¹¹Letter, President Franklin D. Roosevelt to Luther C. Steward, President of the National Federation of Federal Employees, August 16, 1937, quoted in Lieberman and Moskow, Page 4.

¹²Myron Lieberman, The Future of Public Education, (Phoenix Books, University of Chicago Press, Chicago 1960) Page 154.

¹³Ibid., Page 156

¹⁴Lieberman and Moskow, Page 426.

mutually satisfactory agreements and these procedures should include provisions for appeal through educational channels when agreement cannot be reached.¹⁵

The American Association of School Administrators (a department of the National Education Association) defines professional negotiations as "a process by which teachers and other professional employees exert formal and deliberate influence upon school board policy."¹⁶

Another less-used term, collective negotiations, is defined by Lieberman and Moskow as:

A process whereby employees as a group and their employers make offers and counter-offers in good faith on the conditions of their employment relationship for the purpose of reaching a mutually acceptable agreement, and the execution of a written document incorporating any such agreement if requested by either party. Also, a process whereby a representative of the employees and their employer jointly determine their conditions of employment¹⁷

In the final analysis there is very little difference in the meaning of these definitions according to Lieberman and Moskow,¹⁸ and it is generally agreed that all of these terms refer to an agreement-making process. Perhaps the most important point is that various groups apparently attempt to use only one particular term for reasons unique to their own organization or association, yet all such terms have little variation in meaning.

¹⁵National Education Association, Professional Negotiations with School Boards: A Legal Analysis and Review, (Research Division N.E.A. Washington D.C., March 1965) Page 5.

¹⁶School Administrators View, Page 5.

¹⁷Lieberman and Moskow, Page 418.

¹⁸Ibid., Pages 2-4

Review of the Provisions for Collective Bargaining for Teachers
in the States Where It Exists

While the two major organizations that attempt to represent teachers may differ on some points, they are in accord in the belief and conviction that all states must pass legislation which requires Boards of Education to negotiate with teachers. This is clearly shown in the following statements:

State Federations and each local of the American Federation of Teachers should work for the adoption of state statutes requiring Boards to bargain with the recognized agents in the School Districts.¹⁹

The National Education Association calls upon its members and upon Boards of Education to seek state legislation and local board action which clearly and firmly establishes these rights (professional negotiations) for the teaching profession.²⁰

The National Association of School Boards take quite a different view on the topic:

The National School Boards Association believes that . . . it would be an abdication of their decision-making responsibility for School Boards to enter into compromise agreements based on negotiations or collective bargaining, or to resort to mediation or arbitration, or yield to threats of reprisal; and that concern for the public welfare requires that School Boards resist by all lawful means the enactment of laws which would compel them to surrender any part of this responsibility.²¹

¹⁹Robert G. Porter, "Collective Bargaining for Teachers," The American Teacher, (The American Federation of Teachers, February 1961) quoted in Teachers Negotiate with their School Boards, (U.S. Department of Health, Education, and Welfare, Washington, D.C. Bulletin 1964, No. 42) Page 2.

²⁰From Resolution No. 18 adopted by the National Education Association Annual Convention, Denver, Colorado, July 1962 and reaffirmed at Detroit in 1963 and Seattle in 1964, as quoted in Teachers Negotiate with, Page 2.

²¹From a resolution adopted by National School Boards Association, Philadelphia, Pa. May, 1961, and reaffirmed in substance at the convention in Denver, Colorado, May 1963, and in Houston, Texas, April 1964, as quoted in Teachers Negotiate with, Page 30.

Thus far, only eleven states have enacted any type of specific legislation relative to collective bargaining for teachers. Most of these statutes are very recent. Seven were enacted in 1965 and one in 1966. Thus only three were in existence prior to 1965.²² The eleven states are California, Connecticut, Florida, Massachusetts, Michigan, New Hampshire, New Jersey, Oregon, Rhode Island, Washington, and Wisconsin.²³

The law enacted by California is an unusual law in that it provides that the bargaining team for the teachers shall have representatives from all organizations that represent the teachers. The make-up of this bargaining team is on a prorated basis. The more teachers the organization has as members, the more representatives this organization has on the bargaining council. The California law does not require that the School Board negotiate, but it does require that they "meet and confer." The California act is not part of the State Labor Code. The California act covers all public school employees and does not bar principals from the provisions of the act.²⁴

The act adopted by the State of Connecticut is not part of the State Labor Code. It is an act designed to give all certificated personnel below the rank of superintendent the right to negotiate with Boards of Education.

²²School Administrators View . . . , Page 30.

²³National Education Association, Summary of State Professional Negotiations Legislation, a report prepared by the Salary Consultant Service Office of Professional Development and Welfare, (N.E.A., Washington, D.C., July 1966) Pages 1-29.

²⁴Lieberman and Moskow, Pages 48-49 and 448-450.

All certificated personnel may belong to one bargaining unit, or at the desire of the local unit, they may form two bargaining units. One would contain all classroom teachers; the other would have all administrative and supervisory personnel below the rank of superintendent.²⁵

The State of Florida adopted a very short act which gives Boards of Education the right to recognize committees of professional personnel. If recognized, these committees are to represent all levels of instructional and administrative personnel. These committees will help with the determination of policies affecting certificated personnel.²⁶

Massachusetts has placed all public employees under the provisions of an existing State Labor Law. The Massachusetts act is quite detailed and follows the format of a typical labor law. It does not allow "executive officers" to be part of the bargaining unit. The act spells out such negotiation procedures as conciliation, arbitration, fact finder, and fact finding.²⁷

The Michigan act known as Public Act 379 not only covers all public school personnel but applies to nearly all state and local public employees. The Michigan act amends a previous labor law, and nearly all procedures outlined by the act follow rather standard labor-law machinery. The Act does not allow any supervisory personnel to be part of the bargaining unit. The Act is administered by the Michigan Labor

²⁵Ibid., Pages 49 and 450-452.

²⁶N.E.A., Professional Negotiations , Pages 22-23

²⁷Lieberman and Moskow, Pages 49-50 and 452-456.

Mediation Board. Public Act 379 is the most detailed and lengthy of all the existing laws of the eleven states.²⁸

Of the eleven states, New Hampshire has the shortest act. It is as follows: "towns may recognize unions of employees and make and enter into collective bargaining contracts with such unions." The term town has been defined to include school districts.²⁹ Since the Act does not bar administrators from being part of the "union," their participation in the bargaining units would be up to the membership of that local bargaining unit.

New Jersey has in its State Constitution under Article I, Section 19 the following:

Persons in public employment shall have the right to organize, present to and make known to the state, or any of its political subdivisions or agencies, their grievances and proposals through representatives of their own choosing.³⁰

The New Jersey State Board of Education has also gone on record with a resolution which demands that all school districts abide by the essence of the constitution and further requires that a written copy of the procedure that each district uses relative to the handling of grievances and proposals of the employees be on file with the Commissioner of Education. There is no written bar to the participation of principals in the local bargaining unit.³¹

The State of Oregon has adopted a law that removes certificated school personnel from the provisions of the existing state labor

²⁸Michigan, General School Laws, Sections 423.201 - 423.216.

²⁹N.E.A., Summary of State Professional, Page 19.

³⁰N.E.A., Professional Negotiations, Page 31.

³¹N.E.A., Summary of State Professional, Page 20.

collective bargaining law. Non-certificated personnel are still covered by the provisions of the State Labor Law. This new law gives to all certificated personnel the right to confer, consult, and discuss with Boards of Education items which pertain to salaries and related economic policies affecting professional personnel. Any certificated employee below the rank of superintendent may be part of this local bargaining unit. Oregon law does not permit anyone to be a member of the negotiating team unless he is an employee of the local board. This legislation is different from that of most states.³²

On May 11, 1966, Rhode Island passed an act known as "The School Teachers' Arbitration Act." This Act gives certificated public school teachers coverage under the general "Labor and Labor Relations Act of Rhode Island." The Act excludes all principals, assistant principals, superintendents, and assistant superintendents from the provisions of the Act. Since this is part of a standard labor act, the provisions are very similar to those of Michigan, Massachusetts, and Wisconsin.³³

The State of Washington passed an act which separates certificated school personnel from standard labor law procedures. This Act applies to all certificated personnel below the rank of superintendent. In Washington the local bargaining unit must admit to membership any administrator below the rank of superintendent. This means that some locals who are American Federation of Teachers affiliates will have administrators as part of their unit.

³²Lieberman and Moskow, Pages 51-52 and 461-462

³³N.E.A., Summary of State Professional, Pages 22-25.

This is considerably different from the American Federation of Teachers' expected goal.³⁴ Many states have had considerable discussion as to what is negotiable. The State of Washington has attempted to list those items which are negotiable. In Washington certificated personnel are allowed to use established administrative channels to meet, confer, and negotiate with Boards of Education concerning

...curriculum, textbook selections, in-service training, student teaching programs, personnel, hiring and assignment practices, leaves of absence, salaries and salary schedules, and non-instructional duties.³⁵

The act also states that negotiations are not limited to the above list.

Wisconsin is one of four states to have included collective bargaining for public employees under a standard labor-law procedure. The law covers nearly all public employees. Nothing contained in the Wisconsin law gives direction on the status of the principal and his role in the local bargaining unit. Since the Wisconsin Employment Relations Board is charged with conducting representation elections, they will have the authority to determine the appropriateness of the proposed unit. With this responsibility, the Wisconsin Employment Relations Board will determine whether the principals are to be part of the local bargaining unit. The Wisconsin law uses standard labor-law terminology throughout and defines such words as collective bargaining, fact-finding, and mediation in the educational environment.³⁶

³⁴David Selden, "Principals - The Real Men in the Middle," American Teacher, (A.F.T. Chicago, November, 1966), Page 13.

³⁵Lieberman and Moskow, Pages 52-53 and 462-463.

³⁶N.E.A., Summary of State Professional , Pages 28-29

According to Lieberman and Moskow, Wisconsin was the first state to provide for meaningful collective negotiations between teacher organizations and Boards of Education.³⁷

Myron Lieberman in his book, *The Future of Public Education*, published in 1960, made some predications concerning teacher collective bargaining. These are rather interesting to note for some of these predications are currently becoming reality.

Collective bargaining will come first between local teachers' associations and local school boards. In its early stages, the Boards will be permitted but not required to bargain with teachers. Then laws will be passed requiring local Boards to recognize the representatives of the teachers and to bargain with them in good faith concerning conditions of employment These laws will be changed to provide for collective bargaining at the state level . . . The persons who negotiate for the state legislature will have a good idea of their limits, . . . eventually, this (negotiation) will be put into practice at the national level.³⁸

³⁷Lieberman and Moskow, Page 53.

³⁸Lieberman, Future of Public . . . , Page 161-162

Position of School Administrators
Concerning Collective Bargaining for Teachers

Principals in Michigan have many questions and concerns about collective bargaining for teachers if we are to judge by the contemporary literature that is available. The Detroit Free Press carried the following headline on Thursday, December 1, 1966: "SCHOOL PRINCIPALS FIND NEW LAW PUTS THEM IN LIMBO."³⁹ The writer of this article seemed to feel that the greatest concern principals have relates to the fact that they do not know where they belong in this new and confused situation.

A follow-up article on February 5, 1967, carried the headline: "SCHOOL OFFICIALS WANT OUT OF LIMBO."⁴⁰ This author seemed to feel that principals are going to take definite steps to ease their confusion over collective bargaining. The author pointed out that he felt that principals would solve their dilemma by forming bargaining units of their own.

The Michigan Association of Secondary School Principals devoted a great amount of their annual meeting held in Detroit on December 1 and 2, 1966, to the topic of collective bargaining.

Benjamin Epstein in the text of a formal speech delivered at this convention said:

The entire relationship between principal and staff which has existed for many years is being changed. . . . Principals have begun to be in conflict with superintendents and school boards, who they feel are too easily permitting too much of their needed authority to be taken away from them during

³⁹Detroit Free Press, December 1, 1966, Page 2-B

⁴⁰Detroit Free Press, February 5, 1967, Page 15-A

negotiations in which simultaneously their responsibilities are increased.⁴¹

Epstein in this speech before the M.A.S.S.P. convention took the position that one of the chief reasons why principals feel that negotiations have increased conflicts for them is that they have largely been excluded from the bargaining process though their functions and activities are under constant evaluation and discussion at negotiations between teachers and School Boards.⁴²

Epstein further stated that:

When representatives of teacher organizations sit at the bargaining table with the superintendent and members of the Board of Education, a considerable portion of items discussed deal with, impinge upon, and seriously affect the responsibilities, powers, decision-making functions, and possibly almost every prerogative that principals have in relationship to the staff they are required to supervise.⁴³

The fact that principals have largely been excluded from the bargaining process is revealed in a study now being completed by Ralph Block. In this study of 154 schools in Michigan, it was found that of the 126 schools who responded to the questionnaire only 33 schools had an elementary principal on the bargaining team for the Board of Education and only 44 school districts had a secondary school principal on the team for the School Board. Since those school districts that had a principal on the team tended to have two, one elementary and one secondary, we can conclude that principals as a group were largely excluded from membership on the School Board

⁴¹Benjamin Epstein, A Principal Does Some Soul-Searching in the New Era of Collective Negotiations, A speech given to the Michigan Association of Secondary School Principals at their annual convention held in Detroit, Michigan, December 1 and 2, 1966, Page 5.

⁴²Ibid., Page 6.

⁴³Ibid., Page 11

negotiating team in those schools who responded to the questionnaire.⁴⁴

The elementary principals in Michigan also reflected their concern relative to collective bargaining. In one of the regional professional newspapers of the Michigan Association of Elementary School Principals, the following remarks were printed:

This has been the year that was. We've learned the hard way that living with legislation primarily designed to fit labor's needs is a frustrating experience. The divisions created within our professional family have been many! Our roles, responsibilities, and rights are being slowly remodeled and revised. It is a time to exercise common sense, confidence, and directed flexibility.

There is a strength in membership. We, the Elementary Principals, are the largest group outside of the classroom teachers. It is right that we take the initiative in seeking solutions to preserve our professional rights and meet our new professional responsibilities.⁴⁵

Allen Ten Eyck, in a recent issue of the Michigan Elementary Principal, submits a very strong case for the participation of principals on the negotiating team.⁴⁶ The impact of collective bargaining upon principals was conveyed by Ten Eyck with these few words, "No school administrator can say that last spring was an uneventful period in his life. If he can, he must have been on a leave of absence. Everywhere that school administrators gathered the main topic was either Public Act 379 or how negotiations were faring in their respective districts."⁴⁷

⁴⁴Ralph Block, A Research Study on the Composition of the Board of Education Negotiating Team, a study currently underway for Dr. Stanley Hecker of Michigan State University College of Education.

⁴⁵Principals' Press, November, 1966, Page 1, Volume IX, Number 1, Michigan Association of Elementary School Principals, Region VIII.

⁴⁶Allan Ten Eyck, "Principals on the Negotiating Team," The Michigan Elementary Principal, January 1967, Page 11.

⁴⁷Ibid., Page 11.

The Michigan Association of Elementary Principals at their annual state convention devoted a considerable amount of time to the topic of collective bargaining. They discussed several resolutions which expressed their concern. One called for an amendment to Public Act 379 to enable supervisory personnel of public school districts to constitute an appropriate unit for collective bargaining.⁴⁸

On the national level there is a wide variety of statements which indicate the true dilemma of principals concerning collective bargaining.

Lieberman and Moskow point out in their book that they believe that principals should not be part of the teachers' bargaining unit but that they should form their own bargaining unit.⁴⁹ The National Education Association states that "all certificated staff should be regarded as members of the negotiation unit."⁵⁰ The American Federation of Teachers feels that no administrators should be part of the local bargaining unit.⁵¹

The official position of the National Association of Secondary School Principals is rather difficult to fully determine. This can be partially accounted for in that the demands, pressures, and legal aspects of collective bargaining vary greatly from state to state.

The N.A.S.S.P. had Benjamin Epstein prepare in 1965 a booklet to define the principal's role in collective bargaining. This booklet also points up the dilemma of principals with statements such as:

⁴⁸Michigan Association of Elementary School Principals, Annual State Meeting, Detroit, Michigan, March 8,9 and 10, 1967.

⁴⁹Lieberman and Moskow, Chapter VI, Pages 154-192

⁵⁰Ibid., Page 155.

⁵¹Ibid., Page 156.

- a. Collective bargaining is one of the most revolutionary forces affecting public education today.⁵²
- b. Principals, in general, applaud the efforts of teachers to improve their standing as professionals.⁵³
- c. . . . It may be desirable that each State pass legislation to permit school boards to negotiate in good faith with representatives of their teachers.⁵⁴
- d. N.A.S.S.P. adheres to the principle that its members are part of a unified teaching profession.⁵⁵
- e. . . . Principals cannot and must not be a forgotten group in any dialogue that may develop between school boards and teachers.⁵⁶
- f. In fact, many of the negotiations which have taken place without direct representation of principals and other administrators have had as a result, serious built-in defects.⁵⁷
- g. . . . Where principals are few in number, they should be active members of the administrative team involved in negotiations.⁵⁸
- h. In large communities, principals may find it both necessary and effective to organize strong negotiating units of their own. . . .⁵⁹

The apparent inconsistency of these statements one with another is one more indication of the confusion that surrounds the principals as they seek their proper role in this era of collective bargaining.

⁵²Benjamin Epstein, The Principal's Role in Collective Negotiations between Teachers and School Boards, (National Association of Secondary School Principals, Washington, D.C., 1965) Foreward, written by Dr. Ellsworth Tompkins, Executive Secretary for the N.A.S.S.P.

⁵³Ibid., Foreward.

⁵⁴Ibid., Page 8.

⁵⁵Ibid., Page 9.

⁵⁶Ibid., Foreward.

⁵⁷Ibid., Page 10.

⁵⁸Ibid., Page 10.

⁵⁹Ibid., Page 10.

When it comes to the topic of how best to protect the interests of principals while negotiations are taking place between teachers and Boards of Education, Lieberman and Moskow feel that there must be adequate consultation between all groups affected. They also feel that collective bargaining has put a much higher premium on effective administration than the traditional relationship between teachers and administrators ever did.

It is interesting to note that in Connecticut in 1965 in the first twenty-two representation elections held, in fifteen of the twenty-two cases a majority of both administrators and teachers voted in favor of having a bargaining unit composed of both teachers and principals.⁶⁰ This type of action is apparently close to the philosophy of the American Association of School Administrators, who adopted a resolution in 1966 stating that "local education associations, made up of teachers, supervisors, principals and superintendents working together in close harmony, best serve the cause of education."⁶¹

The Michigan Association of School Administrators as a chapter of American Association of School Administrators discussed this issue at their annual business meeting in January of 1967. They as a State unit felt differently from the American Association of School Administrators' position and voted four to one to no longer be a department of the Michigan Education Association.⁶²

As previously stated the American Federation of Teachers does not want the principal as part of the local bargaining unit. They however, do

⁶⁰Lieberman and Moskow, Page 100.

⁶¹Ibid., Page 157

⁶²M.A.S.A. Annual Business Meeting held in Grand Rapids, January 17-19, 1967.

recognize the dilemma of the principal. In an article entitled "Principals - The Real Men in the Middle," David Selden, assistant to the American Federation of Teachers president, states:

Many of the collective bargaining demands of teachers can be satisfied only through gaining a share of the power held by principals. Thus principals, who do not normally participate in the bargaining process, not infrequently find . . . that the superintendent and boards have bargained away principal prerogatives No one in the American Federation of Teachers . . . has called for a drive to stamp out principals. Although the American Federation of Teachers has called for a change in the traditional principal-teacher relationship, there must always be someone ultimately responsible for the administration of the school Can the basic conflicts between administrators and teachers be resolved not just by giving each group protections against the other but by going beyond this to the true collegial relationship? At this writing it seems doubtful that either teachers or administrators are ready for such a change.⁶³ Instead, the trend is the other way - toward two professions.

Part IV of this chapter can best be concluded by stating the reaction of Michael H. Moskow to this situation. Moskow feels that collective bargaining has created some significant role-relationship problems for school administrators. However, he does feel strongly that this same collective bargaining process will force a new clarification of the school administrator. Moskow feels that where once the school administrator was labeled "the man in the middle," very quickly the school administrator will be recognized as an administrative agent of the School Board and, as such, it will be rather simple to spell out his proper role.⁶⁴

The entire scope of the dialogue between teachers and principals suggests that one reason why there is difficulty between principals and staff is the different way in which each perceives the educational

⁶³David Selden, Page 13.

⁶⁴Michael H. Moskow, Teachers and Unions, (University of Pennsylvania Philadelphia, 1966) quoted from Education Summary, January 15, 1967.

environment. In a doctoral study by Kenneth Olsen this was indicated to be false for Olsen found that there was no significant difference between principals and teachers in their perception of the total educational enterprise.⁶⁵ In light of this perhaps after the newness of collective bargaining wears off, teachers and principals will not be miles apart in their respective role-relationships.

