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ABSTRACT
         This study attempted to formulate a method of
assessing teachers' affective states that can predict the course of
teacher contract negotiations. Researchers attempted to analyze and
quantify teachers' feelings of professional role deprivation (PRD)
and attitudinal militancy and to assess the relationship between the
two. Professional role deprivation was defined as the discrepancy
between desired and achieved professional status. Questionnaires were
used to assess attitudes of Alberta (Canada) teachers in 1977-78.
Results indicated that a higher level of PRD in regard to recognition
for teaching and responsibility for fostering high standards is
associated with increased receptivity to political activism. It was
also found that a higher level of PRD in regard to control over
working conditions is significantly associated with increased
receptivity to the use of political activism and strikes during
negotiations. A major conclusion was that in 1977 there was very
little attitudinal militancy among Alberta teachers. Support was also
found for the theory that higher PRD is correlated with a more
supportive attitude toward militancy. The matters on which larger
amounts of PRD were registered are largely controlled by the
provincial department of education. The research has yet to determine
how the PRD and attitudinal militancy found were related to actual
negotiations proceedings. (Author/JM)

TOWARD THE PREDICTION OF EVENTS
IN TEACHERS' CONTRACT NEGOTIATIONS

by

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INTRODUCTION

Cresswell and Murphy (1976; 132-134) suggest that the complexities of conducting or understanding negotiations are due mainly to five factors that characterize any bargaining situations.

1. Each bargaining situation is multidimensional in that the participants must attend to a complex of political, economic, and psychological processes.

2. The primary dimensions (political, social, economic, and psychological) cannot be dealt with independently -- they interact in complex ways.

3. Massive amounts of information have to be acquired, processed, and communicated.

4. Bargaining is a dynamic process -- the features of a bargaining situation are typically in constant flux, influenced by changes in the contextual environment and by past strategies and choices.

5. Bargaining situations are characterized by high levels of uncertainty, particularly in regard to (a) interpersonal relationships, (b) predictability of future events, and (c) the information bases upon which strategic planning is based.

From this it becomes apparent that ". . . the power of bargainers to enforce their demands . . . is dependent in part on their bargaining prowess and in part on a number of external circumstances." (Cresswell and Murphy, 1976:132)

In the case of collective bargaining the above-mentioned element of uncertainty is especially high because the bargaining agent must gather not only intelligence on the opposition but also information about the constituents' goals, priorities, and probable tenacity in a confrontation or impasse situation;

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yet, there is often uncertainty among bargaining agents as to the reliability of the information about their constituents on which they base their strategies. In the area of collective bargaining, then, one significant problem is a lack of information about reliable methods of gathering data on the constituency's needs, priorities, and commitment to specific goals. This paper reports research that is pertinent to this problem.

The research on which this paper is based was conducted in 1977 among teachers in Alberta. In the larger theoretical perspective, first of all, this investigation is concerned with the general problem of identifying and reliably quantifying phenomena that may help in understanding and perhaps even predicting what transpires in teachers' contract negotiations. More specifically, attention focused on teachers' aspirations and frustrations regarding their professional status, on their attitudinal militancy, and on the relationship between professed militancy and professional role frustration. The ultimate objective is to assess to what extent these self-reported data can be used to predict what actually takes place in teacher contract negotiations; at this time, however, the task of determining what actually took place in the 81 school systems of Alberta during the 1978-79 round of contract negotiations is only now nearing completion. Nevertheless, it is possible to provide a very brief overview of what has so far been found in regard to Alberta teachers' professional role frustrations, their attitudes toward negotiations, and the relationship between professional frustration and militancy.

CONCEPTUAL FOUNDATIONS

Research Questions

This project addressed seven questions that relate to three foci of attentions:

1. (a) In terms of an a priori model of professionalism, what are the professional aspirations of Alberta teachers?

   (b) In terms of the same model of professionalism, what is the actual professional status that Alberta teachers ascribe to their occupational group?

   (c) To what extent do Alberta teachers experience professional role frustration, in the sense that their substantive professional status falls short of their desired professional status?

2. (a) To what extent do Alberta teachers profess to support the use of various tactics that are potentially open to them in contract negotiations with their employers?

   (b) Which of those bargaining tactics reflect militancy and which reflect accommodativeness?

   (c) To what extent are Alberta teachers militant as opposed to accommodative?

