

ATTITUDES OF ELEMENTARY AND SECONDARY  
TEACHERS IN KANSAS TOWARD STRIKES

by 6408

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## Chapter I

### INTRODUCTION

Strikes by teachers in various sections of the United States have increased tremendously in the past few years. According to the NEA Reporter, "The decade of the 60's saw 320 strikes, more than three-fourths of which occurred during the last two years. Only one to five strikes were listed for each of the first four years of the decade."<sup>1</sup> To further show the number of strikes that have taken place in the past few years, another article states this: "The number of strikes first rose spectacularly during the 1967-68 school year when 114 occurred (there were 34 in 1966-67), and the following two years showed a continued increase to 180 in 1969-70."<sup>2</sup>

#### Objectives

Since teacher strikes have been so prominent in the last few years, this study will investigate the attitudes of Kansas elementary and secondary teachers toward strikes. The Research Division of the National Education Association conducted teacher opinion polls in 1965, 1967, 1968, and 1970, asking a national sample of public school classroom teachers whether or not teachers should strike. The following graph shows the results of those polls.

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<sup>1</sup>NEA Reporter, February 27, 1970, p. 4, cols. 2-3.

<sup>2</sup>"Teacher Strikes, 1960-61 to 1969-70," NEA Research Bulletin, Vol. XLVIII (October, 1970), p. 69.

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Do you believe public-school teachers should ever strike?

|                                                                                        | <u>1965</u> | <u>1967</u> | <u>1968</u> | <u>1969</u> | <u>1970</u> |
|----------------------------------------------------------------------------------------|-------------|-------------|-------------|-------------|-------------|
| Yes, teachers should strike the same as employees in other occupations . . .           | 3.3%        | 4.4%        | 8.8%        | 5.9%        | 10.0%       |
| Yes, but only under extreme conditions and after all other means have failed . . . . . | 50.0        | 54.4        | 59.4        | 56.1        | 63.0        |
| No, teachers should never strike . . . .                                               | 37.8        | 33.7        | 22.8        | 30.4        | 20.8        |
| Undecided . . . . .                                                                    | 8.9         | 7.5         | 9.0         | 7.7         | 6.2         |
|                                                                                        | 100.0%      | 100.0%      | 100.0%      | 100.0%      | 100.0%      |

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It was found in 1965 and 1967 that the percentage of teachers opposed to strikes varied according to different geographic sections of the United States. However, in the 1968 polling it was found that there was no significant difference geographically in the percentage of teachers opposed to striking.<sup>2</sup>

According to the results from 1965 to 1970, there is an increase in teacher acceptance of strikes. As one article states, "The total percentage of teachers who approved of strikes under some or any circumstances in 1970 was 73 percent, an increase of nearly 20 percentage points since the first poll was taken."<sup>3</sup>

From these findings, it would seem that Kansas teachers would have an attitude similar to those in other states. However, this study limited its investigation to the attitudes of Kansas classroom teachers to these three variables: (1) urban and rural unified school districts, (2) the teaching level, and (3) the sex of the teacher.

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<sup>1</sup> "Teacher Strikes, 1960-61 to 1969-70," p. 72.

<sup>2</sup> "Should Teachers Strike?" Today's Education, Vol. LVII (September, 1968), pp. 85-86.

<sup>3</sup> "Teacher Strikes, 1960-61 to 1969-70," p. 72.

Therefore, this researcher investigated the attitudes of Kansas classroom teachers according to these three questions:

1. Are teachers in large urban areas more in favor of strikes than teachers in rural areas?
2. Are secondary teachers more in favor of strikes than elementary teachers?
3. Are male teachers more in favor of strikes than female teachers?

#### Importance of the Study

This report is important to school administrators. It may help them determine which teachers are likely to favor militant action or strikes. The main usefulness of this report will be to provide information on teacher attitudes toward strikes.

#### Study Population

This study was limited to the total population of classroom teachers in Kansas. The attitudes of teachers in other states may not correspond to those in Kansas. Also, only a segment of those in the educational field participated in the project. Superintendents, principals, supervisors, psychologists, speech therapists, librarians, school nurses, and guidance counselors were excluded from the study.

#### Limitations

A limitation of this study is the small sample size in some cells. For example, there are only fifteen men in the elementary subset. This represented only four men from the urban elementary schools and eleven men from the rural elementary schools. Another limitation of this study is that the researcher did not use any techniques of statistical inference for his results. Therefore, statistical significance is not established in this study. The

differences found in the data only suggest the conclusions made by the investigator.

### Definitions of Terms

There are several terms that were used in the study that must be defined. The first term is sanctions. This term refers to "public denunciation of an inferior school district, individual members, or state."<sup>1</sup> T. M. Stinnett and his Associates stated this:

They are a moral force, a persuader, backed by a reasonable degree of unanimity of the group utilizing them. As such, they become a means to an end, usually expressed in the form of a declaration; the purpose of such a declaration is to bring about conformance with a custom, law, or accepted standard. Sanctions impose rewards or penalties, such as recognition, approval, withdrawal of recognition, or loss of a reward, and from this they derive their force.

Professional negotiation is a cooperative effort of teachers and school boards to form policies but does not imply the right of teachers to make decisions on policy matters.<sup>3</sup> Another source stated this:

Professional negotiation has been defined as a set of procedures, written and officially adopted by the local staff organization and the school board, which provides an orderly method for the school board and staff organization 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 an impasse.<sup>4</sup>

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<sup>1</sup> Patrick W. Carlton, "The Attitudes of Certified Instructional Personnel Toward Professional Negotiations and 'Sanctions'" (Eugene, Oregon: Center for Advanced Study of Educational Administration, University of Oregon, 1967), p. 18.

<sup>2</sup> T. M. Stinnett, Jack H. Kleinmann, and Martha L. Ware, Professional Negotiation in Public Education (New York: The Macmillan Company, 1966), p. 122.

<sup>3</sup> Carlton, p. 30.

<sup>4</sup> Stinnett, Kleinmann, and Ware, p. 2.

It is important to know that collective bargaining is similar to professional negotiations, yet is different in two important areas. Stinnett and Associates stated this:

(1) Professional negotiation procedures can result in the removal of teachers and school boards from the operation of labor laws and labor precedent, whereas collective bargaining procedures, adapted from the private sector, will not. (2) For the purposes of mediation and appeal, procedures will go through educational channels under professional negotiation and through labor channels under collective bargaining.

Another term of importance is strikes. According to Webster's dictionary, this refers to "a work stoppage by a body of workers to enforce compliance with demands made on an employer" and to "a temporary stoppage of activities in protest against an act or condition."<sup>2</sup>

The next term to be defined is attitude. According to Blendinger, "An attitude can be defined as how one feels about an idea. Attitudes are important determinants of behavior because they reflect the impact of experience upon the learner."<sup>3</sup>

For this study, the terms urban and rural must also be clarified. The term urban refers to unified school districts that have a population of 10,001 or more people in one or more of its towns or cities. Rural refers to unified school districts that have a population of 10,000 or less in each town or city. Also, elementary teachers are those teachers that teach in grades kindergarten through sixth grade while secondary teachers are those teachers from the seventh grade through twelfth grade. Since a few teachers responded as

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<sup>1</sup> Stinnett, Kleinmann, and Ware, p. 16.

<sup>2</sup> Webster's Third New International Dictionary (Springfield: G. & C. Merriam Co., 1963), p. 869.

<sup>3</sup> Jack Blendinger, "Student Attitudes Toward Teacher Activism," The Clearing House, Vol. XLIV (January, 1970), p. 268.

teaching grades one to eight or grades three to eight, they were classified as elementary.

Before continuing, it should be stressed here that this study was oriented to the attitudes of Kansas teachers toward teacher strikes. However, collective bargaining, professional negotiations, and sanctions are closely connected or involved with collective action by teachers.

## Chapter II

### REVIEW OF THE LITERATURE

Since the great preponderance of strikes has occurred relatively recently, there is not a great source of valuable literature to be found on this subject. Most of the articles reviewed were of a general nature and did not deal directly with the areas of this study.

The review of the literature will be in the areas of opposition to strikes and of support for strikes. It also will present the factors or causes involved in strikes. Some factors will influence certain teachers more than others and may help explain the results of this study.

#### Opposition to Strikes

As found in any other controversial issue, arguments for and against teacher strikes appear in the literature. According to John Rich, arguments against teacher strikes center around three areas or assumptions. The assumptions are these: (1) A strike is an illegal and unlawful act if there are laws prohibiting it. (2) Public employees should not strike. (3) A strike is "unprofessional."<sup>1</sup>

This concept of "unprofessional" appeared in several articles. One writer stated this:

To me, the distinctive character of a profession is that the client's welfare is its paramount concern. The professional person, whether he is physician, lawyer, social worker, clergyman, or teacher, puts his client's welfare above his own comfort or personal gain.... He cannot withhold his services without violating professional ethics and public trust.

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<sup>1</sup> John Martin Rich, "Civil Disobedience and Teacher Strikes," Phi Delta Kappan, Vol. XLV (December, 1963), p. 151.

<sup>2</sup> Margaret E. Jenkins, "America's Teachers - Their Rights and Responsibilities," The PTA Magazine, Vol. LVII (September, 1962), p. 2.

Wm. C. Bruce stated this:

Any teachers' strike is completely unprofessional; it is destructive of the dignity which teachers as professional men and women need to maintain the respect and effectiveness of the group responsible for the education of American youth and the future welfare of the Nation.<sup>1</sup>

Another source stated this:

Another objection to strikes is that they set a poor example for students. Teachers are reminded that their work involves the important task of encouraging young people to respect the legitimate authority of school personnel. If teachers strike, ignoring the dictates of the school board, their students will categorize such action as permissible and begin to lose the respect for constituted authority.<sup>2</sup>

Levine also pointed out "that there are few, if any, forms of employment in which the employee does not agree to give up some of his constitutional rights by the implied terms of his contract."<sup>3</sup>

#### Support of Strikes

In the article "Should Teachers Strike?" the author stated that "nearly 3 in 4 teachers believe that in at least some circumstances teachers should strike."<sup>4</sup> According to the 1965, 1967, 1968, and 1970 polls, "the majority of teachers has approved of striking only as an extreme measure."<sup>5</sup> Reasons for striking included such things as to remedy unsafe conditions for pupils, to achieve satisfactory teaching conditions, to obtain higher salaries, to

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<sup>1</sup> Wm. C. Bruce, "An Illegal Strike," The American School Board Journal, Vol. CXLIV (June, 1962), p. 44.