⁶⁵ Kenneth William Olsen, "Professional Expectation Fulfillment and Perception Formation among High School Teachers and Principals," (unpublished Ph.D. Dissertation, Department of Education, Michigan State University, 1966) Page 105.

Parallels In Industry

The position of the principal in the public school environment has some relationship to the position of various supervisory personnel within industry. Both are charged with the general supervision (to a lesser or greater extent) of other employees. This generally entails one or more of the following responsibilities:

- a. Planning
- b. Organizing
- c. Directing
- d. Coordinating
- e. Controlling
- f. Improving work
- g. Communicating
- h. Making decisions⁶⁶

In addition to these similarities, industry is also concerned with the overall effectiveness of foremen and first line supervisors. Since this study is based on the premise that principals and their performance are very important to a quality educational program, it is interesting to note the parallels that exist in industry relative to this point.

In a paper by T.G. Newton entitled "Barriers to Leadership on The Foreman's Part," we find that collective bargaining has created some problems for the first-line supervisor. Not only does the union often by-pass the foremen but foremen state that management does not always

⁶⁶Guides for Supervision - (Employee Development Division, Office of Personnel, U.S. Department of Agriculture, Washington, D.C. August 1963) Page 11.

trust the foreman in the area of labor relations.⁶⁷

Even though most people may think of first-line supervisors as a part of the management team, the foremen, according to a study conducted by the Opinion Research Corporation, have serious questions as to their own relationship. In this study conducted in 1952 involving 1043 foremen, only 56% percent felt that they were truly a part of management.⁶⁸ As was pointed out earlier in this paper, public school principals are currently having a similar problem. Principals do not yet know, in spite of the collective bargaining law, whether they are part of management.

Perhaps some of these concerns that principals have can be summed up in a statement by a foreman. "Often important decisions that affect the foremen are made in the front office, sometimes these decisions are not wise ones. How can people in the front office make sound decisions when they don't know what is going on out here?"⁶⁹ Those familiar with the nature of public schools will readily see a parallel.

People in education who believe that the principal is indeed part of management can find parallels in industry where the concept is stated in a clear-cut manner that foremen are indeed part of management.

A. C. Croft, President of the National Foremen's Institute stated the issue in this manner:

⁶⁷T. G. Newton - "Barriers to Leadership on the Foreman's Part," (Industrial Relations Conference, University of Michigan, November 1953) Pages 2,3, and 6.

⁶⁸Ibid., Page 4.

⁶⁹Ibid., Page 6.

In most companies, top management is too far removed from the ordinary employee to have any importance with respect to the things that concern him in his everyday life. It is the difference between good work and loyalty on one hand and indifference and opposition on the other. We have found that a surprisingly large number of top executives are quite ignorant of these facts. It is difficult for them to realize that although they carry authority, and although they are treated with respect, they have hardly any influence upon the thoughts, the worries and expectations of the rank and file Whether a foreman is good, bad, or indifferent as far as the men are concerned, he is still the boss. They have no other boss.⁷⁰

The dilemma of the principal is closely paralleled by the dilemma of the first-line supervisor. In an article that appeared in Nations Business, the author made a plea for industry to rescue the first-line supervisor from no man's land. The author cited the controversy over whether foremen should join unions as sufficient evidence of the confused status of the first line supervisor. The author went on to state that the confusion relative to the role of the supervisor because of collective bargaining could be best handled by clarifying his status. He also said that several attitude surveys have confirmed that a supervisor's standing with his subordinates and his ability to get work done through them is directly related to the way higher management treats him. If the workers discover that he is merely an errand boy, they will by-pass him and often turn to the union for leadership. According to the article the University of Michigan Institute of Social Research found that one outstanding characteristic of a high production unit was a conviction among its workers

⁷⁰A.C. Croft, Leadership Development Among Foremen and Supervisors, (An address given before the California Personnel Management Association, published by Research Division, California Personnel Management Association, Berkeley, California, 1951) Page 10.

that their supervisor was respected by higher management.⁷¹ Others in industry, recognizing the dilemma of the foremen, have suggested a foremen's club. The reason for this suggestion is the conviction that the foremen are indeed an important part of management.⁷² One foremen's club was organized to meet the need for better understanding, fellowship, and education among its supervising employees. Industrial manufacturing companies are placing greater responsibilities on the supervisors and foremen, considering them as partners in management."⁷³ Apparently these clubs were also organized to give men on this level of supervision some opportunity to discuss common concerns. The parallel in education can be readily seen in such relatively small organizations as the Oakland County Secondary School Principals Association, which is an informal association with some of the same objectives and the Genesee County Association of Secondary School Principals.

Recently there has been some discussion concerning the possibility that principals might form their own units for purposes of collective bargaining. Some years ago, the National Labor Relations Board was asked to rule on the legality of the formation of collective bargaining units by foremen. The National Labor Relations Board held that employers need not recognize foremen's unions. However, the National Labor Relations

⁷¹"Next Big Stop: Upgrade Supervisors," Nations Business, (Chamber of Commerce of the United States, Washington, D.C., August 1959) Page 13.

⁷²Chamber of Commerce, Chamber Sponsorship of Foremen's Clubs And Personnel Executives' Clubs, (Labor Relations Department, Chamber of Commerce of the United States, Washington, D.C.) Page 1.

⁷³Ibid., Page 6.

Board also held that foremen are entitled to the protection of the National Labor Relations Act in that they may not be discriminated against for union activity.⁷⁴

The reasons why foremen wished to organize were presented before the War Labor Board at a special hearing in 1942:

To put it bluntly, we foremen were driven to unionize by short-sighted policies of various managements, policies that gave no recognition to our protection for our basic rights we have had to stand helplessly on the sidelines and watch the rank and file bargain for and get equitable wage rates, practical grievance procedure . . . and, most important of all, a sense of security The fact is that foremen have no protective standing in most industries today.⁷⁵

The reasons cited above as a case for the unionization of foremen sound very much like some of the items that principals are currently informally discussing. The job-security aspect is best illustrated by the fact that the Michigan Association of Elementary Principals discussed in great detail at their annual meeting the possibility of tenure for principals.⁷⁶

In addition to the parallels that exist between foreman and principals, industry offers other parallels that are equally interesting. Within industry there are many professional employees. Some of these professionals have considered collective bargaining units as an answer to their problems. Some of the reasons why they have considered this course of action are as follows:

- a. Engineers and scientists feel that they are the forgotten people.

⁷⁴ American Management Association, The Foreman In Labor Relations, Personnel Series Number 87, A.M.A., (New York 1944) Page 1

⁷⁵ Ibid., Page 26.

⁷⁶ Michigan Association of Elementary Principals, Annual Meeting, 1967.

- b. They feel that their salaries are out of line with their education and professional status.
- c. Engineering supervisors and their recommendations are often by-passed and disregarded by management.
- d. Professional employees are not identified with management.⁷⁷

Even though the engineers have used many of the same reasons that teachers have used to encourage the development of collective bargaining, the results have been vastly different. When teachers are asked if they wish to organize, they almost always say yes. The engineers took a different position. In a poll of 64,000 engineers, 74% said they were opposed to collective bargaining. Of the 64,000 polled, only 3.7% were members of a union.⁷⁸

Another important finding that has possible parallels in the educational environment is a study by Robert D. Gray. This study reveals that the role of the immediate supervisor in determining employee morale is extremely important and that good company policies are not a substitute for good immediate supervision.⁷⁹ Some educators have felt that with good school policies and a well-defined master contract, the role of the principal might be less important. This study by Gray does not support this theory.

⁷⁷Robert D. Gray and John T. Lloyd, "Supervision of Scientific and Engineering Personnel," (Industrial Relations Section, California Institute of Technology, Pasadena, Bulletin Number 26, 1956) Page 64.

⁷⁸Ibid., Page 65.

⁷⁹Robert D. Gray, *Fantasies and Facts in Supervision*, A Paper presented to a group session of the Division of Transportation during the 3rd annual meeting of the American Petroleum Institute in the Fairmont Hotel, (San Francisco, California, November 14, 1955).

In summary, it may be said that even though there are vast differences between industry and education as operating entities, there are some very interesting parallels that may help those in education by allowing them to benefit from the experience of another sector of our society.

CHAPTER III

RESEARCH DESIGN

Operational Delineation of Terms

For the purposes of this study, the following definitions will apply:

Principals Currently employed school principals in Oakland County, Michigan, who have been full time principals two or more years in a public school.

Collective Bargaining--Professional Negotiations--Negotiations--

Collective Negotiations All of these terms shall be for the purpose of this study synonymous and will all refer to the legal definition of collective bargaining as provided for in the Labor-Management Relations Act of 1947: ". . . the performance of the mutual obligation of the employer and representatives of the employees to meet at reasonable times and confer in good faith with respect to wages, hours, and other terms and conditions of employment, or the negotiation of any agreement or any question arising thereunder and the execution of a written contract incorporating any agreement reached if requested by either party, but such obligation does not compel either party to agree to a proposal or require the making of any concession."

Attitudes The mental position of a principal indicating his feeling or mood relative to collective bargaining for public employees. This position is determined by the principal's response to the questions and statements on the questionnaire.

Relationships A statistical measure computed with chi-square and considered significant at the .05 level. It is derived by comparing the independent variables with the response of principals on the dependent variables.

Teacher Organization May be either the Michigan Education Association, state or local unit, or the American Federation of Teachers, state or local unit.

Negotiating Team Those people selected by the local School Board to represent them in the collective bargaining process.

Collective Bargaining Workshops Any formal meeting held by any organization to explain Public Act 379 of 1965 to the workshop participants.

Secondary Principal A full time principal who is responsible for a building that has two or more of the following grades: seventh, eighth, ninth, tenth, eleventh, twelfth.

Elementary Principal A full time principal who is responsible for a building that houses three or more of the following grades: kindergarten, first, second, third, fourth, fifth, sixth.

Sample

The primary focus of this study is on the attitudes of principals in Oakland County concerning collective bargaining for teachers in public schools. Because of this specific focus, this study will use the total population of school principals in Oakland County. This population consists of 83 principals who are responsible for secondary schools and 251 principals who are responsible for elementary schools.

The principals in Oakland County were selected for this study for the following reasons:

- a. Nearly all are full time principals.
- b. Nearly all have at least a master's degree.¹
- c. The County has ten percent of the total student population of the State.²
- d. There is a sufficient number (29) of school districts to offer a wide range of administrative experiences concerning collective bargaining.
- e. There are rural school districts and complex city schools in the County. These school districts range in size from 942 pupils in the smallest to 24,450 pupils in the largest.³

¹Summaries and Surveys 1966-67, (Oakland Schools, An Intermediate District of School Administration, Pontiac, Michigan, January 1967), Pages 20-44.

²Ibid., Page 1.

³Ibid., Page 1.

- f. The taxable wealth of Oakland County school districts has a wide range. The district with the lowest state equalized valuation has only \$5,849 of taxable property behind each student while the district with the largest state equalized valuation per child has \$18,553 of taxable property behind each student. The average state equalized valuation per student for the whole county is \$12,354-- slightly less than the average for the entire state.⁴
- g. The geographical area served by these 29 individual school districts ranges from four square miles to over 100 square miles. (The one with the least area is far from the smallest in population and the one with the largest area is far from the largest in population.)
- h. The dollars spent per child for educational purposes per school district range from a low of \$334 per child in one district to over \$670 per child in another district.⁵

In addition to these demographic reasons, Oakland County was selected for this study for still another reason. By reputation, Oakland County tends to be one of the more progressive counties in the State of Michigan, having established well-defined personnel policies for employees. Most school districts in Oakland County have, as a matter of course, been engaging in some type of mutual discussion with employee groups relative to wages, hours, and working conditions for a number of year. Even though

⁴Ibid., Page 66.

⁵Ibid., Page 56-64.

this previous relationship existed, Oakland County had a number of school districts that experienced serious difficulties during the first year of formalized collective bargaining.

Oakland County because of its school board association, superintendents' association, and principals' associations seems to have a real interest in learning more about the attitudes of principals concerning collective bargaining. It is for these reasons this study will deal with the total population of school principals in Oakland County. It is hoped that this research will offer direction for further research in other areas of the state and nation.

Instrumentation

To measure the attitudes of principals concerning collective bargaining for public school teachers, a special instrument has been designed. This questionnaire has been developed in the absence of an appropriate existing instrument.

The first section of this questionnaire seeks to isolate the selected independent demographic variables that are being considered by this study.

The second section has twenty-two items which have been developed to measure attitudes of principals concerning collective bargaining for public school teachers. The principals were asked to respond to all twenty-two of these dependent variables. No collective score or over-all attitude scale was tabulated. Instead, each item was tabulated and treated as a separate entity.

Each independent variable was compared with each dependent variable. Each dependent variable was considered to be a significant index relative to the attitudes that principals have concerning the nature or scope of the individual question.

These questions were derived from:

- a. A careful review of the professional literature concerning collective bargaining for public school employees.
- b. Consultation with labor attorneys who are knowledgeable in the field of collective bargaining.
- c. Suggestions by educators consulted in the course of the instrument development.

- d. Advice and suggestions from individuals who are currently school administrators. This group includes school superintendents and school principals most of whom have had considerable experience during the past year in the area of public employee collective bargaining.

The demographic independent variables selected for this study are:

- a. Sex of the respondent
- b. Length of time the respondent has been a principal
- c. Age of the respondent
- d. Level of administrative responsibility; i.e., elementary or secondary
- e. Attendance or nonattendance of the respondent at any workshop or meeting which discussed collective bargaining for public school employees
- f. Membership or nonmembership of the respondent on the Board of Education negotiating team

The first seventeen dependent variables are items that allow the respondent to choose one of the following responses to a directional statement:

- a. Strongly agree
- b. Agree
- c. Uncertain
- d. Disagree
- e. Strongly disagree

These seventeen statements vary in direction. Some statements are positive reactions to collective bargaining. Other statements are negative reactions to collective bargaining. The statements have been so arranged as to avoid patterned responses. If a principal has a strong negative attitude concerning collective bargaining, he will respond with "strongly disagree" on one question and "strongly agree" on another. The varied answer pattern should help to insure the fact that each statement was carefully read.

The last five items are a type of forced-choice question. Although clear-cut choices are provided, there is still an opportunity to assume a neutral position by checking a response that said, "no change" or "none of the above."

Prior to the formal application of the questionnaire a pretest was conducted utilizing principals not included in the study. An analysis of the data and the written suggestions indicated that one question should be deleted and two questions needed to be reworded slightly. It was also suggested that greater emphasis be given to the fact that the anonymity of the respondent would be preserved.

The twenty-two items that deal with attitudes of school principals cover the following areas:

- a. The effect of collective bargaining on public education
- b. The effect of collective bargaining on the respondent's local school district
- c. The effect of teacher militancy on public education
- d. The effect of teacher strikes on public education

- e. The effect of the competition between the Michigan Federation of Teachers and the Michigan Education Association on public education
- f. The effect of collective bargaining on the role of the principal
- g. The effect of the Michigan Federation of Teachers on education
- h. The effect of the Michigan Education Association on education
- i. The effect of collective bargaining on the professional attitudes of teachers
- j. The effect of the State Labor Mediation Board on education
- k. The effect of collective bargaining on teacher morale
- l. The effect of the grievance procedure on the building principal
- m. The effect of collective bargaining on the status of principals
- n. The appropriateness of principals forming collective bargaining units
- o. The influence of principals on the content of the master contract
- p. The effect of collective bargaining on the effectiveness of principals
- q. The effect of collective bargaining on principal morale
- r. The identity of the group that gained the most because of collective bargaining

- s. The effect of collective bargaining on communications between principal and staff
- t. The type of change the principals might like to see in Public Act 379
- u. The effect of collective bargaining on the role of the principal as the instructional leader
- v. The relative impact of collective bargaining as compared to other concerns of the principals.

Statistical Hypotheses

The following relevant statistical hypotheses have been developed for the purposes of this study.

1. Ho: There is no relationship between the sex of public school principals in Oakland County and their attitudes concerning:
1. The general effect of collective bargaining on education
 2. The effect of collective bargaining on the individual school district
 3. Teacher militancy
 4. Teacher strikes
 5. The competition between the Michigan Education Association and the Michigan Federation of Teachers
 6. The effect of collective bargaining on the role of the principal
 7. The contributions of the Michigan Federation of Teachers to the improvement of education
 8. The contributions of the Michigan Education Association to the improvement of education
 9. The effect of collective bargaining on the attitudes of teachers
 10. The State Labor Mediation Board and its contributions to the improvement of education
 11. The effect of collective bargaining on the morale of teachers
 12. The effect of the grievance procedures on principals

13. The status of principals because of collective bargaining and Board of Education involvement
14. The organization of principal bargaining units
15. The involvement of the principals in the formulation of the content of the master contract
16. The effect of collective bargaining on the effectiveness of principals
17. The effect of collective bargaining on the morale of principals
18. The question as to who gained the most from collective bargaining in the local school district
19. The effect of collective bargaining on communications between principal and staff
20. Possible changes in the collective bargaining law in the State of Michigan
21. The role of the principal as the instructional leader since the advent of the master contract;
22. Collective bargaining and its relationship to other educational concerns

- II. Ho: There is no relationship between the age of public school principals in Oakland County and their attitudes concerning:
1. The general effect of collective bargaining on education
 2. The effect of collective bargaining on the individual school district
 3. Teacher militancy
 4. Teacher strikes

5. The competition between the Michigan Education Association and the Michigan Federation of Teachers
6. The effect of collective bargaining on the role of the principal
7. The contributions of the Michigan Federation of Teachers to the improvement of education
8. The contributions of the Michigan Education Association to the improvement of education
9. The effect of collective bargaining on the attitudes of teachers
10. The State Labor Mediation Board and its contributions to the improvement of education
11. The effect of collective bargaining on the morale of teachers
12. The effect of the grievance procedures on principals
13. The status of principals because of collective bargaining and Board of Education involvement
14. The organization of principal bargaining units
15. The involvement of the principals in the formulation of the content of the master contract
16. The effect of collective bargaining on the effectiveness of principals
17. The effect of collective bargaining on the morale of principals
18. The question as to who gained the most from collective bargaining in the school district

19. The effect of collective bargaining on communications between principal and staff.
- 20 Possible changes in the collective bargaining law in the State of Michigan
21. The role of the principal as the instructional leader since the advent of the master contract
22. Collective bargaining and its relationship to other educational concerns

III. Ho: There is no relationship between years of administrative experience of principals in Oakland County and their attitudes concerning:

1. The general effect of collective bargaining on education
2. The effect of collective bargaining on the individual school district
3. Teacher militancy
4. Teacher strikes
5. The competition between the Michigan Education Association and the Michigan Federation of Teachers
6. The effect of collective bargaining on the role of the principal
7. The contributions of the Michigan Federation of Teachers to the improvement of education
8. The contributions of the Michigan Education Association to the improvement of education

9. The effect of collective bargaining on the attitudes of teachers
10. The State Labor Mediation Board and its contributions to the improvement of education
11. The effect of collective bargaining on the morale of teachers
12. The effect of the grievance procedures on principals
13. The status of principals because of collective bargaining and Board of Education involvement
14. The organization of principal bargaining units
15. The involvement of the principals in the formulation of the content of the master contract
16. The effect of collective bargaining on the effectiveness of principals
17. The effect of collective bargaining on the morale of principals
18. The question as to who gained the most from collective bargaining in the school district
19. The effect of collective bargaining on communications between principal and staff
20. Possible changes in the collective bargaining law in the State of Michigan
21. The role of the principal as the instructional leader since the advent of the master contract
22. Collective bargaining and its relationship to other educational concerns

IV. Ho: There is no relationship between the present administrative level of responsibility of principals in Oakland County and their attitudes concerning:

1. The general effect of collective bargaining on education
2. The effect of collective bargaining on the individual school district
3. Teacher militancy
4. Teacher strikes
5. The competition between the Michigan Education Association and Michigan Federation of Teachers.
6. The effect of collective bargaining on the role of the principal
7. The contributions of the Michigan Federation of Teachers to the improvement of education
8. The contributions of the Michigan Education Association to the improvement of education
9. The effect of collective bargaining on the attitudes of teachers
10. The State Labor Mediation Board and its contributions to the improvement of education
11. The effect of collective bargaining on the morale of teachers.
12. The effect of the grievance procedures on principals
13. The status of principals because of collective bargaining and Board of Education involvement
14. The organization of principal bargaining units

15. The involvement of the principals in the formulation of the content of the master contract
16. The effect of collective bargaining on the effectiveness of principals
17. The effect of collective bargaining on the morale of principals
18. The question as to who gained the most from collective bargaining in the school district
19. The effect of collective bargaining on communications between principal and staff
20. Possible changes in the collective bargaining law in the State of Michigan
21. The role of the principal as the instructional leader since the advent of the master contract
22. Collective bargaining and its relationship to other educational concerns

V. Ho: There is no relationship between membership on a negotiating team and attitudes of principals in Oakland County concerning:

1. The general effect of collective bargaining on education
2. The effect of collective bargaining on the individual school district
3. Teacher militancy
4. Teacher strikes

5. The competition between the Michigan Education Association and the Michigan Federation of Teachers
6. The effect of collective bargaining on the role of the principal
7. The contributions of the Michigan Federation of Teachers to the improvement of education
8. The contributions of the Michigan Education Association to the improvement of education
9. The effect of collective bargaining on the attitudes of teachers
10. The State Labor Mediation Board and its contributions to the improvement of education
11. The effect of collective bargaining on the morale of teachers
12. The effect of the grievance procedures on principals
13. The status of principals because of collective bargaining and Board of Education involvement
14. The organization of principal bargaining units
15. The involvement of the principals in the formulation of the content of the master contract
16. The effect of collective bargaining on the effectiveness of principals
17. The effect of collective bargaining on the morale of principals

18. The question as to who gained the most from collective bargaining in the school district
19. The effect of collective bargaining on communication between principal and staff
20. Possible changes in the collective bargaining law in the State of Michigan
21. The role of the principal as the instructional leader since the advent of the master contract
22. Collective bargaining and its relationship to other educational concerns

VI. Ho: There is no relationship between attendance by principals in Oakland County at meetings or workshops on collective bargaining and their attitudes concerning:

1. The general effect of collective bargaining on education
2. The effect of collective bargaining on the individual school district
3. Teacher militancy
4. Teacher strikes
5. The competition between the Michigan Education Association and the Michigan Federation of Teachers
6. The effect of collective bargaining on the role of the principal
7. The contributions of the Michigan Federation of Teachers to the improvement of education.

