Teachers' Opinions of Affirmative Action and Faculty Seniority in a Court Ordered Desegregated Public School System

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Western Michigan University

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TEACHERS' OPINIONS OF AFFIRMATIVE ACTION AND FACULTY
SENORITY IN A COURT ORDERED DESEGREGATED
PUBLIC SCHOOL SYSTEM

by

Monroe Johnson, Jr.

A Dissertation
Submitted to the
Faculty of The Graduate College
in partial fulfillment of the
requirements for the
Degree of Doctor of Education
Department of Educational Leadership

Western Michigan University
Kalamazoo, Michigan
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TEACHERS' OPINIONS OF AFFIRMATIVE ACTION AND FACULTY SENIORITY IN A COURT ORDERED DESEGREGATED PUBLIC SCHOOL SYSTEM

Monroe Johnson, Jr., Ed.D.
Western Michigan University, 1986

The purpose of this study was to investigate teachers' opinions of affirmative action and faculty seniority in a court ordered desegregated public school system.

The population investigated consisted of 725 public school teachers. Sixty-eight and three-tenths percent (68.3%) returned surveys. Significant differences of opinion were found to exist between: (a) white and black teachers as a group, (b) white male elementary teachers and black male elementary teachers, (c) white male secondary teachers and black male secondary teachers, (d) black female elementary teachers and white female elementary teachers, (e) black female secondary teachers and white female secondary teachers, (f) black female elementary and secondary teachers and white female elementary and secondary teachers, (g) black male elementary and secondary teachers and white male elementary and secondary teachers, (h) black elementary and secondary females and white elementary and secondary males, (i) black elementary and secondary males and white elementary and secondary females, (j) white female teachers and white male teachers, and (k) white and black teachers as a group regarding their employment in a desegregated public school system.
No significant differences of opinion were found between (a) black female teachers and black male teachers, (b) black teachers with 1-15 years of teaching and black teachers with 16 or more years of teaching, (c) white teachers with 1-15 years of teaching and white teachers with 16 or more years of teaching, and (d) teachers with 1-15 years of teaching and teachers with 16 or more years of teaching.

Recommendations for future study were reported.
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IN A COURT ORDERED DESEGREGATED PUBLIC SCHOOL SYSTEM

Western Michigan University

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ACKNOWLEDGMENTS

The completion of this doctoral program was the result of a joint effort with a small group of individuals having indispensable roles.

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Monroe Johnson, Jr.
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CHAPTER I

THE RESEARCH PROBLEM

The Problem

School desegregation orders and affirmative action mandates have had both an external and internal impact on public school systems (Abramowitz & Rosenfield, 1978). The external impact of required racial balance among students and staff has placed affirmative action and faculty seniority in direct conflict because of stringent union practices which require that the last hired be the first fired. Therefore, the problems inherent in hiring minority teachers sharply contrast with the difficulty of reducing the nonminority teaching force in public school districts where affirmative action mandates have been imposed.

The internal impact of affirmative action is closely related to personnel issues (Abramowitz & Rosenfield, 1978). Court affirmative action orders usually require that a percentage of minority teachers be on staff and should reflect a percentage that is closely aligned with minority student enrollments in that public school district. As a result, the public school system has had to cope with retaining minorities with less seniority over whites with more seniority. Consequently, the researcher recognized that there were at least two major aspects to affirmative action as it may relate to a segregated public school system: (a) the school system's policy and
practice relating to student enrollments and minority balance, district wide; and (b) faculty recruitment, promotion, hiring policy, tenure policy, and seniority designation. The researcher chose, in this body of research, to assess teachers' opinions of affirmative action as they relate to teacher seniority because of declining student enrollments and teacher layoffs. Therefore, the purpose of this study was to investigate teachers' opinions of affirmative action and faculty seniority in a desegregated public school system under federal court order.

Introduction

After experiencing a steady growth in public school enrollment, the year 1981 signaled the 10th or 11th year in which America's school districts were face to face with problems growing out of enrollment decline. One problem identified during this time was, How does a public school district reduce its large teacher staffs, necessary during its growth period, which are not needed today because of declining school enrollments? From 1950 to 1970, elementary school enrollments grew to 37 million, while secondary school enrollments doubled during the same period of time to 15 million (U.S. Department of Health, Education and Welfare, 1976). It is this contrast between the current decline in public school enrollments and the past boom in public school enrollments that has serious implications for present public school policy and student school growth as they relate to teacher employment. By 1970, total enrollments in elementary schools began to decline, ending nearly two decades of educational growth.
(Davis & Lewis, 1978). Inevitably, a school district with declining student enrollment finds itself with an excess of teachers whom the school district cannot employ or reemploy because of a shrinking student body and fewer public school funds.

A look at Figure 1 shows that the prognosis for school population is one of decline. The National Center for Educational Statistics (NCES) indicated that the total fall enrollment, at all levels of public education, will be down to 56 million by 1984 (Frankel & Simpson, 1976). Today there are fewer young families with fewer young children in American public schools (Eisenberger, 1974). By 1983, actual public school enrollments were 27,142,803 for K-8 students and 12,000,673 for 9-12 students. These figures represented 39,143,476 students enrolled in U.S. public schools in 1983. This is approximately 16 million lower than the 1984 projected figure of 56 million given by Frankel and Simpson. The 1983 enrollment figure actually supports the projections of Plisko (1984) who forecasted that the student population for 1986 would be lower.

Declining enrollments, occurring at the same time with recession and inflation since 1970, have resulted in major difficulties for school districts. Rosenberg (1978) indicated that since 1970, and particularly with the emergence of the deep recession of 1974, financial pressures on educational institutions have been severe. This is due largely to declining federal aid to school districts which is based on total student enrollments and the amount of property taxes levied in a public school district (Reutter & Hamilton, 1976, p. 177). Although pupil-teacher ratios have tended to fall in the
Figure 1. Student Enrollments in Public Elementary and Secondary Schools.
declining enrollment school districts, the reduction in number of students has been greater, thus decreasing the number of teaching positions needed (Rosenberg, 1978, pp. 371-372). Fewer students in public schools have resulted in a need for fewer teachers in public school employment and fewer federal dollars to that school district.

Because school district costs are largely made up of salaries (70-80%), there is a direct relationship between the school district budget and personnel layoffs. This period of declining student enrollments, that began in the 1970s, brought new complications to school finance through losses in federal funds based on student enrollments. Inflation and the tendency for state and federal agencies to decrease their support, at all levels of education, have combined to increase the financial difficulties of public school districts. Eisenberger (1974) brought to our attention that:

As these districts go into contraction and schools close, ... the major concern will have to be the people involved in school buildings closings—parents, teachers, principals, children and the board of education. All have contributed in the past. All have a stake in the future. (p. 10)

As a result of declining student enrollment, large teacher layoffs have occurred. In reporting these changes in the supply and demand of teachers, Keough (1978) reminded us that: "The decline in student numbers is having and will continue to have a profound impact on the staff of educational institutions well into the mid-1980's" (p. 348).

As teachers in public school districts face layoffs, seniority and tenure are two policies that have grown in importance (Abramowitz
& Rosenfield, 1978, p. 16). Their problematic aspects have also increased and are further complicated by the presence of minorities hired since the push for desegregation of public schools across America in the 1970s. Abramowitz and Rosenfield (1978), in their summary report to the National Institute of Education, indicated that unions are now facing problems on how to maintain their principles without interfering with their achievements on affirmative action programs. This issue is further complicated by the fact that federal courts have recognized both absolute seniority (seniority based on length of service in years, months, and days) and retroactive seniority (time added for minorities who were denied jobs in the past as a violation of the Civil Rights Act of 1964) (Abramowitz & Rosenfield, pp. 16-17).

How public school teachers feel about their possible layoffs becomes an important issue for black and white public school teachers alike—further complicated by the presence of union contracts. Minorities, already underrepresented in public school employment, would stand the chance of being further disadvantaged by teacher layoffs if it were not for affirmative action programs. On the other hand, white teachers are faced with the burden of possible job loss because of federal court efforts to keep minorities on staff when public school districts face staff reductions. Therefore, the threat of possible teacher reductions, due to lower student enrollments, focuses the researcher's attention on teachers' opinions of (a) affirmative action—a federal court order to keep minority teachers, with less seniority, on staff when reductions in staff are necessary,
and (b) faculty seniority—a contractual right to reduce teacher staffs starting with the least senior teacher. The researcher believes that the potential for conflict or major disruption is present in those school districts where faculty seniority rules are operative at the same time that affirmative action is being enforced.

A study of 400 representative union contracts in effect in 1970 revealed that 92% included a seniority provision. Nine out of 10 agreements were of the straight seniority type, while 1 of 10 contracts had combined factors such as experience, training, and length of service (Hagburg & Levine, 1978, p. 71). Straight seniority, a worker's seniority based totally on his/her length of service, as reported in 1970, has been used widely in determining the order of teacher layoffs.

In many school districts today, however, straight seniority has been set aside when minority staff members are to be included in layoffs because of the affirmative action issues associated with federal court orders. Oelsner (cited in Rosenberg, 1978) reported federal involvement in affirmative action issues when, in March of 1976, she reported in the New York Times that, in a landmark civil rights ruling, the U.S. Supreme Court declared in Franks v. Bowman that blacks who are denied jobs in violation of the 1964 Civil Rights Act must be awarded retroactive seniority when they secured those jobs, thus indicating that minorities must be given seniority that they could have secured had they not been discriminated against.

In the last 3 years, since 1983, affirmative action in education has been the subject of much debate. Given the nature of this
debate, it is necessary to look at the conceptual framework within which affirmative action is viewed. Sandler (1974) viewed affirmative action as an effort to end discrimination and to remedy the effects of past discrimination (p. 9). Holmes (1974) believed that affirmative action is a commitment to find ways of providing access to opportunity for selected individuals or classes of individuals who have previously been denied such opportunity (p. 40).

Because of affirmative action issues, union ties, and the seniority system, many white teachers feel cheated or discriminated against by the federal courts. When the federal court ordered (Reutter & Hamilton, 1976) that minority personnel in systems where discrimination had been proven in court be given special treatment in relation to maintaining minorities in that district, negotiated agreements that could have preserved affirmative action gains were not widespread. Attempts to represent minorities in labor negotiations usually are perceived to be in conflict with the seniority principle (Rosenberg, 1978, p. 399). Labor unions, in their quest to maintain the seniority system, have taken issue with the court's ruling on this matter in many school districts. The union argues that seniority is the most important aspect of job security. Union contracts contain many provisions where seniority is concerned and these agreements rank employees in the bargaining unit for the purpose of layoff, promotion, work assignment, transfer, and recall from layoff. Unions often question management's ability to judge accurately the relative qualifications of employees and claim that seniority based on length of service is the most equitable and
objective standard and will also eliminate discrimination and favoritism. Additionally, many unions claim that job longevity in itself is a job right which entitles senior employees to special consideration. Along with the grievance procedure, the job security provided to workers by negotiated seniority provisions is often considered one of the greatest achievements of organized labor (Hagburg & Levine, 1978, pp. 70-71).

In view of the unions' arguments for faculty seniority (giving credence to the last hired first fired rule) and the federal courts' arguments for affirmative action (allowing public school districts to keep minorities with lower seniority on staff), it became apparent to the researcher that the opinions of those teachers affected by staff reductions in public school districts where faculty seniority rules are operative at the same time that affirmative action is being enforced be researched. The researcher believes that this issue has created a host of problems for the school district, as well as for majority and minority staff members. Perhaps the greatest of these problems comes from perceived behaviors exhibited by both white and black teachers toward each other. It is this observed behavior between minority and nonminority teachers, concerning their opinions of affirmative action and faculty seniority that the researcher wishes to evaluate. Based on a review of related literature of affirmative action, union contract language, and current patterns of declining public student enrollments, empirical research regarding teachers' opinions of affirmative action issues and faculty seniority needs to be done in order to provide an in-depth understanding of
teacher opinions of federal involvement in school district policy and union contract language when teacher layoffs are necessary.
CHAPTER II

A REVIEW OF RELATED LITERATURE

Introduction

Since the purpose of this study was to investigate teachers' opinions of affirmative action and faculty seniority in a desegregated public school system under federal court order, the researcher will review the pertinent literature on this subject.

As a result of the Brown v. Board of Education of Topeka decision of 1954 (cited in Reutter & Hamilton, 1976), attempts have been made to dismantle the dual school systems: one white, one black. The consequences of such an effort was that many black educators were demoted or dismissed from school districts across America. This, in effect, created a host of new hiring and promotion practices that were detrimental to black educators. In effect, these policies stated that black teachers who taught in predominately black schools were not qualified to teach in white schools and were either dismissed or demoted within that school system itself (Arnez, 1978, p. 40). The consequences of such procedures were detrimental and destructive to the American school system, the black community, and to the possibilities of generating and sustaining minority teaching staffs in public schools wherever they existed (Smith & Smith, 1974, p. 35) (see Table 1). The data from Table 1 show that 31,584 black teachers were dismissed or displaced in 1970 because of
Table 1
Employment and Dollar Loss of Black Educators

<table>
<thead>
<tr>
<th>State</th>
<th>Overall Pupil Number of Black Teachers</th>
<th>Number of Black Teachers Displaced</th>
<th>Average Teacher Salary 1970</th>
<th>Cost To Black Community in Dollars 1970</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Degree Base on pupil teacher ratio</td>
<td>Actual Number of Black Teachers 1970</td>
<td>% Difference</td>
<td></td>
</tr>
<tr>
<td></td>
<td>overall pupil teacher ratio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALA.</td>
<td>25 268,593 17,444</td>
<td>9,452 12</td>
<td>1,292 7,954</td>
<td>8,984,568</td>
</tr>
<tr>
<td>ARK.</td>
<td>25 107,213 4,289</td>
<td>3,121 27</td>
<td>1,168 6,445</td>
<td>7,527,760</td>
</tr>
<tr>
<td>DEL.</td>
<td>23 26,418 1,149</td>
<td>804 30</td>
<td>345 9,300</td>
<td>3,208,500</td>
</tr>
<tr>
<td>FLA.</td>
<td>24 332,121 13,838</td>
<td>11,340 18</td>
<td>2,498 8,600</td>
<td>21,482,800</td>
</tr>
<tr>
<td>GA.</td>
<td>25 364,865 14,595</td>
<td>12,236 16</td>
<td>2,359 7,372</td>
<td>17,300,548</td>
</tr>
<tr>
<td>KY.</td>
<td>25 61,471 2,459</td>
<td>1,287 47</td>
<td>1,172 7,624</td>
<td>8,395,320</td>
</tr>
<tr>
<td>LA.</td>
<td>24 340,447 14,185</td>
<td>12,145 14</td>
<td>2,040 7,220</td>
<td>14,728,800</td>
</tr>
<tr>
<td>MD.</td>
<td>25 220,166 8,807</td>
<td>7,252 17</td>
<td>1,555 9,885</td>
<td>15,371,175</td>
</tr>
<tr>
<td>MISS.</td>
<td>24 271,932 11,331</td>
<td>9,163 19</td>
<td>2,168 6,012</td>
<td>13,034,016</td>
</tr>
<tr>
<td>MO.</td>
<td>24 141,005 5,875</td>
<td>3,645 37</td>
<td>2,230 8,091</td>
<td>10,042,930</td>
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<tr>
<td>NC.</td>
<td>25 351,182 14,047</td>
<td>10,996 31</td>
<td>3,051 7,744</td>
<td>23,626,944</td>
</tr>
<tr>
<td>OKLA.</td>
<td>24 47,720 1,988</td>
<td>1,400 29</td>
<td>568 7,139</td>
<td>4,197,732</td>
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<tr>
<td>SC.</td>
<td>25 262,974 10,519</td>
<td>8,482 19</td>
<td>2,037 7,000</td>
<td>16,259,000</td>
</tr>
<tr>
<td>TERR.</td>
<td>26 188,754 7,250</td>
<td>5,724 21</td>
<td>1,536 7,250</td>
<td>11,197,440</td>
</tr>
<tr>
<td>TEX.</td>
<td>23 398,187 17,812</td>
<td>12,672 26</td>
<td>4,640 7,503</td>
<td>34,813,920</td>
</tr>
<tr>
<td>VA.</td>
<td>23 258,280 11,280</td>
<td>8,488 21</td>
<td>2,732 8,200</td>
<td>22,402,400</td>
</tr>
<tr>
<td>WVA.</td>
<td>24 18,972 791</td>
<td>618 21</td>
<td>173 7,850</td>
<td>1,358,050</td>
</tr>
<tr>
<td>TOTALS</td>
<td>NA 3,660,322 150,419</td>
<td>118,885 NA</td>
<td>31,584 NA</td>
<td>240,561,903</td>
</tr>
</tbody>
</table>

discriminatory hiring and dismissal policies. Due to the large numbers of black teachers removed from teaching positions by 1970 as a result of school desegregation, a serious shortage of minority teachers became evident. Even though some public school districts have made an effort to correct the shortage of black teacher positions in districts affected, their efforts have been less than successful overall (Eisenberger, 1974, p. 28). The impact of such dismissals and displacements of black teachers created a restructuring of the public school districts and, in the process, left many minority teachers outside of the educational system in America.