<sup>2</sup> Marvin J. Levine, "The Issues in Teacher Strikes," The Journal of General Education, Vol. XXII (April, 1970), p. 11.

<sup>3</sup> Ibid., p. 11.

<sup>4</sup> "Should Teachers Strike?" Today's Education, Vol. LX (February, 1971), p. 27.

<sup>5</sup> Ibid., p. 27.

improve the instructional program, to obtain negotiation agreements, to obtain redress of grievances, and to obtain better fringe benefits.<sup>1</sup>

One advocate of teacher strikes is Lieberman. Lieberman stated, "Professional codes of ethics not only permit but obligate professional workers to withdraw their services under certain conditions."<sup>2</sup> He gave examples of professionals withdrawing their services under some conditions. For example, doctors do not serve where they cannot take responsibility for the results. Also, lawyers are to withdraw their services from clients who take unethical means to achieve personal gains. He also stated that "the professional groups concerned have made a collective decision that persons must meet certain conditions in order to receive professional services."<sup>3</sup> Another advocate of teacher strikes is John Rich. He stated this:

...teachers should use legal protest to correct injustices whenever possible; however, in those cases where all legal alternatives have been tried and exhausted, justification could be based on the moral rightness of the strike by calling to public attention the existing injustices, the exhaustion of legal alternatives, and the predicted correction of injustices by striking.

#### Causes of Strikes

The reasons given in support of strikes may also be listed as causes of strikes. For example, many of the walkouts in Michigan were the result of the impasse over salaries.<sup>5</sup> Other factors which caused teachers to strike were

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<sup>1</sup> "Should Teachers Strike?" (February, 1971), p. 27.

<sup>2</sup> Myron Lieberman, "Teachers' Strikes: Acceptable Strategy?" Phi Delta Kappan, Vol. XLVI (January, 1965), p. 237.

<sup>3</sup> Ibid., p. 237.

<sup>4</sup> Rich, p. 154.

<sup>5</sup> "Teacher Walkouts in Michigan," Michigan Educational Journal, Vol. XLIV (September, 1966), p. 13.

these: (1) frustration with teaching conditions in a system that has many problems, (2) bitterness over working conditions, (3) anger over not being able to provide a decent living with the teaching salary alone, and (4) unhappiness with the citizens because they do not provide good schools and salaries.<sup>1</sup>

A study about causes of strikes was made by Robert Kite in 1964. In this study, it was found that the main factors where a strike occurred or where one was averted were these: (1) fiscal dependence of school boards on other governmental bodies, (2) failure of teachers' efforts to improve salary and welfare through bargaining, (3) economic problems, and (4) the method or procedures used by a school district to deal with the problem of teachers regarding policy formation.<sup>2</sup>

As to which factors will influence certain teachers, a teacher opinion poll in 1970, like three previous surveys, showed that more men than women hold militant opinions. It also showed that acceptance of strikes has increased at about the same rate among both men and women. It stated this:

In the case of men, most of the increase has occurred in the category of those who believe teachers should strike the same as other employees. For women, the change has occurred primarily in the category of those who think teachers should strike only under extreme conditions.<sup>3</sup>

The opinions of both sexes on reasons for striking did not differ significantly

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<sup>1</sup> Leonard Buder, "The Teachers Revolt," Phi Delta Kappan, Vol. XLIII (June, 1962), pp. 370-371.

<sup>2</sup> Robert Hayman Kite, Sr., "A Study to Determine the Degree of Influence Selected Factors Had in Causing Teacher Strikes and to Determine the Degree to Which These Factors Were Present in School Districts in Which Teacher Strikes Were Averted" (unpublished Doctor's dissertation, The University of Mississippi, 1964), pp. 94-95.

<sup>3</sup> "Should Teachers Strike?" (February, 1971), p. 27.

on remedying unsafe conditions for pupils and achieving satisfactory teaching conditions. However, more men than women approved of strikes to obtain higher wages, to obtain redress of grievances, or to secure improved fringe benefits.<sup>1</sup> According to Patrick Carlton's study, females are less likely to become involved in militant activities because of a lesser degree of career commitment. Many women teach for a few years, quit teaching to have a family, and maybe begin teaching again after the children have grown up. Men, however, stay in as "full time educators." He also brought out the fact that inadequate instructional salaries help promote male support of militant activities.<sup>2</sup>

It was evident that there were differing degrees of job dissatisfaction among elementary, junior high, and senior high teachers. In one article, it stated that elementary school teachers tend to be the most satisfied while the senior high teachers were the least satisfied generally. However, it also said that the junior high teachers were the least satisfied in regard to attitudes toward the job, the school, and the pupils.<sup>3</sup> In a research project by Bienenstok and Sayres, it was found among junior high teachers that (1) dissatisfaction increases with age, family responsibility, and years of experience, (2) senior high school teaching is viewed as being superior to junior high teaching in regard to such factors as smaller class size, fewer problem children, and more opportunity to teach a specialty, and (3) many sources of strain and frustration are found in junior high teaching.<sup>4</sup>

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<sup>1</sup>"Should Teachers Strike?" (February, 1971), p. 27.

<sup>2</sup>Carlton, pp. 5-6.

<sup>3</sup>"Are Teachers Satisfied with Their Working Conditions," NEA Research Bulletin, Vol. XLVII (March, 1969), pp. 6-7.

<sup>4</sup>Theodore Bienenstok and William C. Sayres, "Problems in Job Satisfaction among Junior High School Teachers" (Albany, New York: The University of the State of New York, The State Education Department, Division of Research, 1963), pp. 11-35.

Becoming "professionalized" may also be an influence in causing some teacher strikes. According to some authors, there must be some conflict with the existing structure or status quo before professionalization can be gained. Ronald Corwin stated that "professionalization represents the drive of a group to control its own work: and conversely it represents dissatisfaction with the traditional form of control."<sup>1</sup> According to this statement, professionalization is a militant process. The end result would be a larger share of power at the expense of the present power structure.<sup>2</sup> As T. M. Stinnett stated:

Therefore, the teaching profession is demanding that its members be treated as such; that its members have the right to be talked with, listened to, and treated as people competent to participate in a creative and constructive manner in the development of the school program, aimed at constant upgrading of the quality of services to children and youth.<sup>3</sup>

That teachers would strike because of an impasse over not being able to gain more voice in policy formulation through "collective bargaining" and "professional negotiations" is implied in this statement:

Out of the total of 4308 responses, 144 or 3.3 percent reported the occurrence of one or more cases of persistent disagreement in the teacher organization-school management relationship. Relative to the number of respondents in each size group, these reports of "impasse" were somewhat concentrated in the larger systems, and in those areas and states in which collective activity by local teacher groups has generally been high.<sup>4</sup>

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<sup>1</sup> Ronald G. Corwin, A Sociology of Education (New York: Appleton-Century-Crofts, 1965), p. 262.

<sup>2</sup> Carlton, p. 27.

<sup>3</sup> T. M. Stinnett, "Professional Negotiation, Collective Bargaining, Sanctions, and Strikes," NASSP Bulletin, Vol. XLVIII (April, 1964), p. 104.

<sup>4</sup> Charles A. Perry and Wesley A. Wildman, "A Survey of Collective Activity among Public School Teachers," Educational Administration Quarterly, Vol. II (Spring, 1966), p. 141.

The words collective activity would include teacher strikes, walkouts, or boycotts.

#### Need for Information about Kansas Teachers' Attitudes Toward Strikes

Whether teacher strikes are justified can be seen through two opposing views. As has been presented, those against strikes give such reasons as strikes are unethical, illegal, unprofessional, and harmful to the students. On the other hand, those in favor of them present such reasons as improving conditions within the school, protesting the existing injustices when all other means fail, and increasing salaries. Many of the reasons given by the advocates of strikes also appear as causes of strikes. According to the various articles and studies, the causes can be divided into economic, political, and organizational areas. Some economic factors that have influence in causing teacher strikes are low salaries, rejected salary schedules, low economic status of teachers in the community, and failure of the public to understand the financial needs of teachers. Some political factors are failure of teacher efforts to improve salary and welfare through bargaining and the rejection of collective bargaining for teacher organizations. In the area of organizational factors, such influences as absence of participation in policy determination by teachers, inability of teachers and employers to compromise, and inadequate procedures provided for teachers to participate in the development of policies affecting them can be found.<sup>1</sup>

As pointed out in the various studies, men tend to be more militant than women. They approve of strikes to obtain higher wages, better fringe benefits, a negotiation agreement, and redress of just grievances. It was also presented in one study that job dissatisfaction varies among elementary, junior high,

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<sup>1</sup> Kite, Sr., pp. 94-95.

and senior high teachers. Junior high teachers tend to be the most dissatisfied in regard to attitudes toward the job, the school, and the pupils.

Since there are very few studies about teacher strikes in the areas of level taught, sex, and type of unified district, it is important that more information be collected concerning these variables. Such information will be important especially to school administrators and school boards. Therefore, information on teacher attitudes toward strikes is needed in Kansas.

## Chapter III

### METHODS AND MATERIALS

The investigator studied the attitudes of a sample of Kansas teachers toward strikes. The researcher was interested in answering these three questions: (1) Are teachers in urban areas more in favor of strikes than teachers in rural areas? (2) Are secondary teachers more in favor of strikes than elementary teachers? (3) Are male teachers more in favor of strikes than female teachers? The method of collecting the data is discussed in the remainder of this chapter.

#### Total Population

The total population of the study included all elementary and secondary classroom teachers employed in Kansas public schools during the 1970-71 school year and whose names were filed at the State Department of Education. According to a report by the Kansas-National Education Association, the total number of classroom teachers was 23,553. Looking at the two levels, there are 11,890 elementary teachers and 11,663 secondary teachers.<sup>1</sup> This study did not include superintendents, principals, supervisors, speech therapists, school psychologists, guidance counselors, librarians, and school nurses. Coaches were included as classroom teachers since many have classes to teach.

#### Sample Population

The sample group to which a questionnaire was sent consisted of 350 class-

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<sup>1</sup> Research Bureau of the Kansas-National Education Association, Report on Kansas Teacher Statistics 1970-71, Kansas-NEA Research Bulletin (Topeka: Kansas-National Education Association), p. 2.

room teachers in elementary and secondary schools in Kansas. The names of the teachers were selected by the use of random numbers taken from "A Table of Random Numbers."<sup>1</sup> After the numbers had been derived from the table, the classroom teachers were assigned numbers beginning with number one in the unified district with the smallest number. From this sample group, the teachers were divided into subsets of male and female, urban and rural, and secondary and elementary. This was done through the use of the biographical data sheet that the teachers answered. Their answers for urban and rural were also checked by a table of population of the towns and cities in Kansas.<sup>2</sup> It must be noted here that the investigator did not use information concerning "size of community in which you teach" (item 3), "years of teaching experience" (item 5), and "formal education" (item 6) in the biographical data sheet for this study.