3. Is there a relationship between professional role frustration and self-reported militancy in contract negotiations?

FOCAL CONCEPTS

Professionalism

A synthesis of the literature suggests that six features epitomise a profession:

1. A profession provides an __essential service__.

2. Its practitioners have a __monopoly__ on an esoteric body of knowledge and skills.

3. The esoteric nature of a professional's knowledge and skills provides for <u>autonomy</u> in decision making.

4. The occupational group is <u>self-governing</u>.

5. The power which attends professional autonomy is tempered by a strong sense of altruism.

6. Practitioners derive much of their satisfaction and motivation from work <u>achievements</u> and related <u>recognition</u>.

Professionalisation

Professionalisation may initially be defined as the developmental process whereby an occupation comes to display more and more the range of characteristics that define the full-fledged ideal profession. As such, professionalisation is a function of the following developments:

1. The services provided by the occupation come to be regarded as essential to the well-being of society.

2. A body of esoteric (usually abstract) knowledge, together with the attendant skills, is developed.

3. Practitioners acquire a service orientation that attaches primary importance to clients' interests.

4. Practitioners acquire professional autonomy in the sense that role performance can be and is adequately judged only by professional colleagues, not by outsiders or laypersons.

5. The society within which practitioners of the occupation operate accepts and sanctions their authority and autonomy -- that is, professional license is granted.

6. It is recognized that practitioners derive most of their satisfaction from factors that are intrinsic to their work and rewards that symbolize meritorious work achievements are instituted.

Evan (1973, p. 223) has perhaps best expressed the fundamental
dynamics of the process of professionalisation in the folowing model.
Professionalisation, according to the model, requires that the values of
the first four variables be raised. When such changes occur the levels
of rewards, role-set power, and prestige rise accordingly and this results,
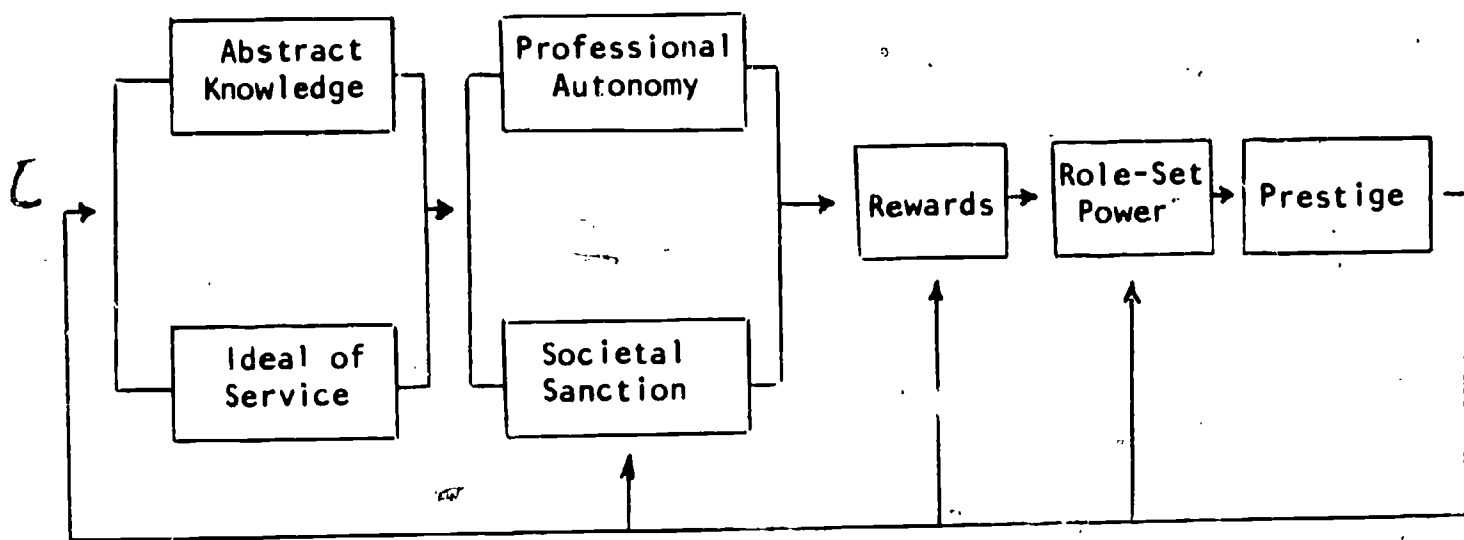in turn, in further professionalisation.

Figure 1 A model of professionalisation and its
consequences for the level of rewards,
power, and prestige of an occupation.