8. The contributions of the Michigan Education Association to the improvement of education
9. The effect of collective bargaining on the attitudes of teachers
10. The State Labor Mediation Board and its contributions to the improvement of education
11. The effect of the grievance procedures on principals
12. The effect of collective bargaining on the morale of teachers
13. The status of principals because of collective bargaining and Board of Education involvement
14. The organization of principal bargaining units
15. The involvement of the principals in the formulation of the content of the master contract
16. The effect of collective bargaining on the effectiveness of principals
17. The effect of collective bargaining on the morale of principals
18. The question as to who gained the most from collective bargaining in the school district
19. The effect of collective bargaining on communications between principal and staff
20. Possible changes in the collective bargaining law in the state of Michigan

21. The role of the principal as the instructional leader since the advent of the master contract
22. Collective bargaining and its relationship to other educational concerns

In addition to the foregoing statistical hypotheses, the study will report in percentage terminology what the attitudes of principals in Oakland County are concerning:

1. The general effect of collective bargaining on education
2. The effect of collective bargaining on the individual school district
3. Teacher militancy
4. Teacher strikes
5. The competition between the Michigan Education Association and the Michigan Federation of Teachers
6. The effect of collective bargaining on the role of the principal
7. The contributions of the Michigan Federation of Teachers to the improvement of education
8. The contributions of the Michigan Education Association to the improvement of education
9. The effect of collective bargaining on the attitudes of teachers
10. The State Labor Mediation Board and its contributions to the improvement of education
11. The effect of collective bargaining on the morale of teachers

12. The effect of the grievance procedures on principals
13. The status of principals because of collective bargaining and Board of Education involvement
14. The organization of principal bargaining units
15. The involvement of the principals in the formulation of the content of the master contract
16. The effect of collective bargaining on the effectiveness of principals
17. The effect of collective bargaining on the morale of principals
18. The question as to who gained the most from collective bargaining in the school district
19. The effect of collective bargaining on communications between principal and staff
20. Possible changes in the collective bargaining law in the State of Michigan
21. The role of the principal as the instructional leader since the advent of the master contract
22. Collective bargaining and its relationship to other educational concerns

Alternate Hypotheses

If the findings of this study permit, the statistical hypotheses will be rejected and the alternate hypotheses will be accepted. (All hypotheses in this study are non-directional.)

Analysis

As previously stated, there are six independent variables used by this study and twenty-two dependent variables. Each independent variable was compared with each dependent variable. This yields 132 possible comparisons. Two-way descriptive statistical tables were used to show the data. Each of the 132 possible comparisons does have a chi-square statistic computed for it. This statistic is considered to be significant at the alpha .01 level.

The collection of data relevant to the support or rejection of the hypotheses has been facilitated through the development of an instrument designed to measure the attitudes of principals concerning collective bargaining for public school teachers. The independent variables are demographic in nature and are contained in the first part of the questionnaire. The twenty-two dependent variables were the questions designed to measure the attitude of the respondents concerning the nature of the question. Each question was treated as a separate entity and no overall attitude score was computed for each respondent.

Summary

This study purposed to find out whether there was a relationship between selected demographic variables and attitudes of Oakland County principals concerning collective bargaining for public school teachers. To achieve this goal, this study utilized a questionnaire that measured the attitudes of the respondents concerning the topic. Each demographic variable was compared with each attitudinal question. These were placed in two-way descriptive statistic tables and were tested by the chi-square statistic.

CHAPTER IV

ANALYSIS OF RESULTS

Introduction

The questionnaire used to collect the data for this study was administered during the month of March, 1967. Of the 334 questionnaires sent out to the principals in Oakland County, 315 were completed and returned. This was a 94.3 per cent return. Of those questionnaires returned, 22 were not included in the study for the respondents had not been a principal at least two years.

The responses of 293 principals, which was 87.7 per cent of the total possible number of principals in Oakland County, were placed on data cards and were processed by Oakland County Schools Computer.

In this chapter, each statistical hypothesis will be analyzed in light of the data collected the chi square statistic will be used to test for relationship. All chi squares will be considered significant at an alpha level of .01. The appropriate degrees of freedom will be shown with each table.

Throughout this chapter most of the tables will have the following letters across the top of the table: SA, A, U, D, SD. These letters have reference to possible response choices on the questionnaire and are defined as follows:

SA: Strongly Agree

A: Agree

U: Uncertain

D: Disagree

SD: Strongly Disagree

The specific data relative to each hypothesis is contained in this chapter. This data is recorded as a matter of convention. Unless the reader wishes to carefully analyze the raw data he may wish to proceed directly to the summary at the end of Chapter IV.

Findings

- I. H_{01} : There is no relationship between the sex of public school principals in Oakland County and their attitudes concerning the general effect of collective bargaining on education.

TABLE 1.-- Differences between the responses of male and female principals to the statement: Collective bargaining is good for public education.

Sex	SA - A	U	D - SD	Total
Male	128	71	33	232
Female	16	22	21	59
Total	144	93	54	291

Chi square = 19.74 with two degrees of freedom. This statistic is significant at the .01 level, therefore the statistical hypothesis is rejected.

- I. H_{02} : There is no relationship between the sex of public school principals in Oakland County and their attitudes concerning the effect of collective bargaining on the individual school district.

TABLE 2.-- Differences between the responses of male and female principals to the statement: Collective bargaining has not been good for my school district.

Sex	SA - A	U	D - SD	Total
Male	48	58	126	232
Female	27	15	17	59
Total	75	73	143	291

Chi square = 17.34 with two degrees of freedom. This statistic is significant at the .01 level, therefore the statistical hypothesis is rejected.

I. H_3 : There is a relationship between the sex of public school principals in Oakland County and their attitudes concerning teacher militancy.

TABLE 3.-- Differences between the responses of male and female principals to the statement: Teacher militancy is good for public education

Sex	SA - A	U	D - SD	Total
Male	67	59	104	230
Female	5	14	11	60
Total	72	73	145	290

Chi square = 11.85 with two degrees of freedom. This statistic is significant at the .01 level, therefore the statistical hypothesis is rejected.

I. H_4 : There is no relationship between the sex of public school principals in Oakland County and their attitudes concerning teacher strikes.

TABLE 4.-- Differences between the responses of male and female principals to the statement: Teacher strikes are detrimental for public education

Sex	SA - A	U	D - SD	Total
Male	175	35	21	231
Female	49	4	7	60
Total	224	39	28	291

Chi square = 1.85 with two degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

- I. H_{05} : There is no relationship between the sex of public school principals in Oakland County and their attitudes concerning the competition between the Michigan Education Association and the Michigan Federation of Teachers.

TABLE 5.--Differences between the responses of male and female principals to the statement: The competition between the Michigan Federation of Teachers and the Michigan Education Association will be good for public education

Sex	SA - A	U	D - SD	Total
Male	66	71	95	232
Female	10	11	39	60
Total	76	82	134	292

Chi square = 11.10 with two degrees of freedom. This statistic is significant at the .01 level, therefore the statistical hypothesis is rejected.

- I. H_{06} : There is no relationship between the sex of public school principals in Oakland County and their attitudes concerning the effect of collective bargaining on the role of the principal.

TABLE 6.--Differences between the responses of male and female principals to the statement: Because of collective bargaining my role as principal has been easier.

Sex	SA - A	U	D - SD	Total
Male	10	44	177	231
Female	1	10	49	60
Total	11	54	226	291

Chi square = 1.13 with two degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

- I. Ho₇: There is no relationship between the sex of public school principals in Oakland County and their attitudes concerning the contributions of the Michigan Federation of Teachers to the improvement of education.

TABLE 7.-- Differences between the reponses of male and female principals to the statement: The Michigan Federation of Teachers is helping to improve education.

Sex	SA - A	U	D - SD	Total
Male	49	95	88	232
Female	1	22	37	60
Total	50	117	125	292

Chi square = 17.03 with two degrees of freedom. This statistic is significant at the .01 level, therefore the statistical hypothesis is rejected.

- I. Ho₈: There is no relationship between the sex of public school principals in Oakland County and their attitudes concerning the contributions of the Michigan Education Association to the improvement of education.

TABLE 8.-- Differences between the responses of male and female principals to the statement: The Michigan Education Association is not helping to improve education

Sex	SA - A	U	D - SD	Total
Male	28	53	151	232
Female	18	22	20	60
Total	46	75	171	292

Chi square = 34.65 with two degrees of freedom. This statistic is significant at the .01 level, therefore the statistical hypothesis is rejected.

- I. H_{09} : There is no relationship between the sex of public school principals in Oakland County and their attitudes concerning the effect of collective bargaining on the attitudes of teachers.

TABLE 9.-- Differences between the responses of male and female principals to the statement: The professional attitudes of teachers have improved because of collective bargaining

Sex	SA - A	U	D - SD	Total
Male	26	57	149	232
Female	3	13	44	60
Total	29	70	193	292

Chi square = 2.88 with two degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

- I. H_{10} : There is no relationship between the sex of public school principals in Oakland County and their attitudes concerning the State Labor Mediation Board and its contributions to the improvement of education.

TABLE 10.--Differences between the responses of male and female principals to the statement: The State Labor Mediation Board has helped improve public education.

Sex	SA - A	U	D - SD	Total
Male	28	113	91	232
Female	7	19	34	60
Total	35	132	125	292

Chi square = 6.52 with two degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

- I. H_{011} : There is no relationship between the sex of public school principals in Oakland County and their attitudes concerning the effect of collective bargaining on the morale of teachers.

TABLE 11.-- Differences between the responses of male and female principals to the statement: Collective bargaining has improved teacher morale.

Sex	SA - A	U	D - SD	Total
Male	80	58	93	231
Female	11	14	34	59
Total	91	72	217	290

Chi square = 7.11 with two degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

- I. H_{012} : There is no relationship between the sex of public school principals in Oakland County and their attitudes concerning the effect of the grievance procedures on principals.

TABLE 12.--Differences between the responses of male and female principals to the statement: Grievance procedures will not be of help to building principals

Sex	SA - A	U	D - SD	Total
Male	50	76	104	230
Female	19	27	12	58
Total	69	103	116	288

Chi square = 11.67 with two degrees of freedom. This statistic is significant at the .01 level, therefore the statistical hypothesis is rejected.

- I. Ho₁₃: There is no relationship between the sex of public school principals in Oakland County and their attitudes concerning the status of principals because of collective bargaining and Board of Education involvement.

TABLE 13.--Differences between the responses of male and female principals to the statement: Boards of Education through collective bargaining have helped improve the status of principals

Sex	SA - A	U	D - SD	Total
Male	17	66	148	231
Female	3	14	42	59
Total	20	80	190	290

Chi square = 1.65 with two degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

- I. Ho₁₄: There is no relationship between the sex of public school principals in Oakland County and their attitudes concerning the organization of principal bargaining units.

TABLE 14.--Differences between the responses of male and female principals to the statement: It would be a good idea for principals to form collective bargaining units

Sex	SA - A	U	D - SD	Total
Male	97	88	45	230
Female	14	24	21	59
Total	111	112	66	289

Chi square = 9.85 with two degrees of freedom. This statistic is significant at the .01 level, therefore the statistical hypothesis is rejected.

- I. Ho₁₅: There is no relationship between the sex of public school principals in Oakland County and their attitudes concerning the involvement of the principals in the formulation of the content of the master contract.

TABLE 15.--Differences between the responses of male and female principals to the statement: Principals in my school district had a great deal to say about the content of the master contract

Sex	SA - A	U	D - SD	Total
Male	52	35	141	228
Female	7	8	44	59
Total	59	43	185	287

Chi square = 3.97 with two degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

- I. Ho₁₆: There is no relationship between the sex of public school principals in Oakland County and their attitudes concerning the effect of collective bargaining on the effectiveness of principals.

TABLE 16.--Differences between the responses of male and female principals to the statement: Collective bargaining has not helped principals to be more effective

Sex	SA - A	U	D - SD	Total
Male	142	54	35	231
Female	43	6	10	59
Total	185	60	45	290

Chi square = 5.05 with two degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

- I. Ho₁₇: There is no relationship between the sex of public school principals in Oakland County and their attitudes concerning the effect of collective bargaining on the morale of principals.

TABLE 17.--Differences between the responses of male and female principals to the statement: Collective bargaining has improved the morale of principals

Sex	SA - A	U	D - SD	Total
Male	13	44	174	231
Female	0	9	50	59
Total	13	53	224	290

Chi square = 4.19 with two degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

- I. Ho₁₈: There is no relationship between the sex of public school principals in Oakland County and their attitudes concerning the question as to who gained the most from collective bargaining in the local school district.

TABLE 18.--Differences between the responses of male and female principals to the question: Who do you think gained the most from collective bargaining in the local school district?

- A. The children
- B. The teachers
- C. The administrators
- D. The Board of Education
- E. None of the above

Sex	A	B	C	D	E	Total
Male	5	195	4	2	23	229
Female	0	49	0	0	9	58
Total	5	244	4	2	32	287

Chi square = 3.08 with two degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

- I. H_{019} : There is no relationship between the sex of public school principals in Oakland County and their attitudes concerning the effect of collective bargaining on communications between principal and staff.

TABLE 19.--Differences between the responses of male and female principals to the question: Since the date your school signed a master contract with the professional staff, how would you best describe communications between you and your teaching staff?

- A. Improved communication
- B. No change
- C. More difficult to communicate

Sex	A	B	C	Total
Male	22	141	65	228
Female	4	32	22	58
Total	26	173	89	286

Chi square = 2.03 with two degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

- I. H_{020} : There is no relationship between the sex of public school principals in Oakland County and their attitudes concerning possible changes in the collective bargaining law in the state of Michigan

TABLE 20.--Differences between the responses of male and female principals to the question: Which of the following would you most like to see happen?

- A. Complete repeal of the public employees collective bargaining law
- B. Modification of the collective bargaining law to give Boards of Education more power
- C. Enactment of a new law providing for binding arbitration when an impasse between bargaining parties occurs
- D. Provisions for public employees to have the right to strike
- E. None of the above

Sex	A	B	C	D	E	Total
Male	16	45	71	2	93	227
Female	7	19	14	0	17	58
Total	23	64	85	2	110	285

Chi square = 6.60 with four degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

- I. Ho₂₁: There is no relationship between the sex of public school principals in Oakland County and their attitudes concerning the role of the principal as the instructional leader since the advent of the master contract.

TABLE 21.--Differences between the responses of male and female principals to the question: Which of the following best describes your role as the instructional leader in your building since the master contract has been in effect?

- A. I have more influence over people and programs
- B. I have less influence over people and programs
- C. I have more influence over people and less influence over programs
- D. I have less influence over people and more influence over programs
- E. I see no change

Sex	A	B	C	D	E	Total
Male	3	79	4	9	134	229
Female	0	20	0	3	36	59
Total	3	99	4	12	170	288

Chi square = 1.39 with four degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

- I. Ho₂₂: There is no relationship between the sex of public school principals in Oakland County and their attitudes concerning collective bargaining and its relationship to other educational concerns.

TABLE 22.--Differences between the responses of male and female principals to the question: Compared to the other kinds of concerns that you have faced this past year as principal, how would you best describe collective bargaining?

- A. My greatest concern
- B. One of several equally important concerns
- C. I don't know
- D. Of little or no concern to me

Sex	A	B	C	D	Total
Male	11	177	16	27	231
Female	4	50	4	2	60
Total	15	227	20	29	291

Chi square - 3.96 with three degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

- II. H_{01} : There is no relationship between years of administrative experience of public school principals in Oakland County and their attitudes concerning the general effect of collective bargaining on education.

TABLE 23.--Differences between the responses of principals, by length of administrative experience, to the statement: Collective bargaining is good for public education

Admin. Exper.	SA-A	U	D-SD	Total
2 - 7 years	92	46	35	163
8 - 13 years	31	20	19	70
14 - 19 years	13	13	4	30
20 or more	7	14	6	27
Total	143	93	54	290

Chi square = 15.48 with 6 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

II. H_{02} : There is no relationship between years of administrative experience of public school principals in Oakland County and their attitudes concerning the effect of collective bargaining on the individual school district.

TABLE 24.--Differences between the responses of principals, by length of administrative experience to the statement: Collective bargaining has not been good for my school district

Admin. Exper.	SA-A	U	D-SD	Total
2 - 7 years	34	37	91	162
8 - 13 years	23	20	27	70
14 - 19 years	10	6	14	30
20 or more	8	10	10	28
Total	75	73	142	290

Chi square = 10.00 with 6 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

II. H_{o3} : There is no relationship between years of administrative experience of public school principals in Oakland County and their attitudes concerning teacher militancy.

TABLE 25.--Differences between the responses of principals, by length of administrative experience, to the statement:
Teacher militancy is good for education.

Admin. Exper.	SA-A	U	D-SD	Total
2 - 7 years	42	45	76	163
8 - 13 years	17	18	33	68
14 - 19 years	8	4	18	30
20 or more	4	6	18	28
Total	71	73	145	289

Chi square = 5.59 with 6 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

II. H_{o4} : There is no relationship between years of administrative experience of public school principals in Oakland County and their attitudes concerning teacher strikes.

TABLE 26.--Differences between the responses of principals, by length of administrative experience, to the statement:
Teacher strikes are detrimental for education

Admin. Exper.	SA-A	U	D-SD	Total
2 - 7 years	122	23	18	163
8 - 13 years	54	12	3	69
14 - 19 years	22	3	5	30
20 or more	25	1	2	28
Total	223	39	28	290

Chi square = 7.98 with 6 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

II. Ho₅: There is no relationship between years of administrative experience of public school principals in Oakland County and their attitudes concerning the competition between the Michigan Education Association and the Michigan Federation of Teachers.

TABLE 27:--Differences between the responses of principals, by length of administrative experience, to the statement: The competition between the Michigan Federation of Teachers and the Michigan Education Association will be good for public education

Admin. Exper.	SA-A	U	D-SD	Total
2 - 7 years	41	49	73	163
8 - 13 years	21	20	29	70
14 - 19 years	7	5	18	30
20 or more	6	8	14	28
Total	75	82	134	291

Chi square = 4.28 with 6 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

II. Ho₆: There is no relationship between years of administrative experience of public school principals in Oakland County and their attitudes concerning the effect of collective bargaining on the role of the principal.

TABLE 28.--Differences between the responses of principals, by length of administrative experience, to the statement: Because of collective bargaining my role as principal has been easier

Admin. Exper.	SA-A	U	D-SD	Total
2 - 7 years	5	34	124	163
8 - 13 years	4	9	56	69
14 - 19 years	0	6	24	30
20 or more	2	4	22	28
Total	11	53	226	290

Chi square = 5.16 with 6 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis

II. Ho₇: There is no relationship between years of administrative experience of public school principals in Oakland County and their attitudes concerning the contributions of the Michigan Federation of Teachers to the improvement of education.

TABLE 29.--Differences between the responses of principals, by length of administrative experience, to the statement: The Michigan Federation of Teachers is helping to improve education

Admin. Exper.	SA-A	U	D-SD	Total
2 - 7 years	33	69	61	163
8 - 13 years	13	24	33	70
14 - 19 years	2	9	19	30
20 or more	2	14	12	28
Total	50	116	125	291

Chi square = 12.58 with 6 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

II. Ho₈ : There is no relationship between years of administrative experience of public school principals in Oakland County and their attitudes concerning the contributions of the Michigan Education Association to the improvement of education.