### Variables

In several references it seemed that the variables stressed most often were sex and position. Also, many articles dealt with teachers striking in large cities. It would seem that Kansas teachers can also be divided according to these three classification variables and would be expected to have the same general attitudes as those on a national scale. With this in mind, the investigator attempted to find out if a difference in teacher attitudes toward strikes existed between teachers in unified school districts which included cities whose population is 10,000 or less and teachers in unified districts

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<sup>1</sup> John T. Roscoe, Elementary Statistics for Students of the Behavioral Sciences (monograph abstracted from author's text, Fundamental Research Statistics for the Behavioral Sciences, New York: Holt, Rinehart and Winston, Inc., 1969), pp. 95-96.

<sup>2</sup> Luman H. Long (ed.), The World Almanac and Book of Facts 1971 (New York: Newspaper Enterprise Association, Inc., 1970), pp. 420-421.

which included cities with a population of more than 10,000. He also attempted to find if a difference in teacher attitudes existed between teachers in secondary schools and those in elementary schools. One other variable was sex.

Data were collected from a Likert-type scale which was sent to the sample group. Members responded on a scale from strongly agree to strongly disagree for each item or question. This information was then collected in tables (Appendix - pages 47-55) so that the relationships were clearly shown.

### Research Design

A questionnaire (Appendix - pages 43-44 ) was sent to the sample group. After compiling a set of questions or statements from a study made by Patrick W. Carlton and an opinion poll conducted by NEA in 1968, teachers from the Wamego Elementary School and the Wamego High School were asked to respond to the questionnaire and to make criticisms. After the revisions, the scoring pattern of the questionnaire was as follows:

|                |       |           |          |                   |
|----------------|-------|-----------|----------|-------------------|
| Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
| SA             | A     | U         | D        | SD                |

Two teachers at Zeandale Elementary School were then asked to go over the biographical sheet and the questionnaire and make suggestions.

The sample group of teachers was contacted through the mail. Each individual received a first class letter (Appendix - page 41) requesting his participation in the project, a biographical data sheet (Appendix - page 42), the survey sheet (Appendix - page 43), and a stamped, addressed envelope for returning the completed forms. After four weeks, a reminder letter (Appendix - page 45) was sent to those teachers who had not returned the questionnaire.

After the questionnaires were returned, the results were recorded in tables for each item in the survey sheet according to the three variables.

Any differences between teachers in urban centers and those in rural areas, between secondary teachers and elementary teachers, and between male teachers and female teachers could be identified.

## Chapter IV

### PRESENTATION OF DATA

This chapter of the report deals with the presentation of information collected from these data. The data received from the questionnaires were not given statistical treatment beyond the determination of percentages and the simple presentation of numbers of responses to each item.

The investigator used the data to suggest the attitudes of a sample of Kansas classroom teachers according to these three questions:

1. Are teachers in urban areas more in favor of strikes than teachers in rural areas?
2. Are secondary teachers more in favor of strikes than elementary teachers?
3. Are male teachers more in favor of strikes than female teachers?

#### Questionnaires Returned

As stated in Chapter III, 350 questionnaires were mailed to classroom teachers in Kansas. Four weeks after the first questionnaires were sent, a reminder letter (page 45) was sent to those who had not returned the questionnaire. In all, 260 or 74 percent of the classroom teachers had returned the biographical sheet and questionnaire. From this sample group, subsets were used to collect data in order to answer the questions that the investigator wanted answered. The sample group was first divided into urban and rural subsets, then into subsets of secondary and elementary, and finally into subsets of male and female.

#### Presentation of Data

After the teacher respondents had been divided into subsets, the data were extracted from the questionnaires. These data are presented as percentages in

various tables. The percentages were determined by dividing the number of responses in each group by the total number of teachers in each subset. The total number of teachers and the percentage for each rank on the attitude scale in each item are given in tables in the next three sections of this paper.

Are Teachers in Urban Areas More in Favor of Strikes than Teachers in Rural Areas?

To collect data for this question, the sample was divided into subsets of 135 teachers for rural and 125 teachers for urban. Information for dividing the teachers was derived from the returned biographical data sheet and a table listing the sizes of Kansas towns and cities in 1970.<sup>1</sup> Those districts that contained a city or cities having a population of 10,001 or more were considered urban while rural districts contained cities having a population of 10,000 or less. However, since some districts, such as Unified District 361, included a large portion of a large city such as Wichita, it was considered urban. Those districts that were classified as urban are listed in the Appendix (page 46). The following table (Table 1) will help interpret each subset.

Table 1

Distribution of Teachers in the Subsets that Contain Urban and Rural Teachers

| <u>Urban</u> |                 | <u>Rural</u> |                 |
|--------------|-----------------|--------------|-----------------|
| Total - 125  |                 | Total - 135  |                 |
| Male - 40    | Secondary - 36  | Male - 50    | Secondary - 39  |
|              | Elementary - 4  |              | Elementary - 11 |
| Female - 85  | Secondary - 29  | Female - 85  | *Secondary - 32 |
|              | Elementary - 56 |              | Elementary - 52 |

\*One questionnaire was not counted as either secondary or elementary since both items had been circled on the biographical data sheet.

<sup>1</sup> Long, pp. 420-421.

After the teacher respondents had been divided into subsets, the data were extracted from the questionnaires. Table 10 in the Appendix (page 47) shows how the teachers responded to each item in the questionnaire. The total number of teachers and the percent is given for each rank on the attitude scale in each item.

Items of the questionnaire are stated to favor strikes while others are stated to oppose strikes. Those statements favoring strikes were grouped into a table while those statements opposing strikes were grouped into another table. For presentation purposes, the percentages for Strongly Agree and Agree were combined. This was also done with the percentages for Disagree and Strongly Disagree.

The following table (Table 2) presents those statements favoring strikes.

Table 2

Percentages\* of Rural and Urban Teachers Who Agreed or Disagreed  
with Questionnaire Items that Favored Strikes

| Item                                                                                                                                                                                  | Rank                | Variable   |            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|------------|------------|
|                                                                                                                                                                                       |                     | Rural<br>% | Urban<br>% |
| 1. Teachers should be able to withhold services when satisfactory agreement between their organizations and the school board cannot be reached.                                       | Agreed<br>Disagreed | 38<br>45   | 59<br>26   |
| 2. I feel that strikes on the part of teachers are a necessary consequence to collective bargaining.                                                                                  | Agreed<br>Disagreed | 22<br>61   | 32<br>49   |
| 3. The teachers must sometimes strike in order to enforce their demands.                                                                                                              | Agreed<br>Disagreed | 40<br>51   | 48<br>43   |
| 8. I believe that certain classes of public employees, including teachers, should be allowed to strike.                                                                               | Agreed<br>Disagreed | 36<br>43   | 52<br>32   |
| 9. I believe that teachers should have the right to disobey laws that they think are unfair or unconstitutional, including laws that forbid teachers to strike.                       | Agreed<br>Disagreed | 18<br>68   | 20<br>62   |
| 13. I believe that the quality of education can be improved through the use of                                                                                                        |                     |            |            |
| sanctions                                                                                                                                                                             | Agreed<br>Disagreed | 44<br>23   | 60<br>13   |
| professional negotiations                                                                                                                                                             | Agreed<br>Disagreed | 91<br>2    | 93<br>3    |
| strikes                                                                                                                                                                               | Agreed<br>Disagreed | 20<br>50   | 32<br>38   |
| 14. If professional negotiations or collective bargaining processes fail to secure the desired benefits, I believe that a teachers' strike may secure such benefits as the following: |                     |            |            |
| remedy unsafe conditions for pupils                                                                                                                                                   | Agreed<br>Disagreed | 53<br>24   | 51<br>25   |
| achieve satisfactory teaching conditions                                                                                                                                              | Agreed<br>Disagreed | 46<br>29   | 51<br>29   |

Table 2 (Continued)

| Item                                                             | Rank      | Variable   |            |
|------------------------------------------------------------------|-----------|------------|------------|
|                                                                  |           | Rural<br>% | Urban<br>% |
| 14. (Continued)                                                  |           |            |            |
| obtain higher salaries                                           | Agreed    | 48         | 52         |
|                                                                  | Disagreed | 28         | 21         |
| improve instructional programs                                   | Agreed    | 33         | 41         |
|                                                                  | Disagreed | 38         | 28         |
| obtain negotiation agreement (if<br>the system doesn't have one) | Agreed    | 47         | 58         |
|                                                                  | Disagreed | 23         | 18         |
| obtain redress of grievances                                     | Agreed    | 39         | 53         |
|                                                                  | Disagreed | 26         | 19         |
| obtain better fringe benefits                                    | Agreed    | 41         | 48         |
|                                                                  | Disagreed | 34         | 23         |

\*The sum of the percentages in this table does not equal 100 percent. The percentages for teachers in these subsets who responded by circling "Undecided" or those who did not answer the statement are not included in this table but are included in the total subset when determining the percentages.

Those items that are stated opposing strikes are presented in the next table (Table 3).

Table 3

Percentages\* of Rural and Urban Teachers Who Agreed or Disagreed  
with Questionnaire Items that Opposed Strikes

| Item                                                                                                                                                                      | Rank                | Variable   |            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|------------|------------|
|                                                                                                                                                                           |                     | Rural<br>% | Urban<br>% |
| 4. I believe that any teacher strike is completely unprofessional.                                                                                                        | Agreed<br>Disagreed | 47<br>34   | 39<br>49   |
| 5. I believe that strikes, walkouts, and boycotts are improper procedures to be used by public school employees who are dissatisfied with their conditions of employment. | Agreed<br>Disagreed | 63<br>26   | 39<br>50   |
| 6. I feel that the teacher cannot withhold his services without violating professional ethics and trust.                                                                  | Agreed<br>Disagreed | 56<br>30   | 39<br>50   |
| 7. I feel that the traditional position that civil employees may not strike is the only defensible position anyone can take.                                              | Agreed<br>Disagreed | 24<br>47   | 18<br>58   |
| 10. I believe that all attempts, such as strikes, to infringe upon school board authority should be resisted.                                                             | Agreed<br>Disagreed | 37<br>41   | 27<br>60   |
| 11. I feel that strikes will result in the school district losing local control.                                                                                          | Agreed<br>Disagreed | 36<br>36   | 22<br>59   |
| 12. I believe that the image of the teacher to the general public will be damaged because of teacher strikes.                                                             | Agreed<br>Disagreed | 63<br>23   | 52<br>35   |

\*The sum of the percentages in this table does not equal 100 percent. The percentages for teachers in these subsets who responded by circling "Undecided" or those who did not answer the statement are not included in this table but are included in the total subset when determining the percentages.