Those black educators, who at one time taught black children prior to 1970, now found that they needed additional training in order to teach in the newly desegregated public school system.

From 1970 to 1980, while black educators began to recover from their large losses evident during the desegregation of public schools, black teachers working in desegregated public school systems progressed slower than those working in schools being desegregated. This situation continued after the U.S. Supreme Court had ruled in 1969 that "the goal for faculty desegregation was that each school in a district would have assigned to it approximately the same ratio of black and white teachers as was the ratio existing in the school system as a whole reflecting its student enrollments" (Reutter & Hamilton, 1976, p. 630). However, the Supreme Court and the school districts of America did not foresee school enrollments dropping as drastically as experienced during the late 1970s and early 1980s. Therefore, those newly hired teachers, mostly black, began to
experience for the second time the possibility of being laid off because of low student enrollments. As a consequence, many school districts reverted to the same kind of reassignment of school district personnel as experienced in the late 1960s, but through a slightly different process: large teacher layoffs in light of declining student enrollments and large budget cuts.

Once again black teachers are faced with the grim reality of being laid off because only in the last decade were blacks hired in any significant number in large school districts. Were it not for affirmative action, many of those black teachers hired since 1970 would be laid off because of low seniority. Because of affirmative action, school districts are now faced with court-ordered minority hiring requirements. These legal demands request the addition of new staff members from among minority groups in order to better represent minority teacher-student ratios in school districts. This task was to be carried out in face of staff reductions and declining enrollments (Eisenberger, 1974, p. 28).

In 1980, the Kalamazoo, Michigan, public schools underwent a reorganization of the school district at a time when large teacher layoffs were required. The number of teachers to be laid off created a serious drop in minority teaching staff within the district and resulted in a landmark federal court decision (Fox, 1980) that brought back those minority teachers because their numbers were well below the equal representation levels requested in the Kalamazoo, Michigan, federal court decision (Fox, 1980). Because minority teachers were reinstated and white teachers with more seniority were
dismissed, there existed the possibility for great tension and open conflict between both groups that felt and strongly perceived a special conscious awarenesses (Fox, 1980).

In support of Fox (1980), Weintraub and Walker (1968) suggested that:

The term perception is strongly identified with conscious awareness. If we are not aware of a stimulus, then we do not perceive that stimulus or the object from which it arises. Yet it can be shown that people respond differently to some stimuli and yet are not able to report awareness of the stimuli. (p. 76)

Turning to the social psychological content of perceptions in a given setting (e.g., a school system), it can be observed by both minority and nonminority groups that perceived conflict can set boundaries between groups by strengthening group consciousness and awareness of separateness, thus establishing the identity of groups within that system. Unequal distributions of privileges and rights may lead to hostility over issues such as rights of equal representation alluded to in federal court decisions mandated in many public school systems in America (MacIver, 1948).

MacIver (1948), in reporting on conflict, said that:

Conflict, as distinct from hostile attitudes or sentiments, always takes place in interaction between two or more persons. Hostile attitudes are predispositions to engage in conflict behavior; conflict, on the contrary, is always a transaction. (p. 99)

Whether feelings of hostility lead to conflict behavior depends in part on whether or not the unequal distribution of equal representation of minority staff is considered legitimate by those most closely affected.
Therefore, teacher perceptions of conflict can be expressed as white teachers' opinions and black teachers' opinions of affirmative action and faculty seniority, which may allow teachers to believe that they have incompatible goals, few rewards, and interference from each other's group in achieving their goals. For black teachers this means keeping their jobs when layoffs occur (i.e., affirmative action) and for white teachers this means enforcing faculty seniority which guarantees job security regardless of affirmative action. This focuses teachers' opinions of affirmative action and faculty seniority as a direct conflict between white and black teachers' opinions of the issue.

Herein the problem appears to be related to minority and non-minority teachers' opinions of federal courts rulings giving preferential treatment in hiring practices to minority teachers with less seniority than white teachers at a time when staff reductions are necessary.

Within the context above, the literature review revealed that the following terms were essential in understanding the nature and purpose of this body of research: affirmative action, layoffs, and faculty seniority.

Affirmative Action

Because of the complex relationship between affirmative action and faculty seniority, a historical overview is necessary. It would be impossible to fully appreciate teacher opinions about the research questions and the role of the federal government without examining
the government's actions of the past.

Affirmative action is not a new concept in American history. It was first evident shortly after the Civil War. The use of affirmative action at that time was an attempt to provide equality for all of mankind regardless of race or color (Johnson, 1974, p. 14). However, by 1909, it became evident to many black Americans that affirmative action attempts to provide equality for all had been largely unsuccessful. At that time, the U.S. Supreme Court had refused every opportunity to knock down the walls of disfranchisement of black Americans. Not until 1964, when a wave of national support for civil rights was at its peak, was it possible to get a strict provision cutting federal aid unless school districts complied with the constitutional law.

Those aspects of the 1964 Civil Rights Act important to this review of literature on affirmative action are:

1. Title IV of the act required the commissioner of Health, Education and Welfare (HEW) to make technical assistance available to those public school districts and school boards in the process of implementing desegregation plans.

2. Title IV also authorized the Attorney General to bring desegregation suits on the behalf of plaintiffs who did not have funds to battle in the courts, thus making the Department of Justice available for desegregation litigation.

3. Title VI laid the groundwork for withholding federal funds from public school systems found guilty of discrimination in any programs or activities.
4. Title VII laid the groundwork for enforcement of granting retroactive seniority, i.e., time added for minorities who were denied jobs in the past as a violation of the Civil Rights Act of 1964.

These title acts gave HEW the necessary legal weapon for determining enforcement among public school districts applying for federal funds. Consequently, there was a massive number of court cases dealing with violations of the civil rights law as well as prescribed remedies of relief for blacks in public school systems across the country (Orfield, 1968, p. 109). In many instances federal, state, and local governments indicated the importance of affirmative action by using Title VII of the Civil Rights Act of 1964, and the Equal Pay Act of 1963 (Johnson, 1974). By 1965, the Supreme Court began to reverse its prior actions and recognized the civil rights of black Americans (Johnson, 1974, p. 14).

Turning to the executive branch, President Johnson's Executive Order No. 11365 (Johnson, 1974) established the National Advisory Commission on Civil Disorders, whose job was to describe: (a) what happened, (b) why did it happen, and (c) what could be done? The goals and objectives articulated by the commission (report of the National Advisory Commission on Civil Disorders, cited in Johnson, 1974), that are important components of affirmative action legislation, are:

1. Changing public and private job structures to enable greater job mobility for the under-employed without displacing anyone already employed at more advanced levels.
2. Unified and intensive recruiting to reach those who need help with information about available jobs, training, and other supportive assistance.

3. Development, on a large scale, of new jobs in the public and private sectors to absorb as many as possible of the unemployed, again, without displacement of the employed.

The National Advisory Commission on Civil Disorders (cited in Johnson, 1974) proposed that the following basic strategies be adopted in order to achieve these objectives. Their strategies were the following:

1. The consolidation of existing programs aimed at recruiting, training, and job development according to function served at state and local levels to avoid fragmentation and elimination of effort (the Commission believed that its efforts would be improved greatly if state and local governments had consistent job action language when attempting to use affirmative action as a means to improve equal opportunity for minorities).

2. The removal of artificial barriers to employment and promotion (the Commission noted that racial discrimination and unrealistic qualifications for employment or promotion often have the same prejudicial effect as artificial barriers). It strongly suggested that recruitment procedures be reexamined and that testing procedures be replaced by work sample or actual job tryouts.

3. The establishment, by management, of a new program for training entry level supervisors to provide support services to employees.
4. Opening of the existing job structure. State efforts to insure equal opportunity in employment should be strengthened by: (a) including state governmental agencies as employers covered by Title VII of the Civil Rights Act of 1964; (b) undertaking, through the Equal Employment Opportunity Commission (EEOC), an area-wide enforcement effort that would be based upon individual complaints and employer and union reports showing broad patterns of employment and promotion discrimination; (c) linking enforcement efforts with training and other aids to employers, so that affirmative action to hire and promote may be encouraged in connection with litigation of individual complaints and charges of broad patterns of discrimination; and (d) substantially increasing EEOC staff and resources to effectively carry out its responsibilities.

Soon after the 1964 Civil Rights Act, it became apparent that faculty desegregation would proceed at a much slower rate than that of school students. An immediate consequence of the desegregation of public schools was a significant reduction of black teachers and administrators nationwide (see Chapter I, Table 1). Whenever black students were transferred to white schools, black teachers were dismissed or transferred to another all black school. In some states, whole schools were closed because their facilities were poor and black teachers and principals were left without jobs. Other school districts either changed certification policies or failed to renew contracts, some districts even harassed black teachers. These practices left many minority teachers in other than teaching positions while white teachers were hired. This conscious effort to
discredit minority teachers by school officials was a great injustice to those black educators who had been responsible for educating black children of this nation. This suggested that white America viewed the black educated minority as inferior to its white counterpart and seriously slowed the process of equal representation of staff in public school districts throughout America (Haney, 1978, pp. 92-94).

Noar (1974) noted that teachers played a critical role in determining the success of desegregation because teachers deal daily with problems of race and culture. The role of the black educator was just as important for colleagues and students alike. The need for positive racial attitudes in America and its public school system gave desegregation and "good" race relations practical significance and placed teachers in the important position of making school desegregation work. This was also true of equal representation in public school hiring policies. Noar supported this view in part when she pointed out that:

Through their personal example, teachers can help set the tone of race relations in society at large. Just as an integrated [equally represented desegregated public school system] faculty can be an example of wholesome interpersonal relations and have a positive affect on students' [and teachers'] thinking on race. A faculty that fails to integrate its members can have a correspondingly pernicious effect. (p. 58)

In many school districts, where system-wide desegregation has not progressed well, it is alleged that excellent black teachers were transferred out of schools, thus eliminating role models of excellence for the young black student, along with expert teaching. Such transferral practices need to be stopped in the future, unless those
teachers are replaced with black teachers of equal stature (Jones, 1978, p. 24).

There is continuing resistance in public school systems to employ black teachers, principals, and high-level school administrators, except in token numbers. In the 1980s, the feeling still remains that, although "different" from the majority of blacks, black educators are still qualitatively beneath their white counterparts in ability to perform professionally (Jones, 1978, p. 21). There is also the problem reported by Orfield (1975) that: "Desegregation is often a traumatic experience, especially for white teachers, because they are forced to cope with their personal prejudices as well as with problems that may arise in teaching children with a different background" (p. 128).

Focusing on the complexities and consequences of school desegregation, St. John (1975) explained:

I have come slowly to the conclusion that the overall inconclusiveness of the findings is due not so much to these limitations as to the fallacious assumption that desegregation is a unitary phenomenon, that racial balance is the important variable, and that how it is implemented is of secondary importance.... For too long courts, legislatures, schoolmen and social scientists have been obsessed with questions of quantity quotas, and balance, rather than with the educational process itself. The real task—translate desegregation into integration—still remains. (p. 88)

It appears that conservative groups in America would like nothing better than to see Brown v. Board of Education of Topeka (1954) reversed and all subsequent legislation declared null and void. It is this aspect of opinion that must be researched ade­quately among school district teachers. Jones (1978) highlighted
this idea by saying:

We have lived through [29] years of subversion of the intent of Brown; there has been more deliberation than speed in desegregation. Support is needed throughout American society for affirmative action policies, at least for one full educational generation. These policies provide for a reversal of the discrimination which blacks, other minorities, and women suffered for so long as a result of public policies. (p. 26)

Because many school districts have hired only small numbers of minorities since enactment of the Civil Rights Act of 1964, it appears that serious implications will arise if those minorities already employed are not stabilized in their positions until conditions under the Equal Employment Act are met.

In supporting the above notion, Brown, Reeves, and Anliot (1951), in their report on discrimination in higher education, said:

All institutions of higher learning should reexamine their philosophies [of hiring practices] in the light of the dignity of every human being, and his right of equality of educational opportunity and make sure that the [hiring] procedures instituted in their admissions programs are demonstrated in such a way that the specific human worth and dignity of no individual are violated because of his membership in any cultural, racial, or socio-economic group. It is never justifiable in our democratic society to discriminate against an individual for any reason which minimizes his stature as a member of the human family. (p. 3)

During the decade following the passage of the 1964 Civil Rights Act, the federal government began using the law. The Justice Department brought legal action against more than 500 school districts (Kluger, 1977, p. 759). It was the use of this federal power, at a time when public school systems were facing large budget cuts and teacher layoffs, that makes the controversy over affirmative action and faculty seniority more acute. It is also against this backdrop
that both white and black teachers struggle. There is a conflict between equal representation for minorities and the length of service for whites. Due to the fact that minorities have won concessions on these issues through the federal court system, conflict is evident between both groups. This staff conflict remains largely misunderstood. Alston and Knapp (1972), Broom and Glen (1965), and others have said this misunderstanding exists because social scientists have tended to ignore how blacks feel about civil rights. Instead, research has generally been limited to white teachers' feelings and opinions. It is known how blacks and whites compare educationally and occupationally, but opinions and values have been largely ignored (Alston & Knapp, 1972, p. 331; Broom & Glen, 1965; Miller, 1966; Pettigrew, 1964).

Layoffs

Johnson (1974) concluded that efforts to determine who is bearing the burden of teacher layoffs, by surveying state departments of education and state agencies of higher education, have met little success. Such information was determined to be politically and socially sensitive. Similar efforts to survey school districts and institutions of higher education on the number of layoffs by sex and race were also unsuccessful. Since data on layoffs of minorities are sparse, a review of its status may help one draw inferences about affirmative action and faculty seniority and what may occur.

When layoffs are necessary, some type of system is needed in order to determine who loses his/her job first. Though affirmative
action exists, faculty seniority is still the primary factor considered. This type of layoff, when used, has a significant effect on affirmative action and faculty seniority because straight seniority allows for layoffs in reverse seniority order, and affirmative action presents an alternative to straight seniority for minorities recently hired.

Critics point out that the use of strict seniority as a basis for layoffs will adversely affect minorities. Minorities who have been discriminated against in the labor market have not gained enough seniority in their job related field because many have been hired in the last decade—the 1970s (Rosenberg, 1978, p. 390). Layoffs in this instance have affected both majority and minority teachers. This became evident during the early 1970s when individual companies were forced to lay off large numbers of workers. VanderWaerdt (1982) revealed that:

Companies had hired only token numbers of minorities and females prior to 1964; . . . reductions, usually made on the basis of inverse seniority, frequently resulted in layoffs of virtually all of a company's minorities or women. The employer thus faced the unenviable dilemma of possibly violating his affirmative action agreement if he used seniority in layoffs, or alternatively, violating the collective bargaining agreement (or administrative custom) if he retained minorities with less seniority than white workers who were laid off. (p. 509)

Just as industry faced the conflict of layoffs arising between seniority and affirmative action, public school systems face the same dilemma.
Faculty Seniority

Fratkin (1975), reflecting on minorities and unions, argued that:

In education . . . minorities all belong to the same union, but the union contract has, in the past, institutionalized the discrimination which previously existed. In other words, most unions accepted the prevailing social climate and as a result, until the first Civil Rights laws in 1964, a conflict did not exist between affirmative action and collective bargaining, as the former simply did not exist. (p. 1)

Because bargaining agreements are concerned with the conditions of employment, the principle of "last hired, first fired" placed affirmative action and collective bargaining differences into sharp focus. Union leaders may have wanted to negotiate affirmative action but were obligated to use the seniority principle, which ultimately worked against minorities (Strom, 1979). How could anything but confusion be expected from teacher organizations when it comes to negotiating solutions to problems over which they had little control? Unions were confronted with making the seniority system work.

Along with provisions of scholarships and systematic recruitment of minority students in higher education, there had also been emphasis on recruiting more minority teachers at all levels of the educational system. The federal government brought about affirmative action to accomplish those goals. Affirmative action practices were initiated as a way to overcome the effects of past discrimination in hiring practices and were intended partly to increase the number of teachers, doctors, lawyers, and other professionals available in minority communities (Ornstein & Levine, 1981, pp. 128-129).
Affirmative retention is relatively new to union agreements or contracts. Thus, success in bargaining faculty seniority and affirmative action will depend upon school district teachers and local association bargaining units. Therefore, teachers' opinions about faculty seniority and affirmative action became an important focal point of this body of research.