TABLE 30.--Differences between the responses of principals, by length of administrative experience, to the statement: The Michigan Education Association is not helping to improve education

Admin. Exper.	SA-A	U	D-SD	Total
2 - 7 years	20	36	107	163
8 - 13 years	11	20	39	70
14 - 19 years	6	11	13	30
20 or more	9	8	11	28
Total	46	75	170	291

Chi square = 13.38 with 6 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

II. Ho₉: There is no relationship between years of administrative experience of public school principals in Oakland County and their attitudes concerning the effect of collective bargaining on the attitudes of teachers.

TABLE 31.--Differences between the responses of principals, by length of administrative experience, to the statement: The professional attitudes of teachers have improved because of collective bargaining

Admin. Exper.	SA-A	U	D-SD	Total
2 - 7 years	20	41	102	163
8 - 13 years	5	20	45	70
14 - 19 years	2	4	24	30
20 or more	2	5	21	28
Total	29	70	192	291

Chi square = 5.98 with 6 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

II. H_{010} : There is no relationship between years of administrative experience of public school principals in Oakland County and their attitudes concerning the State Labor Mediation Board and its contributions to the improvement of education.

TABLE 32.--Differences between the responses of principals, by length of administrative experience, to the statement: The State Labor Mediation Board has helped improve public education

Admin. Exper.	SA-A	U	D-SD	Total
2 - 7 years	23	75	65	163
8 - 13 years	5	37	28	70
14 - 19 years	3	10	17	30
20 or more	4	9	15	28
Total	35	131	125	291

Chi square = 7.70 with 6 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

II. H_{01} : There is no relationship between years of administrative experience of public school principals in Oakland County and their attitudes concerning the effect of collective bargaining on the morale of teachers.

TABLE 33.--Differences between the responses of principals by length of administrative experience, to the statement:
Collective bargaining has improved teacher morale.

Admin. Exper.	SA-A	U	D-SD	Total
2 - 7 years	61	38	64	163
8 - 13 years	17	21	31	69
14 - 19 years	8	5	17	30
20 or more	5	7	15	27
Total	91	71	127	289

Chi square = 9.14 with 6 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

II. H_{012} : There is no relationship between years of administrative experience of public school principals in Oakland County and their attitudes concerning the effect of the grievance procedures on principals.

TABLE 34.--Differences between the responses of principals, by length of administrative experience, to the statement: Grievance procedures will not be of help to building principals

Admin. Exper.	SA-A	U	D-SD	Total
2 - 7 years	37	50	74	161
8 - 13 years	16	24	29	69
14 - 19 years	9	15	6	30
20 or more	7	14	6	27
Total	69	103	115	287

Chi square = 11.93 with 6 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

II. H_{013} : There is no relationship between years of administrative experience of public school principals in Oakland County and their attitudes concerning the status of principals because of collective bargaining and Board of Education involvement.

TABLE 35.--Differences between the responses of principals, by length of administrative experience, to the statement: Boards of Education through collective bargaining have helped improve the status of principals

Admin. Exper.	SA-A	U	D-SD	Total
2 - 7 years	12	52	99	163
8 - 13 years	3	17	49	69
14 - 19 years	2	3	25	30
20 or more	2	8	17	27
Total	19	80	190	289

Chi square = 8.35 with 6 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

II. Ho₁₄: There is no relationship between years of administrative experience of public school principals in Oakland County and their attitudes concerning the organization of principal bargaining units.

TABLE 36.--Differences between the responses of principals, by length of administrative experience, to the statement: It would be a good idea for principals to form collective bargaining units

Admin. Exper.	SA-A	U	D-SD	Total
2 - 7 years	64	62	36	162
8 - 13 years	23	28	18	69
14 - 19 years	13	10	7	30
20 or more	10	12	5	27
Total	110	112	66	288

Chi square = 1.83 with 6 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

II. Ho₁₅: There is no relationship between years of administrative experience of public school principals in Oakland County and their attitudes concerning the involvement of the principals in the formulation of the content of the master contract.

TABLE 37.--Differences between the responses of principals, by length of administrative experience, to the statement: Principals in my school district had a great deal to say about the content of the master contract

Admin. Exper.	SA-A	U	D-SD	Total
2 - 7 years	39	26	97	162
8 - 13 years	10	12	45	67
14 - 19 years	4	2	44	50
20 or more	6	2	19	27
Total	59	42	185	286

Chi square = 7.51 with 6 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

II. Ho₁₆: There is no relationship between years of administrative experience of public school principals in Oakland County and their attitudes concerning the effect of collective bargaining on the effectiveness of principals.

TABLE 38.--Differences between the responses of principals, by length of administrative experience, to the statement: Collective bargaining has not helped principals to be more effective

Admin. Exper.	SA-A	U	D-SD	Total
2 - 7 years	99	36	28	163
8 - 13 years	43	15	11	69
14 - 19 years	26	2	2	30
20 or more	17	7	3	27
Total	185	60	44	289

Chi square = 8.30 with 6 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

II. Ho₁₇: There is no relationship between years of administrative experience of public school principals in Oakland County and their attitudes concerning the effect of collective bargaining on the morale of principals.

TABLE 39.--Differences between the responses of principals, by length of administrative experience, to the statement: Collective bargaining has improved the morale of principals.

Admin. Exper.	SA-A	U	D-SD	Total
2 - 7 years	8	34	121	163
8 - 13 years	2	11	56	69
14 - 19 years	1	1	28	30
20 or more	2	6	19	27
Total	13	52	224	289

Chi square = 7.85 with 6 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

II. H_{018} : There is no relationship between years of administrative experience of public school principals in Oakland County and their attitudes concerning the question as to who gained the most from collective bargaining in the local school district.

TABLE 40.--Differences between the responses of principals, by length of administrative experience, to the question: Who do you think gained the most from collective bargaining in your particular school district?

- A. The children
- B. The teachers
- C. The administrators
- D. The Board of Education
- E. None of the above

Admin. Exper.	A	B	C	D	E	Total
2 - 7 years	4	135	4	1	18	162
8 - 13 years	1	60	0	1	5	67
14 - 19 years	0	23	0	0	7	30
20 or more	0	25	0	0	2	27
Total	5	243	4	2	32	286

Chi square = 12.26 with 12 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

II. Ho₁₉: There is no relationship between years of administrative experience of public school principals in Oakland County and their attitudes concerning the effect of collective bargaining on communications between principal and staff.

TABLE 41.--Differences between the responses of principals, by length of administrative experience, to the question: Since the date your school district signed a master contract with the professional staff, how would you best describe communications between you and your teaching staff?

- A. Improved communications
- B. No change
- C. More difficult to communicate

Admin. Exper.	A	B	C	Total
2 - 7 years	17	96	49	162
8 - 13 years	5	42	21	68
14 - 19 years	4	17	8	29
20 or more	0	17	9	26
Total	26	172	87	285

Chi square = 4.04 with 6 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

II. H_{020} : There is no relationship between years of administrative experience of public school principals in Oakland County and their attitudes concerning possible changes in the collective bargaining law in the State of Michigan

TABLE 42.--Differences between the responses of principals, by length of administrative experience, to the question: Which of the following would you most like to see happen?

- A. Complete repeal of the public employees collective bargaining law
- B. Modification of the collective bargaining law to give boards of education more power
- C. Enactment of a new law providing for binding arbitration when an impasse between bargaining parties occurs
- D. Provisions for public employees to have the right to strike
- E. None of the above

Admin. Exper.	A	B	C	D	E	Total
2 - 7 years	8	34	49	2	62	155
8 - 13 years	8	13	21	0	27	69
14 - 19 years	4	10	7	0	10	31
20 or more	3	7	8	0	10	28
Total	23	64	85	2	109	283

Chi square = 8.48 with 12 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

II. H_{021} : There is no relationship between years of administrative experience of public school principals in Oakland County and their attitudes concerning the role of the principal as the instructional leader since the advent of the master contract.

TABLE 43.--Differences between the responses of principals, by length of administrative experience, to the question: Which of the following best describes your role as the instructional leader in your building since the master contract has been in effect?

- A. I have more influence over people and programs
- B. I have less influence over people and programs
- C. I have more influence over people and less influence over programs
- D. I have less influence over people and more influence over programs
- E. I see no change

Adminis. Exper.	A	B	C	D	E	Total
2 - 7 years	1	48	3	9	98	159
8 - 13 years	1	25	0	2	41	69
14 - 19 years	0	13	1	0	17	31
20 or more	1	13	0	1	13	28
Total	3	99	4	12	169	287

Chi square = 13.57 with 12 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

II. H_{022} : There is no relationship between years of administrative experience of public school principals in Oakland County and their attitudes concerning collective bargaining and its relationship to other educational concerns.

TABLE 44.--Differences between the responses of principals, by length of administrative experience, to the question: Compared to the other kinds of concerns that you have faced this past year as principal, how would you best describe collective bargaining?

- A. My greatest concern
- B. One of several equally important concerns
- C. I don't know
- D. Of little or no concern to me

Admin. Exper.	A	B	C	D	Total
2 - 7 years	4	130	10	17	161
8 - 13 years	5	53	3	9	70
14 - 19 years	3	23	4	1	31
20 or more	3	20	3	2	28
Total	15	226	20	29	290

Chi square = 11.56 with 9 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

III. H_{01} : There is no relationship between the age of public school principals in Oakland County and their attitudes concerning the general effect of collective bargaining on education.

TABLE 45.--Differences between the responses of principals, by age groupings, to the statement: Collective bargaining is good for public education

Age of Principal	SA-A	U	D-SD	Total
30 - 39	74	33	14	121
40 - 49	49	31	21	101
50 - 59	13	19	13	45
60 or over	6	8	5	19
Total	142	91	53	286

Chi square = 18.56 with 6 degrees of freedom. This statistic is significant at the .01 level, therefore the statistical hypothesis is rejected.

III. Ho₂: There is no relationship between the age of public school principals in Oakland County and their attitudes concerning the effect of collective bargaining on the individual school district.

TABLE 46.--Differences between the responses of principals, by age groupings, to the statement: Collective bargaining has not been good for my school district.

Age of Principal	SA-A	U	D-SD	Total
30 - 39	20	28	73	121
40 - 49	29	23	48	100
50 - 59	18	13	14	45
60 or over	6	8	6	20
Total	73	72	141	286

Chi square 18.11 with 6 degrees of freedom. This statistic is significant at the .01 level, therefore the statistical hypothesis is rejected.

III. Ho₃: There is no relationship between the age of public school principals in Oakland County and their attitudes concerning teacher militancy.

Table 47.--Differences between the responses of principals, by age groupings, to the statement: Teacher militancy is good for education

Age of Principal	SA-A	U	D-SD	Total
30 - 39	33	38	49	120
40 - 49	34	16	50	100
50 - 59	4	11	30	45
60 or over	1	6	13	20
Total	72	71	142	285

Chi square = 22.36 with 6 degrees of freedom. This statistic is significant at the .01 level, therefore the statistical hypothesis is rejected.

III. Ho₄: There is no relationship between the age of public school principals in Oakland County and their attitudes concerning teacher strikes.

TABLE 48.--Differences between the responses of principals, by age groupings, to the statement: Teacher strikes are detrimental for education

Age of Principal	SA-A	U	D-SD	Total
30 - 39	87	21	13	121
40 - 49	80	12	8	100
50 - 59	38	3	4	45
60 or over	15	2	3	20
Total	220	38	28	286

Chi square = 4.77 with 6 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

III. H_{05} : There is no relationship between the age of public school principals in Oakland County and their attitudes concerning the competition between the Michigan Education Association and the Michigan Federation of Teachers.

TABLE 49.--Differences between the responses of principals, by age groupings, to the statement: The competition between the Michigan Federation of Teachers and the Michigan Education Association will be good for public education

Age of Principal	SA-A	U	D-SD	Total
30 - 39	37	40	44	121
40 - 49	25	23	53	101
50 - 59	7	13	25	45
60 or over	6	4	10	20
Total	75	80	132	287

Chi square = 9.85 with 6 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

III. Ho₆: There is no relationship between the age of public school principals in Oakland County and their attitude concerning the effect of collective bargaining on the role of the principal.

TABLE 50.--Differences between the responses of principals, by age groupings, to the statement: Because of collective bargaining my role as principal has been easier.

Age of Principal	SA-A	U	D-SD	Total
30 - 39	4	28	89	121
40 - 49	4	12	84	100
50 - 59	2	7	36	45
60 or over	1	5	14	20
Total	11	52	223	286

Chi square = 5.53 with 6 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

III. Ho₇: There is no relationship between the age of public school principals in Oakland County and their attitudes concerning the contributions of the Michigan Federation of Teachers to the improvement of education.

TABLE 51.--Differences between the responses of principals, by age groupings, to the statement: The Michigan Federation of Teachers is helping to improve education

Age of Principal	SA-A	U	D-SD	Total
30 - 39	29	51	41	121
40 - 49	19	39	43	101
50 - 59	1	19	25	45
60 or over	1	7	12	20
Total	50	116	121	287

Chi square = 16.85 with 6 degrees of freedom. This statistic is significant at the .01 level, therefore the statistical hypothesis is rejected.

III. H_{0g} : There is no relationship between the age of public school principals in Oakland County and their attitudes concerning the contributions of the Michigan Education Association to the improvement of education.

TABLE 52.--Differences between the responses of principals, by age groupings, to the statement: The Michigan Education Association is not helping to improve education

Age of Principal	SA-A	U	D-SD	Total
30 - 39	8	27	86	121
40 - 49	21	25	55	101
50 - 59	9	18	18	45
60 or over	7	4	9	20
Total	45	74	168	287

Chi square = 24.56 with 6 degrees of freedom. This statistic is significant at the .01 level, therefore the statistical hypothesis is rejected.

III. H_{09} : There is no relationship between the age of public school principals in Oakland County and their attitudes concerning the effect of collective bargaining on the attitudes of teachers.

TABLE 53.--Differences between the responses of principals, by age groupings, to the statement: The professional attitudes of teachers have improved because of collective bargaining

Age of Principal	SA-A	U	D-SD	Total
30 - 39	13	32	76	121
40 - 49	5	24	70	101
50 - 59	7	8	32	45
60 or more	2	6	12	20
Total	27	70	190	287

Chi square = 3.18 with 6 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

III. H_{10} : There is no relationship between the age of public school principals in Oakland County and their attitudes concerning the State Labor Mediation Board and its contributions to the improvement of education.

TABLE 54.--Differences between the responses of principals, by age groupings, to the statement: The State Labor Mediation Board has helped improve public education

Age of Principal	SA-A	U	D-SD	Total
30 - 39	12	61	48	121
40 - 49	14	41	39	101
50 - 59	6	11	28	45
60 or over	3	9	8	20
Total	35	129	123	287

Chi square = 10.82 with 6 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

III. H_{011} : There is no relationship between the age of public school principals in Oakland County and their attitudes concerning the effect of collective bargaining on the morale of teachers.

TABLE 55.--Differences between the responses of principals, by age groupings, to the statement: Collective bargaining has improved teacher morale

Age of Principal	SA-A	U	D-SD	Total
30 - 39	44	29	48	121
40 - 49	34	24	41	99
50 - 59	10	13	23	46
60 or over	1	5	13	19
Total	89	71	125	285

Chi square = 10.68 with 6 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

III. Ho₁₂: There is no relationship between the age of public school principals in Oakland County and their attitudes concerning the effect of the grievance procedures on principals

TABLE 56.--Differences between the responses of principals, by age groupings to the statement: Grievance procedures will not be of help to building principals

Age of Principal	SA-A	U	D-SD	Total
30 - 39	23	36	61	120
40 - 49	22	37	39	98
50 - 59	17	19	10	46
60 or over	5	10	4	19
Total	67	102	114	283

Chi square = 16.82 with two degrees of freedom. This statistic is significant at the .01 level, therefore the statistical hypothesis is rejected.

III. Ho₁₃: There is no relationship between the age of public school principals in Oakland County and their attitudes concerning the status of principals because of collective bargaining and Board of Education involvement.

TABLE 57.--Differences between the responses of principals, by age groupings, to the statement: Boards of Education through collective bargaining have helped improve the status of principals

Age of Principal	SA-A	U	D-SD	Total
30 - 39	7	37	77	121
40 - 49	8	24	67	99
50 - 59	2	11	33	46
60 or more	1	7	11	19
Total	18	79	188	285

Chi square = 3.34 with 6 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

III. H_{014} : There is no relationship between the age of public school principals in Oakland County and their attitudes concerning the organization of principal bargaining units.

TABLE 58.--Differences between the responses of principals, by age groupings, to the statement: It would be a good idea for principals to form collective bargaining units

Age of Principal	SA-A	U	D-SD	Total
30 - 39	53	38	29	120
40 - 49	34	42	23	99
50 - 59	15	20	11	46
60 or over	7	10	2	19
Total	109	110	65	284

Chi square = 6.33 with 6 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

III. H_{015} : There is no relationship between the age of public school principals in Oakland County and their attitudes concerning the involvement of the principals in the formulation of the content of the master contract.

TABLE 59.--Differences between the responses of principals, by age groupings, to the statement: Principals in my school district had a great deal to say about the content of the master contract

Age of Principal	SA-A	U	D-SD	Total
30 - 39	13	22	67	120
40 - 49	16	13	68	97
50 - 59	7	4	35	46
60 or over	3	3	13	19
Total	57	42	183	282

Chi square = 8.36 with 6 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

III. H_{016} : There is no relationship between the age of public school principals in Oakland County and their attitudes concerning the effect of collective bargaining on the effectiveness of principals.

TABLE 60.--Differences between the responses of principals, by age groupings, to the statement: Collective bargaining has not helped principals to be more effective

Age of Principal	SA-A	U	D-SD	Total
30 - 39	71	29	21	121
40 - 49	68	15	16	99
50 - 59	31	9	6	46
60 or over	14	3	2	19
Total	184	56	45	285

Chi square = 4.24 with 6 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

III. Ho₁₇: There is no relationship between the age of public school principals in Oakland County and their attitudes concerning the effect of collective bargaining on the morale of principals.

TABLE 61.--Differences between the responses of principals, by age groupings, to the statement: Collective bargaining has improved the morale of principals

Age of Principal	SA-A	U	D-SD	Total
30 - 39	6	26	89	121
40 - 49	4	14	81	99
50 - 59	3	4	39	46
60 or over	0	5	14	19
Total	13	49	223	285

Chi square = 6.67 with 6 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

III. H_{018} : There is no relationship between the age of public school principals in Oakland County and their attitudes concerning the question as to who gained the most from collective bargaining in the school district.

TABLE 62.--Differences between the responses of principals, by age groupings, to the question: Who do you think gained the most from collective bargaining in your particular school district?

- A. The children
- B. The teachers
- C. The Administrators
- D. The Board of Education
- E. None of the above

Age of Principal	A	B	C	D	E	Total
30 - 39	3	102	2	1	12	120
40 - 49	2	81	2	1	13	99
50 - 59	0	38	0	0	6	44
60 or over	0	18	0	0	1	19
Total	5	239	4	2	32	282

Chi square = 4.34 with 12 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

III. H_{019} : There is no relationship between the age of public school principals in Oakland County and their attitudes concerning the effect of collective bargaining on communications between principals and staff.

TABLE 63.--Differences between the responses of principals, by age groupings, to the question: Since the date your school district signed a master contract with the professional staff, how would you best describe communications between you and your teaching staff?

- A. Improved communications
- B. No change
- C. More difficult to communicate

Age of Principal	A	B	C	Total
30 - 39	13	75	33	121
40 - 49	11	57	29	97
50 - 59	1	25	18	44
60 or over	1	13	5	19
Total	26	170	85	281

Chi square = 5.82 with 6 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

III. H_{020} : There is no relationship between the age of public school principals in Oakland County and their attitudes concerning possible changes in the collective bargaining law in the state of Michigan.

TABLE 64.--Differences between the responses of principals, by age groupings, to the question: Which of the following would you most like to see happen?

- A. Complete repeal of the public employees collective bargaining law.
- B. Modification of the collective bargaining law to give boards of education more power.
- C. Enactment of a new law providing for binding arbitration when an impasse between bargaining parties occurs.
- D. Provisions for public employees to have the right to strike
- E. None of the above

Age of Principal	A	B	C	D	E	Total
30 - 39	5	25	35	0	51	116
40 - 49	9	20	30	2	38	99
50 - 59	7	10	13	0	15	45
60 or more	2	8	5	0	4	19
Total	23	63	83	2	108	279

Chi square = 14.74 with 12 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

III. Ho₂₁ : There is no relationship between the age of public school principals in Oakland County and their attitudes concerning the role of the principal as the instructional leader since the advent of the master contract.