Are Secondary Teachers More in Favor of Strikes than Elementary Teachers?

To answer this question, the sample group was again divided into two groups. The subset of elementary teachers was composed of 123 while there were 136 teachers in the subset of secondary teachers. Teachers who taught in situations of kindergarten to 8th grade or 3rd grade to 8th grade were considered to be elementary. The following table (Table 4) will help interpret each subset.

Table 4

Distribution of Teachers in the Subsets that Contain  
Elementary and Secondary Teachers

| Elementary<br>Total - 123 |            | Secondary<br>Total - 136 |            |
|---------------------------|------------|--------------------------|------------|
| Male - 15                 | Rural - 11 | Male - 75                | Rural - 39 |
|                           | Urban - 4  |                          | Urban - 36 |
| Female - 108              | Rural - 52 | Female - 61              | Rural - 32 |
|                           | Urban - 56 |                          | Urban - 29 |

The data concerning the attitudes of Kansas teachers according to the variable of elementary and secondary classroom teachers are presented in Table 11 (Appendix - pages 50 - 52). The total number of teachers and the percentage for each rank on the attitude scale in each item is given. The percentage was determined by dividing the number of responses in each group by the total number of teachers in each subset.

In order to present more clearly the data for those items that are stated in favor of strikes and those that are stated in opposition to strikes, the responses for Strongly Agree and Agree and the responses for Strongly Disagree and Disagree were combined for the next two tables (Tables 5 and 6).

Table 5 is concerned only with those items that are stated in favor of strikes.

Table 5

Percentages\* of Elementary and Secondary Teachers Who Agreed or Disagreed with Questionnaire Items that Favored Strikes

| Item                                                                                                                                                                                  | Rank                | Variable   |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|------------|-----------|
|                                                                                                                                                                                       |                     | Elem.<br>% | Sec.<br>% |
| 1. Teachers should be able to withhold services when satisfactory agreement between their organizations and the school board cannot be reached.                                       | Agreed<br>Disagreed | 35<br>44   | 60<br>29  |
| 2. I feel that strikes on the part of teachers are a necessary consequence to collective bargaining.                                                                                  | Agreed<br>Disagreed | 17<br>67   | 36<br>45  |
| 3. The teachers must sometimes strike in order to enforce their demands.                                                                                                              | Agreed<br>Disagreed | 32<br>55   | 54<br>39  |
| 8. I believe that certain classes of public employees, including teachers, should be allowed to strike.                                                                               | Agreed<br>Disagreed | 33<br>44   | 53<br>32  |
| 9. I believe that teachers should have the right to disobey laws that they think are unfair or unconstitutional, including laws that forbid teachers to strike.                       | Agreed<br>Disagreed | 15<br>69   | 22<br>63  |
| 13. I believe that the quality of education can be improved through the use of                                                                                                        |                     |            |           |
| sanctions                                                                                                                                                                             | Agreed<br>Disagreed | 46<br>17   | 58<br>19  |
| professional negotiations                                                                                                                                                             | Agreed<br>Disagreed | 90<br>3    | 94<br>2   |
| strikes                                                                                                                                                                               | Agreed<br>Disagreed | 13<br>54   | 38<br>37  |
| 14. If professional negotiations or collective bargaining processes fail to secure the desired benefits, I believe that a teachers' strike may secure such benefits as the following: |                     |            |           |
| remedy unsafe conditions for pupils                                                                                                                                                   | Agreed<br>Disagreed | 42<br>29   | 62<br>20  |

Table 5 (Continued)

| Item                                                          | Rank      | Variable   |           |
|---------------------------------------------------------------|-----------|------------|-----------|
|                                                               |           | Elem.<br>% | Sec.<br>% |
| 14. (Continued)                                               |           |            |           |
| achieve satisfactory teaching conditions                      | Agreed    | 33         | 61        |
|                                                               | Disagreed | 38         | 21        |
| obtain higher salaries                                        | Agreed    | 39         | 59        |
|                                                               | Disagreed | 34         | 17        |
| improve instructional programs                                | Agreed    | 27         | 47        |
|                                                               | Disagreed | 41         | 28        |
| obtain negotiation agreement (if the system doesn't have one) | Agreed    | 43         | 61        |
|                                                               | Disagreed | 27         | 14        |
| obtain redress of grievances                                  | Agreed    | 36         | 55        |
|                                                               | Disagreed | 26         | 20        |
| obtain better fringe benefits                                 | Agreed    | 35         | 52        |
|                                                               | Disagreed | 34         | 23        |

\*The sum of the percentages in this table does not equal 100 percent. The percentages for teachers in these subsets who responded by circling "Undecided" or those who did not answer the statement are not included in this table but are included in the total subset when determining the percentages.

As was done for the previous question, the responses for those items that are stated negatively toward strikes are presented in the following table (Table 6).

Table 6

Percentages\* of Elementary and Secondary Teachers Who Agreed or Disagreed with Questionnaire Items that Opposed Strikes

| Item                                                                                                                                                                      | Rank      | Variable   |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------------|-----------|
|                                                                                                                                                                           |           | Elem.<br>% | Sec.<br>% |
| 4. I believe that any teacher strike is completely unprofessional.                                                                                                        | Agreed    | 54         | 34        |
|                                                                                                                                                                           | Disagreed | 31         | 50        |
| 5. I believe that strikes, walkouts, and boycotts are improper procedures to be used by public school employees who are dissatisfied with their conditions of employment. | Agreed    | 63         | 42        |
|                                                                                                                                                                           | Disagreed | 27         | 47        |
| 6. I feel that the teacher cannot withhold his services without violating professional ethics and trust.                                                                  | Agreed    | 58         | 38        |
|                                                                                                                                                                           | Disagreed | 25         | 53        |
| 7. I feel that the traditional position that civil employees may not strike is the only defensible position anyone can take.                                              | Agreed    | 18         | 24        |
|                                                                                                                                                                           | Disagreed | 47         | 57        |
| 10. I believe that all attempts, such as strikes, to infringe upon school board authority should be resisted.                                                             | Agreed    | 36         | 29        |
|                                                                                                                                                                           | Disagreed | 45         | 54        |
| 11. I feel that strikes will result in the school district losing local control.                                                                                          | Agreed    | 34         | 25        |
|                                                                                                                                                                           | Disagreed | 36         | 57        |
| 12. I believe that the image of the teacher to the general public will be damaged because of teacher strikes.                                                             | Agreed    | 65         | 51        |
|                                                                                                                                                                           | Disagreed | 16         | 39        |

\*The sum of the percentages in this table does not equal 100 percent. The percentages for teachers in these subsets who responded by circling "Undecided" or those who did not answer the statement are not included in this table but are included in the total subset when determining the percentages.

### Are Male Teachers More in Favor of Strikes than Female Teachers?

The sample group was divided according to sex. This resulted in having 90 males in one subset and 170 females in another. The following table (Table 7) shows the distribution of teachers in each subset.

Table 7

Distribution of Teachers in the Subsets that  
Contain Male and Female Teachers

| Male<br>Total - 90 |            | Female<br>Total - 170 |            |
|--------------------|------------|-----------------------|------------|
| Elementary - 15    | Rural - 11 | *Elementary - 108     | Rural - 52 |
|                    | Urban - 4  |                       | Urban - 56 |
| Secondary - 75     | Rural - 39 | Secondary - 61        | Rural - 32 |
|                    | Urban - 36 |                       | Urban - 29 |

\*One questionnaire was not counted as either secondary or elementary since both items had been circled on the biographical data sheet.

After the teacher respondents had been divided into subsets, the data were extracted from the questionnaires. Table 12 in the Appendix (page 53) shows how the teachers responded to each item in the questionnaire. The total number of teachers and the percent is given for each rank on the attitude scale in each item.

Table 8 shows the responses of male and female teachers for those items that are stated in favor toward strikes. For presentation purposes, the percentages for Strongly Agree and Agree and the percentages for Strongly Disagree and Disagree were combined for Tables 8 and 9.

Table 8

Percentages\* of Male and Female Teachers Who Agreed or Disagreed  
with Questionnaire Items that Favored Strikes

| Item                                                                                                                                                                                  | Rank                | Variable  |             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-----------|-------------|
|                                                                                                                                                                                       |                     | Male<br>% | Female<br>% |
| 1. Teachers should be able to withhold services when satisfactory agreement between their organizations and the school board cannot be reached.                                       | Agreed<br>Disagreed | 70<br>25  | 36<br>43    |
| 2. I feel that strikes on the part of teachers are a necessary consequence to collective bargaining.                                                                                  | Agreed<br>Disagreed | 43<br>41  | 19<br>62    |
| 3. The teachers must sometimes strike in order to enforce their demands.                                                                                                              | Agreed<br>Disagreed | 58<br>34  | 36<br>54    |
| 8. I believe that certain classes of public employees, including teachers, should be allowed to strike.                                                                               | Agreed<br>Disagreed | 58<br>31  | 36<br>41    |
| 9. I believe that teachers should have the right to disobey laws that they think are unfair or unconstitutional, including laws that forbid teachers to strike.                       | Agreed<br>Disagreed | 20<br>61  | 19<br>68    |
| 13. I believe that the quality of education can be improved through the use of                                                                                                        |                     |           |             |
| sanctions                                                                                                                                                                             | Agreed<br>Disagreed | 62<br>20  | 46<br>17    |
| professional negotiations                                                                                                                                                             | Agreed<br>Disagreed | 90<br>3   | 93<br>3     |
| strikes                                                                                                                                                                               | Agreed<br>Disagreed | 43<br>34  | 17<br>50    |
| 14. If professional negotiations or collective bargaining processes fail to secure the desired benefits, I believe that a teachers' strike may secure such benefits as the following: |                     |           |             |
| remedy unsafe conditions for pupils                                                                                                                                                   | Agreed<br>Disagreed | 62<br>22  | 47<br>26    |

Table 8 (Continued)

| Item                                                          | Rank      | Variable  |             |  |
|---------------------------------------------------------------|-----------|-----------|-------------|--|
|                                                               |           | Male<br>% | Female<br>% |  |
| 14. (Continued)                                               |           |           |             |  |
| achieve satisfactory teaching conditions                      | Agreed    | 67        | 39          |  |
|                                                               | Disagreed | 22        | 33          |  |
| obtain higher salaries                                        | Agreed    | 66        | 42          |  |
|                                                               | Disagreed | 16        | 29          |  |
| improve instructional programs                                | Agreed    | 52        | 30          |  |
|                                                               | Disagreed | 28        | 36          |  |
| obtain negotiation agreement (if the system doesn't have one) | Agreed    | 66        | 46          |  |
|                                                               | Disagreed | 14        | 24          |  |
| obtain redress of grievances                                  | Agreed    | 57        | 40          |  |
|                                                               | Disagreed | 22        | 23          |  |
| obtain better fringe benefits                                 | Agreed    | 63        | 35          |  |
|                                                               | Disagreed | 25        | 31          |  |

\*The sum of the percentages in this table does not equal 100 percent. The percentages for teachers in these subsets who responded by circling "Undecided" or those who did not answer the statement are not included in this table but are included in the total subset when determining the percentages.