Rationale for Teacher Opinion Variables

Based on the review of the related literature, the following teacher variables were found to be strongly related to teacher opinions. This review attempts to identify the important aspects of each variable and its relationship to this body of research.

The teacher characteristics that were perceived to possess a high degree of importance are: (a) years of teaching, (b) gender, (c) grade level teaching, and (d) race. Demographic variables such as degree, sex, and educational level were commonly included in opinion studies as presented by Remmers (1960), Purdue Master Attitude Scales; Alston and Knapp (1972), "Black Attitudes Toward Speed of School Integration"; and Hinkle, Wiersma, and Jurs (1979), Applied Statistics for the Behavioral Sciences. These teacher variables appeared to have had some influence on the opinions of teachers regarding affirmative action and faculty seniority.

Years of Teaching

Coles and McCall (1979) found that age and sex, when compared to years of teaching, produced differences in attitudes between men and
women and were tempered when put together. Their results indicated that there may be some opinion differences between men and women as they get older, and accumulate more years of teaching experience. However, they indicated that age by itself was not a meaningful index to order the social and psychological data of adults. They instead suggested that differences and changes emerge from a combination of biological and social factors.

When years of teaching experience were equated with age, Coles and McCall (1979) reported that 17% of their subjects in the 30-year-old age group said that helping others was very important to their quality of work life. However, 41% of the 35-year-and-older group felt the same way. As one grew older, there appeared to be a significant increase in the importance of helping others. This suggested that people tended to be more concerned about how they felt regarding social issues as they grew older. This supported the idea that when age is equated with years of teaching experience, it tends to influence the opinions of adult males and females. Therefore, the researcher finds years of teaching, when related to age, to be important in this study.

Gender

Allport (1937) reported that dual standards of employment between women and men were beginning to change and included women in the workplace. As this change slowly occurred, he emphasized that the ratio of inferiority between men and women would decrease. This insight has witnessed the entrance of many women into occupations
that were once exclusively male. At this point, one might question how much change had occurred among men and women in terms of their feelings and opinions as they relate to their workplace.

Elms (1972) pointed out that research on women generally revealed two things: (a) women were found to be more persuadable than men and (b) their persuadability seemed not to be related to personality characteristics. Hoffman (1977) emphasized that empathy, a basic characteristic of attitudes, is more prevalent in females than in males. He brought to light two types of empathy that appeared to be important in men-women attitudes: (a) that of cognitive awareness of the feelings of others and (b) the vicarious affective response to other's feelings, concluding that males were less likely to exhibit the vicarious affective type of empathy. Since the larger number of those teachers who were surveyed in this research study were female, the findings presented by Elms (1972) and Hoffman (1977) led the researcher to believe that female opinions would be the dominate opinion in the conclusions of this study because women were found to be more persuadable. Because of the above sighted differences, the researcher looked at the differences that might exist between black and white male and female opinions of the issue. Therefore, the researcher finds gender to be an important variable, based upon the review of literature and its presence in this study.

Grade Level

By and large, women have been at the bottom of the educational structure for a long time. However, it is usually the single woman
or a small group of women who provide the impetus to make changes in the educational structure. At the elementary and secondary levels of public schools, what women teachers brought to the public school system is known. Women's ability to influence attitude changes lies in their numbers; were they all to make waves to influence attitude opinions, the tide might turn and engulf the overall opinion of a public school system (Howe, McCluskey, & Wilson, 1976, pp. 10-11).

Recognizing the influence of power in numbers, the researcher believes that where there exists large numbers of women, in comparison to fewer numbers of men, there will exist a significant difference in how each group will respond. Therefore, elementary and secondary males and females should agree with Howe et al. in their view on power in numbers, and on the views of Allport (1937), Elms (1972), and Hoffman (1977) on gender differences among males and females.

It was determined by the researcher, through the use of a published school directory (Kalamazoo Board of Education, 1983), that females included in this study did in fact reflect the larger number of teachers employed in the public school district surveyed.

Race

Public school desegregation has been a factor in the struggle for change in America; it has made classroom teachers front-line soldiers. The problems which they faced included confusion, uncertainty, individual prejudices, and an inherited past which they
may or may not have made (Isaacs, 1981, p. 107). In facing these problems, the issue is complicated as teachers try to understand the relationship between the problems of race and their own personal attitudes.

Patchen (1982) indicated that opinion had a variety of definitions but that most definitions include two key elements: (a) the cognitions or perceptions which the person has about some object and (b) the affect or feeling which the person has toward the object (p. 37). Patchen (1982), in a study of interracial attitudes, reported that black students' opinions about whites indicated that whites as a group were not very friendly and felt that they were better than blacks. It was also noted that blacks did not perceive whites as hostile towards blacks (p. 44). In this same study, Patchen (1982) summarized that white student attitudes toward blacks indicate that blacks as a group were not very friendly and that they acted superior in certain ways (e.g., acting "stuck up" and expecting special privileges). However, whites also viewed blacks as less academically oriented.

In this review of literature, it was perceived that there are clearly some questions about race and job security that should be researched. The evidence, as reported by Patchen, that each group tended to see the other as having negative traits, is believed to be a barrier to positive relationships between blacks and whites when layoffs are necessary. The perception of unfriendly behaviors exhibited by each other's race seems to project an underlining avoidance syndrome between each race as a whole. Therefore, the
researcher believes the variable race to be important to this study in that adults are not much different than students in attitude, just more sophisticated.

Rationale for Hypotheses

In formulating the research questions for research, the following rationale is given for the hypotheses.

Although they share a common interest, advocates of faculty seniority and advocates of affirmative action diverged rather sharply on the issues of seniority rights and affirmative action policies, especially Title VII of the Civil Rights Act of 1964 which required constructive seniority for persons who could show they would have been hired earlier had it not been for discrimination. Constructive seniority allowed those minorities last hired to retain their jobs over those whites who had more seniority. In school districts where layoffs were necessary, constructive seniority appeared to raise questions about the opinions of teachers regarding the issue of affirmative action and faculty seniority.

After a review of the related literature, the researcher, in looking at a school district where layoffs were necessary, formulated the following exploratory questions:

1. Do the opinions of black and white teachers differ regarding affirmative action and faculty seniority?

2. Do the opinions of teachers by race and sex differ regarding the same question?
3. Do black and white teachers' opinions differ on being employed in a desegregated public school system?

4. Will the length of service of a teacher produce differences of opinion among male, female, black, and white teachers?

Patchen (1982) summarized that differences of opinion do exist between whites and blacks on sensitive issues. Therefore, the opinions of black and white groups regarding seniority and affirmative action was the focal point of each hypothesis.

MacIver (1948) pointed out that conflict always takes place between two or more persons or groups. He indicated that any person or group could be identified when conflict occurred. In this study groups were identified as black and white, male and female, elementary and secondary teachers. Because of this finding, each hypothesis focuses on the differences of opinion that may exist between each of these groups concerning affirmative action and faculty seniority.

Coles and McCall (1979) found that age and sex, when looked at closely, may produce a difference between the opinions of men and women with less years of service than those with more years of service. They suggested that age, when evaluated with years of teaching experience, could produce differences of opinion for each group. Thus, the last question looks at such a difference.

Based on a review of related literature, the following six questions were helpful in generating 15 research hypotheses that were investigated in this study. These major research questions and hypotheses are:
1. Will the opinions of black and white teachers differ regarding affirmative action and faculty seniority?

The first question generated the hypothesis which allows the researcher to assess the differences of opinion that might exist between white elementary and secondary teachers and black elementary and secondary teachers.

2. Will the opinions held by white female and male teachers differ from those held by black female and male teachers at the same teaching levels regarding affirmative action and faculty seniority?

The second question generated the hypotheses which allow the researcher to assess the extent to which there may be differences of opinion between: (a) white male teachers and black male teachers at the elementary level, (b) white male secondary teachers and black male secondary teachers, (c) black female teachers and white female teachers at the elementary level, and (d) black female secondary teachers and white female secondary teachers.

3. Will the opinions held by white female and male teachers differ from those of black female and male teachers at different teaching levels regarding affirmative action and faculty seniority?

The third question generated the hypotheses which allow the researcher to assess the differences of opinion that might exist between (a) white female teachers and black female teachers, and (b) black male teachers and white male teachers.

4. Will the opinions held by male teachers differ from those held by female teachers regarding affirmative action and faculty seniority?
The fourth question generated the hypotheses which allow the researcher to assess the differences that may exist between (a) white elementary and secondary male teachers and black elementary and secondary female teachers, (b) black elementary and secondary male teachers and white elementary and secondary female teachers, (c) white elementary and secondary female teachers and white elementary and secondary male teachers, and (d) black elementary and secondary female teachers and black elementary and secondary male teachers.

5. Will the opinions of white male and female teachers at the elementary and secondary levels differ from those held by black male and female teachers at the same levels regarding employment in a court ordered desegregated public school system?

The fifth question generated the hypothesis which allows the researcher to assess the differences that may exist between white elementary and secondary teachers and black elementary and secondary teachers regarding being employed in a court ordered desegregated public school system.

6. Will the opinions of teachers (by race and sex) with 1-15 years of service differ from those held by teachers with 16 or more years of service regarding affirmative action and faculty seniority?

The sixth question generated the hypotheses which allow the researcher to assess the extent to which there may be differences of opinion between: (a) black teachers with 1-15 years of teaching and 16 or more years of teaching, (b) white teachers with 1-15 years of teaching and 16 or more years of teaching, and (c) white and black teachers with 1-15 years of teaching and black and white teachers
with 16 or more years of teaching.

In sum, the 15 research hypotheses to be tested are:

1. White elementary and secondary teacher's opinions will differ from black elementary and secondary teachers' opinions regarding affirmative action and faculty seniority.

2. White male elementary teachers' opinions will differ from black male elementary teachers' opinions regarding affirmative action and faculty seniority.

3. White male secondary teachers' opinions will differ from black male secondary teachers' opinions regarding affirmative action and faculty seniority.

4. Black female elementary teachers' opinions will differ from white female elementary teachers' opinions regarding affirmative action and faculty seniority.

5. Black female secondary teachers' opinions will differ from white female secondary teachers' opinions regarding affirmative action and faculty seniority.

6. White elementary and secondary female teachers' opinions will differ from black elementary and secondary female teachers' opinions regarding affirmative action and faculty seniority.

7. Black elementary and secondary male teachers' opinions will differ from white elementary and secondary male teachers' opinions regarding affirmative action and faculty seniority.

8. White elementary and secondary male teachers' opinions will differ from black elementary and secondary female teachers' opinions regarding affirmative action and faculty seniority.
9. Black elementary and secondary male teachers' opinions will differ from white elementary and secondary female teachers' opinions regarding affirmative action and faculty seniority.

10. White elementary and secondary female teachers' opinions will differ from white elementary and secondary male teachers' opinions regarding affirmative action and faculty seniority.

11. Black elementary and secondary female teachers' opinions will differ from black elementary and secondary male teachers' opinions regarding affirmative action and faculty seniority.

12. White elementary and secondary teachers' opinions will differ from black elementary and secondary teachers' opinions regarding being employed by a desegregated public school system under federal court order.

13. The opinions of black teachers with 1-15 years of service will differ from black teachers with 16 or more years of service regarding their employment in a desegregated public school system under federal court order.

14. The opinions of white teachers with 1-15 years of service will differ from white teachers with 16 or more years of service in a desegregated public school system under federal court order.

15. The opinions of black and white teachers with 1-15 years of teaching will be different from black and white teachers with 16 or more years of service in a desegregated public school system under federal court order.
Summary

The researcher does not argue that there has been past discrimination in our society, but rather that affirmative action practices frequently are difficult to implement when there is due concern for equity and organizational effectiveness. Federal guidelines suggest that employment percentages disproportionate to those in the general population represent discrimination. Based on these guidelines, goals and timetables have been established that give preferential treatment to selected groups; in the process, nonminority applicants are sometimes excluded (Ornstein & Levine, 1981, pp. 128-129).

Glazer (1979), one of the best-known critics of current affirmative action programs, has summarized this and other objections to such programs:

I argue against the use of goals and quotas based on a statistical mirroring of the population as a policy to deal with what is admittedly a serious problem... on many grounds: the difficulty of determining the line between what groups should benefit and what groups should be penalized, the difficulty of assigning individuals to given racial and ethnic categories, the political and moral repugnance at doing so, the danger that more and more groups would demand consideration in receiving benefits, and the danger that groups membership would become ever more salient and group conflict increase. (p. 992)

Somehow, a way must be found to overcome the effects of past discrimination without damaging the capacity of school districts to achieve their goals (Ornstein & Levine, 1981, p. 130). Because of this, the issue of seniority and affirmative action has surfaced as one of the major issues of public education in America. When there have been disputes between employee and employer and between employee
and the union over interpretation of the agreement in the area of seniority rights and affirmative action, some employees have sought relief through the courts. The effects of affirmative action, aided by court decisions and new enforcement procedures, have brought about some changes for minorities, but have fostered a great wave of protest and legal actions in the bargaining process. Because of this legal action and the fact that many public school districts are now being forced to reduce teacher staffs, it seems apparent that the issue of affirmative action versus faculty seniority should be studied among those who are most directly affected, i.e., school teachers.

Noar (1974) supported this idea when she made reference to teachers and their personal examples and how wholesome interpersonal relations can have positive effects on students and teachers, indicating the teacher's importance in the process. Jones (1978) came to the conclusion that support was needed throughout America for affirmative action policies. This nation could best be served through a careful study of those teachers and personnel directly affected by court decisions. Brown et al. (1951) presented the strongest argument in that they felt that all public institutions of learning needed to reexamine their philosophy in light of every human being's right to equality of educational opportunity and hiring policy.

While collective bargaining has mainly been a process to improve wages and working conditions in the workplace, affirmative action was being used to strengthen the active participation of minorities in a process called the "American dream." In this area, as shown in
this literature review, much needed to be done in the area of re­
search on this topic. One can legitimately ask the question, "In
what areas of union practice and affirmative action do we need to
focus attention?"

Too often, scientists and educational researchers have failed to
describe ethnic minorities as groups displaying enormous socio­
economic, regional, cultural, and linguistic diversity (Banks, 1983).
Banks (1983) focused our attention on this matter when he stated:
"Like educational programs, educational policy related to ethnic
minorities should reflect the tremendous differences within ethnic
groups" (p. 583).

Thus, researchers need to evaluate how ethnic groups relate to
social issues that have an effect on their workplace. One such
social issue is that of affirmative action and faculty seniority in a
court ordered desegregated public school system.
CHAPTER III

THE DESIGN OF THE STUDY

This chapter includes the design of the study and the methods used in conducting the research. The topics discussed are: (a) problem statement, (b) population, (c) instrumentation, (d) data collection, (e) analysis of data, and (f) chapter summary.

Problem Statement

The purpose of this study was to investigate teachers' opinions of affirmative action and faculty seniority in a desegregated public school system while under federal court order.

Population

A total population of 725 public school teachers, in an urban desegregated public school system, were the subjects of this study. Teacher names and school locations were obtained from published records of the school district for the year 1983-84. Only the names of employed school teachers were used to collect data for this study.

Babbie (1973) reported that organizations are the simplest to survey because they have documented membership lists. Populations that have good organizational lists include elementary schools, high schools, universities, and churches (p. 89). The school district selected for this study fits Babbie's category and the researcher

41
took extra care in seeing that he obtained the most up-to-date list. To minimize error, each element of the population was cross-checked by school building. This was done from a published list by school building and a careful check of teacher mail boxes, easily accessible in school building offices.

Each teacher's name and building address was assigned a code and recorded on a master file from the researcher's published list. This aided the researcher's effort in completing an accurate follow-up mailing that was completed at a prescribed later date.

All data from the used questionnaires were scored, recorded, and transferred to mark sense coding sheets, key punched on tape, and stored on the researcher's university computer files.

Instrumentation

The survey instrument (Appendix C) was composed of three parts. The first part, containing Items 1 through 17, was designed to provide information on public school teachers' opinions of federal court orders to maintain minority teachers in job positions. The second part, containing Items 1 through 17, was designed to provide information on public school teachers' opinions about being employed in a public school district that is under federal court order. The scores obtained for Part I and Part II were independently scored and statistically analyzed.

The 17 items of Part I and the 17 items of Part II of the survey were developed by Remmers (1960), Professor of Psychology and Education Director of the Division of Educational Reference of Purdue
University (see Appendix C).