TABLE 65.--Differences between the responses of principals, by age groupings, to the question: Which of the following best describes your role as the instructional leader in your building since the master contract has been in effect?

- A. I have more influence over people and programs
- B. I have less influence over people and programs
- C. I have more influence over people and less influence over programs
- D. I have less influence over people and more influence over programs
- E. I see no change

Age of Principal	A	B	C	D	E	Total
30 - 39	1	27	3	6	81	118
40 - 49	1	42	1	5	50	99
50 - 59	0	24	0	0	22	46
60 or over	1	6	0	1	12	20
Total	3	99	4	12	165	283

Chi square = 17.22 with 12 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

III. Ho₂₂: There is no relationship between the age of public school principals in Oakland County and their attitudes concerning collective bargaining and its relationship to other educational concerns

TABLE 66.--Differences between the responses of principals, by age groupings, to the question: Compared to the other kinds of concerns that you have faced this past year as principal, how would you best describe collective bargaining?

- A. My greatest concern
- B. One of several equally important concerns
- C. I don't know
- D. Of little or no concern to me

Age of Principal	A	B	C	D	Total
30 - 39	4	93	8	14	119
40 - 49	6	80	6	9	101
50 - 59	3	37	2	4	46
60 or more	2	14	3	1	20
Total	15	224	19	28	286

Chi square = 5.39 with 9 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

IV. Ho₁: There is no relationship between the present administrative level of responsibility of principals in Oakland County and their attitudes concerning the general effect of collective bargaining on education.

TABLE 67.--Differences between the responses of principals, by level of administrative responsibility, to the statement: Collective bargaining is good for public education

Level	SA-A	U	D-SD	Total
Elem.	102	65	44	211
Sec.	39	26	10	75
Total	141	91	54	286

Chi square = 2.05 with 2 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

IV. H_{02} : There is no relationship between the present administrative level of responsibility of principals in Oakland County and their attitudes concerning the effect of collective bargaining on the individual school district.

TABLE 68.--Differences between the responses of principals, by level of administrative responsibility, to the statement: Collective bargaining has not been good for my school district

Level	SA-A	U	D-SD	Total
Elem.	58	53	100	211
Sec.	17	18	40	75
Total	75	71	140	286

Chi square = .86 with 2 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

IV. Ho₃: There is no relationship between the present administrative level of responsibility of principals in Oakland County and their attitudes concerning teacher militancy.

TABLE 69.--Differences between the responses of principals, by level of administrative responsibility, to the statement: Teacher militancy is good for education

Level	SA-A	U	D-SD	Total
Elem	59	47	106	212
Sec.	13	24	36	73
Total	72	71	142	285

Chi square = 4.69 with 2 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

IV. Ho₄: There is no relationship between the present administrative level of responsibility of principals in Oakland County and their attitudes concerning teacher strikes.

TABLE 70.--Differences between the responses of principals, by level of administrative responsibility, to the statement: Teacher strikes are detrimental for education

Level	SA-A	U	D-SD	Total
Elem.	163	29	22	212
Sec.	58	11	5	74
Total	221	38	27	286

Chi square = .91 with 2 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

IV. Ho₅ : There is no relationship between the present administrative level of responsibility of principals in Oakland County and their attitudes concerning competition between the Michigan Education Association and the Michigan Federation of Teachers.

TABLE 71.--Differences between the responses of principals, by level of administrative responsibility, to the statement: The competition between the Michigan Federation of Teachers and the Michigan Education Association will be good for public education

Level	SA-A	U	D-SD	Total
Elem.	60	58	94	212
Sec.	16	23	36	75
Total	76	81	130	287

Chi square = 1.38 with 2 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

IV. Ho₆: There is no relationship between the present administrative level of responsibility of principals in Oakland County and their attitudes concerning the effect of collective bargaining on the role of the principal.

TABLE 72.--Differences between the responses of principals, by level of administrative responsibility, to the statement: Because of collective bargaining my role as principal has been easier.

Level	SA-A	U	D-SD	Total
Elem.	8	41	162	211
Sec.	3	12	60	75
Total	11	53	222	286

Chi square = .39 with 2 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

IV. Ho₇: There is no relationship between the present administrative level of responsibility of principals in Oakland County and their attitudes concerning the contributions of the Michigan Federation of Teachers to the improvement of education.

TABLE 73.--Differences between the responses of principals, by level of administrative responsibility, to the statement: The Michigan Federation of Teachers is helping to improve education

Level	SA-A	U	D-SD	Total
Elem.	35	80	97	212
Sec.	15	33	27	75
Total	50	113	124	287

Chi square = 1.46 with 2 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

IV. H_0 : There is no relationship between the present administrative level of responsibility of principals in Oakland County and their attitudes concerning the contributions of the Michigan Education Association to the improvement of education.

TABLE 74.--Differences between the responses of principals, by level of administrative responsibility, to the statement: The Michigan Education Association is not helping to improve education

Level	SA-A	U	D-SD	Total
Elem.	37	51	124	212
Sec.	8	22	45	75
Total	45	73	169	287

Chi square = 2.23 with 2 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

IV. Ho₉: There is no relationship between the present administrative level of responsibility of principals in Oakland County and their attitudes concerning the effect of collective bargaining on the attitudes of teachers.

TABLE 75.--Differences between the responses of principals, by level of administrative responsibility, to the statement: The professional attitudes of teachers have improved because of collective bargaining

Level	SA-A	U	D-SD	Total
Elem.	20	55	137	212
Sec.	8	13	54	75
Total	28	68	191	287

Chi square = 2.11 with 2 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

IV. Ho₁₀: There is no relationship between the present administrative level of responsibility of principals in Oakland County and their attitudes concerning the State Labor Mediation Board and its contributions to the improvement of education.

TABLE 76.--Differences between the responses of principals, by level of administrative responsibility, to the statement: The State Labor Mediation Board has helped improve public education

Level	SA-A	U	D-SD	Total
Elem.	25	97	90	212
Sec.	8	33	34	75
Total	33	130	124	287

Chi square = .18 with 2 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

IV. Ho₁₁: There is no relationship between the present administrative level of responsibility of principals in Oakland County and their attitudes concerning the effect of collective bargaining on the morale of teachers.

TABLE 77.--Differences between the responses of principals, by level of administrative responsibility, to the statement: Collective bargaining has improved teacher morale.

Level	SA-A	U	D-SD	Total
Elem.	69	48	92	209
Sec.	18	23	35	76
Total	87	71	127	285

Chi square = 2.58 with 2 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

IV. Ho₁₂ : There is no relationship between the present administrative level of responsibility of principals in Oakland County and their attitudes concerning the effect of the grievance procedures on principals.

TABLE 78.--Differences between the responses of principals, by level of administrative responsibility, to the statement: Grievance procedures will not be of help to building principals

Level	SA-A	U	D-SD	Total
Elem.	56	69	82	207
Sec.	13	32	31	76
Total	69	101	113	283

Chi square = 3.45 with 2 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

IV. Ho₁₃ : There is no relationship between the present administrative level of responsibility of principals in Oakland County and their attitudes concerning the status of principals because of collective bargaining and Board of Education involvement

TABLE 79.--Differences between the responses of principals, by level of administrative responsibility, to the statement: Boards of Education through collective bargaining have helped improve the status of principals.

Level	SA-A	U	D-SD	Total
Elem.	17	52	140	209
Sec.	3	25	48	76
Total	20	77	188	285

Chi square = 2.81 with 2 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

IV. Ho₁₄: There is no relationship between the present administrative level of responsibility of principals in Oakland County and their attitudes concerning the organization of principal bargaining units.

TABLE 80.--Differences between the responses of principals, by level of administrative responsibility, to the statement: It would be a good idea for principals to form collective bargaining units

Level	SA-A	U	D-SD	Total
Elem.	79	82	47	208
Sec.	29	30	17	76
Total	108	112	64	284

Chi square = .00 with 2 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

IV. H_{015} : There is no relationship between the present administrative level of responsibility of principals in Oakland County and their attitudes concerning the involvement of the principals in the formulation of the content of the master contract.

TABLE 81.--Differences between the responses of principals, by level of administrative responsibility, to the statement: Principals in my school district had a great deal to say about the content of the master contract.

Level	SA-A	U	D-SD	Total
Elem.	43	27	138	208
Sec.	16	16	42	74
Total	59	43	180	282

Chi square = 3.53 with 2 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

IV. H_{016} : There is no relationship between the present administrative level of responsibility of principals in Oakland County and their attitudes concerning the effect of collective bargaining on the effectiveness of principals.

TABLE 82.--Differences between the responses of principals, by level of administrative responsibility, to the statement: Collective bargaining has not helped principals to be more effective

Level	SA-A	U	D-SD	Total
Elem.	128	47	34	209
Sec.	54	12	10	76
Total	182	59	44	285

Chi square = 2.07 with 2 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

IV. Ho₁₇: There is no relationship between the present administrative level of responsibility of principals in Oakland County and their attitudes concerning the effect of collective bargaining on the morale of principals.

TABLE 83.--Differences between the responses of principals, by level of administrative responsibility, to the statement: Collective bargaining has improved the morale of principals

Level	SA-A	U	D-SD	Total
Elem.	6	36	167	209
Sec.	6	16	54	76
Total	12	52	221	285

Chi square = 4.21 with 2 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

IV. Ho₁₈: There is no relationship between the present administrative level of responsibility of principals in Oakland County and their attitudes concerning the question as to who gained the most from collective bargaining in the school district.

TABLE 84.--Differences between the responses of principals, by level of administrative responsibility, to the question: Who do you think gained the most from collective bargaining in your particular school district?

- A. The children
- B. The teachers
- C. The administrators
- D. The Board of Education
- E. None of the above

Level	A	B	C	D	E	Total
Elem.	2	179	2	1	23	207
Sec.	3	60	2	1	9	75
Total	5	239	4	2	32	282

Chi square - 5.09 with 4 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

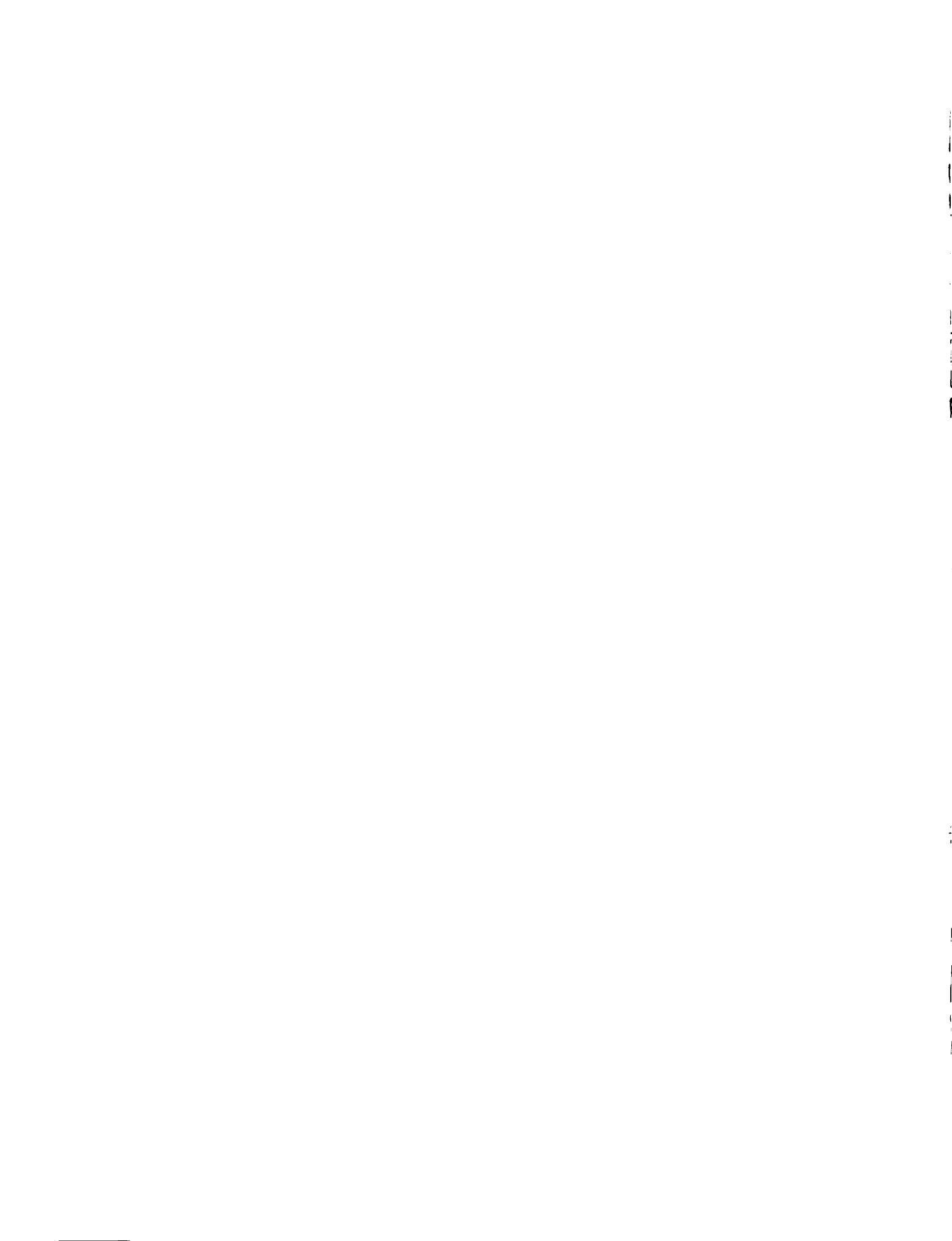
IV. H_{019} : There is no relationship between the present administrative level of responsibility of principals in Oakland County and their attitudes concerning the effect of collective bargaining on communications between principal and staff.

TABLE 85.--Differences between the responses of principals, by level of administrative responsibility, to the question: Since the date your school district signed a master contract with the professional staff, how would you best describe communications between you and your teaching staff

- A. Improved communication
- B. No change
- C. More difficult to communicate

Level	A	B	C	Total
Elem.	16	125	64	205
Sec.	10	44	22	76
Total	26	169	86	281

Chi square = 1.88 with 2 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.



IV. Ho₂₀: There is no relationship between the present administrative level of responsibility of principals in Oakland County and their attitudes concerning possible changes in the collective bargaining law in the state of Michigan.

TABLE 86.--Differences between the responses of principals, by level of administrative responsibility, to the question: Which of the following would you most like to see happen?

- A. Complete repeal of the public employees collective bargaining law.
- B. Modification of the collective bargaining law to give Boards of Education more power.
- C. Enactment of a new law providing for binding arbitration when an impasse between bargaining parties occurs.
- D. Provisions for public employees to have the right to strike.
- E. None of the above.

Level	A	B	C	D	E	Total
Elem.	16	42	65	2	80	205
Sec.	7	22	18	0	27	74
Total	23	64	83	2	107	279

Chi square - 4.03 with 4 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

IV. Ho₂₁: There is no relationship between the present administrative level of responsibility of principals in Oakland County and their attitudes concerning the role of the principal as the instructional leader since the advent of the master contract.

TABLE 87.--Differences between the responses of principals, by level of administrative responsibility, to the question: Which of the following best describes your role as the instructional leader in your building since the master contract has been in effect?

- A. I have more influence over people and programs
- B. I have less influence over people and programs
- C. I have more influence over people and less influence over programs
- D. I have less influence over people and more influence over programs
- E. I see no change

Level	A	B	C	D	E	Total
Elem.	3	68	2	7	130	210
Sec.	0	30	1	5	37	73
Total	3	98	3	12	167	283

Chi square = 6.52 with 4 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

IV. Ho₂₂: There is no relationship between the present administrative level of responsibility of principals in Oakland County and their attitudes concerning collective bargaining and its relationship to other educational concerns.

TABLE 88.--Differences between the responses of principals, by level of administrative responsibility, to the question: Compared to the other kinds of concerns that you have faced this past year as principal, how would you best describe collective bargaining?

- A. My greatest concern
- B. One of several equally important concerns
- C. I don't know
- D. Of little or no concern to me

Level	A	B	C	D	Total
Elem.	12	160	15	25	212
Sec.	3	63	4	4	74
Total	15	223	19	29	286

Chi square = 3.21 with 3 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

V. H_{o_1} : There is no relationship between attendance by principals in Oakland County at meetings or workshops on collective bargaining and their attitudes concerning the general effect of collective bargaining on education.

TABLE 89.--Differences between the responses of principals, by attendance-nonattendance at collective bargaining workshops, to the statement: Collective bargaining is good for public education.

Attendance	SA-A	U	D-SD	Total
Yes	92	64	32	188
No	51	29	22	102
Total	143	93	54	290

Chi square = 1.23 with 2 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

V. H_{o_2} : There is no relationship between attendance by principals in Oakland County at meetings or workshops on collective bargaining and their attitudes concerning the effect of collective bargaining on the individual school district.

TABLE 90.--Differences between the responses of principals, by attendance-nonattendance at collective bargaining workshops, to the statement: Collective bargaining has not been good for my school district.

Attendance	SA-A	U	D-SD	Total
Yes	47	46	95	188
No	28	27	47	102
Total	75	73	142	290

Chi square = .50 with 2 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

- V. H_{03} : There is no relationship between attendance by principals in Oakland County at meetings or workshops on collective bargaining and their attitudes concerning teacher militancy.

TABLE 91.--Differences between the responses of principals, by attendance-nonattendance at collective bargaining workshops, to the statement: Teacher militancy is good for education.

Attendance	SA-A	U	D-SD	Total
Yes	44	53	91	188
No	27	20	54	101
Total	71	73	145	289

Chi square = 2.49 with 2 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

- V. Ho₄: There is no relationship between attendance by principals in Oakland County at meetings or workshops on collective bargaining and their attitudes concerning teacher strikes.

TABLE 92.--Differences between the responses of principals, by attendance-nonattendance at collective bargaining workshops, to the statement: Teacher strikes are detrimental for education

Attendance	SA-A	U	D-SD	Total
Yes	142	27	19	188
No	81	12	9	102
Total	223	39	28	290

Chi square = .55 with 2 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

- V. Ho₅: There is no relationship between attendance by principals in Oakland County at meetings or workshops on collective bargaining and their attitudes concerning the competition between the Michigan Education Association and the Michigan Federation of Teachers.

TABLE 93.--Differences between the responses of principals, by attendance-nonattendance at collective bargaining workshops, to the statement: The competition between the Michigan Federation of Teachers and the Michigan Education Association will be good for public education.

Attendance	SA-A	U	D-SD	Total
Yes	54	52	83	189
No	22	30	50	102
Total	76	82	133	291

Chi square = 1.66 with 2 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

V. H_0 : There is no relationship between attendance by principals in Oakland County at meetings or workshops on collective bargaining and their attitudes concerning the effect of collective bargaining on the role of the principal.

TABLE 94.--Differences between the responses of principals, by attendance-nonattendance at collective bargaining workshops, to the statement: Because of collective bargaining my role as principal has been easier.

Attendance	SA-A	U	D-SD	Total
Yes	7	33	148	188
No	4	21	77	102
Total	11	54	225	290

Chi square = .44 with 2 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

V. H_{07} : There is no relationship between attendance by principals in Oakland County at meetings or workshops on collective bargaining and their attitudes concerning the contributions of the Michigan Federation of Teachers to the improvement of education.

TABLE 95.--Differences between the responses of principals, by attendance-nonattendance at collective bargaining workshops, to the statement: The Michigan Federation of Teachers is helping to improve education.

Attendance	SA-A	U	D-SD	Total
Yes	31	75	83	189
No	18	42	42	102
Total	49	117	125	291

Chi square = .20 with 2 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

V. H_{08} : There is no relationship between attendance by principals in Oakland County at meetings or workshops on collective bargaining and their attitudes concerning the contributions of the Michigan Education Association to the improvement of education.

TABLE 96.--Differences between the responses of principals, by attendance-nonattendance at collective bargaining workshops, to the statement: The Michigan Education Association is not helping to improve education

Attendance	SA-A	U	D-SD	Total
Yes	28	46	115	189
No	18	29	55	102
Total	46	75	170	291

Chi square = 1.28 with 2 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

- V. H_0 : There is no relationship between attendance by principals in Oakland County at meetings or workshops on collective bargaining and their attitudes concerning the effect of collective bargaining on the attitudes of teachers.

TABLE 97.--Differences between the responses of principals, by attendance-nonattendance at collective bargaining workshops, to the statement: The professional attitudes of teachers have improved because of collective bargaining.

Attendance	SA-A	U	D-SD	Total
Yes	18	47	124	189
No	11	23	68	102
Total	29	70	192	291

Chi square = .25 with 2 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

V. H_{010} : There is no relationship between attendance by principals in Oakland County at meetings or workshops on collective bargaining and their attitudes concerning the State Labor Mediation Board and its contributions to the improvement of education.