Responses of male and female teachers for those statements that oppose strikes are presented in the following table (Table 9).

Table 9

Percentages\* of Male and Female Teachers Who Agreed or Disagreed  
with Questionnaire Items that Opposed Strikes

| Item                                                                                                                                                                      | Rank      | Variable  |             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|-------------|
|                                                                                                                                                                           |           | Male<br>% | Female<br>% |
| 4. I believe that any teacher strike is completely unprofessional.                                                                                                        | Agreed    | 33        | 48          |
|                                                                                                                                                                           | Disagreed | 52        | 36          |
| 5. I believe that strikes, walkouts, and boycotts are improper procedures to be used by public school employees who are dissatisfied with their conditions of employment. | Agreed    | 38        | 59          |
|                                                                                                                                                                           | Disagreed | 53        | 29          |
| 6. I feel that the teacher cannot withhold his services without violating professional ethics and trust.                                                                  | Agreed    | 34        | 55          |
|                                                                                                                                                                           | Disagreed | 59        | 30          |
| 7. I feel that the traditional position that civil employees may not strike is the only defensible position anyone can take.                                              | Agreed    | 21        | 21          |
|                                                                                                                                                                           | Disagreed | 56        | 50          |
| 10. I believe that all attempts, such as strikes, to infringe upon school board authority should be resisted.                                                             | Agreed    | 26        | 36          |
|                                                                                                                                                                           | Disagreed | 58        | 46          |
| 11. I feel that strikes will result in the school district losing local control.                                                                                          | Agreed    | 28        | 31          |
|                                                                                                                                                                           | Disagreed | 60        | 41          |
| 12. I believe that the image of the teacher to the general public will be damaged because of teacher strikes.                                                             | Agreed    | 46        | 64          |
|                                                                                                                                                                           | Disagreed | 46        | 19          |

\*The sum of the percentages in this table does not equal 100 percent. The percentages for teachers in these subsets who responded by circling "Undecided" or those who did not answer the statement are not included in this table but are included in the total subset when determining the percentages.

## Chapter V

### CONCLUSIONS AND RECOMMENDATIONS

#### Conclusions

Even though no conclusions should be drawn until further statistical analysis is made of these data, it was found that (1) a higher percentage of urban teachers than rural teachers responded in favor of strikes, (2) a higher percentage of secondary teachers than elementary teachers responded in favor of strikes, and (3) a higher percentage of male teachers than female teachers responded in favor of strikes.

These findings are important because they indicate that sophisticated statistical analysis could provide suggestions relating to providing leadership for developing a climate for working with teachers which could relate to the reducing of the factors which cause teacher militancy and bring about strikes.

#### Recommendations for Further Study

Based on this study, the researcher recommends:

1. That further statistical analysis be made of this study.
2. That additional studies be conducted to define more specifically the reasons for the indicated response patterns and to test the validity of the results. Further, that such studies use statistical analysis and that the hypotheses tested be drawn from a recognized body of social and political theory.

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## APPENDIX

## LETTER OF TRANSMITTAL

1303 10th Street  
Wamego, Kansas 66547  
February 1, 1971

Dear Fellow Educator,

As a Master's Degree student in the College of Education, Department of Administration and Foundation of Kansas State University, I am conducting a study intended to determine the attitude of Kansas teachers toward teacher strikes. The effort of teachers to improve education makes it desirable that such information be available to educators. It is hoped that you will want to participate in this effort to add to the current knowledge in this area. It will only take you about 10 minutes to fill out the biographical data and survey sheets.

In order to assure participants complete anonymity, any information included in the report will be in statistical form only. Names will not be used. All data and biographical materials will be held in strictest confidence.

Your cooperation will be most appreciated. Please return the biographical data and survey sheets in the enclosed stamped, addressed envelope. It is hoped that you will reply soon.

Sincerely yours,

James L. Hoestje



## SURVEY

INSTRUCTIONS: Circle the appropriate response (one only for each statement).  
The meanings of the capital letters are these:

|                                                                                                                                                                           | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-------|-----------|----------|-------------------|
|                                                                                                                                                                           | SA             | A     | U         | D        | SD                |
| *1. Teachers should be able to withhold services when satisfactory agreement between their organizations and the school board cannot be reached.                          |                |       |           |          | SA A U D SD       |
| 2. I feel that strikes on the part of teachers are a necessary consequence of collective bargaining.                                                                      |                |       |           |          | SA A U D SD       |
| 3. The teachers must sometimes strike in order to enforce their demands.                                                                                                  |                |       |           |          | SA A U D SD       |
| 4. I believe that any teacher strike is completely unprofessional.                                                                                                        |                |       |           |          | SA A U D SD       |
| 5. I believe that strikes, walkouts, and boycotts are improper procedures to be used by public school employees who are dissatisfied with their conditions of employment. |                |       |           |          | SA A U D SD       |
| 6. I feel that the teacher cannot withhold his services without violating professional ethics and trust.                                                                  |                |       |           |          | SA A U D SD       |
| 7. I feel that the traditional position that civil employees may not strike is the only defensible position anyone can take.                                              |                |       |           |          | SA A U D SD       |
| 8. I believe that certain classes of public employees, including teachers, should be allowed to strike.                                                                   |                |       |           |          | SA A U D SD       |
| 9. I believe that teachers should have the right to disobey laws that they think are unfair or unconstitutional, including laws that forbid teachers to strike.           |                |       |           |          | SA A U D SD       |
| 10. I believe that all attempts, such as strikes, to infringe upon school board authority should be resisted.                                                             |                |       |           |          | SA A U D SD       |
| 11. I feel that strikes will result in the school district losing local control.                                                                                          |                |       |           |          | SA A U D SD       |

\*Items 1 to 13 were derived from a study made by Patrick W. Carlton, "The Attitudes of Certified Instructional Personnel Toward Professional Negotiations and 'Sanctions,'" Eugene, Oregon: Center for Advanced Study of Educational Administration, University of Oregon, 1967, pp. 203-205.

12. I believe that the image of the teacher to the general public will be damaged because of teacher strikes. SA A U D SD
13. I believe that the quality of education can be improved through the use of  
     sanctions SA A U D SD  
     professional negotiations SA A U D SD  
     strikes SA A U D SD
- \*14. If professional negotiations or collective bargaining processes fail to secure the desired benefits, I believe that a teachers' strike may secure such benefits as the following:
- |                                                               |    |   |   |   |    |
|---------------------------------------------------------------|----|---|---|---|----|
| remedy unsafe conditions for pupils                           | SA | A | U | D | SD |
| achieve satisfactory teaching conditions                      | SA | A | U | D | SD |
| obtain higher salaries                                        | SA | A | U | D | SD |
| improve instructional programs                                | SA | A | U | D | SD |
| obtain negotiation agreement (if the system doesn't have one) | SA | A | U | D | SD |
| obtain redress of grievances                                  | SA | A | U | D | SD |
| obtain better fringe benefits                                 | SA | A | U | D | SD |

\*Item 14 was derived from the article "Should Teachers Strike?" Today's Education, Vol. LVII (September, 1968), pp. 85-86.

## FOLLOW-UP LETTER

1303 10th Street  
Wamego, Kansas 66547  
March 2, 1971

Dear Fellow Educator,

It is hoped that you have received the questionnaire that was sent you recently concerning Kansas teachers' attitudes toward teacher strikes. The efforts of teachers to improve education make it desirable that such information be available to educators. If you haven't sent it back yet, it would be greatly appreciated if you would take 10 minutes to fill it out and return it.

Thank you.

Sincerely,

James L. Hoestje

## URBAN UNIFIED SCHOOL DISTRICTS

U. S. D. 202  
U. S. D. 203  
U. S. D. 233  
U. S. D. 250  
U. S. D. 253  
U. S. D. 259  
U. S. D. 260  
U. S. D. 290  
U. S. D. 305  
U. S. D. 308  
U. S. D. 373  
U. S. D. 383  
U. S. D. 409  
U. S. D. 413  
U. S. D. 418  
U. S. D. 428  
U. S. D. 443  
U. S. D. 445  
U. S. D. 446  
U. S. D. 453  
U. S. D. 457  
U. S. D. 465  
U. S. D. 470  
U. S. D. 475  
U. S. D. 480  
U. S. D. 489  
U. S. D. 490  
U. S. D. 497  
U. S. D. 500  
U. S. D. 501  
U. S. D. 503  
U. S. D. 512