A median scale value of all items endorsed by the individual is
the opinion score of that individual. If an odd number of statements
were endorsed, the scale value of the middle item of those endorsed
gives the median score. Example: If three items are endorsed,
Numbers 4, 11, and 14, the score is the value of Number 11, i.e.,
4.7, an unfavorable opinion (see Table 2).

Table 2
Purdue Master Attitude Scale Values

<table>
<thead>
<tr>
<th>Item</th>
<th>Scale value</th>
<th>Item</th>
<th>Scale value</th>
<th>Item</th>
<th>Scale value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>10.3</td>
<td>7.</td>
<td>7.7</td>
<td>13.</td>
<td>3.1</td>
</tr>
<tr>
<td>2.</td>
<td>9.6</td>
<td>8.</td>
<td>6.5</td>
<td>14.</td>
<td>2.6</td>
</tr>
<tr>
<td>3.</td>
<td>9.2</td>
<td>9.</td>
<td>6.0</td>
<td>15.</td>
<td>2.2</td>
</tr>
<tr>
<td>4.</td>
<td>8.9</td>
<td>10.</td>
<td>5.5</td>
<td>16.</td>
<td>1.6</td>
</tr>
<tr>
<td>5.</td>
<td>8.5</td>
<td>11.</td>
<td>4.7</td>
<td>17.</td>
<td>1.0</td>
</tr>
<tr>
<td>6.</td>
<td>8.1</td>
<td>12.</td>
<td>3.6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note. From Manual for the Purdue Master Attitude Scales (p. 6) by
J. J. Remmers, 1960, West Lafayette, IN: Purdue Research Foundation.

If an even number of items were endorsed, Numbers 3, 4, 5, and
7, the score will be halfway between the scale values for Items 4 and
5, i.e., 8.7, a favorable opinion (see Table 2). The indifference
point on this scale was 6.0. Scores above 6.0 indicate a favorable
opinion and scores below 6.0 indicate an unfavorable opinion.
This scale requires no norms beyond the scale values shown in Table 2. The norms are built in since what is being measured is the affective value of an opinion object defined by the scale value of items endorsed by the respondents.

The scale values used in this research comes from a research manual produced by Remmers of Purdue University. These scales were studied, researched, and published through the Purdue Research Foundation in 1960 (Remmers, 1960).

Items 1 through 7 in Part III of the questionnaire provided the following information on each element of the population: highest degree earned, years of teaching, sex, grade level teaching, race, pink slip, and tenure.

Because the researcher wishes to report information on the opinions of teachers about affirmative action and faculty seniority, it is necessary to discuss the appropriateness of the instrument used in the study, i.e., its validity and reliability.

Kerlinger (1973) reported that opinion measurement was a difficult field of psychological measurement. A close examination of instruments ordinarily used to measure a vast variety of personality traits reveals the complexity of such measurement and makes one aware of the many methodologies used to measure such characteristics (p. 494). Cronbach (1960) reported that opinions, though perfectly measured, represent merely a predisposition rather than an absolute determining force (p. 493).

According to Remmers (1960), the Purdue Master Attitude Scales were designed to estimate the opinions of individuals on any social
issue. Remmers contended that the scales' test-retest reliability estimates were obtained from previous research done by Bateman and Remmers (1941), Kelley (1934), and the Purdue Research Foundation (Remmers, 1960). Total score reliability is reported as .70 to .92 with a median reliability coefficient of approximately .86. Based on these findings, the researcher concluded that this instrument, produced by Remmers (1960), is suitable for use in this study. The scale selected was designed to measure opinions toward any social action. As reported by Remmers (1954), the scaling procedure for any social action is:

The psychophysical principle that equally often observed differences are equal, and referred to as the Thurstone scaling technique. He and his associates and other researchers did much experimental testing of the overall hypothesis and demonstrated its validity with reference to specific opinion objects. (p. 91)

Because each item of Remmers's opinion scale was weighted numerically, each item was reassigned using a random numbers chart so that the most desired response (10.3) and the least desired response (1.0) were not obviously ordered. This rearrangement was supportive of the Thurstone scaling technique as mentioned above. For the purpose of this research study, Table 3 presents the value of each item, 1-17 of Parts I and II of the survey instrument, as reassigned using Thurstone scaling model. As mentioned, a random numbers table was used to determine the order of each item. Each item on Parts I and II of the survey instrument was reproduced in order to match the order determined by the random numbers chart.
Instrument Reliability

Reliability as defined by Wood (1960) was the lack of dependence upon chance variation (p. 11). Kerlinger (1973) reported reliability as stability, predictability, dependability, and consistency (p. 442).

Table 3
Survey Instrument Scale Values

<table>
<thead>
<tr>
<th>Item</th>
<th>Scale value</th>
<th>Item</th>
<th>Scale value</th>
<th>Item</th>
<th>Scale value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2.2</td>
<td>7</td>
<td>1.0</td>
<td>13</td>
<td>4.7</td>
</tr>
<tr>
<td>2</td>
<td>3.1</td>
<td>8</td>
<td>8.1</td>
<td>14</td>
<td>10.3</td>
</tr>
<tr>
<td>3</td>
<td>9.6</td>
<td>9</td>
<td>8.9</td>
<td>15</td>
<td>8.5</td>
</tr>
<tr>
<td>4</td>
<td>7.7</td>
<td>10</td>
<td>9.2</td>
<td>16</td>
<td>2.6</td>
</tr>
<tr>
<td>5</td>
<td>6.5</td>
<td>11</td>
<td>6.0</td>
<td>17</td>
<td>5.5</td>
</tr>
<tr>
<td>6</td>
<td>3.6</td>
<td>12</td>
<td>1.6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reliability is the accuracy or precision of a measuring instrument. Cronbach (1960) reported that reliability always refers to consistency throughout a series of measurements when using the same test repeatedly (pp. 126-127). However, as reported by Remmers (1955), evaluation devices are never perfectly reliable. Most recommended instruments have reliability coefficients of at least 0.80; and for some research, psychologists have found tests useful with a reliability coefficient as low as 0.50 (pp. 140-141).
Reliability coefficients obtained by Remmers and others to measure opinion toward any social issue shows reliability coefficients of 0.70 and 0.92 (Bateman & Remmers, 1941; Kelley, 1934; Remmers, 1960; Williamson & Remmers, 1940).

The reliability of this 17-item scale is a function of at least the following variables.

1. The "range of talent," i.e., the variability of the opinions in the population under study.
2. The extent to which the opinions in question are crystallized in the population.
3. The number of individuals in the sample.

The scales produced by Remmers (1960) with reported coefficients of 0.70 and 0.92 were considered satisfactory for use in this study.

Instrument Validity

A scale is believed to be valid if it measures what it is supposed to measure. The tests for validity of the opinion scales produced by Remmers (1960) of Purdue University indicate that they measure what their titles suggest they measure. The scales produced by Remmers have the practical advantage of being brief, convenient, and with obvious face and content validity for many purposes in its applicability to measurement and evaluation of opinions (Remmers, 1960).

The validity for these opinion scales was determined by Thurstone's 1959 scale series. Each item of the instrument was tested reporting correlations of 0.57 and 0.58. Each respondent
score was recorded as a median value of the items tested. This median value was determined as reported earlier in this chapter. Thurstone's opinion scales were constructed by the method of equal appearing intervals where each item was given a scale value from 1.0 to 10.3, respectively (Thurstone, 1959, p. 304).

Downie and Heath (1965) reported that validity coefficients tend to be lower than reliability coefficients. They tend to be within 0.40 and 0.60. Cronbach (1960) supported Thurstone's findings when he stated that:

Validity coefficients high enough to warrant use of the test as a predictor depends on such practical considerations as the urgency of improved prediction, the cost of testing, and the cost and validity of the selection methods already in use... If a criterion can be predicted only with validity .20, the test may still make an appreciable practical contribution. (pp. 115-116)

Cronbach also reported that it is unusual for a validity coefficient to rise above 0.60. Therefore, the related validity coefficients for the Purdue opinion scale inventory is considered to have acceptable measurements of validity for use in this study as an opinion measurement.

Data Collection

The data for this study were obtained through a mailed questionnaire. Because the researcher obtained permission from the school district to collect the completed questionnaires in each building, there was no need to enclose return postage. Instead, the completed questionnaires were returned in a sealed envelope to the school building office where an enclosed drop-box was placed. These boxes
were picked up by the researcher as outlined in the cover letter (Appendix A).

Mailed questionnaires were sent to each school building. Seven hundred and twenty-five (725) teachers were sent questionnaires that were individually coded by building and teacher in the upper right hand corner of each questionnaire. A cover letter (Appendix A) and sealable envelope accompanied each questionnaire. The cover letter outlined the need and reason for the study and expressed the researcher's concern for the Right of Privacy Act and confidentiality of all information. The returned questionnaires and their code numbers permitted accounting of responses. The first mailed questionnaire drop boxes were picked up from school buildings 2 weeks after the questionnaires were mailed. A total of 471 surveys were returned from the first mailing.

One week after the completed surveys were picked up, a second survey was sent to those teachers who did not complete the first survey. Accompanying the second survey was a questionnaire and cover letter indicating the importance of completing the survey and the researcher's concern for the Right of Privacy Act regarding the unanswered survey (Appendix B). Each teacher completing the second survey was asked to return their completed questionnaires through the school mail, using the return envelope provided. Each return envelope contained the researcher's name and school location. A total of 18 completed surveys were returned from the second mailing.

One week after the second surveys were returned, a third and final mailing was sent to 236 remaining teachers who had not
completed the survey. The same information sent with the second mailing accompanied the third mailing. Six surveys were returned. A total of 495 teachers completed the survey and was recorded by the researcher.

Written notes accompanied eight uncompleted surveys. The following are reasons for not completing the eight surveys:

1. The nature of the survey was too sensitive.
2. The survey was biased.
3. The survey was prejudiced and too simplistic for a complex problem.
4. The survey was not objective enough for scientific research.
5. Items on the survey were too inflammatory.

These eight surveys were not used in reporting the results of this research project, because they were not completed.

The achieved response rate for this body of research was 68.3% of 725 teachers, or 495 surveys completed.

Kerlinger (1973) reported that responses to mail questionnaires are generally poor. Returns of less than 40 or 50% are common—at least the researcher must content him or herself with returns as low as 50 or 60% (p. 414). As a result of the researcher's efforts to secure a larger return, 68.3% of the total population surveyed responded. In view of Kerlinger's concerns of 50 to 60% return on mail questionnaires, the return rate of 68.3% for this study was considered an adequate response.
Analysis of Data

Kerlinger (1973) described inferential statistics as categorizing, ordering, manipulating, and summarizing data to obtain answers to research questions (p. 134). Leedy (1974) reported inferential statistics as being designed to (a) predict or estimate a population parameter from a random or representative sample and (b) to test statistically based hypotheses. In part (a) of the definition, Leedy indicates that population estimates are common attempts to make estimates of parameters with respect to frequency distributions, estimates with respect to central tendency of the population, and estimates with respect to the variability of the population (p. 138). In this study, the parameters were specified at the 95% confidence interval.

Part (b) of Leedy's (1974) definition "to test a statistically based hypotheses" suggests that a researcher use a statistical approach to his/her research. In this research, all data were statistically analyzed to determine if significant differences existed concerning teachers' opinions of affirmative action and faculty seniority.

When undertaking a research investigation, a distinction is often made between independent and dependent variables. In this body of research, these variables are as follows:
Independent Variables

The independent variables of this study were determined from the gender characteristics of the respondents and the respondents' work placement. The independent variables were:

1. Race. The independent variable of race was divided into two groups: black and white.

2. Sex. The independent variable of sex was divided into two groups: male and female.

3. Grade level. The independent variable of grade level was divided into two groups: elementary grades K-8—and secondary grades 9-12.

For the purpose of this study the grade level assigned to the respondent at the time of this study was the one assigned to the respondent. This was to help minimize error due to dual certification.

Dependent Variable

The dependent variable of this study was "teachers' opinions." This variable was measured from recorded responses on all sections of the survey instrument. Each item of the survey instrument was assigned a scale value between 10.3 and 1.0, which allowed the researcher to determine an opinion score for each respondent who completed the survey.
Procedure for Testing

A two-tailed $t$ statistic for independent groups was used to test each hypothesis, i.e., that the mean opinion scores of black and white teachers were different. A .05 alpha level was selected for rejection of the null hypothesis, i.e., that there was no difference in the mean opinion scores of black and white teachers.

Because the numbers of black and white, male and female teachers in this study were quite unequal the variances assumption required by the $t$ test merited serious consideration. According to Glass and Stanley (1970, p. 297), whenever the variances of the two populations are different and the sample sizes are unequal, the probabilities of Type I and Type II errors can be quite different from what might be expected and there is no way to estimate accurately the population variances.

To guard against possible misinterpretation of the $t$ test results, a Mann-Whitney $U$ test was also performed on the same data. The Mann-Whitney is a powerful nonparametric test of whether two independent groups have been drawn from the same population, and is often used when it is necessary to avoid the $t$ test's assumptions (Siegel, 1956, p. 116). If the Mann-Whitney results supported those of the $t$ test, then the implications of the findings could be examined with greater confidence. If the results of the tests did not agree, then any conclusions that could be drawn from the comparison of black and white teachers' opinion mean scores would have to be approached with extreme caution.
In each test, the null hypothesis was that there was no difference in the opinion scores of black and white teachers regarding affirmative action and faculty seniority. Since the Mann-Whitney is a one-tailed test with a directional research hypothesis, and the \( t \) test described above is two-tailed (with a nondirectional research hypothesis), an alpha level of .025 (half the level of the two-tailed \( t \) test) was chosen in the Mann-Whitney for rejection of the null hypothesis.

Summary

Chapter III presented the reader with a design of the study, problem statement, population, instrumentation, data collection, analysis of data, and chapter summary.

This study was designed to investigate the relationship of teachers' opinions of affirmative action and faculty seniority in a desegregated public school system while under federal court order. The questionnaire used was composed of three parts. Part I, Items 1 through 17, provided information on teachers' opinion of affirmative action and faculty seniority in a desegregated public school system. Part II, Items 1 through 17, provided information on teachers' opinions of teaching in a desegregated public school system. Part III, Items 1 through 7, provided demographic data on each element of the population and was used in conjunction with Part I and Part II of this study in statistically analyzing the data collected.

The population selected represented a total school district of 725 public school teachers. Questionnaires were precoded by school
building and teacher name and mailed to each school building to which teachers were assigned. Each questionnaire contained a sealable envelope for return which was picked up by the researcher. This effort eliminated the need to provide return postage. All 725 teachers were sent a survey.

After the first mailed survey was sent and picked up, two follow-up surveys were sent out in order to get as many surveys returned as possible. A total of 495 surveys were completed. This represented 68.3% of the total population of 725 teacher surveys.
CHAPTER IV
RESPONSE RATE AND ANALYSIS OF RESULTS

This study was designed to investigate teachers' opinions of affirmative action as it relates to the seniority system in a federally court ordered school system.

The results of this study are described and organized into the following areas: (a) the response rate of teachers; (b) a description of teachers responding by degree, years of teaching, sex, grade level teaching, race, tenure, and social action; (c) an analysis of results with respect to each hypothesis; and (d) a chapter summary.

Response Rate of Teachers

The Purdue Opinion Scale (Remmers, 1960) was used to collect the data from a population of 725 public school teachers: 62 black females, 27 black males, 441 white females, and 195 white males. A total of 495 teachers (68.3%) completed the questionnaire (see Table 4). Of the total white population who could have returned questionnaires, 67.2% did so. Of the total black population who could have returned questionnaires, 73.0% did so. Thus, a larger percentage (5.8% more) of the black population completed and returned the survey questionnaire than did the white population (see Table 4).

As shown in Table 4, seven people (labeled as Other) also completed and returned the survey. When analyzing data on black and
white responses, the data from the category "Other" were not used. The data in this category (Other) were used, however, when analyzing general data on the total number of respondents.

Table 4
Description of Response Rate of Population Studied

<table>
<thead>
<tr>
<th>Race</th>
<th>(N^a) Total N surveyed</th>
<th>(N^b) Percent of (N^a) responding</th>
<th>(N^c) Total N of population responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>629</td>
<td>67.2</td>
<td>423</td>
</tr>
<tr>
<td>Black</td>
<td>89</td>
<td>73.0</td>
<td>65</td>
</tr>
<tr>
<td>Other</td>
<td>7</td>
<td>100.0</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>725</td>
<td></td>
<td>495</td>
</tr>
</tbody>
</table>

**Note.**
- \(N^a\) Total population surveyed by race.
- \(N^b\) Percent of each population responding.
- \(N^c\) Total number of each population by race responding.