TABLE 98.--Differences between the responses of principals, by attendance-nonattendance at collective bargaining workshops, to the statement: The State Labor Mediation Board has helped improve public education

Attendance	SA-A	U	D-SD	Total
Yes	21	81	87	189
No	13	51	38	102
Total	34	132	125	291

Chi square = 2.06 with 2 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

V. H_{01} : There is no relationship between attendance by principals in Oakland County at meetings or workshops on collective bargaining and their attitudes concerning the effect of collective bargaining on the morale of teachers.

TABLE 99.--Differences between the responses of principals, by attendance--nonattendance at collective bargaining workshops, to the statement: Collective bargaining has improved teacher morale

Attendance	SA-A	U	D-SD	Total
Yes	56	47	85	188
No	34	25	42	101
Total	90	72	127	289

Chi square = .48 with 2 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

V. H_{012} : There is no relationship between attendance by principals in Oakland County at meetings or workshops on collective bargaining and their attitudes concerning the effect of the grievance procedures on principals.

TABLE 100.--Differences between the responses of principals, by attendance-nonattendance at collective bargaining workshops, to the statement: Grievance procedures will not be of help to building principals.

Attendance	SA-A	U	D-SD	Total
Yes	37	68	81	186
No	32	35	34	101
Total	69	103	115	287

Chi square = 5.45 with 2 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

- V. H_{013} : There is no relationship between attendance by principals in Oakland County at meetings or workshops on collective bargaining and their attitudes concerning the status of principals because of collective bargaining and Board of Education involvement.

TABLE 101.--Differences between the responses of principals, by attendance-nonattendance at collective bargaining workshops, to the statement: Boards of Education through collective bargaining have helped improve the status of principals

Attendance	SA-A	U	D-SD	Total
Yes	15	53	120	188
No	5	27	69	101
Total	20	80	189	289

Chi square = 1.04 with 2 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

- V. H_{014} : There is no relationship between attendance by principals in Oakland County at meetings or workshops on collective bargaining and their attitudes concerning the organization of principal bargaining units.

TABLE 102.--Differences between the responses of principals, by attendance-nonattendance at collective bargaining workshops, to the statement: It would be a good idea for principals to form collective bargaining units.

Attendance	SA-A	U	D-SD	Total
Yes	74	66	48	188
No	37	45	18	100
Total	111	111	66	288

Chi square = 3.35 with 2 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

V. H_{015} : There is no relationship between attendance by principals in Oakland County at meetings or workshops on collective bargaining and their attitudes concerning the involvement of the principals in the formulation of the content of the master contract.

TABLE 103.--Differences between the responses of principals, by attendance-nonattendance at collective bargaining workshops, to the statement: Principals in my school district had a great deal to say about the content of the master contract.

Attendance	SA-A	U	D-SD	Total
Yes	46	25	115	186
No	13	18	69	100
Total	59	43	184	286

Chi square - 5.75 with 2 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

V. H_{016} : There is no relationship between attendance by principals in Oakland County at meetings or workshops on collective bargaining and their attitudes concerning the effect of collective bargaining on the effectiveness of principals,

TABLE 104.--Differences between the responses of principals, by attendance-nonattendance at collective bargaining workshops, to the statement: Collective bargaining has not helped principals to be more effective

Attendance	SA-A	U	D-SD	Total
Yes	116	39	33	188
No	68	21	12	101
Total	184	60	45	289

Chi square = 1.67 with 2 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

V. H_{017} : There is no relationship between attendance by principals in Oakland County at meetings or workshops on collective bargaining and their attitudes concerning the effect of collective bargaining on the morale of principals.

TABLE 105.--Differences between the responses of principals, by attendance-nonattendance at collective bargaining workshops, to the statement: Collective bargaining has improved the morale of principals.

Attendance	SA-A	U	D-SD	Total
Yes	9	31	148	188
No	4	22	75	101
Total	13	53	223	289

Chi square = 1.24 with 2 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

V. H_{018} : There is no relationship between attendance by principals in Oakland County at meetings or workshops on collective bargaining and their attitudes concerning the question as to who gained the most from collective bargaining in the school district.

TABLE 106.--Differences between the responses of principals, by attendance-nonattendance at collective bargaining workshops, to the question: Who do you think gained the most from collective bargaining in your particular school district?

- A. The children
- B. The teachers
- C. The administrators
- D. The Board of Education
- E. None of the above

Attendance	A	B	C	D	E	Total
Yes	2	157	3	2	21	185
No	3	86	1	0	11	101
Total	5	243	4	2	32	286

Chi square = 2.88 with 4 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

V. H_{019} : There is no relationship between attendance by principals in Oakland County at meetings or workshops on collective bargaining and their attitudes concerning the effect of collective bargaining on communications between principal and staff.

TABLE 107.--Differences between the responses of principals, by attendance-nonattendance at collective bargaining workshops, to the question: Since the date your school district signed a master contract with the professional staff, how would you best describe communications between you and your teaching staff?

- A. Improved communications
- B. No change
- C. More difficult to communicate

Attendance	A	B	C	Total
Yes	17	115	54	186
No	9	58	33	100
Total	26	173	87	286

Chi square = .42 with 2 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

- V. H_{020} : There is no relationship between attendance by principals in Oakland County at meetings or workshops on collective bargaining and their attitudes concerning possible changes in the collective bargaining law in the state of Michigan.

TABLE 108.--Differences between the responses of principals, by attendance-nonattendance at collective bargaining workshops, to the question: Which of the following would you most like to see happen?

- A. Complete repeal of the public employees collective bargaining law.
- B. Modification of the collective bargaining law to give Boards of Education more power.
- C. Enactment of a new law providing for binding arbitration when an impasse between bargaining parties occurs.
- D. Provisions for public employees to have the right to strike.
- E. None of the above.

Attendance	A	B	C	D	E	Total
Yes	13	44	52	2	73	184
No	10	20	32	0	37	99
Total	23	64	84	2	110	283

Chi square - 2.51 with 4 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

V. H_{021} : There is no relationship between attendance by principals in Oakland County at meetings or workshops on collective bargaining and their attitudes concerning the role of the principal as the instructional leader since the advent of the master contract.

TABLE 109.--Differences between the responses of principals, by attendance-nonattendance at collective bargaining workshops, to the question: Which of the following best describes your role as the instructional leader in your building since the master contract has been in effect?

- A. I have more influence over people and programs
- B. I have less influence over people and programs
- C. I have more influence over people and less influence over programs
- D. I have less influence over people and more influence over programs
- E. I see no change

Attendance	A	B	C	D	E	Total
Yes	2	58	2	6	120	188
No	1	40	2	6	50	100
Total	3	98	4	12	170	288

Chi square = 5.49 with 4 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

V. Ho₂₂: There is no relationship between attendance by principals in Oakland County at meetings or workshops on collective bargaining and their attitudes concerning collective bargaining and its relationship to other educational concerns.

TABLE 110.--Differences between the responses of principals, by attendance-nonattendance at collective bargaining workshops, to the question: Compared to the other kinds of concerns that you have faced this past year as principal, how would you best describe collective bargaining?

- A. My greatest concern.
- B. One of several equally important concerns
- C. I don't know
- D. Of little or no concern to me

Attendance	A	B	C	D	Total
Yes	10	147	14	18	189
No	5	79	6	11	101
Total	15	226	20	29	290

Chi square = .30 with 3 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

VI. H_{01} : There is no relationship between membership on a negotiating team and attitudes of principals in Oakland County concerning the general effect of collective bargaining on education.

TABLE 111.--Differences between the responses of principals, by membership-nonmembership on the Board of education negotiating team, to the statement: Collective bargaining is good for public education

Membership	SA-A	U	D-SD	Total
Yes	27	15	11	53
No	117	78	43	238
Total	144	93	54	291

Chi square = .44 with 2 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

VI. H_{02} : There is no relationship between membership on a negotiating team and attitudes of principals in Oakland County concerning the effect of collective bargaining on the individual school district.

TABLE 112.--Differences between the responses of principals, by membership-nonmembership on the board of education negotiating team, to the statement: Collective bargaining has not been good for my school district

Membership	SA-A	U	D-SD	Total
Yes	10	15	28	53
No	65	58	115	238
Total	75	73	143	291

Chi square = 1.63 with 2 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

VI. Ho₃: There is no relationship between membership on a negotiating team and attitudes of principals in Oakland County concerning teacher militancy.

TABLE 113.--Differences between the responses of principals, by membership-nonmembership on the board of education negotiating team, to the statement: Teacher militancy is good for education

Membership	SA-A	U	D-SD	Total
Yes	11	12	29	52
No	61	61	116	238
Total	72	73	145	290

Chi square = .83 with 2 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

VI. Ho₄: There is no relationship between membership on a negotiating team and attitudes of principals in Oakland County concerning teacher strikes.

TABLE 114.--Differences between the responses of principals, by membership-nonmembership on the board of education negotiating team, to the statement: Teacher strikes are detrimental for education

Membership	SA-A	U	D-SD	Total
Yes	39	9	5	53
No	185	30	23	238
Total	224	39	28	291

Chi square = .68 with 2 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

VI. H_0 : There is no relationship between membership on a negotiating team and attitudes of principals in Oakland County concerning the competition between the Michigan Education Association and the Michigan Federation of Teachers.

TABLE 115.--Differences between the responses of principals, by membership-nonmembership on the board of education negotiating team, to the statement: The competition between the Michigan Federation of Teachers and the Michigan Education Association will be good for public education.

Membership	SA-A	U	D-SD	Total
Yes	11	18	24	53
No	65	64	110	239
Total	76	82	134	292

Chi square = 1.48 with 2 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

VI. H_{06} : There is no relationship between membership on a negotiating team and attitudes of principals in Oakland County concerning the effect of collective bargaining on the role of the principal.

TABLE 116.--Differences between the responses of principals by membership-nonmembership on the board of education negotiating team, to the statement: Because of collective bargaining my role as principal has been easier

Membership	SA-A	U	D-SD	Total
Yes	1	15	39	53
No	10	39	189	238
Total	11	54	226	291

Chi square = 4.45 with 2 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

VI. H_{07} : There is no relationship between membership on a negotiating team and attitudes of principals in Oakland County concerning the contributions of the Michigan Federation of Teachers to the improvement of education.

TABLE 117.--Differences between the responses of principals, by membership-nonmembership on the board of education negotiating team, to the statement: The Michigan Federation of Teachers is helping to improve education

Membership	SA-A	U	D-SD	Total
Yes	9	22	22	53
No	41	95	103	239
Total	50	117	125	292

Chi square = .04 with 2 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

VI. H_{0g} : There is no relationship between membership on a negotiating team and attitudes of principals in Oakland County concerning the contributions of the Michigan Education Association to the improvement of education.

TABLE 118.--Differences between the responses of principals, by membership-nonmembership on the board of education negotiating team, to the statement: The Michigan Education Association is not helping to improve education

Membership	SA-A	U	D-SD	Total
Yes	7	14	32	53
No	39	61	139	239
Total	46	75	171	292

Chi square = .29 with 2 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

VI. H_{09} : There is no relationship between membership on a negotiating team and attitudes of principals in Oakland County concerning the effect of collective bargaining on the attitudes of teachers.

TABLE 119.--Differences between the responses of principals, by membership-nonmembership on the board of education negotiating team, to the statement: The professional attitudes of teachers have improved because of collective bargaining

Membership	SA-A	U	D-SD	Total
Yes	4	12	37	53
No	25	58	156	239
Total	29	70	193	292

Chi square = .51 with 2 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

VI. H_{10} : There is no relationship between membership on a negotiating team and attitudes of principals in Oakland County concerning the State Labor Mediation Board and its contributions to the improvement of education.

TABLE 120.--Differences between the responses of principals, by membership-nonmembership on the board of education negotiating team, to the statement: The State Labor Mediation Board has helped improve public education

Membership	SA-A	U	D-SD	Total
Yes	4	21	28	53
No	31	111	97	239
Total	35	132	125	292

Chi square = 3.02 with 2 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

VI. H_{011} : There is no relationship between membership on a negotiating team and attitudes of principals in Oakland County concerning the effect of collective bargaining on the morale of teachers.

TABLE 121.--Differences between the responses of principals, by membership-nonmembership on the Board of Education negotiating team, to the statement: Collective bargaining has improved teacher morale

Membership	SA-A	U	D-SD	Total
Yes	18	15	20	53
No	73	56	107	236
Total	91	71	127	289

Chi square = 1.03 with 2 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

VI. H_{012} : There is no relationship between membership on a negotiating team and attitudes of principals in Oakland County concerning the effect of grievance procedures on principals.

TABLE 122.--Differences between the responses of principals, by membership-nonmembership on the Board of Education negotiating team, to the statement: Grievance procedures will not be of help to building principals.

Membership	SA-A	U	D-SD	Total
Yes	9	20	24	53
No	60	82	92	234
Total	69	102	116	287

Chi square = 1.77 with 2 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

VI. H_{013} : There is no relationship between membership on a negotiating team and attitudes of principals in Oakland County concerning the status of principals because of collective bargaining and Board of Education involvement.

TABLE 123.--Differences between the responses of principals, by membership-nonmembership on the Board of Education negotiating team, to the statement: Boards of Education through collective bargaining have helped improve the status of principals

Membership	SA-A	U	D-SD	Total
Yes	3	21	29	53
No	17	59	160	236
Total	20	80	189	289

Chi square = 4.64 with 2 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

VI. H_0 : There is no relationship between membership on a negotiating team and attitudes of principals in Oakland County concerning the organization of principals bargaining units.

TABLE 124.--Differences between the responses of principals, by membership-nonmembership on the Board of Education negotiating team, to the statement: It would be a good idea for principals to form collective bargaining units

Membership	SA-A	U	D-SD	Total
Yes	18	17	18	53
No	92	95	48	235
Total	110	102	66	278

Chi square = 5.06 with 2 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

VI. H_{015} : There is no relationship between membership on a negotiating team and attitudes of principals in Oakland County concerning the involvement of the principals in the formulation of the content of the master contract.

TABLE 125.--Differences between the responses of principals, by membership-nonmembership on the Board of Education negotiating team, to the statement: Principals in my school district had a great deal to say about the content of the master contract

Membership	SA-A	U	D-SD	Total
Yes	18	9	24	51
No	41	34	160	235
Total	59	43	184	286

Chi square = 9.65 with 2 degrees of freedom. This statistic is significant at the .01 level, therefore the statistical hypothesis is rejected.

VI. H_{016} : There is no relationship between membership on a negotiating team and attitudes of principals in Oakland County concerning the effect of collective bargaining on the effectiveness of principals.

TABLE 126.--Differences between the responses of principals, by membership-nonmembership on the Board of Education negotiating team, to the statement: Collective bargaining has not helped principals to be more effective.

Membership	SA-A	U	D-SD	Total
Yes	26	20	7	53
No	159	39	38	236
Total	185	59	45	289

Chi square = 11.65 with 2 degrees of freedom. This statistic is significant at the .01 level, therefore the statistical hypothesis is rejected.

VI. Ho₁₇: There is no relationship between membership on a negotiating team and attitudes of principals in Oakland County concerning the effect of collective bargaining on the morale of principals.

TABLE 127.--Differences between the responses of principals, by membership-nonmembership on the Board of Education negotiating team, to the statement: Collective bargaining has improved the morale of principals

Membership	SA-A	U	D-SD	Total
Yes	2	14	37	53
No	11	39	186	236
Total	13	53	223	289

Chi square = 14.78 with 2 degrees of freedom. This statistic is significant at the .01 level, therefore the statistical hypothesis is rejected.

VI. Ho₁₈ : There is no relationship between membership on a negotiating team and attitudes of principals in Oakland County concerning the question as to who gained the most from collective bargaining in the school district.

TABLE 128.--Differences between the responses of principals, by membership-nonmembership on the Board of Education negotiating team, to the question: Who do you think gained the most from collective bargaining in your particular school district?

- A. The children
- B. The teachers
- C. The administrators
- D. The Board of Education
- E. None of the above

Membership	A	B	C	D	E	Total
Yes	2	44	1	1	4	52
No	3	199	3	1	28	234
Total	5	243	4	2	32	286

Chi square = 2.77 with 4 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

VI. H_{019} : There is no relationship between membership on a negotiating team and attitudes of principals in Oakland County concerning the effect of collective bargaining on communications between principal and staff.

TABLE 129.--Differences between the responses of principals, by membership-nonmembership on the Board of Education negotiating team, to the question: Since the date your school district signed a master contract with the professional staff, how would you best describe communications between you and your teaching staff?

- A. Improved communication
- B. No Change
- C. More difficult to communicate

Membership	A	B	C	Total
Yes	3	34	16	53
No	23	138	71	232
Total	26	172	87	285

Chi square = .99 with 2 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

VI. H_{020} : There is no relationship between membership on a negotiating team and attitudes of principals in Oakland County concerning the possible changes in the collective bargaining law in the State of Michigan.

TABLE 130.--Differences between the responses of principals, by membership-nonmembership on the Board of Education negotiating team, to the question: Which of the following would you most like to see happen?

- A. Complete repeal of the public employees collective bargaining law
- B. Modification of the collective bargaining law to give Boards of Education more power
- C. Enactment of a new law providing for binding arbitration when an impasse between bargaining parties occurs
- D. Provisions for public employees to have the right to strike
- E. None of the above

Membership	A	B	C	D	E	Total
Yes	4	10	15	0	23	52
No	19	54	70	2	86	231
Total	23	64	85	2	109	283

Chi square = 1.26 with 4 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

VI. Ho₂₁ : There is no relationship between membership on a negotiating team and attitudes of principals in Oakland County concerning the role of the principal as the instructional leader since the advent of the master contract.

TABLE 131.--Differences between the responses of principals, by membership-nonmembership on the Board of Education negotiating team, to the question: Which of the following best describes your role as the instructional leader in your building since the master contract has been in effect?

- A. I have more influence over people and programs
- B. I have less influence over people and programs
- C. I have more influence over people and less influence over programs
- D. I have less influence over people and more influence over programs
- E. I see no change

Membership	A	B	C	D	E	Total
Yes	1	14	0	4	33	52
No	2	85	4	8	136	237
Total	3	99	4	12	169	289

Chi square = 4.35 with 4 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

VI. H_{022} : There is no relationship between membership on a negotiating team and attitudes of principals in Oakland County concerning collective bargaining and its relationship to other education concerns.

TABLE 132. Differences between the responses of principals, by membership-nonmembership on the Board of Education negotiating team, to the question: Compared to the other kinds of concerns that you have faced this past year as principal, how would you best describe collective bargaining?

- A. My greatest concern
- B. One of several equally important concerns
- C. I don't know
- D. Of little or no concern to me

Membership	A	B	C	D	Total
Yes	3	43	5	2	53
No	12	184	15	26	237
Total	15	227	20	28	290

Chi square = 2.83 with 3 degrees of freedom. This statistic is not significant at the .01 level, therefore the study fails to reject the statistical hypothesis.

Summary

In Chapter IV the study has presented each statistical hypothesis and the appropriate data to test each hypothesis. Following the data, the computed chi square with the appropriate degrees of freedom have been given for each table. After the significance level has been stated, a statement concerning the rejection-nonrejection of the statistical hypothesis was presented.

There were six basic demographic variables tested by the study. Hypothesis I. attempted to determine if male and female principals in Oakland County had differing attitudes concerning collective bargaining for public school teachers. Of the 22 sub-hypothesis only 8 were found to be significant. The study therefore concluded that male and female principals tended to think alike on 14 of the 22 attitude questions and to significantly differ on the eight other attitude questions.

Hypothesis II. attempted to determine if length of administrative experience of principals in Oakland County would influence the attitudes of principals concerning collective bargaining for public school teachers. The principals were then grouped into four categories:

- A. 2 - 7 years of administrative experience
- B. 8 - 13 years of administrative experience
- C. 14 - 19 years of administrative experience
- D. 20 or more years of administrative experience

After grouping the principals into these categories the responses were compared. Not one of the 22 sub-hypotheses were found to be significant. The study therefore concluded that the amount of administrative experience that principals in Oakland County have is not a significant variable relative to their attitudes concerning collective bargaining.

Hypothesis III. attempted to determine if the age of principals in Oakland County was a significant variable concerning their attitudes relative to collective bargaining for public school teachers. The study grouped the principals into five categories:

- A. Under 30 years of age
- B. 30 - 39 years of age
- C. 40 - 49 years of age
- D. 50 - 59 years of age
- E. 60 years of age and over

Since there were only two respondents who were under 30 years of age that age grouping was deleted. The other four categories were then compared to see if their responses differed significantly concerning the 22 sub-hypotheses. Six of the 22 sub-hypotheses were found to be significant, 16 were not significant. The study therefore concluded that the age of Oakland County principals was a significant variable concerning attitudes relative to collective bargaining for only six items. On all other items, the age of the principals made no significant difference in the responses.