Table 10

Number and Percent of Responses on Items in  
Questionnaire by Rural and Urban Teachers

| Item                                                                                                                                                                      | Variable | Total<br>No. | SA  |    | A   |    | U   |    | D   |    | SD  |    | No<br>Answer<br>No. % |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------|-----|----|-----|----|-----|----|-----|----|-----|----|-----------------------|
|                                                                                                                                                                           |          |              | No. | %  | No. | %  | No. | %  | No. | %  | No. | %  |                       |
| 1. Teachers should be able to withhold services when satisfactory agreement between their organizations and the school board cannot be reached.                           | Rural    | 135          | 16  | 12 | 35  | 26 | 21  | 16 | 47  | 35 | 14  | 10 | 2                     |
|                                                                                                                                                                           | Urban    | 125          | 21  | 17 | 53  | 42 | 16  | 13 | 25  | 20 | 8   | 6  | 2                     |
| 2. I feel that strikes on the part of teachers are a necessary consequence of collective bargaining.                                                                      | Rural    | 135          | 10  | 7  | 20  | 15 | 22  | 16 | 55  | 41 | 27  | 20 | 1                     |
|                                                                                                                                                                           | Urban    | 125          | 11  | 9  | 29  | 23 | 23  | 18 | 41  | 33 | 20  | 16 | 1                     |
| 3. The teachers must sometimes strike in order to enforce their demands.                                                                                                  | Rural    | 135          | 13  | 10 | 40  | 30 | 14  | 10 | 48  | 36 | 20  | 15 | 0                     |
|                                                                                                                                                                           | Urban    | 125          | 13  | 10 | 48  | 38 | 10  | 8  | 36  | 29 | 17  | 14 | 1                     |
| 4. I believe that any teacher strike is completely unprofessional.                                                                                                        | Rural    | 135          | 27  | 20 | 37  | 27 | 24  | 18 | 29  | 21 | 18  | 13 | 0                     |
|                                                                                                                                                                           | Urban    | 125          | 16  | 13 | 32  | 26 | 15  | 12 | 39  | 31 | 22  | 18 | 1                     |
| 5. I believe that strikes, walkouts, and boycotts are improper procedures to be used by public school employees who are dissatisfied with their conditions of employment. | Rural    | 135          | 21  | 16 | 64  | 47 | 14  | 10 | 23  | 17 | 12  | 9  | 1                     |
|                                                                                                                                                                           | Urban    | 125          | 10  | 8  | 39  | 31 | 12  | 10 | 45  | 36 | 18  | 14 | 1                     |
| 6. I feel that the teacher cannot withhold his services without violating professional ethics and trust.                                                                  | Rural    | 135          | 22  | 16 | 54  | 40 | 17  | 13 | 27  | 20 | 14  | 10 | 1                     |
|                                                                                                                                                                           | Urban    | 125          | 12  | 10 | 36  | 29 | 12  | 10 | 48  | 38 | 15  | 12 | 2                     |
| 7. I feel that the traditional position that civil employees may not strike is the only defensible position anyone can take.                                              | Rural    | 135          | 3   | 2  | 30  | 22 | 30  | 22 | 50  | 37 | 13  | 10 | 7                     |
|                                                                                                                                                                           | Urban    | 125          | 5   | 4  | 17  | 14 | 25  | 20 | 50  | 40 | 23  | 18 | 4                     |

Table 10 Con't

| Item                                                                                                                                                            | Variable | Total<br>No. | SA  |    | A   |    | Rank<br>U |    | D   |    | SD  |    | No<br>Answer |    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------|-----|----|-----|----|-----------|----|-----|----|-----|----|--------------|----|
|                                                                                                                                                                 |          |              | No. | %  | No. | %  | No.       | %  | No. | %  | No. | %  | No.          | %  |
| 8. I believe that certain classes of public employees, including teachers, should be allowed to strike.                                                         | Rural    | 135          | 12  | 9  | 36  | 27 | 26        | 19 | 42  | 31 | 16  | 12 | 3            | 2  |
|                                                                                                                                                                 | Urban    | 125          | 15  | 12 | 50  | 40 | 17        | 14 | 31  | 25 | 9   | 7  | 3            | 2  |
| 9. I believe that teachers should have the right to disobey laws that they think are unfair or unconstitutional, including laws that forbid teachers to strike. | Rural    | 135          | 4   | 3  | 20  | 15 | 16        | 12 | 57  | 42 | 35  | 26 | 3            | 2  |
|                                                                                                                                                                 | Urban    | 125          | 1   | 1  | 24  | 19 | 21        | 17 | 45  | 36 | 33  | 26 | 1            | 1  |
| 10. I believe that all attempts, such as strikes, to infringe upon school board authority should be resisted.                                                   | Rural    | 135          | 7   | 5  | 43  | 32 | 26        | 19 | 42  | 31 | 13  | 10 | 4            | 3  |
|                                                                                                                                                                 | Urban    | 125          | 7   | 6  | 26  | 21 | 11        | 9  | 60  | 48 | 15  | 12 | 6            | 5  |
| 11. I feel that strikes will result in the school district losing local control.                                                                                | Rural    | 135          | 8   | 6  | 41  | 30 | 35        | 26 | 42  | 31 | 7   | 5  | 2            | 1  |
|                                                                                                                                                                 | Urban    | 125          | 4   | 3  | 24  | 19 | 20        | 16 | 63  | 50 | 11  | 9  | 3            | 2  |
| 12. I believe that the image of the teacher to the general public will be damaged because of teacher strikes.                                                   | Rural    | 135          | 18  | 13 | 68  | 50 | 16        | 12 | 21  | 16 | 9   | 7  | 3            | 2  |
|                                                                                                                                                                 | Urban    | 125          | 22  | 18 | 42  | 34 | 14        | 11 | 31  | 25 | 13  | 10 | 3            | 2  |
| 13. I believe that the quality of education can be improved through the use of:<br>sanctions<br>professional negotiations<br>strikes                            | Rural    | 135          | 5   | 4  | 54  | 40 | 28        | 21 | 25  | 19 | 5   | 4  | 18           | 13 |
|                                                                                                                                                                 | Urban    | 125          | 18  | 14 | 58  | 46 | 18        | 14 | 15  | 12 | 1   | 1  | 15           | 12 |
|                                                                                                                                                                 | Rural    | 135          | 43  | 32 | 80  | 59 | 5         | 4  | 2   | 1  | 2   | 1  | 3            | 2  |
|                                                                                                                                                                 | Urban    | 125          | 57  | 46 | 59  | 47 | 1         | 1  | 2   | 2  | 1   | 1  | 5            | 4  |
|                                                                                                                                                                 | Rural    | 135          | 8   | 6  | 19  | 14 | 22        | 16 | 42  | 31 | 26  | 19 | 18           | 13 |
|                                                                                                                                                                 | Urban    | 125          | 9   | 7  | 31  | 25 | 20        | 16 | 34  | 27 | 14  | 11 | 17           | 14 |

Table 10 Concluded

| Item                                                                                                                                                                                  | Variable                      | Total<br>No. | SA  |    | A   |    | Rank<br>U |    | D   |    | SD  |    | No. |    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|--------------|-----|----|-----|----|-----------|----|-----|----|-----|----|-----|----|
|                                                                                                                                                                                       |                               |              | No. | %  | No. | %  | No.       | %  | No. | %  | No. | %  | No. | %  |
| 14. If professional negotiations or collective bargaining processes fail to secure the desired benefits, I believe that a teachers' strike may secure such benefits as the following: |                               |              |     |    |     |    |           |    |     |    |     |    |     |    |
|                                                                                                                                                                                       | Rural                         | 135          | 16  | 12 | 56  | 41 | 19        | 14 | 27  | 20 | 5   | 4  | 12  | 9  |
|                                                                                                                                                                                       | Urban                         | 125          | 18  | 14 | 46  | 37 | 22        | 18 | 24  | 19 | 8   | 6  | 7   | 6  |
|                                                                                                                                                                                       | Rural                         | 135          | 13  | 10 | 48  | 36 | 22        | 16 | 35  | 26 | 4   | 3  | 13  | 10 |
|                                                                                                                                                                                       | Urban                         | 125          | 13  | 10 | 51  | 41 | 18        | 14 | 29  | 23 | 7   | 6  | 7   | 6  |
|                                                                                                                                                                                       | Rural                         | 135          | 12  | 9  | 52  | 39 | 19        | 14 | 29  | 21 | 9   | 7  | 14  | 10 |
|                                                                                                                                                                                       | Urban                         | 125          | 12  | 10 | 53  | 42 | 26        | 21 | 19  | 15 | 7   | 6  | 8   | 6  |
|                                                                                                                                                                                       | Rural                         | 135          | 10  | 7  | 35  | 26 | 24        | 18 | 42  | 31 | 9   | 7  | 15  | 14 |
| Urban                                                                                                                                                                                 | 125                           | 18           | 14  | 34 | 27  | 26 | 21        | 28 | 22  | 8  | 6   | 11 | 9   |    |
| obtain negotiation agreement (if the system doesn't have one)                                                                                                                         | Rural                         | 135          | 8   | 6  | 55  | 41 | 26        | 19 | 26  | 19 | 6   | 4  | 14  | 10 |
|                                                                                                                                                                                       | Urban                         | 125          | 14  | 11 | 59  | 47 | 24        | 19 | 17  | 14 | 5   | 4  | 6   | 5  |
|                                                                                                                                                                                       | Rural                         | 135          | 7   | 5  | 46  | 34 | 31        | 23 | 28  | 21 | 7   | 5  | 16  | 12 |
|                                                                                                                                                                                       | Urban                         | 125          | 14  | 11 | 52  | 42 | 28        | 22 | 19  | 15 | 5   | 4  | 7   | 6  |
|                                                                                                                                                                                       | Rural                         | 135          | 11  | 8  | 44  | 33 | 21        | 16 | 36  | 27 | 10  | 7  | 13  | 10 |
|                                                                                                                                                                                       | Urban                         | 125          | 10  | 8  | 50  | 40 | 30        | 24 | 21  | 17 | 7   | 6  | 7   | 6  |
|                                                                                                                                                                                       | obtain better fringe benefits |              |     |    |     |    |           |    |     |    |     |    |     |    |