Description of Teachers Responding

This section discusses the percentage distributions of public school teachers with respect to the following important variables investigated in this study: earned degrees, years of teaching service, sex, grade level teaching, race, tenure, and the opinion scale.
Degree Variable

The data collected under the degree variable (see Table 5) revealed that 226 teachers (45.7%) had a BA or BS degree, and that of those with BA or BS degrees, 88.9% were white while 11.1% were black. Of the 179 teachers (36.2%) responding with a master's degree, 86.5% were white while 13.5% were black. Seventy-seven teachers (15.6%) had earned a master's plus 30 graduate hours; 87.1% were white while 16.9% were black. Teachers responding with a specialist degree represented 2.2% of the total, or 11 teachers. After tabulating teachers' responses who had a specialist degree, 72.7% were white while 27.3% were black. Only 2 teachers held doctorate degrees; both were elementary certified, both had 6-15 years of service in teaching, and both were black.

Years Teaching Variable

The data collected on the number of years teaching variable were divided into four categories: (a) 1-5 years, (b) 6-15 years, (c) 16-25 years, and (d) 26 or more years (see Table 6). Teachers with 1-5 years of service equaled 3.4%, or 17 total. Those with 6-15 years of service equaled 52.7%, or 261 total. Table 6 also shows that teachers with 16-25 years of service equaled 32.1%, or 159 total, while those with 26 or more years of service equaled 11.7%, or 58 total.
Table 5
Distribution of Respondents With Respect to Characteristic Variable Degree

<table>
<thead>
<tr>
<th>Respondent variable</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA or BS</td>
<td>226</td>
<td>45.7</td>
</tr>
<tr>
<td>MA</td>
<td>179</td>
<td>36.2</td>
</tr>
<tr>
<td>MA + 30 graduate hours</td>
<td>77</td>
<td>15.6</td>
</tr>
<tr>
<td>Specialist</td>
<td>11</td>
<td>2.2</td>
</tr>
<tr>
<td>Doctorate</td>
<td>2</td>
<td>0.4</td>
</tr>
<tr>
<td>Total</td>
<td>495</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Degree distribution of respondents by race

<table>
<thead>
<tr>
<th>Degree</th>
<th>White</th>
<th>Black</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>BA or BS</td>
<td>198</td>
<td>40.0</td>
<td>26</td>
<td>5.3</td>
</tr>
<tr>
<td>MA</td>
<td>152</td>
<td>30.7</td>
<td>23</td>
<td>4.6</td>
</tr>
<tr>
<td>MA + 30 hrs.</td>
<td>65</td>
<td>13.1</td>
<td>11</td>
<td>2.3</td>
</tr>
<tr>
<td>Specialist</td>
<td>8</td>
<td>1.6</td>
<td>3</td>
<td>0.6</td>
</tr>
<tr>
<td>Doctorate</td>
<td>0</td>
<td>0.0</td>
<td>2</td>
<td>0.4</td>
</tr>
<tr>
<td>Total</td>
<td>423</td>
<td>65</td>
<td>7</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 6

Distribution of Respondents With Respect to Number of Years Teaching

<table>
<thead>
<tr>
<th>Years teaching</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>17</td>
<td>3.4</td>
</tr>
<tr>
<td>6-15</td>
<td>261</td>
<td>51.7</td>
</tr>
<tr>
<td>16-25</td>
<td>159</td>
<td>32.1</td>
</tr>
<tr>
<td>26 or more</td>
<td>58</td>
<td>11.7</td>
</tr>
<tr>
<td>Total</td>
<td>495</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Sex Variable

The data collected on the variable sex are reported in Table 7. Three hundred and forty (340) were female and 155 were male.

Table 7

Distribution of Respondents With Respect to Sex

<table>
<thead>
<tr>
<th>Sex</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>340</td>
<td>68.7</td>
</tr>
<tr>
<td>Male</td>
<td>155</td>
<td>31.3</td>
</tr>
<tr>
<td>Total</td>
<td>495</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Grade Level Teaching Variable

The data collected on the grade level teaching variable were divided into two groups: elementary and secondary. The elementary label covered kindergarten through the 8th grades and secondary category refers to 9th through 12th grades. With respect to the 495 respondents who completed the questionnaire, 336 were elementary and 159 were secondary (see Table 8).

Table 8
Distribution of Respondents With Respect to Grade Level Teaching

<table>
<thead>
<tr>
<th>Grade level teaching</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K-8th grades</td>
<td>336</td>
<td>67.9</td>
</tr>
<tr>
<td>Secondary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9th-12th grades</td>
<td>159</td>
<td>32.1</td>
</tr>
<tr>
<td>Total</td>
<td>495</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Race Variable

The data collected regarding the variable race were divided into three categories: white, black, and other race. Further analysis of the population by race produced five groups: white female, black female, white male, black male, and other. The distribution of respondents by race with respect to the variable above is reported in Table 9. A description of those not responding is also reported.
Table 9

Distribution of Respondents With Respect to Race and Population Studied

<table>
<thead>
<tr>
<th>Race</th>
<th>Na total N surveyed</th>
<th>Nb total N responding</th>
<th>Percent of Na responding</th>
<th>Percent of Na not responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>White female</td>
<td>436</td>
<td>292</td>
<td>40.3</td>
<td>20.0</td>
</tr>
<tr>
<td>Black female</td>
<td>62</td>
<td>43</td>
<td>6.0</td>
<td>2.6</td>
</tr>
<tr>
<td>Black male</td>
<td>27</td>
<td>22</td>
<td>3.0</td>
<td>0.6</td>
</tr>
<tr>
<td>White male</td>
<td>193</td>
<td>131</td>
<td>18.0</td>
<td>8.5</td>
</tr>
<tr>
<td>Other</td>
<td>7</td>
<td>7</td>
<td>1.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>725</td>
<td>495</td>
<td>68.3</td>
<td>31.7</td>
</tr>
</tbody>
</table>

Tenure Variable

The data collected under the tenure variable were reported as yes or no. Of the 495 teachers responding, 99% said yes and 1% said no. The distribution of respondents by tenure with respect to the variable above are reported in Table 10.

Opinion Scale

The data collected on the opinion scale were divided into two parts. Each part contained 17 items; each item is measured on an ordinal scale. Part I of the opinion scale measured teachers' opinions of federal court rulings designed to keep minority personnel employed in a school district when teacher layoffs are occurring.
Part II of the opinion scale measured teachers' opinions of teaching in a desegregated public school system under a federal court order. The scale values were based upon the amount of the measured characteristic that was possessed by each individual in the population. The median scale value of each item endorsed on each scale is the opinion score (see Table 2, p. 41).

Table 10
Distribution of Respondents With Respect to Tenure and Population Studied

<table>
<thead>
<tr>
<th>Tenure</th>
<th>Na Total N</th>
<th>Nb Total N responding</th>
<th>Percent of Na responding</th>
<th>Nc Total N not responding</th>
<th>Percent of Na not responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>718</td>
<td>490</td>
<td>68.0</td>
<td>228</td>
<td>31.0</td>
</tr>
<tr>
<td>No</td>
<td>7</td>
<td>5</td>
<td>0.7</td>
<td>2</td>
<td>0.3</td>
</tr>
<tr>
<td>Total</td>
<td>725</td>
<td>495</td>
<td>68.7</td>
<td>230</td>
<td>31.3</td>
</tr>
</tbody>
</table>

Note. Of those not responding, it is reasonable to conclude that the population totals of those not responding would be representative of those who did respond. The total not responding is actual.

Analysis of Data and Results

In this study, the participants were asked to respond to an ordinal questionnaire, marking only those items with which they agree. A mean score was recorded for each respondent. These scores were statistically analyzed for each hypothesis to determine its acceptance or rejection. As reported in Chapter III, a two-tailed t
statistic was used to test each hypothesis, i.e., that the mean opinion scores of black and white teachers would be significantly different regarding affirmative action and faculty seniority at the .05 alpha level. Because the sample sizes in each test statistic were quite unequal, a second test (the Mann-Whitney U test) was used to corroborate each t test. Since the Mann-Whitney is a one-tailed test, an alpha level of .025 was used in each tail of the test at the .05 level for rejection of the null hypothesis of no difference in the opinion mean scores of black and white teachers regarding affirmative action and faculty seniority. Because 6 major questions were used to generate the 15 research hypotheses reported on in this study, each set of research hypotheses will be preceded by the major question that generated the hypotheses tested.

Major Question 1: Will the opinions of black and white teachers differ significantly regarding affirmative action and faculty seniority? To test this question, the researcher investigated the extent to which differences exist between elementary and secondary white teachers and elementary and secondary black teachers.

Research Hypothesis 1

White elementary and secondary teachers' opinions will differ from black elementary and secondary teachers' opinions regarding affirmative action and faculty seniority. The mean scores recorded for white teacher and black teachers' opinions in this test were compared using a t test for independent means. A second test was performed (a Mann-Whitney U test) to corroborate the findings of this
At an alpha level of .05, the two-tailed \( t \) test on the mean scores rejected the null hypothesis of no difference in the opinion of black and white teachers regarding affirmative action and faculty seniority. The results of this test are summarized in Table 11.

Table 11

<table>
<thead>
<tr>
<th>Race</th>
<th>( N )</th>
<th>( M )</th>
<th>SD</th>
<th>( F )</th>
<th>( t )</th>
<th>( p )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>65</td>
<td>8.79</td>
<td>1.21</td>
<td>2.66</td>
<td>-8.46</td>
<td>.000*</td>
</tr>
<tr>
<td>White</td>
<td>423</td>
<td>6.58</td>
<td>1.98</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\*\( p < .05. \)

In the second analysis, the Mann-Whitney test results are summarized in Table 12.

Table 12

<table>
<thead>
<tr>
<th>Race</th>
<th>( N )</th>
<th>Mean rank</th>
<th>( z )</th>
<th>( p )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>65</td>
<td>380.01</td>
<td>-8.34</td>
<td>.000*</td>
</tr>
<tr>
<td>White</td>
<td>423</td>
<td>223.68</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\*\( p < .05. \)
At an alpha level of .05, the Mann-Whitney test supports the t test of the previous mean scores. In each test the null hypothesis, that there is no difference between the opinion scores of white elementary and secondary teachers and black elementary and secondary teachers regarding affirmative action and faculty seniority, was rejected.

Therefore, Research Hypothesis 1 is accepted; this indicates that a significant opinion difference exists between white and black elementary and secondary teachers' opinions regarding affirmative action and faculty seniority.

Major Question 2: Will the opinions held by white female and male teachers differ significantly from those held by black female and male teachers at the same teaching level regarding affirmative action and faculty seniority? To test this major question, four research hypotheses were formulated. This major hypothesis allows the researcher to assess the extent to which there are significant differences of opinion between: white and black elementary male teachers, white and black secondary male teachers, white and black elementary female teachers, and white and black secondary female teachers.

Research Hypothesis 2

White male elementary teachers' opinions will differ from black male elementary teachers' opinions regarding affirmative action and faculty seniority. The mean scores recorded for white elementary males and black elementary males were compared using a t test for independent means. At an alpha level of .05, the two-tailed t test
on the mean scores rejected the null hypothesis of no difference between white male elementary teachers' opinions and black male elementary teachers' opinions. The results of this test are summarized in Table 13.

Table 13

The $t$ Test for White Male and Black Male Elementary Teacher Opinion Scores

<table>
<thead>
<tr>
<th>Race</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>F</th>
<th>t</th>
<th>2-tailed</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>64</td>
<td>5.73</td>
<td>2.22</td>
<td>1.25</td>
<td>-2.29</td>
<td>.025*</td>
</tr>
<tr>
<td>Black</td>
<td>10</td>
<td>7.45</td>
<td>1.99</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p < .05.

In the second test, the Mann-Whitney test results are summarized in Table 14.

Table 14

Mann-Whitney Test for White Male and Black Male Elementary Teacher Opinion Scores

<table>
<thead>
<tr>
<th>Race</th>
<th>N</th>
<th>Mean rank</th>
<th>z</th>
<th>2-tailed</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>64</td>
<td>35.50</td>
<td>-2.04</td>
<td>.04*</td>
</tr>
<tr>
<td>Black</td>
<td>10</td>
<td>50.30</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p < .05.
At an alpha level of .05, the Mann-Whitney test supports the $t$ test of the previous mean scores. In each test the null hypothesis, that there is no difference between the opinion scores of white male elementary teachers and black male elementary teachers regarding affirmative action and faculty seniority, was rejected.

Therefore, Research Hypothesis 2 is accepted, indicating that a significant opinion difference exists between white male elementary teachers and black male elementary teachers regarding affirmative action and faculty seniority.

Research Hypothesis 3

White male secondary teachers' opinions will differ from black male secondary teachers' opinions regarding affirmative action and faculty seniority. The mean scores recorded for white secondary males and black secondary males were compared using a $t$ test for independent means. At an alpha level of .05, the two-tailed $t$ test rejected the null hypothesis of no difference between the opinion scores of white male secondary teachers and black male secondary teachers regarding affirmative action and faculty seniority. The results of this test are summarized in Table 15.

In the second test, the Mann-Whitney test results are summarized in Table 16.

At an alpha level of .05, the Mann-Whitney test supports the $t$ test of the previous mean scores. In each test the null hypothesis, that there is no difference between the opinion scores of white male
secondary teachers and black male secondary teachers regarding affirmative action and faculty seniority, was rejected.

Table 15

The t Test for White Male and Black Male Secondary Teacher Opinion Scores

<table>
<thead>
<tr>
<th>Race</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>F</th>
<th>t</th>
<th>2-tailed p</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>67</td>
<td>6.30</td>
<td>2.14</td>
<td>4.16</td>
<td>-4.49</td>
<td>.000*</td>
</tr>
<tr>
<td>Black</td>
<td>12</td>
<td>9.15</td>
<td>1.05</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p < .05.

Table 16

Mann-Whitney Test for White Male and Black Male Secondary Teacher Opinion Scores

<table>
<thead>
<tr>
<th>Race</th>
<th>N</th>
<th>Mean rank</th>
<th>z</th>
<th>2-tailed p</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>67</td>
<td>35.22</td>
<td>-4.38</td>
<td>.000*</td>
</tr>
<tr>
<td>Black</td>
<td>12</td>
<td>66.67</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p < .05.

Therefore, Research Hypothesis 3 is accepted, indicating that a significant opinion difference exists between white male secondary teachers and black male secondary teachers regarding affirmative action and faculty seniority.
Research Hypothesis 4

Black female elementary teachers' opinions will differ from white female elementary teachers' opinions regarding affirmative action and faculty seniority. The mean scores recorded for black female and white female elementary teachers were compared using a \( t \) test for independent means. At an alpha level of .05, the two-tailed \( t \) test rejected the null hypothesis of no difference between the opinion scores of black female elementary teachers and white female elementary teachers regarding affirmative action and faculty seniority. The results of this test are summarized in Table 17.

Table 17
The \( t \) Test for Black Female and White Female Elementary Teacher Opinion Scores

<table>
<thead>
<tr>
<th>Race</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>F</th>
<th>t</th>
<th>2-tailed P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>30</td>
<td>8.85</td>
<td>0.67</td>
<td>7.24</td>
<td>-6.40</td>
<td>.000*</td>
</tr>
<tr>
<td>White</td>
<td>228</td>
<td>6.71</td>
<td>1.81</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*\( p < .05 \).

In the second test, the Mann-Whitney test results are summarized in Table 18.

At an alpha level of .05, the Mann-Whitney test supports the \( t \) test of the previous mean scores. In each test the null hypothesis, that there is no difference between the opinion scores of black female elementary teachers and white female elementary teachers
regarding affirmative action and faculty seniority, was rejected.

Therefore, Research Hypothesis 4 is accepted, indicating that a significant opinion difference exists between black female elementary teachers and white female elementary teachers regarding affirmative action and faculty seniority.

Table 18
Mann-Whitney Test for Black Female and White Female Elementary Teacher Opinion Scores

<table>
<thead>
<tr>
<th>Race</th>
<th>N</th>
<th>Mean rank</th>
<th>z</th>
<th>2-tailed p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>30</td>
<td>208.28</td>
<td>-6.17</td>
<td>.000*</td>
</tr>
<tr>
<td>White</td>
<td>228</td>
<td>119.13</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p < .05.