Hypothesis IV. attempted to determine if elementary principals in Oakland County differed with secondary school principals in Oakland County in their attitudes concerning collective bargaining. The responses

of the elementary and secondary principals were then compared. Not one of the 22 sub-hypotheses were found to be significant. The study therefore concluded that elementary and secondary principals in Oakland County did not differ significantly in their attitudes concerning collective bargaining.

Hypothesis V. attempted to determine if those principals in Oakland County who attended workshops or meetings concerning collective bargaining would have significantly different attitudes concerning collective bargaining from those principals in Oakland County who did not attend these workshops or meetings. Not one of the 22 sub-hypotheses were found to be significant. The study therefore concluded that attendance-non-attendance at collective bargaining workshops or meetings by Oakland County principals is not a significant variable concerning the attitudes of principals in Oakland County concerning collective bargaining.

Hypothesis VI. attempted to determine if those principals in Oakland County who were part of the Board of Education Negotiating Team would have significantly different attitudes, from those Oakland County principals who were not a member of the Board of Education Negotiating Team, concerning collective bargaining for public school teachers. Of the 22 sub-hypotheses three were found to be significant. The study therefore concluded that membership-nonmembership on the Board of Education Negotiating Team was a significant variable concerning 3 of the 22 sub-hypotheses, while it was not a significant variable on the other 19 sub-hypotheses.

CHAPTER V

SUMMARY

Introduction

In Chapter IV the specific data relative to each hypothesis was presented. In this chapter, each hypothesis will be reviewed and the alternate hypothesis will be presented in those cases where the data permits the acceptance of the alternate hypothesis.

The chi square statistic used in this study is used to test for independence. A significant chi square means that there is a significant difference in the way the independent variables reacted to the dependent variable. A chi square that is not significant indicates that there is no significant difference in the responses of the independent variables to the dependent variable.

If the chi square statistic is significant the study concludes that there is a highly significant difference in attitudes between the categories compared relative to the question or statement presented.

If the chi square is not significant the study concludes that the categories compared do not differ significantly in their attitudes concerning the question or statement presented. That is, the difference which was found between the responses between categories was not sufficiently large enough to support the conclusion that it occurred independent of the operations of sheer chance.

Summary of Findings

Hypothesis I. attempted to determine if there is a relationship between the sex of public school principals in Oakland County and their attitudes concerning collective bargaining for public school teachers. This hypothesis was tested with 22 sub-hypotheses. The findings are as follows:

The chi square for I. Ho_1 was significant, therefore the alternate hypothesis is accepted.

- I. Ha_1 : There is a relationship between the sex of public school principals in Oakland County and their attitudes concerning the general effect of collective bargaining on education.

The acceptance of this alternate hypothesis means that men and women principals in Oakland County think differently concerning this concept.

The chi square for I. Ho_2 was significant, therefore the alternate hypothesis is accepted.

- I. Ha_2 : There is a relationship between the sex of public school principals in Oakland County and their attitudes concerning the effect of collective bargaining on the individual school district.

The acceptance of this alternate hypothesis means that men and women principals in Oakland County think differently concerning this concept.

The chi square for I. H_{03} was significant, therefore the alternate hypothesis is accepted.

- I. H_{a3} : There is a relationship between the sex of public school principals in Oakland County and their attitudes concerning teacher militancy.

The acceptance of this alternate hypothesis means that men and women principals in Oakland County think differently concerning this concept.

The chi square for I. H_{04} was not significant. Because of this, the study concludes that men and women principals in Oakland County tend to think alike concerning the question of teacher strikes.

The chi square for I. H_{05} was significant, therefore the alternate hypothesis is accepted.

- I. H_{a5} : There is a relationship between the sex of public school principals in Oakland County and their attitudes concerning the competition between the Michigan Education Association and the Michigan Federation of Teachers.

The acceptance of the alternate hypothesis means that men and women principals in Oakland County think differently concerning this concept.

The chi square for I. H_{06} was not significant. Because of this, the study concludes that men and women principals in Oakland County tend to think alike concerning the effect of collective bargaining on the role of the principal.

The chi square for I. Ho₇ was significant, therefore the alternate hypothesis is accepted.

I. Ha₇: There is a relationship between the sex of public school principals in Oakland County and their attitudes concerning the contributions of the Michigan Federation of Teachers to the improvement of education.

The acceptance of this alternate hypothesis means that men and women principals in Oakland County think differently concerning this concept.

The chi square for I. Ho₈ was significant therefore the alternate hypothesis is accepted.

I. Ha₈: There is a relationship between the sex of public school principals in Oakland County and their attitudes concerning the contributions of the Michigan Education Association to the improvement of education.

The acceptance of this alternate hypothesis means that men and women principals in Oakland County think differently concerning this concept.

The chi square for I. Ho₉ was not significant. Because of this, the study concludes that men and women principals in Oakland County tend to think alike concerning the effect of collective bargaining on the attitudes of teachers.

The chi square for I. Ho_{10} was not significant. Because of this, the study concludes that men and women principals in Oakland County tend to think alike concerning the State Labor Mediation Board and its contributions to the improvement of education.

The chi square for I. Ho_{11} was not significant. Because of this, the study concludes that men and women principals in Oakland County tend to think alike concerning the effect of collective bargaining on the morale of teachers.

The chi square for I. Ho_{12} was significant therefore the alternate hypothesis is accepted.

I. Ha_{12} : There is a relationship between the sex of public school principals in Oakland County and their attitudes concerning the effect of the grievance procedures on principals.

The acceptance of this alternate hypothesis means that men and women principals in Oakland County think differently concerning this concept.

The chi square for I. Ho_{13} was not significant. Because of this, the study concludes that men and women principals in Oakland County tend to think alike concerning the status of principals because of collective bargaining and Board of Education involvement.

The chi square for I. Ho_{14} was significant therefore the alternate hypothesis is accepted.

I. Ha_{14} : There is a relationship between the sex of public school principals in Oakland County and their attitudes concerning the organization of principal bargaining units.

The acceptance of this alternate hypothesis means that men and women principals in Oakland County think differently concerning this concept.

The chi square for I. Ho₁₅ was not significant. Because of this, the study concludes that men and women principals in Oakland County tend to think alike concerning the involvement of the principals in the formulation of the content of the master contract.

The chi square for I. Ho₁₆ was not significant. Because of this, the study concludes that men and women principals in Oakland County tend to think alike concerning the effect of collective bargaining on the effectiveness of principals.

The chi square for I. Ho₁₇ was not significant. Because of this, the study concludes that men and women principals in Oakland County tend to think alike concerning the effect of collective bargaining on the morale of principals.

The chi square for I. Ho₁₈ was not significant. Because of this, the study concludes that men and women principals in Oakland County tend to think alike concerning the question as to who gained the most from collective bargaining in the local school district.

The chi square for I. Ho₁₉ was not significant. Because of this, the study concludes that men and women principals in Oakland County tend to think alike concerning the effect of collective bargaining on communications between principals and staff.

The chi square for I. Ho₂₀ was not significant. Because of this, the study concludes that men and women principals in Oakland County tend to think alike concerning possible changes in the collective bargaining law in the state of Michigan.

The chi square for I. Ho₂₁ was not significant. Because of this, the study concludes that men and women principals in Oakland County tend to think alike concerning the role of the principal as the instructional leader since the advent of the master contract.

The chi square for I. Ho₂₂ was not significant. Because of this, the study concludes that men and women principals in Oakland County tend to think alike concerning collective bargaining and its relationship to other educational concerns.

Hypothesis I. with 22 sub-hypotheses compared the responses of male and female principals. Eight of the chi squares were significant while 14 were not. The study therefore concludes that male and female principals in Oakland County tend to think alike on 14 attitude questions and to significantly differ on eight other attitude questions.

Hypothesis II. attempted to determine if there is a relationship between years of administrative experience of principals in Oakland County and their attitudes concerning collective bargaining for public school teachers. This hypothesis was based on the idea that the principals who have been administrators for many years might differ significantly in attitudes from those principals who have been administrators for a less number of years. None of the 22 sub-hypotheses were found to be significant. The study therefore concludes that the number

of years that a principal in Oakland County has been an administrator is not a significant variable concerning their attitudes relative to collective bargaining.

Hypothesis III. attempted to determine if there is a relationship between the age of public school principals in Oakland County and their attitudes concerning collective bargaining for public school teachers. This hypothesis was tested with 22 sub-hypotheses. The findings are as follows:

The chi square for III. H_{01} was significant, therefore the alternate hypothesis is accepted.

III. H_{a1} : There is a relationship between the age of principals in Oakland County and their attitudes concerning the general effect of collective bargaining on education.

The acceptance of this alternate hypothesis means that principals in Oakland County in various age categories, think differently concerning this concept.

The chi square for III. H_{02} was significant, therefore the alternate hypothesis is accepted.

III. H_{a2} : There is a relationship between the age of principals in Oakland County and their attitudes concerning the effect of collective bargaining on the individual school district.

The acceptance of this alternate hypothesis means that principals in Oakland County in various age categories, think differently concerning this concept.

The chi square for III. H_{o_3} was significant, therefore the alternate hypothesis is accepted.

III. H_{a_3} : There is a relationship between the age of principals in Oakland County and their attitudes concerning teacher militancy.

The acceptance of this alternate hypothesis means that principals in Oakland County in various age categories, think differently concerning this concept.

The chi square for III. H_{o_4} was not significant. Because of this, the study concludes that principals in all age categories in Oakland County tend to think alike concerning teacher strikes.

The chi square for III. H_{o_5} was not significant. Because of this, the study concludes that principals in all age categories in Oakland County tend to think alike concerning the competition between the Michigan Education Association and the Michigan Federation of Teachers.

The chi square for III. H_{o_6} was not significant. Because of this, the study concludes that principals in all age categories in Oakland County tend to think alike concerning the effect of collective bargaining on the role of the principal.

The chi square for III. Ho₇ was significant, therefore the alternate hypothesis is accepted.

III. Ha₇: There is a relationship between age of public school principals in Oakland County and their attitudes concerning the contributions of the Michigan Federation of Teachers to the improvement of education.

The acceptance of this alternate hypothesis means that principals in Oakland County in various age categories, think differently concerning this concept.

The chi square for III. Ho₈ was significant, therefore the alternate hypothesis is accepted.

III. Ha₈: There is a relationship between the age of public school principals in Oakland County and their attitudes concerning the contributions of the Michigan Education Association to the improvement of education.

The acceptance of this alternate hypothesis means that principals in Oakland County in various age categories, think differently concerning this concept.

The chi square for III. Ho₉ was not significant. Because of this, the study concludes that principals in all age categories in Oakland County tend to think alike concerning the effect of collective bargaining on the attitudes of teachers.

The chi square for III. Ho₁₀ was not significant. Because of this, the study concludes that principals in all age categories in Oakland County tend to think alike concerning the State Labor Mediation Board and its contributions to the improvement of education.

The chi square for III. Ho₁₁ was not significant. Because of this, the study concludes that principals in all age categories in Oakland County tend to think alike concerning the effect of collective bargaining on the morale of teachers.

The chi square for III. Ho₁₂ was significant, therefore the alternate hypothesis is accepted.

III. Ha₁₂: There is a relationship between the age of public school principals in Oakland County and their attitudes concerning the effect of the grievance procedure on principals.

The acceptance of the alternate hypothesis means that principals in Oakland County, in various age categories think differently concerning this concept.

The chi square for III. Ho₁₃ was not significant. Because of this, the study concludes that principals in all age categories in Oakland County tend to think alike concerning the status of principals because of collective bargaining and Board of Education involvement.

The chi square for III. Ho₁₄ was not significant. Because of this, the study concludes that principals in Oakland County, in all age categories tend to think alike concerning the organization of principal bargaining units.

The chi square for III. Ho₁₅ was not significant. Because of this, the study concludes that principals in all age categories, in Oakland County tend to think alike concerning the involvement of the principals in the formulation of the content of the master contract.

The chi square for III. Ho₁₆ was not significant. Because of this, the study concludes that principals in Oakland County, in all age categories tend to think alike concerning the effect of collective bargaining on the effectiveness of principals.

The chi square for III. Ho₁₇ was not significant. Because of this, the study concludes that principals in Oakland County, in all age categories tend to think alike concerning the effect of collective bargaining on the morale of principals.

The chi square for III. Ho₁₈ was not significant. Because of this, the study concludes that principals in Oakland County, in all age categories tend to think alike concerning the question as to who gained the most from collective bargaining in the school district.

The chi square for III. Ho₁₉ was not significant. Because of this, the study concludes that principals in Oakland County, in all age categories tend to think alike concerning the effect of collective bargaining on communications between principal and staff.

The chi square for III. Ho₂₀ was not significant. Because of this, the study concludes that principals in Oakland County, in all age categories tend to think alike concerning possible changes in the collective bargaining law in the State of Michigan.

The chi square for III. Ho₂₁ was not significant. Because of this, the study concludes that principals in Oakland County, in all age categories tend to think alike concerning the role of the principal as the instructional leader since the advent of the master contract.

The chi square for III. Ho₂₂ was not significant. Because of this, the study concludes that principals in Oakland County, in all age categories tend to think alike concerning collective bargaining and its relationship to other educational concerns.

The hypotheses III. Ho₁ through and including III. Ho₂₂ compared the attitudes of Oakland County principals with the variable of age. Of these 22 hypotheses six were found to be significant and 16 were found not to be significant. The study therefore concludes that Oakland County principals, by age categories, tend to think alike on 16 attitude questions concerning collective bargaining and to significantly differ by age categories on six other attitude questions concerning collective bargaining.

Hypothesis IV. attempted to determine if there is a relationship between the present level of administrative responsibility (i.e., elementary or secondary) of principals in Oakland County and their attitudes concerning collective bargaining for public school teachers. It was felt that this hypothesis might be rather meaningful for the nature of elementary schools is considerably different from that of secondary schools. None of the 22 sub-hypotheses used to test this hypothesis were found to be significant.

The study therefore concludes that elementary and secondary principals in Oakland County tend to think alike concerning collective bargaining. The 22 chi squares that were computed to test this hypothesis were all very small, in fact one was a rare .00. Because of this the study further concludes that the attitudes of principals in Oakland County concerning collective bargaining are not seriously influenced by level of administrative responsibility.

Hypothesis V. attempted to determine if there is a relationship between attendance by principals in Oakland County, at meetings or workshops on collective bargaining and their attitudes concerning collective bargaining. This hypothesis was based on the belief that those principals in Oakland County who have had an opportunity to attend meetings or workshops where the topic of Public Act 379 was discussed, would have attitudes that differed significantly from those principals who did not attend such meetings. None of the 22 sub-hypotheses used to test this hypothesis were found to be significant. The study therefore concludes that attendance-nonattendance of principals in Oakland County at meetings or workshops concerning Public Act 379 is not a significant variable relative to their attitudes concerning collective bargaining. Because of this, the study concludes that both categories tend to think alike concerning collective bargaining.

Hypothesis VI. attempted to determine if there is a relationship between membership on a negotiating team and attitudes of principals in

Oakland County concerning collective bargaining. This hypothesis was based on the belief that those principals who have had an opportunity to be part of the negotiating team for the Board of Education and to take part in the actual negotiating process would have attitudes concerning collective bargaining that differed significantly from those who were not part of the negotiating team.

This hypothesis was tested with 22 sub-hypotheses. Only three of the 22 sub-hypotheses were found to be significant. They are as follows:

The chi square for VI. H_{015} was significant, therefore the alternate hypothesis is accepted.

VI. H_{a15} : There is a relationship between membership on a negotiating team and attitudes of principals in Oakland County concerning the involvement of principals in the formulation of the content of the master contract.

The acceptance of this alternate hypothesis means that those principals who were part of the negotiating team differed significantly with those principals who were not part of the negotiating team as to the involvement of principals in the actual content of the master contract.

The chi square for VI. H_{016} was significant therefore the alternate hypothesis is accepted.

VI. H_{a16} : There is a relationship between membership on a negotiating team and attitudes of principals in Oakland County concerning the effect of collective bargaining on the effectiveness of principals.

The acceptance of this alternate hypothesis means that those principals who were part of the negotiating team differed significantly with those principals who were not part of the negotiating team as to the effect of collective bargaining on the effectiveness of principals.

The chi square for VI. Ho₁₇ was significant therefore the alternate hypothesis is accepted.

VI. Ha₁₇: There is a relationship between membership on a negotiating team and attitudes of principals in Oakland County concerning the effect of collective bargaining on the morale of principals.

The acceptance of this alternate hypothesis means that those principals who were part of the negotiating team differed significantly with those principals who were not part of the negotiating team as to the effect of collective bargaining on the morale of principals.

All other sub-hypotheses for hypothesis VI. were not significant. This means that on 19 of the 22 items, membership on a negotiating team was not a significant variable concerning the attitudes of principals in Oakland County relative to collective bargaining.

This study has compared each of six independent variables with each of 22 dependent variables. These findings have been duly reported. In addition to this data, the study wished to determine the attitudes of all principals in Oakland County as of this date, concerning collective bargaining. These findings are as follows:

TABLE 133.--Total responses of principals to the statement:
Collective bargaining is good for public education

	SA	A	U	D	SD	Total
Number	24	120	93	35	19	291
Percentage	8.2	41.2	31.9	12.0	6.5	99.8

The study therefore concludes that a large majority of Oakland County principals who responded with other than uncertain, believe that collective bargaining is good for public education.

TABLE 134.--Total responses of principals to the statement:
Collective bargaining has not been good for my school
district

	SA	A	U	D	SD	Total
Number	16	59	73	117	26	291
Percentage	5.4	20.2	25.0	40.2	8.9	99.7

The study therefore concludes that a large majority of Oakland County principals who responded with other than uncertain, believe that collective bargaining has been good for their own school district.

TABLE 135.--Total responses of principals to the statement:
Teacher militancy is good for education

	SA	A	U	D	SD	Total
Number	6	66	73	83	62	290
Percentage	2.0	22.7	25.1	28.6	21.3	99.7

The study therefore concludes that a large majority of Oakland County principals who responded with other than uncertain, believe that teacher militancy is not good for education.

TABLE 136.--Total responses of principals to the statement:
Teacher strikes are detrimental for education

	SA	A	U	D	SD	Total
Number	129	95	39	18	10	291
Percentage	44.3	32.6	13.4	6.1	3.4	99.8

The study therefore concludes that the vast majority of Oakland County principals believe that teacher strikes are detrimental for education.

TABLE 137.--Total responses of principals to the statement:
The competition between the Michigan Federation of Teachers
and the Michigan Education Association will be good for
public education

	SA	A	U	D	SD	Total
Number	13	63	82	82	52	292
Percentage	4.4	21.5	28.0	28.0	17.8	99.7

The study therefore concludes that a large majority of Oakland County principals who responded with other than uncertain, believe that the competition between the Michigan Federation of Teachers and the Michigan Education Association will not be good for public education.

TABLE 138.--Total responses of principals to the statement:
Because of collective bargaining my role as principal has
been easier

	SA	A	U	D	SD	Total
Number	0	11	54	156	70	291
Percentage	0	3.7	18.5	53.6	24.0	99.8

The study therefore concludes that a vast majority of Oakland County principals believe that their role as principal has not been made easier because of collective bargaining.

TABLE 139.--Total responses of principals to the statement:
The Michigan Federation of Teachers is helping to improve
education

	SA	A	U	D	SD	Total
Number	2	48	117	79	46	292
Percentage	.6	16.4	40.0	27.0	15.7	99.7

The study therefore concludes that since 40% of the Oakland County principals responded with uncertain that no real conclusion can be made relative to this statement.

TABLE 140.--Total responses of principals to the statement:
The Michigan Education Association is not helping to im-
prove education

	SA	A	U	D	SD	Total
Number	11	35	75	150	21	292
Percentage	3.7	11.9	25.6	51.3	7.2	99.7

The study therefore concludes that a large majority of Oakland County principals who responded with other than uncertain believe that the Michigan Education Association is helping to improve education.

TABLE 141.--Total responses of principals to the statement:
The professional attitudes of teachers have improved be-
cause of collective bargaining

	SA	A	U	D	SD	Total
Number	2	27	70	134	59	291
Percentage	.6	9.2	23.9	45.8	20.2	99.7

The study therefore concludes that a vast majority of Oakland County principals believe that the professional attitudes of teachers have not improved because of collective bargaining.

TABLE 142.--Total responses of principals to the statement:
The State Labor Mediation Board has helped improve public
education

	SA	A	U	D	SD	Total
Number	1	34	132	76	49	292
Percentage	.3	11.6	45.2	26.0	16.7	99.8

The study concludes that since 45.2% of the Oakland County principals responded with uncertain that no real conclusions can be made relative to this statement.

TABLE 143.--Total responses of principals to the statement:
Collective bargaining has improved teacher morale

	SA	A	U	D	SD	Total
Number	3	88	72	94	33	290
Percentage	1.0	30.3	24.8	32.4	11.3	99.8

The study concludes that a majority of Oakland County principals who responded with other than uncertain, believe that collective bargaining has not improved teacher morale.