Table 11

Number and Percent of Responses on Items in  
Questionnaire by Elementary and Secondary Teachers

| Item                                                                                                                                                                      | Variable | Total<br>No. | SA  |    | A   |    | Rank<br>U |    | D   |    | SD  |    | No<br>Answer<br>No. % |   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------|-----|----|-----|----|-----------|----|-----|----|-----|----|-----------------------|---|
|                                                                                                                                                                           |          |              | No. | %  | No. | %  | No.       | %  | No. | %  | No. | %  |                       |   |
| 1. Teachers should be able to withhold services when satisfactory agreement between their organizations and the school board cannot be reached.                           | Elem.    | 123          | 7   | 6  | 36  | 29 | 23        | 19 | 43  | 35 | 11  | 9  | 3                     | 2 |
|                                                                                                                                                                           | Sec.     | 136          | 30  | 22 | 51  | 38 | 14        | 10 | 29  | 21 | 11  | 8  | 1                     | 1 |
| 2. I feel that strikes on the part of teachers are a necessary consequence of collective bargaining.                                                                      | Elem.    | 123          | 3   | 2  | 18  | 15 | 19        | 15 | 55  | 45 | 27  | 22 | 1                     | 1 |
|                                                                                                                                                                           | Sec.     | 136          | 18  | 13 | 31  | 23 | 25        | 18 | 41  | 30 | 20  | 15 | 1                     | 1 |
| 3. The teachers must sometimes strike in order to enforce their demands.                                                                                                  | Elem.    | 123          | 5   | 4  | 34  | 28 | 15        | 12 | 47  | 38 | 21  | 17 | 1                     | 1 |
|                                                                                                                                                                           | Sec.     | 136          | 21  | 15 | 53  | 39 | 9         | 7  | 37  | 27 | 16  | 12 | 0                     | 0 |
| 4. I believe that any teacher strike is completely unprofessional.                                                                                                        | Elem.    | 123          | 26  | 21 | 41  | 33 | 18        | 15 | 31  | 25 | 7   | 6  | 0                     | 0 |
|                                                                                                                                                                           | Sec.     | 136          | 17  | 13 | 28  | 21 | 21        | 15 | 36  | 26 | 33  | 24 | 1                     | 1 |
| 5. I believe that strikes, walkouts, and boycotts are improper procedures to be used by public school employees who are dissatisfied with their conditions of employment. | Elem.    | 123          | 18  | 15 | 59  | 48 | 12        | 10 | 28  | 23 | 5   | 4  | 1                     | 1 |
|                                                                                                                                                                           | Sec.     | 136          | 13  | 10 | 44  | 32 | 13        | 10 | 40  | 29 | 25  | 18 | 1                     | 1 |
| 6. I feel that the teacher cannot withhold his services without violating professional ethics and trust.                                                                  | Elem.    | 123          | 19  | 15 | 53  | 43 | 17        | 14 | 27  | 22 | 4   | 3  | 3                     | 2 |
|                                                                                                                                                                           | Sec.     | 136          | 15  | 11 | 37  | 27 | 12        | 9  | 47  | 35 | 25  | 18 | 0                     | 0 |
| 7. I feel that the traditional position that civil employees may not strike is the only defensible position anyone can take.                                              | Elem.    | 123          | 3   | 2  | 20  | 16 | 33        | 27 | 54  | 44 | 4   | 3  | 9                     | 7 |
|                                                                                                                                                                           | Sec.     | 136          | 5   | 4  | 27  | 20 | 22        | 16 | 45  | 33 | 32  | 24 | 5                     | 4 |

Table 11 Con't

| Item                                                                                                                                                            | Variable | Total<br>No. | Rank |    |     |    |     |    |     |    |     |    | No.           |    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------|------|----|-----|----|-----|----|-----|----|-----|----|---------------|----|
|                                                                                                                                                                 |          |              | SA   |    | A   |    | U   |    | D   |    | SD  |    | Answer<br>No. | %  |
|                                                                                                                                                                 |          |              | No.  | %  | No. | %  | No. | %  | No. | %  | No. | %  |               |    |
| 8. I believe that certain classes of public employees, including teachers, should be allowed to strike.                                                         | Elem.    | 123          | 6    | 5  | 34  | 28 | 24  | 20 | 41  | 33 | 14  | 11 | 4             | 3  |
|                                                                                                                                                                 | Sec.     | 136          | 21   | 15 | 51  | 38 | 19  | 14 | 32  | 24 | 11  | 8  | 2             | 1  |
| 9. I believe that teachers should have the right to disobey laws that they think are unfair or unconstitutional, including laws that forbid teachers to strike. | Elem.    | 123          | 0    | 0  | 19  | 15 | 17  | 14 | 55  | 45 | 30  | 24 | 2             | 2  |
|                                                                                                                                                                 | Sec.     | 136          | 5    | 4  | 24  | 18 | 20  | 15 | 47  | 35 | 38  | 28 | 2             | 1  |
| 10. I believe that all attempts, such as strikes, to infringe upon school board authority should be resisted.                                                   | Elem.    | 123          | 5    | 4  | 39  | 32 | 16  | 13 | 53  | 43 | 3   | 2  | 7             | 6  |
|                                                                                                                                                                 | Sec.     | 136          | 9    | 7  | 30  | 22 | 20  | 15 | 49  | 36 | 25  | 18 | 3             | 2  |
| 11. I feel that strikes will result in the school district losing local control.                                                                                | Elem.    | 123          | 6    | 5  | 36  | 29 | 32  | 26 | 42  | 34 | 3   | 2  | 4             | 3  |
|                                                                                                                                                                 | Sec.     | 136          | 6    | 4  | 28  | 21 | 23  | 17 | 63  | 46 | 15  | 11 | 1             | 1  |
| 12. I believe that the image of the teacher to the general public will be damaged because of teacher strikes.                                                   | Elem.    | 123          | 20   | 16 | 60  | 49 | 18  | 15 | 19  | 15 | 1   | 1  | 5             | 4  |
|                                                                                                                                                                 | Sec.     | 136          | 20   | 15 | 49  | 36 | 12  | 9  | 33  | 24 | 21  | 15 | 1             | 1  |
| 13. I believe that the quality of education can be improved through the use of:                                                                                 | Elem.    | 123          | 8    | 7  | 48  | 39 | 22  | 18 | 20  | 16 | 1   | 1  | 24            | 20 |
|                                                                                                                                                                 | Sec.     | 136          | 15   | 11 | 64  | 47 | 23  | 17 | 20  | 15 | 5   | 4  | 9             | 7  |
| sanctions                                                                                                                                                       | Elem.    | 123          | 41   | 33 | 70  | 57 | 3   | 2  | 2   | 2  | 1   | 1  | 6             | 5  |
|                                                                                                                                                                 | Sec.     | 136          | 58   | 43 | 69  | 51 | 3   | 2  | 2   | 1  | 2   | 1  | 2             | 1  |
| professional negotiations                                                                                                                                       | Elem.    | 123          | 2    | 2  | 13  | 11 | 18  | 15 | 43  | 35 | 23  | 19 | 24            | 20 |
|                                                                                                                                                                 | Sec.     | 136          | 15   | 11 | 37  | 27 | 23  | 17 | 33  | 24 | 17  | 13 | 11            | 8  |
| strikes                                                                                                                                                         | Elem.    | 123          | 2    | 2  | 13  | 11 | 18  | 15 | 43  | 35 | 23  | 19 | 24            | 20 |
|                                                                                                                                                                 | Sec.     | 136          | 15   | 11 | 37  | 27 | 23  | 17 | 33  | 24 | 17  | 13 | 11            | 8  |

Table 11 Concluded

| Item                                                                                                                                                                                  | Variable                                                      | Total<br>No.                | SA      |         | A        |          | Rank<br>U |          | D        |          | SD      |        | No.<br>Answer<br>No. % |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|-----------------------------|---------|---------|----------|----------|-----------|----------|----------|----------|---------|--------|------------------------|
|                                                                                                                                                                                       |                                                               |                             | No.     | %       | No.      | %        | No.       | %        | No.      | %        | No.     | %      |                        |
| 14. If professional negotiations or collective bargaining processes fail to secure the desired benefits, I believe that a teachers' strike may secure such benefits as the following. |                                                               |                             |         |         |          |          |           |          |          |          |         |        |                        |
|                                                                                                                                                                                       | remedy unsafe conditions for pupils                           | Elem.<br>123<br>Sec.<br>136 | 8<br>26 | 7<br>19 | 43<br>59 | 35<br>43 | 23<br>18  | 19<br>13 | 29<br>21 | 24<br>15 | 6<br>7  | 5<br>5 | 14<br>5                |
|                                                                                                                                                                                       | achieve satisfactory teaching conditions                      | Elem.<br>123<br>Sec.<br>136 | 5<br>21 | 4<br>15 | 36<br>63 | 29<br>46 | 21<br>19  | 17<br>14 | 40<br>23 | 33<br>17 | 6<br>5  | 5<br>4 | 15<br>5                |
|                                                                                                                                                                                       | obtain higher salaries                                        | Elem.<br>123<br>Sec.<br>136 | 5<br>19 | 4<br>14 | 43<br>61 | 35<br>45 | 17<br>28  | 14<br>21 | 35<br>13 | 28<br>10 | 7<br>9  | 6<br>7 | 16<br>6                |
|                                                                                                                                                                                       | improve instructional programs                                | Elem.<br>123<br>Sec.<br>136 | 6<br>22 | 5<br>16 | 27<br>42 | 22<br>31 | 22<br>27  | 18<br>20 | 42<br>28 | 34<br>21 | 8<br>9  | 7<br>7 | 18<br>8                |
|                                                                                                                                                                                       | obtain negotiation agreement (if the system doesn't have one) | Elem.<br>123<br>Sec.<br>136 | 6<br>16 | 5<br>12 | 47<br>67 | 38<br>49 | 24<br>26  | 20<br>19 | 28<br>14 | 23<br>10 | 5<br>6  | 4<br>4 | 13<br>7                |
|                                                                                                                                                                                       | obtain redress of grievances                                  | Elem.<br>123<br>Sec.<br>136 | 4<br>17 | 3<br>13 | 40<br>57 | 33<br>42 | 30<br>29  | 24<br>21 | 27<br>20 | 22<br>15 | 5<br>7  | 4<br>5 | 17<br>6                |
|                                                                                                                                                                                       | obtain better fringe benefits                                 | Elem.<br>123<br>Sec.<br>136 | 3<br>18 | 2<br>13 | 40<br>53 | 33<br>39 | 24<br>27  | 20<br>20 | 35<br>22 | 28<br>16 | 7<br>10 | 6<br>7 | 14<br>6                |