Research Hypothesis 5

Black female secondary teachers' opinions will differ from white female secondary teachers' opinions regarding affirmative action and faculty seniority. The mean scores recorded for black female and white female secondary teachers were compared using a t test for independent means. At an alpha level of .05, the two-tailed t test rejected the null hypothesis of no difference between the opinion scores of black female secondary teachers and white female secondary teachers regarding affirmative action and faculty seniority. The results of this test are summarized in Table 19.
Table 19

The $t$ Test for Black Female and White Female Secondary Teacher Opinion Scores

<table>
<thead>
<tr>
<th>Race</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>F</th>
<th>t</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>13</td>
<td>9.03</td>
<td>1.07</td>
<td>3.02</td>
<td>-3.31</td>
<td>.001*</td>
</tr>
<tr>
<td>White</td>
<td>64</td>
<td>7.26</td>
<td>1.85</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p < .05.

In the second test, the Mann-Whitney test results are summarized in Table 20.

Table 20

Mann-Whitney Test for Black Female and White Female Secondary Teacher Opinion Scores

<table>
<thead>
<tr>
<th>Race</th>
<th>N</th>
<th>Mean rank</th>
<th>$z$</th>
<th>2-tailed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>13</td>
<td>58.27</td>
<td>-3.41</td>
<td>.0006*</td>
</tr>
<tr>
<td>White</td>
<td>64</td>
<td>35.09</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p < .05.

At an alpha level of .05, the Mann-Whitney test supports the $t$ test of the previous mean scores. In each test the null hypothesis, that there is no difference between the opinion scores of black female secondary teachers and white female secondary teachers regarding affirmative action and faculty seniority, was rejected.
Therefore, Research Hypothesis 5 is accepted, indicating that a significant opinion difference exists between black female secondary teachers and white female secondary teachers regarding affirmative action and faculty seniority.

**Major Question 3:** Will the opinions of white female and male teachers differ significantly from those held by black female and male teachers at different teaching levels regarding affirmative action and faculty seniority? To test this hypothesis, two research hypotheses were formulated. This major hypothesis allows the researcher to assess if there are significant differences of opinion between: white elementary and secondary female teachers and black elementary and secondary female teachers, and black elementary and secondary male teachers and white elementary and secondary male teachers.

**Research Hypothesis 6**

White elementary and secondary female teachers' opinions will differ from black elementary and secondary female teachers' opinions regarding affirmative action and faculty seniority. The mean scores recorded for black elementary and secondary females and white elementary and secondary females were compared using a t test for independent means. At an alpha level of .05, the two-tailed t test rejected the null hypothesis of no difference between the opinion scores of black female elementary and secondary teachers and white female elementary and secondary teachers regarding affirmative action and
faculty seniority. The results of this test are summarized in Table 21.

Table 21

The $t$ Test for White and Black Elementary and Secondary Female Teacher Opinion Scores

<table>
<thead>
<tr>
<th>Race</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>F</th>
<th>t</th>
<th>$p$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>43</td>
<td>8.90</td>
<td>0.80</td>
<td>5.19</td>
<td>-7.30</td>
<td>.000*</td>
</tr>
<tr>
<td>White</td>
<td>292</td>
<td>6.83</td>
<td>1.83</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p < .05.

In the second test, the Mann-Whitney test results are summarized in Table 22.

Table 22

Mann-Whitney Test for White and Black Elementary and Secondary Female Teacher Opinion Scores

<table>
<thead>
<tr>
<th>Race</th>
<th>N</th>
<th>Mean rank</th>
<th>$z$</th>
<th>2-tailed $p$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>43</td>
<td>266.17</td>
<td>-7.14</td>
<td>.0000*</td>
</tr>
<tr>
<td>White</td>
<td>292</td>
<td>153.54</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p < .05.

At an alpha level of .05, the Mann-Whitney test supports the $t$ test of the previous mean scores. In each test the null hypothesis, that there is no difference between the opinion scores of black
elementary and secondary female teachers and white elementary and secondary female teachers regarding affirmative action and faculty seniority, was rejected.

Therefore, Research Hypothesis 6 is accepted, indicating that a significant opinion difference exists between black female elementary and secondary teachers and white female elementary and secondary teachers regarding affirmative action and faculty seniority.

Research Hypothesis 7

Black elementary and secondary male teachers' opinions will differ from white elementary and secondary male teachers' opinions regarding affirmative action and faculty seniority. The mean scores recorded for black elementary and secondary males and white elementary and secondary males were compared using a t test for independent means. At an alpha level of .05, the two-tailed t test rejected the null hypothesis of no difference between the opinion scores of black elementary and secondary male teachers and white elementary and secondary male teachers regarding affirmative action and faculty seniority. The results of this test are summarized in Table 23.

In the second test, the Mann-Whitney test results are summarized in Table 24.

At an alpha level of .05, the Mann-Whitney test supports the t test of the previous mean scores. In each test the null hypothesis, that there is no difference between the opinion scores of black elementary and secondary male teachers and white elementary and
secondary male teachers regarding affirmative action and faculty seniority, was rejected.

Table 23
The t Test for Black and White Elementary and Secondary Male Teacher Opinion Scores

<table>
<thead>
<tr>
<th>Race</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>F</th>
<th>t</th>
<th>2-tailed P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>22</td>
<td>8.37</td>
<td>1.74</td>
<td>1.59</td>
<td>-4.78</td>
<td>.000*</td>
</tr>
<tr>
<td>White</td>
<td>131</td>
<td>6.02</td>
<td>2.19</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p < .05.

Table 24
Mann-Whitney Test for Black and White Elementary and Secondary Male Teacher Opinion Scores

<table>
<thead>
<tr>
<th>Race</th>
<th>N</th>
<th>Mean rank</th>
<th>z</th>
<th>2-tailed P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>22</td>
<td>116.32</td>
<td>-4.52</td>
<td>.0000*</td>
</tr>
<tr>
<td>White</td>
<td>131</td>
<td>70.40</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p < .05.

Therefore, Research Hypothesis 7 is accepted, indicating that a significant opinion difference exists between black male elementary and secondary teachers and white male elementary and secondary teachers regarding affirmative action and faculty seniority.
Major Question 4: Will the opinions held by male teachers differ from those held by female teachers regarding affirmative action and faculty seniority? To test this hypothesis, four research hypotheses were formulated. This major hypothesis allows the researcher to assess if significant differences exist between: white elementary and secondary male teachers and black elementary and secondary female teachers, black elementary and secondary male teachers and white elementary and secondary female teachers, white elementary and secondary male teachers and white elementary and secondary female teachers, and black elementary and secondary female teachers and black elementary and secondary male teachers.

Research Hypothesis 8

White elementary and secondary male teachers' opinions will differ from black elementary and secondary female teachers' opinions regarding affirmative action and faculty seniority. The mean scores recorded for elementary and secondary black elementary and secondary females and white elementary and secondary males were compared using a $t$ test for independent means. At an alpha level of .05, the two-tailed $t$ test rejected the null hypothesis of no difference between white elementary and secondary males and black elementary and secondary females. The results of this test are summarized in Table 25.

In the second test, the Mann-Whitney test results are summarized in Table 26.

At an alpha level of .05, the Mann-Whitney test supports the $t$ test of the previous mean scores. In each test the null hypothesis,
that there is no difference between the opinion scores of white elementary and secondary male teachers and black elementary and secondary female teachers regarding affirmative action and faculty seniority, was rejected.

Table 25
The $t$ Test for White Elementary and Secondary Male and Black Elementary and Secondary Female Teacher Opinion Scores

<table>
<thead>
<tr>
<th>Race</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>F</th>
<th>t</th>
<th>2-tailed</th>
</tr>
</thead>
<tbody>
<tr>
<td>White males</td>
<td>131</td>
<td>6.02</td>
<td>2.19</td>
<td>7.43</td>
<td>-8.42</td>
<td>.000*</td>
</tr>
<tr>
<td>Black females</td>
<td>43</td>
<td>8.90</td>
<td>0.80</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*P < .05.

Table 26
Mann-Whitney Test for White Elementary and Secondary Male and Black Elementary and Secondary Female Teacher Opinion Scores

<table>
<thead>
<tr>
<th>Race</th>
<th>N</th>
<th>Mean rank</th>
<th>z</th>
<th>2-tailed</th>
</tr>
</thead>
<tbody>
<tr>
<td>White males</td>
<td>131</td>
<td>71.56</td>
<td>-7.32</td>
<td>.0000*</td>
</tr>
<tr>
<td>Black females</td>
<td>43</td>
<td>136.05</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*P < .05.

Therefore, Research Hypothesis 8 is accepted, indicating that a significant opinion difference exists between black elementary and
secondary females and white elementary and secondary males regarding affirmative action and faculty seniority.

Research Hypothesis 9

Black elementary and secondary male teachers' opinions will differ from white elementary and secondary female teachers' opinions regarding affirmative action and faculty seniority. The mean scores recorded for black elementary and secondary males and for white elementary and secondary females were compared using a t test for independent means. At an alpha level of .05, the two-tailed t test rejected the null hypothesis of no difference in the opinion scores of black elementary and secondary males and white elementary and secondary females. The results of this test are summarized in Table 27.

Table 27
The t Test for Black Elementary and Secondary Male and White Elementary and Secondary Female Teacher Opinion Scores

<table>
<thead>
<tr>
<th>Race</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>F</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black males</td>
<td>22</td>
<td>8.37</td>
<td>1.74</td>
<td>1.11</td>
<td>3.81</td>
<td>.000*</td>
</tr>
<tr>
<td>White females</td>
<td>292</td>
<td>6.83</td>
<td>1.83</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*\( p < .05. \)

In the second test, the Mann-Whitney test results are summarized in Table 28.
Table 28
Mann-Whitney Test for Black Elementary and Secondary
Male and White Elementary and Secondary Female
Teacher Opinion Scores

<table>
<thead>
<tr>
<th>Race</th>
<th>N</th>
<th>Mean rank</th>
<th>z</th>
<th>2-tailed p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black males</td>
<td>22</td>
<td>231.77</td>
<td>-3.99</td>
<td>.0001*</td>
</tr>
<tr>
<td>White females</td>
<td>292</td>
<td>151.90</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p < .05.

At an alpha level of .05, the Mann-Whitney test supports the t-test of the previous mean scores. In each test the null hypothesis, that there is no difference between the opinion scores of black elementary and secondary male teachers and white elementary and secondary female teachers regarding affirmative action and faculty seniority, was rejected.

Therefore, Research Hypothesis 9 is accepted, indicating that a significant opinion difference exists between black elementary and secondary males and white elementary and secondary females regarding affirmative action and faculty seniority.

Research Hypothesis 10

White elementary and secondary female teachers' opinions will differ from white elementary and secondary male teachers' opinions regarding affirmative action and faculty seniority. The mean scores recorded for white elementary and secondary females and white elemen-
tary and secondary males were compared using a \( t \) test for independent means. At an alpha level of .05, the two-tailed \( t \) test rejected the null hypothesis of no difference between white males and females. The results of this test are summarized in Table 29.

Table 29

<table>
<thead>
<tr>
<th>Race</th>
<th>( N )</th>
<th>( M )</th>
<th>SD</th>
<th>( F )</th>
<th>( t )</th>
<th>( p )</th>
</tr>
</thead>
<tbody>
<tr>
<td>White females</td>
<td>292</td>
<td>6.83</td>
<td>1.83</td>
<td>1.43</td>
<td>3.94</td>
<td>.000*</td>
</tr>
<tr>
<td>White males</td>
<td>131</td>
<td>6.02</td>
<td>2.19</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*\( p \) < .05.

In the second test, the Mann-Whitney test results are summarized in Table 30.

Table 30

<table>
<thead>
<tr>
<th>Race</th>
<th>( N )</th>
<th>Mean rank</th>
<th>( z )</th>
<th>2-tailed ( p )</th>
</tr>
</thead>
<tbody>
<tr>
<td>White females</td>
<td>292</td>
<td>227.09</td>
<td>-3.80</td>
<td>.0001*</td>
</tr>
<tr>
<td>White males</td>
<td>131</td>
<td>178.35</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*\( p \) < .05.
At an alpha level of .05, the Mann-Whitney test supports the $t$ test of the previous mean scores. In each test the null hypothesis, that there is no difference between the opinions of white females and white males regarding affirmative action and faculty seniority, was rejected.

Therefore, Research Hypothesis 10 is accepted, indicating that a significant opinion difference exists between white female teachers and white male teachers regarding affirmative action and faculty seniority.

**Research Hypothesis 11**

Black elementary and secondary female teachers' opinions will differ from black elementary and secondary male teachers' opinions regarding affirmative action and faculty seniority. The mean scores recorded for black elementary and secondary females and black elementary and secondary males were compared using a $t$ test for independent means. At an alpha level of .05, the two-tailed $t$ test did not reject the null hypothesis of no difference between black female teachers and black male teachers. The results of this test are summarized in Table 31.

In the second test, the Mann-Whitney test results are summarized in Table 32.

At an alpha level of .05, the Mann-Whitney test supports the $t$ test of the previous mean scores. In each test the null hypothesis, that there is no difference between the mean scores of black females
and black males regarding affirmative action and faculty seniority, was accepted.

Table 31
The $t$ Test for Black Elementary and Secondary Female and Black Elementary and Secondary Male Teacher Opinion Scores

<table>
<thead>
<tr>
<th>Race</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>F</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black females</td>
<td>43</td>
<td>8.90</td>
<td>0.80</td>
<td>4.68</td>
<td>1.69</td>
<td>.096*</td>
</tr>
<tr>
<td>Black males</td>
<td>22</td>
<td>8.37</td>
<td>1.74</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p > .05.

Table 32
Mann-Whitney Test for Black Elementary and Secondary Female and Black Elementary and Secondary Male Teacher Opinion Scores

<table>
<thead>
<tr>
<th>Race</th>
<th>N</th>
<th>Mean rank</th>
<th>z</th>
<th>2-tailed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black females</td>
<td>43</td>
<td>34.17</td>
<td>-0.70</td>
<td>.48*</td>
</tr>
<tr>
<td>Black males</td>
<td>22</td>
<td>30.70</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p > .05.

Therefore, Research Hypothesis II is rejected, indicating that no significant opinion differences exist between black female teachers and black male teachers regarding affirmative action and faculty seniority.
Major Question 5: Will the opinions of white male and female teachers differ significantly from those held by black male and female teachers regarding being employed by a public desegregated school system? This major hypothesis allows the researcher to assess if significant differences of opinion exist between: white elementary and secondary teachers and black elementary and secondary teachers regarding being employed in a public desegregated school system. To test this hypothesis one research hypothesis was formulated.

Research Hypothesis 12

White elementary and secondary teachers' opinions will differ from black elementary and secondary teachers' opinions regarding being employed by a desegregated public school system under federal court order. The mean scores recorded for white elementary and secondary teachers and black elementary and secondary teachers were compared using a $t$ test for independent means. At an alpha level of .05, the two-tailed $t$ test rejected the null hypothesis of no difference between the opinion scores of black and white elementary and secondary teachers regarding their employment in a desegregated public school system under federal court order. The results of this test are summarized in Table 33.

In the second test, the Mann-Whitney test results are summarized in Table 34.

At an alpha level of .05, the Mann-Whitney test supports the $t$ test of the previous mean scores. In each test the null hypothesis,
that there is no difference between the mean opinion scores of white and black teachers regarding their employment in a desegregated public school system, was not excepted.

Table 33
The $t$ Test for White and Black Elementary and Secondary Teacher Opinion Scores on Being Employed in a Desegregated Public School System

<table>
<thead>
<tr>
<th>Race</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>$F$</th>
<th>$t$</th>
<th>2-tailed</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>423</td>
<td>6.73</td>
<td>1.49</td>
<td>2.21</td>
<td>-7.06</td>
<td>.000*</td>
</tr>
<tr>
<td>Black</td>
<td>65</td>
<td>8.08</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p < .05.

Table 34
Mann-Whitney Test for White and Black Elementary and Secondary Teacher Opinion Scores on Being Employed in a Desegregated Public School System

<table>
<thead>
<tr>
<th>Race</th>
<th>N</th>
<th>Mean rank</th>
<th>$z$</th>
<th>2-tailed</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>423</td>
<td>226.8</td>
<td>-7.08</td>
<td>.0000*</td>
</tr>
<tr>
<td>Black</td>
<td>65</td>
<td>359.3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p < .05.

Therefore, Research Hypothesis 12 is accepted, indicating that a significant opinion difference exists between white and black teachers regarding their employment in a desegregated public school system.
Major Question 6: Will the opinions of teachers by race and sex with 1-15 years of teaching differ significantly from those of teachers with 16 or more years of teaching in a desegregated public school system? This major hypothesis allows the researcher to assess if significant differences exist between: black teachers with 1-15 years of teaching and 16 or more years of teaching, white teachers with 1-15 years of teaching and 16 or more years of teaching, and black and white teachers with 1-15 years of teaching and black and white teachers with 16 or more years of teaching. To test this hypothesis, three research hypotheses were formulated.