TABLE 144.--Total responses of principals to the statement
Grievance procedures will not be of help to building
principals

	SA	A	U	D	SD	Total
Number	15	54	103	107	9	288
Percentage	5.2	18.7	35.7	37.1	3.1	99.8

The study therefore concludes that since only 23.9% of Oakland County principals strongly agreed or agreed with this statement that the majority who responded with other than uncertain feel that grievance procedures will be of some help to building principals.

TABLE 145.--Total responses of principals to the statement:
Boards of Education through collective bargaining have
helped improve the status of principals

	SA	A	U	D	SD	Total
Number	1	19	80	140	50	290
Percentage	.3	6.5	27.5	48.2	17.2	99.7

The study therefore concludes that a large majority of Oakland County principals believe that Boards of Education through collective bargaining have not helped improve the status of principals.

TABLE 146.--Total responses of principals to the statement:
It would be a good idea for principals to form collective
bargaining units

	SA	A	U	D	SD	Total
Number	20	91	112	46	20	289
Percentage	6.9	31.4	38.7	15.9	6.9	99.8

The study therefore concludes that a majority of Oakland County principals who responded with other than uncertain, believe that it would be a good idea for principals to form collective bargaining units.

TABLE 147.--Total responses of principals to the statement:
Principals in my school district had a great deal to say
about the content of the master contract

	SA	A	U	D	SD	Total
Number	9	50	43	117	68	287
Percentage	3.1	17.4	14.9	40.7	23.6	99.7

The study therefore concludes that a vast majority of Oakland County principals believe that principals in their local school district did not have a great deal to say about the content of the master contract.

TABLE 148.--Total responses of principals to the statement:
Collective bargaining has not helped principals to be more
effective

	SA	A	U	D	SD	Total
Number	42	143	60	44	1	290
Percentage	14.4	49.3	20.6	15.1	.3	99.7

The study therefore concludes that a large majority of Oakland County principals believe that collective bargaining has not helped principals to be more effective.

TABLE 149.--Total responses of principals to the statement:
Collective bargaining has improved the morale of principals

	SA	A	U	D	SD	Total
Number	2	11	53	170	54	290
Percentage	.6	3.7	18.2	58.6	18.6	99.7

The study therefore concludes that a vast majority of Oakland County principals believe that collective bargaining has not improved the morale of principals.

TABLE 150.--Total responses of principals to the question:
Who do you think gained the most from collective bargaining
in your particular school district?

- A. The children
- B. The teachers
- C. The administrators
- D. The Board of Education
- E. None of the above

	A	B	C	D	E	Total
Number	5	244	4	2	32	287
Percentage	1.7	85.0	1.3	.6	11.1	99.7

The study therefore concludes that a vast majority of Oakland County principals believe the teachers gained the most from collective bargaining in their particular school district.

TABLE 151.--Total responses of principals to the question:
Since the date your school district signed a master contract with the professional staff, how would you best describe communications between you and your teaching staff?

- A. Improved communications
- B. No change
- C. More difficult to communicate

	A	B	C	Total
Number	26	173	87	287
Percentage	9.0	60.2	30.3	99.5

The study therefore concludes that a large majority of Oakland County principals believe that there has been no change in communications between principal and staff since the date the school district signed the master contract.

TABLE 152.--Total responses of principals to the question:
Which of the following would you most like to see happen?

- A. Complete repeal of the public employees collective bargaining law
- B. Modification of the collective bargaining law to give Boards of Education more power
- C. Enactment of a new law providing for binding arbitration when an impasse between bargaining parties occurs
- D. Provisions for public employees to have the right to strike
- E. None of the above

	A	B	C	D	E	Total
Number	23	64	85	2	110	284
Percentage	8.0	22.5	29.9	.7	38.7	99.8

The study concludes that the responses of Oakland County principals to this question are such that no conclusions can be made.

TABLE 153.--Total responses of principals to the question:
Which of the following best describes your role as the
instructional leader in your building since the master
contract has been in effect?

- A. I have more influence over people and programs
- B. I have less influence over people and programs
- C. I have more influence over people and less influence over programs
- D. I have less influence over people and more influence over programs
- E. I see no change

	A	B	C	D	E	Total
Number	3	99	4	12	170	288
Percentage	1.0	34.1	1.3	4.1	58.6	99.1

The study therefore concludes that a large majority of Oakland County principals believe that there has been no change in their role as the instructional leader since the master contract as been in effect.

TABLE 154.--Total responses of principals to the question:
Compared to the other kinds of concerns that you have faced
this past year as principal, how would you best describe
collective bargaining?

- A. My greatest concern
- B. One of several equally important concerns
- C. I don't know
- D. Of little or no concern to me

	A	B	C	D	Total
Number	15	227	20	29	291
Percentage	5.1	77.7	6.8	9.9	99.5

The study therefore concludes that a vast majority of Oakland County principals believe that collective bargaining is one of several equally important educational concerns.

Discussion

The stated purpose of this study was to determine what significant relationship, if any, exists between selected demographic variables and the attitudes of school principals in Oakland County. Each of these demographic variables have been carefully analyzed in earlier sections. As the reader knows by now, not many of these variables were found to be significant.

The first variable to be tested was the one that was perhaps the most significant. In 8 of 22 tests, male and female principals differed significantly in their attitudes relative to collective bargaining. This suggests that any one attempting to consider reasons why principals think or behave in a given manner concerning collective bargaining might do well to recognize that male and female principals have in at least one study differed significantly. This study was not directional, but it might be appropriate to note that where ever there was a significant difference between male and female principals, the female tended to be less in sympathy with teacher collective bargaining where as the male principals tend to respond in a manner that suggests attitudes of support for teacher collective bargaining.

The second variable was length of administrative experience. Behind the inclusion of this variable in the study was a significant question. The study sought to discover if long-term principals who have worked for many years in a given manner would have attitudes concerning collective bargaining that differed significantly from those individuals

who had been a principal for a shorter length of time? Not one of the 22 tests showed any significant relationship between the number of years individuals have been a principal and their attitudes concerning collective bargaining.

The third variable sought to determine if there was a relationship between age of principals and their attitudes concerning collective bargaining. In 6 of the 22 tests, significant relationships were found between age categories of Oakland County principals and their attitudes concerning collective bargaining. As previously stated, all hypotheses were non-directional, however, it did appear that where ever a relationship did exist, the younger principals tended to be more supportive of collective bargaining whereas the older principals tended to respond in a manner that suggested less support and less sympathy for teacher collective bargaining.

It is very interesting to note that there was no relationship between the amount of administrative experience of Oakland County principals and their attitudes concerning collective bargaining, yet there was a relationship in 6 out of 22 tests between age categories of Oakland County principals and their attitudes concerning collective bargaining. The reason for this was not discovered by the study.

The fourth variable sought to determine if elementary and secondary principals in Oakland County differ in their attitudes concerning collective bargaining. The question behind this variable was built on the belief that since elementary schools tend to be smaller in size, have

different types of teachers, different programs, and have principals with different training (elementary vs. secondary certification) that their attitudes relative to collective bargaining might reflect this difference. Not one of the 22 tests showed any significant relationship between the level of administrative responsibility and attitudes of Oakland County principals concerning collective bargaining. This result was rather interesting for most educators consulted prior to the study felt elementary and secondary principals would have some differences in their attitudes concerning collective bargaining. The chi squares that were computed for these 22 tests were all very small which further points out the fact that there was very little difference if any between elementary and secondary principals concerning their attitudes relative to collective bargaining.

The fifth variable sought to determine if Oakland County principals who attended workshops and/or meetings relative to collective bargaining would have the same attitudes concerning collective bargaining as those Oakland County principals who did not attend such workshops or meetings. Behind this variable was the belief that since this was a new law with many new procedures for school districts, those who were knowledgeable or had at least some understanding of the law, might have different attitudes about collective bargaining from those principals who knew very little or nothing about the law. Not one of the 22 tests revealed any significant relationships between attendance-nonattendance of Oakland County principals at collective bargaining workshops and/or meetings and their attitudes concerning collective bargaining.

The sixth variable sought to determine if Oakland County principals who were part of the Board of Education Negotiating Team would have the same attitudes concerning collective bargaining as those Oakland County principals who were not part of the negotiating teams. This question was explored because the literature in the field of group dynamics seems to suggest that people involved in the decision-making process often are more receptive to change than those who are not involved. The concept behind this variable was based on the premise that principals who were actually part of the negotiating team might have different attitudes simply because they were part of the decision-making process. In only 3 of the 22 tests were significant relationships found between membership-nonmembership on the Board of Education Negotiating teams of Oakland County principals and their attitudes concerning collective bargaining.

It is interesting to note that even though the study selected a rather low significance level of .01, that the results do not change greatly when the significance level is raised. At .01 the study found on 17 tests to be significant. This is out of a possible 132 tests. By changing the significance level to .05 we have a total of 21 tests that are significant. By increasing the significance level to .10 there are only a total of 30 tests that are significant. Thus, the study concludes that even if another level of significance were selected, the results of the study would not be changed significantly.

In addition to the foregoing variables the study was interested in the attitudes of all Oakland County principals concerning collective bargaining. Based on the findings the study concludes that Oakland County principals as a group do not feel that collective bargaining is especially harmful or detrimental to education. They do tend to have some serious questions however, about the impact of collective bargaining on the role of the principal but even these responses in general are not overly negative. A careful review of these responses may be found in the first part of this chapter.

It should be noted that only six principals who returned the completed questionnaires added any written comments. This is rather interesting for as the reader will note, the questionnaire invited comments. It is difficult to guess why more did not comment, but this fact may be of considerable interest to future studies.

Implications for Future Research

Chapter II of this study points out that very little has been written concerning the role of the principal in collective bargaining. This study has revealed some interesting facts in that the demographic variables selected for this study did not prove to be especially significant. This suggests that additional research needs to be done. If these demographic variables have no particular relationship to the attitudes that principals in Oakland County have concerning collective bargaining then other factors must be contributing to these attitudes.

If we are to have any meaningful measure of explanation as to why principals think in a given way concerning collective bargaining, other variables are going to be considered. It might prove very interesting to examine the psychological reasons why principals feel the way they do about collective bargaining. In addition to psychological variables other variables should be considered. One such study might be an analysis of the attitudes of principals in Michigan concerning collective bargaining compared with the attitudes of principals in other states where collective bargaining has not become the way of life for all of the public school teachers in the state.

Several concepts relative to this study should be recognized by the educational community:

- A. Additional research needs to be completed relative to public employee collective bargaining.
- B. This is a complex topic and the attitudes of principals concerning this topic may be in continual flux.

- C. Quality education demands that we know more about the impact of collective bargaining on education and educators.
- D. The excellent response of principals in Oakland County to this study suggests a great deal of interest in this topic.
- E. Part or all of the questionnaire used in this study might be replicated elsewhere to measure differences in attitudes between geographic localities.
- F. This questionnaire might be replicated at a later date in Oakland County to determine if the attitudes of Oakland County principals have changed with time.

By knowing more about this topic the educational community may be able to control factors that might be detrimental to effective education for children.

Discussion of the Problem

The writer of this dissertation is presently a school superintendent. In this position he has been involved in extensive negotiations with his professional staff over the past year.

Because of this practical experience and research that has gone into this dissertation over the past year and the extensive reading that he has completed relative to collective bargaining, he would like to make some recommendations. These recommendations are influenced by the above factors but are basically his own personal opinion.

1. He would recommend that the people of the state of Michigan prepare themselves for a considerable amount of conflict which will increase in tempo over the next few years. This conflict will basically be a matter of teachers fighting with Boards of Education and even the communities if the communities are reluctant to vote additional taxes to be used for teacher salaries.
2. He would recommend that other states who are considering some type of legislation concerning collective bargaining for teachers, pause and give careful thought as to the type of legislation which would best meet the needs of the educational environment. The standard labor law route which Michigan has chosen may not be the best type of legislation for the educational community.

3. He would recommend that Boards of Education and school superintendents place greater emphasis, by sincere actions, on the concept that principals are in fact an important part of the management team.
4. He would recommend that school districts give careful thought to the possibility of the Board of Education hiring a full time negotiator to represent the Board of Education during negotiations. The demands that negotiations place on the superintendent are such that his time and effectiveness will be drastically reduced if he is going to remain the chief negotiator for the Board of Education.
5. He would recommend that school districts consider sensitivity training for all school administrators. Since apparently there is little reason to believe that demographic variables which were part of this study had much influence on the attitudes of principals concerning collective bargaining, perhaps there needs to be understanding on the part of each school administrator as to why he feels the way he does about collective bargaining. Sensitivity training may help accomplish this goal.

6. He would recommend that teachers, administrators, and the Board of Education work together carefully to see if there are ways by which communications can be improved. Improved communications may help prevent some of the misunderstandings which often lead to conflict.
7. He would suggest that the colleges and universities give a better understanding to future teachers and future administrators through expanded course work as to the real essence of collective bargaining for public employees. Many of the current problems may well be due to lack of previous exposure on the part of all parties to collective bargaining concepts.

Public employee collective bargaining is a fairly recent development within the labor movement. As in all other areas of our society which has undergone the organization of employees into collective bargaining units, there will be periods of conflict and unrest. Given enough time and understanding however, the collective bargaining process will settle down to a workable and meaningful process. The writer believes that education will ultimately benefit from the collective bargaining process.

March 1967

Dear Principal:

This questionnaire is being given to every Public School Principal in Oakland County, Michigan.

The purpose of the questionnaire is to gather data concerning the attitudes of principals relative to public employee collective bargaining.

This is not a test of your knowledge or skill. This is a method by which we hope to gain some insight as to just how principals feel concerning this topic.

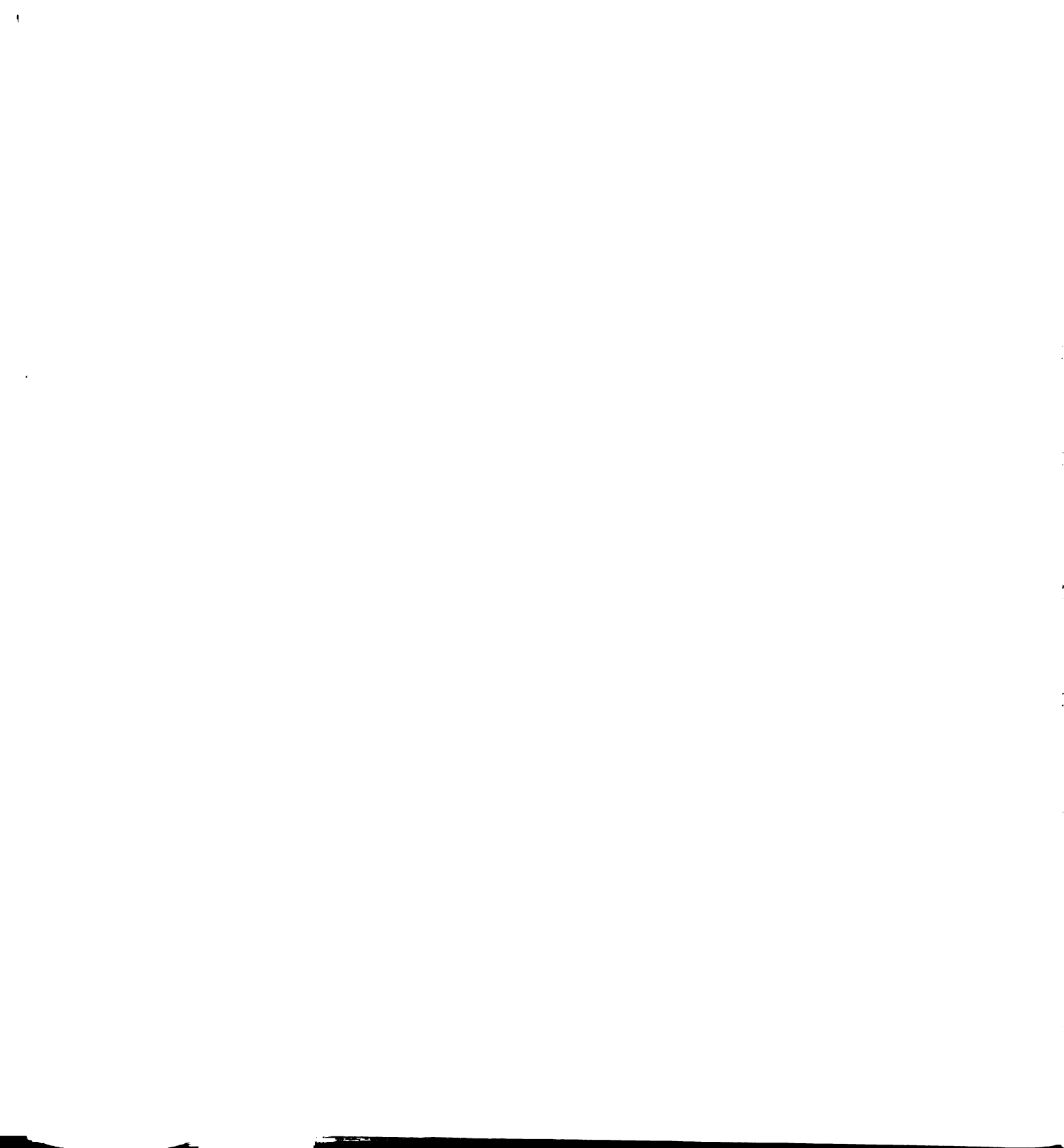
Please note that we do not wish your name on the questionnaire. Information and responses will not be identified with individuals. Your anonymity will be carefully protected.

This questionnaire is designed so that you merely check the appropriate response that best describes your feelings concerning each question. Please read each question carefully.

Thank you for your assistance.

Sincerely yours,

/S/George G. Garver



Q U E S T I O N N A I R E

A. Please check.

1. Male
2. Female

B. How long have you been a principal? (Include the current school year.)

1. Less than two years
2. 2 to 7 years
3. 8 to 13 years
4. 14 to 19 years
5. 20 or more years

C. Please check your age.

1. Under 30
2. 30 - 39
3. 40 - 49
4. 50 - 59
5. 60 or over

D. Your present responsibility involves which of the following?

1. Elementary Principal
2. Secondary Principal
3. Combined responsibility (i.e., 4-8, etc.)

E. During the past eighteen months have you attended any of the state or area meetings or workshops which discussed collective bargaining or professional negotiations?

1. Yes
2. No

Were you or are you currently a member of the negotiating team for your Board of Education?

1. Yes

2. No

Please check the box that best describes your feelings concerning each statement.

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Uncertain</u>	<u>Dis- agree</u>	<u>Strongly Disagree</u>	
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Collective bargaining is <u>good</u> for public education
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Collective bargaining has not been good for my school district.
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Teacher militancy is good for education .
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Teacher strikes are detrimental for education.
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The competition between the Michigan Education Association and the Michigan Federation of Teachers will be <u>good</u> for public education.
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Because of collective bargaining, my role as principal has been easier.
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Michigan Federations of Teachers is helping to improve public education
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Michigan Education Association is <u>not</u> helping to improve public education
9.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The professional attitudes of teachers have improved because of collective bargaining.
10.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The State Labor Mediation Board has helped improve public education.

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Uncertain</u>	<u>Dis-agree</u>	<u>Strongly Disagree</u>	
11.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Collective bargaining has improved teacher morale
12.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Grievance procedures will <u>not</u> be of help to building princip
13.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Boards of Education, through collective bargaining, have helped improve the status of principals.
14.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	It would be a <u>good</u> idea for principals to <u>form</u> collective bargaining units.
15.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Principals in my school district had a great deal to say about the content of the master contract.
16.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Collective bargaining has <u>not</u> helped principals to be more effective.
17.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Collective bargaining has improved the morale of principals.

H. Who do you feel gained the most from collective bargaining in your particular school district? (Check only one.)

1. The children
2. The teachers
3. The administrators
4. The Board of Education
5. None of the above

- I. Since the date your school district signed a master contract with the professional staff, how would you best describe communications between you and your staff?
1. Improved communications
 2. No change
 3. More difficult to communicate
- J. Which of the following would you most like to see happen? (Check one only.)
1. Complete repeal of the public employees collective bargaining law
 2. Modification of the collective bargaining law to give Boards of Education more power.
 3. Enactment of a new law providing for binding arbitration when an impasse between bargaining parties occurs.
 4. Provisions for public employees to have the right to strike.
 5. None of the above.
- K. Which of the following best describes your role as the instructional leader in your building since the master contract has been in effect?
1. I have more influence over people and programs.
 2. I have less influence over people and programs.
 3. I have more influence over people and less influence over programs.
 4. I have less influence over people and more influence over programs.
 5. I see no change.
- L. Compared to the other kinds of concerns that you have faced this past year as principal, how would you best describe collective bargaining?
1. My greatest concern.
 2. One of several equally important concerns.
 3. I don't know.
 4. Of little or no concern to me.
- M. Comments:

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