Table 12

Number and Percent of Responses on Items in  
Questionnaire by Male and Female Teachers

| Item                                                                                                                                                                      | Variable | Total<br>No. | SA  |    | A   |    | Rank<br>U |    | D   |    | SD  |    | No. |   | Answer<br>No. % |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------|-----|----|-----|----|-----------|----|-----|----|-----|----|-----|---|-----------------|
|                                                                                                                                                                           |          |              | No. | %  | No. | %  | No.       | %  | No. | %  | No. | %  | No. | % |                 |
| 1. Teachers should be able to withhold services when satisfactory agreement between their organizations and the school board cannot be reached                            | Male     | 90           | 25  | 28 | 38  | 42 | 5         | 6  | 15  | 17 | 7   | 8  | 0   | 0 |                 |
|                                                                                                                                                                           | Fe       | 170          | 12  | 7  | 50  | 29 | 32        | 19 | 57  | 34 | 15  | 9  | 4   | 2 |                 |
| 2. I feel that strikes on the part of teachers are a necessary consequence of collective bargaining.                                                                      | Male     | 90           | 15  | 17 | 23  | 26 | 15        | 17 | 24  | 27 | 13  | 14 | 0   | 0 |                 |
|                                                                                                                                                                           | Fe       | 170          | 6   | 4  | 26  | 15 | 30        | 18 | 72  | 42 | 34  | 20 | 2   | 1 |                 |
| 3. The teachers must sometimes strike in order to enforce their demands.                                                                                                  | Male     | 90           | 17  | 19 | 35  | 39 | 7         | 8  | 22  | 24 | 9   | 10 | 0   | 0 |                 |
|                                                                                                                                                                           | Fe       | 170          | 9   | 5  | 53  | 31 | 17        | 10 | 62  | 37 | 28  | 17 | 1   | 1 |                 |
| 4. I believe that any teacher strike is completely unprofessional.                                                                                                        | Male     | 90           | 11  | 12 | 19  | 21 | 14        | 16 | 23  | 26 | 23  | 26 | 0   | 0 |                 |
|                                                                                                                                                                           | Fe       | 170          | 32  | 19 | 50  | 29 | 25        | 15 | 45  | 26 | 17  | 10 | 1   | 1 |                 |
| 5. I believe that strikes, walkouts, and boycotts are improper procedures to be used by public school employees who are dissatisfied with their conditions of employment. | Male     | 90           | 7   | 8  | 27  | 30 | 7         | 8  | 30  | 33 | 18  | 20 | 1   | 1 |                 |
|                                                                                                                                                                           | Fe       | 170          | 24  | 14 | 76  | 45 | 19        | 11 | 38  | 22 | 12  | 7  | 1   | 1 |                 |
| 6. I feel that the teacher cannot withhold his services without violating professional ethics and trust.                                                                  | Male     | 90           | 7   | 8  | 23  | 26 | 7         | 8  | 37  | 41 | 16  | 18 | 0   | 0 |                 |
|                                                                                                                                                                           | Fe       | 170          | 27  | 16 | 67  | 39 | 22        | 13 | 38  | 22 | 13  | 8  | 3   | 2 |                 |
| 7. I feel that the traditional position that civil employees may not strike is the only defensible position anyone can take.                                              | Male     | 90           | 1   | 1  | 18  | 20 | 17        | 19 | 31  | 34 | 20  | 22 | 3   | 3 |                 |
|                                                                                                                                                                           | Fe       | 170          | 7   | 4  | 29  | 17 | 38        | 22 | 69  | 41 | 16  | 9  | 11  | 6 |                 |

Table 12 Con't

| Item                                                                                                                                                            | Variable   | Total<br>No. | SA  |    | A   |    | Rank<br>U |    | D   |    | SD<br>% | No<br>Answer<br>No. % |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|--------------|-----|----|-----|----|-----------|----|-----|----|---------|-----------------------|
|                                                                                                                                                                 |            |              | No. | %  | No. | %  | No.       | %  | No. | %  |         |                       |
| 8. I believe that certain classes of public employees, including teachers, should be allowed to strike.                                                         | Male<br>Fe | 90<br>170    | 18  | 20 | 34  | 38 | 9         | 10 | 22  | 24 | 6       | 1                     |
|                                                                                                                                                                 |            |              | 9   | 5  | 52  | 31 | 34        | 20 | 51  | 30 | 19      | 5                     |
| 9. I believe that teachers should have the right to disobey laws that they think are unfair or unconstitutional, including laws that forbid teachers to strike. | Male<br>Fe | 90<br>170    | 4   | 4  | 14  | 16 | 16        | 18 | 31  | 34 | 24      | 1                     |
|                                                                                                                                                                 |            |              | 1   | 1  | 30  | 18 | 21        | 12 | 71  | 42 | 44      | 3                     |
| 10. I believe that all attempts, such as strikes, to infringe upon school board authority should be resisted.                                                   | Male<br>Fe | 90<br>170    | 6   | 7  | 17  | 19 | 14        | 16 | 36  | 40 | 16      | 1                     |
|                                                                                                                                                                 |            |              | 8   | 5  | 52  | 31 | 23        | 14 | 66  | 39 | 12      | 9                     |
| 11. I feel that strikes will result in the school district losing local control.                                                                                | Male<br>Fe | 90<br>170    | 6   | 7  | 19  | 21 | 10        | 11 | 43  | 48 | 11      | 1                     |
|                                                                                                                                                                 |            |              | 6   | 4  | 46  | 27 | 45        | 26 | 62  | 37 | 7       | 4                     |
| 12. I believe that the image of the teacher to the general public will be damaged because of teacher strikes.                                                   | Male<br>Fe | 90<br>170    | 9   | 10 | 32  | 36 | 7         | 8  | 26  | 29 | 15      | 1                     |
|                                                                                                                                                                 |            |              | 31  | 18 | 78  | 46 | 23        | 14 | 26  | 15 | 7       | 5                     |
| 13. I believe that the quality of education can be improved through the use of:                                                                                 | Male<br>Fe | 90<br>170    | 11  | 12 | 45  | 50 | 10        | 11 | 15  | 17 | 3       | 6                     |
|                                                                                                                                                                 |            |              | 12  | 7  | 67  | 39 | 36        | 21 | 25  | 15 | 3       | 27                    |
| sanctions                                                                                                                                                       | Male<br>Fe | 90<br>170    | 35  | 39 | 46  | 51 | 3         | 3  | 1   | 1  | 2       | 3                     |
|                                                                                                                                                                 |            |              | 64  | 38 | 93  | 55 | 3         | 2  | 3   | 2  | 1       | 6                     |
| professional negotiation                                                                                                                                        | Male<br>Fe | 90<br>170    | 12  | 13 | 27  | 30 | 12        | 13 | 21  | 23 | 10      | 8                     |
|                                                                                                                                                                 |            |              | 5   | 3  | 23  | 14 | 30        | 18 | 55  | 32 | 30      | 9                     |
| strikes                                                                                                                                                         | Male<br>Fe | 90<br>170    | 12  | 13 | 27  | 30 | 12        | 13 | 21  | 23 | 10      | 11                    |
|                                                                                                                                                                 |            |              | 5   | 3  | 23  | 14 | 30        | 18 | 55  | 32 | 30      | 27                    |

Table 12 Concluded

| Item                                                                                                                                                                                               | Variable   | Total<br>No. | SA<br>No. | A<br>No.      | Rank<br>U<br>No. | D<br>No.       | SD<br>No.     | No<br>Answer<br>No. % |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|--------------|-----------|---------------|------------------|----------------|---------------|-----------------------|
| 14. If professional negotiations on collec-<br>tive bargaining processes fail to<br>secure the desired benefits, I believe<br>that a teachers strike may secure<br>such benefits as the following: |            |              |           |               |                  |                |               |                       |
| remedy unsafe conditions for<br>pupils                                                                                                                                                             | Male<br>Fe | 90<br>170    | 18<br>16  | 20 38<br>9 64 | 42 11<br>38 30   | 12 16<br>18 35 | 18 4<br>21 9  | 3 3<br>16 9           |
| achieve satisfactory teaching<br>conditions                                                                                                                                                        | Male<br>Fe | 90<br>170    | 18<br>8   | 20 42<br>5 57 | 47 7<br>34 33    | 8 17<br>19 47  | 19 3<br>28 8  | 3 3<br>17 10          |
| obtain higher salaries                                                                                                                                                                             | Male<br>Fe | 90<br>170    | 16<br>8   | 18 43<br>5 62 | 48 12<br>37 33   | 13 11<br>19 37 | 12 4<br>22 12 | 4 4<br>18 11          |
| improve instructional programs                                                                                                                                                                     | Male<br>Fe | 90<br>170    | 18<br>10  | 20 29<br>6 40 | 32 12<br>24 38   | 13 19<br>22 51 | 21 6<br>30 11 | 7 6<br>20 12          |
| obtain negotiation agreement (if<br>the system doesn't have one)                                                                                                                                   | Male<br>Fe | 90<br>170    | 14<br>8   | 16 45<br>5 69 | 50 13<br>41 37   | 14 10<br>22 33 | 11 3<br>19 8  | 3 5<br>15 9           |
| obtain redress of grievances                                                                                                                                                                       | Male<br>Fe | 90<br>170    | 13<br>8   | 14 39<br>5 59 | 43 14<br>35 45   | 16 16<br>26 31 | 18 4<br>18 8  | 4 4<br>19 11          |
| obtain better fringe benefits                                                                                                                                                                      | Male<br>Fe | 90<br>170    | 15<br>6   | 17 41<br>4 53 | 46 8<br>31 43    | 9 15<br>25 42  | 17 7<br>25 10 | 8 4<br>6 9            |

ATTITUDES OF ELEMENTARY AND SECONDARY  
TEACHERS IN KANSAS TOWARD STRIKES

by

JAMES LEROY HOESTJE

B. S., Concordia Teachers College, 1963

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AN ABSTRACT OF A MASTER'S REPORT

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MASTER OF SCIENCE

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## ABSTRACT

This study was concerned with the attitudes of Kansas classroom teachers toward strikes. However, the investigation was limited to the difference in attitude of Kansas classroom teachers in relation to these three variables: (1) urban and rural unified school districts, (2) secondary and elementary teachers, and (3) the sex of the teacher. The questions that this study was concerned with were these:

1. Are teachers in urban areas more in favor of strikes than rural teachers?
2. Are secondary teachers more in favor of strikes than elementary teachers?
3. Are male teachers more in favor of strikes than female teachers?

In order to get the necessary data for this study, a questionnaire was developed from a selection of questions used in a study by Patrick W. Carlton and a teacher opinion poll by NEA in 1968. The questionnaire was then tested and after revision it was sent to 350 classroom teachers in Kansas. A return of 260 or 74 percent was received.

The responses from the sample group were first divided into subsets of rural and urban, then into secondary and elementary, and finally into male and female. Even though no conclusions should be drawn until further statistical analysis is made of these data, it was found that (1) a higher percentage of urban teachers than rural teachers responded in favor of strikes, (2) a higher percentage of secondary teachers than elementary teachers responded in favor of strikes, and (3) a higher percentage of male teachers than female teachers responded in favor of strikes.

These findings are important because they indicate that sophisticated statistical analysis could provide suggestions relating to providing leadership for developing a climate for working with teachers which could relate to the reducing of the factors which cause teacher militancy and bring about strikes.

Based on this study, the researcher recommends:

1. That further statistical analysis be made of this study.
2. That additional studies be conducted to define more specifically the reasons for the indicated response patterns and to test the validity of the results. Further, that such studies use statistical analysis and that the hypotheses tested be drawn from a recognized body of social and political theory.