Research Hypothesis 13

The opinions of black teachers with 1-15 years of service will differ from black teachers with 16 or more years of service regarding their employment in a desegregated public school system under federal court order. The mean scores of black teachers with 1-15 years of teaching were compared with black teachers having 16 or more years of teaching using a $t$ test for independent means. At an alpha level of .05, the two-tailed $t$ test did not reject the null hypothesis of no difference between black teachers with 1-15 years of teaching and black teachers with 16 or more years of service. The results of this $t$ test are summarized in Table 35.

In the second test, the Mann-Whitney test results are summarized in Table 36.

At an alpha level of .05, the Mann-Whitney test supports the $t$ test of the previous mean scores. In each test the null hypothesis,
that there is no difference between the opinions of black teachers with 1-15 years of teaching and black teachers with 16 or more years of teaching in a desegregated public school system, was accepted.

Therefore, Research Hypothesis 13 is rejected, indicating that no significant opinion difference exists between black teachers with 1-15 years of teaching and black teachers with 16 or more years of teaching.

Table 35

The $t$ Test for Opinion Scores of Black Teachers With 1-15 Years of Teaching and 16 or More Years of Teaching

<table>
<thead>
<tr>
<th>Black teachers</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>F</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-15 years teaching</td>
<td>53</td>
<td>7.99</td>
<td>1.07</td>
<td>7.31</td>
<td>-1.48</td>
<td>.14*</td>
</tr>
<tr>
<td>16 or more years</td>
<td>12</td>
<td>8.46</td>
<td>0.39</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p > .05.

Table 36

Mann-Whitney Test for Opinion Scores of Black Teachers With 1-15 Years of Teaching and 16 or More Years of Teaching

<table>
<thead>
<tr>
<th>Black teachers</th>
<th>N</th>
<th>Mean rank</th>
<th>z</th>
<th>2-tailed p</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-15 years teaching</td>
<td>53</td>
<td>31.50</td>
<td>-1.35</td>
<td>.17*</td>
</tr>
<tr>
<td>16 or more years</td>
<td>12</td>
<td>39.63</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p > .05.
Research Hypothesis 14

The opinions of white teachers with 1-15 years of service will differ from white teachers with 16 or more years of service in a desegregated public school system under federal court order. The mean scores of white teachers with 1-15 years of teaching were compared with white teachers having 16 or more years of teaching using a t-test for independent means. At an alpha level of .05, the two-tailed t-test did not reject the null hypothesis of no difference between white teachers with 1-15 years of teaching and white teachers with 16 or more years of service. The results of this t-test are summarized in Table 37.

Table 37

The t Test for Opinion Scores of White Teachers With 1-15 Years of Teaching and 16 or More Years of Teaching

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>F</th>
<th>t</th>
<th>2-tailed P</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-15 years teaching</td>
<td>221</td>
<td>6.65</td>
<td>1.47</td>
<td>1.04</td>
<td>-1.18</td>
<td>.24*</td>
</tr>
<tr>
<td>16 or more years</td>
<td>202</td>
<td>6.82</td>
<td>1.50</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p > .05.

In the second test, the Mann-Whitney test results are summarized in Table 38.

At an alpha level of .05, the Mann-Whitney test supports the t-test of the previous mean scores. In each test the null hypothesis,
that there is no difference between the opinions of white teachers with 1-15 years of teaching and white teachers with 16 or more years of teaching in a desegregated public school system, was accepted.

Therefore, Research Hypothesis 14 is rejected, indicating that no significant opinion difference exists between white teachers with 1-15 years of service and white teachers with 16 or more years of teaching.

Table 38
Mann-Whitney Test for Opinion Scores of White Teachers With 1-15 Years of Teaching and 16 or More Years of Teaching

<table>
<thead>
<tr>
<th>White teachers</th>
<th>N</th>
<th>Mean rank</th>
<th>z</th>
<th>2-tailed p</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-15 years teaching</td>
<td>221</td>
<td>204.7</td>
<td>-1.28</td>
<td>.20*</td>
</tr>
<tr>
<td>16 or more years</td>
<td>202</td>
<td>219.9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p > .05.

Research Hypothesis 15

The opinions of black and white teachers with 1-15 years of teaching will be different from black and white teachers with 16 or more years of service in a desegregated public school system under federal court order. The mean scores of black and white teachers with 1-15 years of teaching were compared with black and white teachers having 16 or more years of teaching using a t test for independent means. At an alpha level of .05, the two-tailed t test did not
reject the null hypothesis of no difference between black and white teachers with 1-15 years of teaching and black and white teachers with 16 or more years of teaching. The results of this \( t \) test are summarized in Table 39.

**Table 39**

**The \( t \) Test for Black and White Teachers With 1-15 Years of Service and Black and White Teachers With 16 or More Years of Teaching**

<table>
<thead>
<tr>
<th>Teachers</th>
<th>( N )</th>
<th>( M )</th>
<th>SD</th>
<th>( F )</th>
<th>( t )</th>
<th>( p )</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-15 years teaching</td>
<td>278</td>
<td>6.933</td>
<td>1.50</td>
<td>1.01</td>
<td>0.04</td>
<td>.96*</td>
</tr>
<tr>
<td>16 or more years</td>
<td>217</td>
<td>6.928</td>
<td>1.51</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*\( p > .05 \).*

In the second test, the Mann-Whitney test results are summarized in Table 40.

**Table 40**

**Mann-Whitney Test for Black and White Teachers With 1-15 Years of Teaching and Black and White Teachers With 16 or More Years of Teaching**

<table>
<thead>
<tr>
<th>Teachers</th>
<th>( N )</th>
<th>Mean rank</th>
<th>( z )</th>
<th>( p )</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-15 years teaching</td>
<td>278</td>
<td>247.5</td>
<td>-0.084</td>
<td>.93*</td>
</tr>
<tr>
<td>16 or more years</td>
<td>217</td>
<td>248.6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*\( p > .05 \).*
At an alpha level of .05, the Mann-Whitney test supports the t test of the previous mean scores. In each test the null hypothesis, that there is no difference between the opinions of black and white teachers with 1-15 years of teaching and black and white teachers with 16 or more years of teaching in a desegregated public school system, was accepted.

Therefore, Research Hypothesis 15 is rejected, indicating that no significant opinion difference exists between teachers with 1-15 years of teaching and teachers with 16 or more years of teaching.

Summary

Data analysis pertaining to 15 research hypotheses were presented in Chapter IV. Significant differences were found to exist between black and white teacher groups when mean scores were compared regarding affirmative action and faculty seniority. However, when opinions of black males and black females were compared, no significant opinion difference was found. The opinions of white males and white females did produce a significant difference in their opinion regarding affirmative action and faculty seniority. When opinions of white males and black females and black males and white females were analyzed, a significant difference was also found regarding the issue of affirmative action and faculty seniority.

In this research, teachers were also asked to give their opinions regarding their employment in a desegregated public school system. When white teachers' and black teachers' opinions were compared, significant differences were found regarding their
employment in a desegregated public school system.

In further analyzing the data, the researcher found that no significant differences of opinion exist between teachers with 1-15 years of teaching and 16 or more years of teaching. This result was found to be the same when black male teachers were compared to black female teachers and when white male teachers were compared to white female teachers.

The conclusions, recommendations, and summary of the results of this study, based on the data collected, are presented in Chapter V.
CHAPTER V

INTERPRETATIONS OF RESULTS AND CONCLUSIONS
AND RECOMMENDATIONS

The purpose of this study was to investigate teachers' opinions of affirmative action and faculty seniority in a desegregated public school system under federal court order.

Differences were sought between black and white teacher opinions of affirmative action and faculty seniority. Differences were also sought between black and white male and female groups as well as elementary and secondary groupings. In order to determine if differences existed, the data, collected through a mailed questionnaire, were analyzed using a t test for independent means and the Mann-Whitney U test to corroborate the findings of each t test.

The purpose of this chapter is to (a) provide an overview of the data collection procedures, (b) interpretation of results as they relate to each hypothesis, and (c) give conclusions and recommendations.

Data Collection Procedures

In discussing the data collection procedures, the discussion will focus on the instrument used and how the data collection was carried out.
**Instrument**

The instrument used (Appendix C) was composed of three parts. Parts I and II contained 17 items each. Each Item 1-17 was assigned a scale value ranging from 10.3 to 1.0 (see Table 2). High scores on the scale tended to be favorable. Scores above 6.0 were interpreted as favorable. Low scores on the scale tended to be unfavorable. Scores below 6.0 were interpreted as unfavorable. Depending on the number of items endorsed, a median scale value was calculated for each respondent. These median scale values were statistically analyzed using a $t$ test for independent means and the Mann-Whitney $U$ test to corroborate the findings of each $t$ test. Part III of the instrument provided additional demographic data which were also statistically analyzed (see Appendix C).

**Data Collection**

Data for this study were collected through a mailed questionnaire. Questionnaires were precoded by school building and teacher and sent to 725 teachers: a total school district population. Each questionnaire mailed was accompanied by a cover letter (Appendix A) and sealable envelope. The completed surveys were picked up from each building from a drop box which was provided. Four hundred and ninety-five teachers completed and returned the survey. This represented a 68.3% of the total population surveyed. Females returned 340 questionnaires representing 68.7% of the total population responding. Males returned 155 questionnaires representing 31.3% of
the total population responding.

Elementary teachers responding represented 67.9% of those returning completed surveys, or 336 total. Secondary teachers responding represented 32.1% of those returning completed surveys, or 159 total. Elementary grades were considered K-8th grades. Secondary grades were considered 9th to 12th grades.

Interpretation of Results

A total of 495 teachers completed and returned surveys for this body of research. Seven of the 495 teachers returning surveys were classified as "other." Because the researcher was interested in black and white teachers' opinions on Parts I and II of the survey instrument, the results reported reflect only those black and white teacher responses.

The 488 teachers' opinions surveyed in Part I of this study affirmed that teachers' opinions of faculty seniority and affirmative action were on a collision course because the two have opposite points of view when staff reductions are necessary in a desegregated public school system. To take a closer look at this opinion relationship, the 488 black and white teachers surveyed were classified into three groups: race, sex, and grade level.

1. Race: In looking at race, Isaacs (1981, p. 107), as reported in Chapter II of this study, stated that the problems involving race have been clouded by confusion and individual prejudices inherited from the past. Because the opinions of teachers were researched in a desegregated public school system, the issue of race
became an important component in this study.

2. Sex: Closely related to race, sex became an important component in this study because Elms (1972) reported that women were found to be more persuadable than men and that their persuadability appeared not to be related to personality attributes. These findings were important to the researcher because Howe, McCluskey, and Wilson (1976) reported that the ability of women to influence opinions lies in their numbers. When the term opinion was conceptualized by the researcher as being "what one thinks or believes about something" and later compared to the researcher's conceptualization of persuadability, "the ability to bring another to believe as you do," it became apparent to the researcher that teachers' opinions might be influenced through the persuadability of female teachers as a group. Because women represented 68.7% of those responding to this survey, it became evident to the researcher that sex could be an important component in this study.

3. Grade level: Recognizing the influence of power in numbers and the fact that women, at both the elementary and secondary levels of teaching, outnumbered men, Howe et al. (1976) reported that influence lies in numbers. This influence, as reported by Howe et al., could influence the overall opinion of a public school system. Therefore, the researcher included grade level as a component to determine if differences of teachers' opinions exist at different levels of instruction.

After reviewing the first 11 research hypotheses, it was concluded that white and black teachers' opinion scores were less
favorable or more favorable towards the issue of affirmative action and faculty seniority. White teachers' opinion scores tended to be less favorable, while black teachers' opinion scores tended to be more favorable of the issue. A less favorable opinion score indicated that white teachers as a group favored faculty seniority over affirmative action when reductions in staff were necessary. This less favorable opinion score yields to the strong possibility of staff conflict as reported by MacIver (1948) when staff reductions are necessary in a desegregated public school system. Because black teachers' opinion scores were more favorable of the issue, just the opposite of white teachers' opinions, the possibility of racial conflict is evident as reported by Orfield (1975) when he wrote about the traumatic experience of white and black teachers and their personal prejudices.

Therefore, when discussing the next 11 hypotheses, the terms less favorable and more favorable will be evidence of the possible conflict that can and often is associated with the personal opinions of different groups.

**Race: Major Question 1**

In Major Question 1, teachers' opinions were statistically analyzed as a group: black teachers' opinions versus white teachers' opinions of the issue.
**Research Hypothesis 1**

The teachers' opinion scores statistically analyzed by race were grouped as follows: Black teachers' opinions versus white teachers' opinions. Of the 488 teachers' opinions surveyed, 65 black teachers revealed a mean score of 8.79, while 423 white teachers produced a mean score of 6.58. The difference between these two groups indicated that black teachers were 2.79 above the critical mean of 6.00, while white teachers were 0.58 above the critical mean. Thus, it was concluded that white teachers as a group had a less favorable opinion score than blacks regarding faculty seniority and affirmative action.

This conclusion revealed that white and black teachers' opinions were critically different and that possible conflicts were evident among black and white teacher groups. As reported by Patchen (1982), teachers' opinions become heightened when teachers try to understand the relationship between the problem of race and their own personal attitude.

The researcher believes that this possible conflict within such a large group will have a significant impact upon the school and its organizational climate. Litwin and Stringer (1968) defined organizational climate as: "the perceived subjective efforts of the formal system, the informal style of managers, and other important environmental factors on the opinions, beliefs, values, and motivation of people who work in a particular organization" (p. 5). The resulting effect of the teachers' opinion scores, as described above, is
compounded by the interpretations which will take place in the next 10 hypotheses discussed.

**Grade Level, Race, and Sex: Major Question 2**

In Major Question 2, teachers' opinions were grouped as follows:
- white elementary male opinions versus black elementary male opinions;
- white secondary male opinions versus black secondary male opinions;
- white elementary female opinions versus black elementary female opinions; and white secondary female opinions versus black secondary female opinions.

In discussing the opinion scores of Hypotheses 2 and 3, the results indicate a more drastic conflict of opinion between white males and black males about the issue. Because white elementary males' scores were significantly below the critical score of 6.0 as discussed earlier in Chapter III, it would appear that there is greater opposition to the enforcement of affirmative action over faculty seniority. As reported by Hoffman (1977), men are less likely to be sensitive or supportive of such a sensitive issue than are women. In this instance, the findings of this study support Hoffman. This finding clearly indicates the possible conflict between black and white males and has implications of possible effects upon organizational climate as previously discussed.

**Research Hypothesis 2**

White elementary males revealed a mean score of 5.73, while black elementary males produced a mean of 7.45. The difference
between these scores indicated that white elementary males were -0.23 below the critical mean of 6.00, while black elementary males were 1.45 above the critical mean. It was concluded that white elementary males have an unfavorable opinion of the issue and that black elementary males have a more favorable opinion regarding faculty seniority and affirmative action.

**Research Hypothesis 3**

White secondary males revealed a mean score of 6.30, while black secondary males produced a mean of 9.15. The difference between these two groups indicated that white secondary males were 0.30 above the critical mean of 6.00, while black secondary males were 3.15 above the critical mean. Therefore, white secondary males have a less favorable opinion of the issue and black secondary males have a more favorable opinion regarding faculty seniority and affirmative action.

In Research Hypotheses 4 and 5, female opinions were investigated. It was concluded that white females at the elementary and secondary levels were less favorable of the issue than were black females at the same levels. White elementary female opinions were 0.45 below the opinion scores of white secondary female opinion scores. Although both were above the critical mean of 6.0, it would appear that white elementary females were more in favor of their faculty seniority than the secondary group. The same was true for black elementary females who were 0.18 below the opinion scores of the black secondary female group. In conclusion, it is determined by
the researcher that white elementary female teachers were more in favor of their faculty seniority than were white secondary females. However, black secondary females were found to be more in favor of affirmative action than were black elementary females. In this instance, black secondary female numbers were smaller than black elementary females. The differences recorded for these two black female groups do not support Howe's et al. (1976) findings. The researcher believes that this recorded difference among black females may have occurred because black secondary females may feel more threatened by job security.

Research Hypothesis 4

White elementary females revealed a mean score of 6.71, while black elementary females produced a mean score of 8.85. The recorded differences between these two groups indicated that white elementary females were 0.71 above the critical mean of 6.00 and that black elementary females were 2.85 above the critical mean. The researcher concludes that white elementary females were more favorable of faculty seniority and that black elementary females were more favorable of affirmative action.

Research Hypothesis 5

White secondary females revealed a mean score of 7.26 and black secondary females produced a mean score of 9.03. A review of the differences revealed that white secondary females were 1.26 above the critical mean of 6.00 and that black secondary females were 3.03
above the critical mean. The differences between the two groups indicated that white secondary female teachers had a less favorable opinion score of the issue and that black secondary female teachers had a more favorable opinion regarding the issue of faculty seniority and affirmative action.

Race and Sex (Male Versus Male and Female Versus Female): Major Question 3

In Major Question 3, teachers' opinions were grouped as follows: white elementary and secondary females versus black elementary and secondary females; and white elementary and secondary males versus black elementary and secondary males.

Research Hypotheses 6 and 7 revealed that white female opinion scores were significantly below those of the black female group as a whole. This means that white females were largely in favor of faculty seniority even though they were somewhat sympathetic to the issue. Black females were the opposite: i.e., white males as a group were found to have the same results but were much less sympathetic when compared with black males regarding the same issue. The findings among these two groups support the findings reported in Research Hypothesis 1, indicating that the issue of faculty seniority and affirmative action are in sharp contrast when considering the opinions of black and white teachers. Strom (1979) supported this idea, as reported in Chapter II, when it is concluded that affirmative action and faculty seniority are on a collision course and that unions have little control of the outcome.
Research Hypothesis 6

White elementary and secondary females revealed a mean score of 6.83, while black elementary and secondary females produced a mean score of 8.90. The recorded differences between the two groups indicated that white elementary and secondary female teachers' opinions were 0.83 above the critical mean of 6.00 and that black elementary and secondary teachers were 2.90 above the critical mean. This information indicated that white elementary and secondary female teachers had a less favorable opinion score of the issue and that black elementary and secondary female teachers had a more favorable opinion score regarding affirmative action and faculty seniority.

Research Hypothesis 7

White elementary and secondary male teachers revealed a mean score of 6.02, while black elementary and secondary males produced a mean score of 8.37. White elementary and secondary males were 0.02 above the critical mean score of 6.00, while black elementary and secondary males were 2.37 above the critical mean. Thus, it was concluded that white male opinion scores were less favorable of the issue and that black male opinions were more favorable towards the issue of faculty seniority and affirmative action.

Race and Sex (Male Versus Female): Major Question 4

The teachers' opinion scores analyzed by race and sex were grouped as follows: white elementary and secondary males versus
black elementary and secondary females, white elementary and secondary females versus black elementary and secondary males, white elementary and secondary females versus white elementary and secondary males, and black elementary and secondary females versus black elementary and secondary males.

In Hypotheses 8, 9, 10, and 11, male to female opinions were analyzed. White males and black females as a group were found to be significantly different in their opinions regarding the issue. Black males and white females produced similar results concerning the same issue. A review of these results points out that white male and black female opinions of the issue are in sharp contrast and that black male and white female opinions are quite similar. It would appear to the researcher that the opinions of both groups suggest possible conflict when a problem presents itself involving the issue of faculty seniority and affirmative action.

To further complicate the issue, when white males were compared to white females' opinions of the issue, it was found that they too revealed a significant difference. This indicated that white males' opinions were in sharp contrast to white females' opinions of the issue. White males, unlike minorities and women, may feel more threatened by affirmative action because they are not the majority. This makes it even more difficult to resolve the issue among the majority; it creates possibly more conflict than one would realize. When black males' and black females' opinions were analyzed, just the opposite was found. Their opinions were basically the same concerning the issue and no difference was found. This indicated that
blacks were generally united in their opinions and were quite supportive of affirmative action over faculty seniority.

**Research Hypothesis 8**

White elementary and secondary males revealed a mean score of 6.02, while black elementary and secondary females produced a mean score of 8.90. White elementary and secondary males were 0.02 above the critical mean of 6.00, while black elementary and secondary females were 2.90 above the critical mean. It is concluded that white males were less favorable in their opinions of the issue and that black females were more favorable in their opinions regarding faculty seniority and affirmative action.

**Research Hypothesis 9**

Black elementary and secondary males revealed a mean score of 8.37, while white elementary and secondary females produced a mean score of 6.83. Black male opinion scores were 2.37 above the critical mean of 6.00, while white females' opinions were 0.83 above the critical mean score. Therefore, black males had a more favorable opinion of the issue, while white females had a less favorable opinion regarding affirmative action and faculty seniority.

**Research Hypothesis 10**

White elementary and secondary females revealed a mean score of 6.83, while white elementary and secondary males produced a mean score of 6.02. White females were 0.83 above the critical mean of
6.00, while white males were 0.02 above the critical mean. The results of this test indicate that white males had a lesser opinion of the issue of affirmative action and faculty seniority than do white females. White females appear to be more sympathetic in their opinions of the issue than are white males.

Research Hypothesis 11

Black elementary and secondary females revealed a mean score of 8.90 and black elementary and secondary males produced a mean score of 8.37. Black females were 2.90 above the critical mean of 6.00, while black males were 2.37 above the critical mean. The results of this test indicated that black females and black males had a favorable opinion regarding faculty seniority and affirmative action. Therefore, Hypothesis 11 is rejected indicating no difference was found between black females' opinions and black males' opinions of the issue.

Employment, Race, and Sex: Major Question 5

In Major Question 5, teachers' opinions were analyzed by race and grouped as follows: black teachers' opinions versus white teachers' opinions of their employment.

The second part of this research takes a look at how black and white teachers view being employed in a desegregated public school system.
Research Hypothesis 12

Black elementary and secondary teachers' opinions revealed a mean score of 8.08, while white elementary and secondary teachers' opinions produced a mean score of 6.73. Black teachers' opinions were 2.08 above the critical mean score of 6.00, while white teachers' scores were 0.73 above the critical mean. Thus, black teachers as a group were more favorable in their opinions on being employed in a desegregated public school system and white teachers' opinions were less favorable. Research Hypothesis 12 is accepted indicating that black teachers were more receptive to working for a desegregated public school system than were white teachers. On the surface it would appear that more research needs to be done on teachers' opinions regarding their selected work place.

Years of Service and Race: Major Question 6

Major Question 6 considers teachers' years of teaching in a desegregated public school system and assesses their opinions of the issue. Teachers' opinions were analyzed by years of teaching and were grouped as follows: black teachers with 1-15 years of teaching versus black teachers with 16 or more years of teaching, white teachers with 1-15 years of teaching versus white teachers with 16 or more years of teaching, and black and white teachers with 1-15 years of teaching versus black and white teachers with 16 or more years of teaching.
Research Hypothesis 13

The opinions of black teachers with 1-15 years of teaching revealed a mean score of 7.99, while black teachers with 16 or more years of teaching produced a mean score of 8.46. The opinions of black teachers with 1-15 years of teaching were 1.99 above the critical mean of 6.00, while the opinions of black teachers with 16 or more years of teaching were 2.46 above the critical mean. The differences produced from this test were too close to indicate a significance. Therefore, black teachers with 1-15 years and 16 or more years of teaching did not produce differences based on the number of years of teaching. Black teachers' opinions based on years of teaching appear to remain constant.

Research Hypothesis 14

The opinions of white teachers with 1-15 years of teaching revealed a mean score of 6.65, while white teachers with 16 or more years of teaching produced a mean score of 6.82. The opinions of white teachers with 1-15 years of teaching were 0.65 above the critical mean of 6.00, while the opinions of white teachers with 16 or more years of teaching were 0.82 above the critical mean. The differences produced from this test were too close to indicate any difference. Therefore, white teachers with 1-15 years and 16 or more years of teaching produced no difference. White teachers' opinions based on years of teaching appear to remain constant.
Research Hypothesis 15

The opinions of black and white teachers with 1-15 years of teaching revealed a mean score of 6.93, while black and white teachers with 16 or more years of teaching produced a mean score of 6.92. Black and white teachers with 1-15 years of teaching had an opinion score of 0.93 above the critical mean of 6.00, while black and white teachers' opinions with 16 or more years of teaching was 0.92 above the critical mean. The difference produced in this test were even smaller than the two previous tests and indicated no difference in either opinion. Therefore, teachers with 1-15 years of teaching and teachers with 16 or more years of teaching produced no significant differences when evaluating years of teaching of a teacher. The number of years that a teacher has appears to have little or no affect on their opinions of teaching for a desegregated public school system. Thus, Hypotheses 14 and 15, concerning years of teaching, are rejected.

Conclusions and Recommendations

In conclusion, the investigation revealed that white teachers' opinions and black teachers' opinions were in sharp contrast regarding faculty seniority and affirmative action.

The differences suggested that white male and female teachers' opinions favored faculty seniority over affirmative action and that black male and female teachers' opinions favored affirmative action over faculty seniority.
When white female teachers' opinions were compared to white male teachers' opinions, the results revealed that white males were less inclined to favor affirmative action over faculty seniority than were the opinions of white female teachers. However, this was not the case when black female teachers' opinions were compared with black male teachers' opinions on the same issue.

When black and white teachers' opinions were investigated on being employed by a desegregated public school system, white male and female teachers revealed that white teachers as a group were less inclined to want to work in a desegregated public school system. Black male and female teachers' opinions were just the opposite.

The problem, as presented in Parts I and II of this research study, impacts the areas of human resource development and organizational climate. Human resource development reflects the nature, extent, and type of development in which teachers and central administration have an opportunity to participate in making effective contributions aimed at meeting the needs of the organization and individual workers (teachers and administrators) in the area of faculty seniority and affirmative action. If much of this problem is to be resolved in a multicultural-multiethnic society, effective in-service training for teachers and administrators who are presently employed must be provided. Teachers and administrators who are sensitive to the issues of faculty seniority and affirmative action must be attracted and recruited.

On the other hand, organizational climate reflects the structure of the school and its function as an organization which influences
the character of a school, its teachers, administrators, and its students. Therefore, when black and white teachers were found to have significant differences of opinions about affirmative action and faculty seniority, it was apparent that perceived differences of opinion would in fact have an effect upon the school climate where issues of race and minority teacher retention were a point of discussion. This in turn would have an effect upon how teachers and students "feel" about their school. Because whites represent a majority of the teachers employed by most school districts, it is reasonable to conclude that the popular opinions of such a large group would have a direct influence on the opinions adhered to in such a school district. This opinion influence could place a serious damper on any minority opinion that is not popular among the majority. Therefore, desegregated public school districts today, and in the future, may need to develop new and more innovative ways to reeducate teachers and administrators to a more reasonable position of opinion if minority and nonminority conflicts are to be resolved more reasonably when faculty seniority and affirmative action are the issue. According to Hawley (1981), teachers' and administrators' opinions may be influenced by programs and special projects designed to expose and change their present position toward a specific issue—in this instance, faculty seniority and affirmative action. Educational institutions that prepare for future possible reductions in a rational manner, using legally mandated affirmative action guidelines, will be positioned to better defend their actions. If union officials and public school administrators are to soften the burden of who is to be layed
off and who will continue employment, at a time when affirmative ac-
tion and faculty seniority are being enforced, the researcher, based
on the findings of this investigation, recommends the following:

1. That public school districts investigate relationships be-
tween teacher and administrator personal attitudes and contractual
obligations to affirmative action. This would aid a school district
and union officials in making better decisions with regards to their
position on the issue.

2. That public school districts investigate relationships be-
tween reduction-in-work-force guidelines and union seniority as re-
lated to affirmative action. Reduction-in-work-force is not a simple
issue. If school districts and unions are to come to some equitable
conclusion about the reduction-in-work-force of white and black
teachers, a consistent well-known position must be established for a
school district in order to create a better understanding of what is
being done when layoffs are necessary.

3. That public school districts investigate the impact that
affirmative action may have upon the organizational climate. Under-
standing what effect teacher and administrator opinions will have on
the school climate will better equip a school district in determining
its goals and objectives if affirmative action is a component.

4. Research should be undertaken to investigate the relation-
ship of the school district's mission to affirmative action and
public school district policy. Those who supervise our nation's
schools must be consistent and congruent with school district policy
on the issue if change is to occur.
APPENDICES
Appendix A

Cover Letter
August 22, 1983

Dear Colleague:

The enclosed questionnaire is part of a research project being conducted by Monroe Johnson. Its primary function is the generation of scholarly data on teaching and Affirmative Action.

Please take time "right now" to complete this short questionnaire. Place it in the envelope provided and put it in the return box in the school office today.

All requirements have been met regarding the Public Right to Privacy Act, and this survey is being conducted under the strict privacy and confidence of the researcher.

Questionnaires are coded for the purpose of follow-up only. Code numbers will be removed as questionnaires are returned. There are no open-ended questions and responses will be coded and processed entirely by computer.

All completed survey forms will be picked up on Friday, September 2, 1983. Thank you in advance for completing this survey today.

Sincerely,

Monroe Johnson, Jr.
Doctoral Candidate
Department of Educational Leadership
Western Michigan University

Dr. Charles Warfield
Major Advisor
Appendix B

Follow-up Letter
Dear Colleague:

Two weeks ago this questionnaire was not completed by you.

The enclosed questionnaire is part of a research project being conducted by Monroe Johnson. Its primary function is the generation of scholarly data on teaching and Affirmative Action.

Please take time "right now" to complete this short questionnaire.

All requirements have been met regarding the Public Right to Privacy Act, and this survey is being conducted under the strict privacy and confidence of the researcher.

Questionnaires are coded for the purpose of follow-up only. Code numbers will be removed as questionnaires are returned. There are no open-ended questions and responses will be coded and processed entirely by computer.

The completed questionnaire should be returned in the self-addressed, stamped envelope "today."

Sincerely,

Monroe Johnson, Jr.
Doctoral Candidate
Department of Educational Leadership
Western Michigan University

Dr. Charles Warfield
Major Advisor
Appendix C

Teacher Survey
Part I
Teacher Survey

The following survey is designed to assess how public school teachers will respond to the following social issues. Your responses to this survey will be treated in strict confidence by the researcher. If you wish to obtain a written explanation of the results, please return the completed survey with a self-addressed envelope and the results will be mailed to you upon completion of the study.

Directions

Following is a list of statements about a present social action. Place a check sign (✓) before each statement with which you agree.

Social Action

Federal court rulings designed to increase the number of minority personnel employed in a public school district . . .

1. Is an enemy of society.
2. Is entirely a haphazard plan.
3. Will advance civilization to a higher level.
4. Probably will be accepted by the majority.
5. Will be liked only fairly well.
6. Will not fit into our modern world.
7. Can mean only trouble.
8. Shows common sense.
9. Shows great possibility of being a success.
10. Will stand the test of time.
11. Will do just as much harm as it will good.
12. Is a ridiculous plan.
13. Is too contradictory.
15. Will be appreciated by the general public.
16. Is a foolish inconsistency.
17. Is too much of a deviation from normal procedure.

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Part II
Social Action

As a public school teacher, teaching in a desegregated school system...

- 1. Is a slight disappointment.
- 2. Will soon become an object of too much attention.
- 3. Has unlimited possibilities.
- 4. Places great emphasis upon fair-dealing.
- 5. Has its merits.
- 6. Will cause too much friction.
- 8. Is a practical basis for future planning.
- 9. Will be an influence for right living.
- 10. Will solve some of humanity's greatest problems.
- 11. Can not do any serious harm.
- 12. Will destroy our best American institutions.
- 13. Cannot meet the demands of a complex social order.
- 15. Is sure to be effective.
- 16. Will proceed to injurious limits.
- 17. Will be all right in some cases.

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Part III
Demographic Data

Check one in each

1. YOUR HIGHEST DEGREE EARNED
   □ BA OR BS
   □ MA
   □ MA PLUS ___ HRS.
   □ SPECIALIST'S
   □ DOCTORATE

2. YEARS OF TEACHING
   □ 1 - 5
   □ 6 - 15
   □ 16 - 25
   □ 26 or more

3. YOUR SEX
   □ FEMALE
   □ MALE

4. CURRENT GRADE LEVEL TEACHING
   □ ELEMENTARY
   □ SECONDARY

5. YOUR RACE
   □ WHITE
   □ BLACK
   □ OTHER

6. DID YOU EVER receive a pink slip in this school system?
   □ YES
   □ NO

7. HAVE YOU BEEN GRANTED TENURE?
   □ YES
   □ NO

Thank you in advance
Appendix D

Frequency Distribution Mean and Standard Deviation of Teachers' Opinions of Affirmative Action and Faculty Seniority
# Frequency Distribution Mean and Standard Deviation of Teachers' Opinions of Affirmative Action and Faculty Seniority

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Appendix E

Frequency Distribution Mean and Standard Deviation of Teachers' Opinions of Employment in a Desegregated Public School System
**Frequency Distribution Mean and Standard Deviation of Teachers' Opinions of Employment in a Desegregated Public School System**

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BIBLIOGRAPHY


Sandler, B. (1974). The hand that rocked the cradle has learned to rock the boat. *New Directions for Institutional Research, 3*, 9.