Our definition, though, requires further elaboration. First, it
needs to be noted that there are two quite distinct types of professionalisation;
second, attention should be given to the basic approaches that can be adopted
in the assessment of professionalisation.

Professionalisation can occur at the ideological level and/or the
substantive level. Ideological professionalisation refers to the process
whereby workers become increasingly prepared to accept the types of respon-
sibilities that professionals typically carry, and increasingly aspire to
acquire professional working conditions, rights and rewards. In essence,

this type of professionalisation amounts to change in attitudes. Substantive

professionalisation, on the other hand, occurs as workers begin to actually,

implement the service ideal and as they begin to acquire the professional's

societal sanction, autonomy, and rewards. Again the process is incremental

but this time it relates to changes in observable behavior and phenomena.

Any assessment of professionalisation, therefore, must take into account

, both aspects of the process.

As noted previously, professionalism is a multidimensional phenomenon

and should be assessed accordingly; in other words, an occupation's professional

status would have to be assessed with reference to the multiplicity of

characteristics that define the full-fledged profession. Thus, at the simplest

level of investigation an occupation would be subjected to a cross-sectional

survey which would indicate to what extent the occupation displays the hallmarks

of a profession. Such cross-sectional data, however, may be given much greater

significance by using the comparative approach -- and two basic methods can

be used. First, the same occupational group can be assessed on two separate

occasions; the comparative data thus obtained would indicate both quantitative

and qualitative changes that might have occurred. Second, the professional-

isation of different groups, either within the same occupation or in diverse

occupations, could be compared. In effect, then, occupations can be assessed

for the extent to which they display the characteristics that are accepted

as the essential features of a profession (at either the ideological or

substantive level), and they can be compared by noting their relative positions

on a continuum of professionalisation (Figure 2) that ranges from the

"a-professional" to the "absolute" profession. Occupations characterised by

a lack of professional features would tend towards the a-professional pole,

those displaying some professional features would tend toward the middle of

the continuum, and those that display all or nearly all of the features that
define the absolute profession would place toward the ideally professional
pole.

Few if any professional features	Some professional features	All or most professional features

NON-PROFESSIONAL

occupation possesses none
of the characteristics of
the profession

PROFESSIONAL

occupation possesses
all of the character-
istics of a profession
in perfect measure

Figure 2   Continuum of professionalisation

Professional Role Frustration and Aggression

In light of the distinction between ideological professionalisation
and substantive professionalisation, professional role frustration or
deprivation can be defined as the discrepancy between ideal professional
status (aspirations) and substantive professional status (achievements).

Psychologists recognize many potential reactions to frustration;
Morgan (1961), for example, indicates that such reactions belong to five main
categories: learning, rigidity, anxiety, withdrawal, and psychological defense
mechanisms. The anxiety that attends frustration, moreover, can act as a
motive to eliminate the source of frustration and for this reason anger,
hostility, and the use of force (aggression and militancy) may be intimately
associated with frustration.

A Typology of Negotiating Strategies

Walton and McKersie (1965) concluded from a review of appropriate
theoretical and empirical writings that there are four basic types of social

negotiations:

1. Distributive bargaining - comprehends competitive behavior that is designed to influence the proportionate allocation of scarce resources.

2. Integrative bargaining - occurs when parties attempt to align their separate interests so that a shared problem may be resolved.

3. Attitudinal [re]structuring - attempted when one bargaining agent seeks to change the opponent's attitudes and values so that they correspond more closely to the attitudes and values that underscore his own position.

4. Intra-organizational bargaining - invoked to bring about consensus within a bargaining unit.

Clearly, negotiations between teachers and their employers involve elements of all four types of negotiating, even though the distributive aspect tends to dominate.

Fundamental to all forms of social negotiating, though, is the attempt to gain concessions from the opposition, and the tactics that may be employed to this end are many and varied. Such tactics include straightforward exchanges of information, discussions, dissimulation, propaganda, bluffs and other spurious devices, and the use (actual or threatened) of sanctions that inflict psychological and/or material costs. In the light of our specific interest in militancy, however, it would seem useful to range negotiating tactics along a continuum of coercion, for militancy equates with aggressiveness and the use of force. Tactics that rely on trust, reason, and voluntary accommodation would tend toward one end of the continuum, while tactics that force the opponent to make concessions would tend toward the other end. The poles of such a continuum (Figure 3) could then be labeled the Accommodative and the Militant.

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ACCOMMODATION
PREVAILS

MILITANCY
PREVAILS

No Coercion
Used to
Gain Concessions
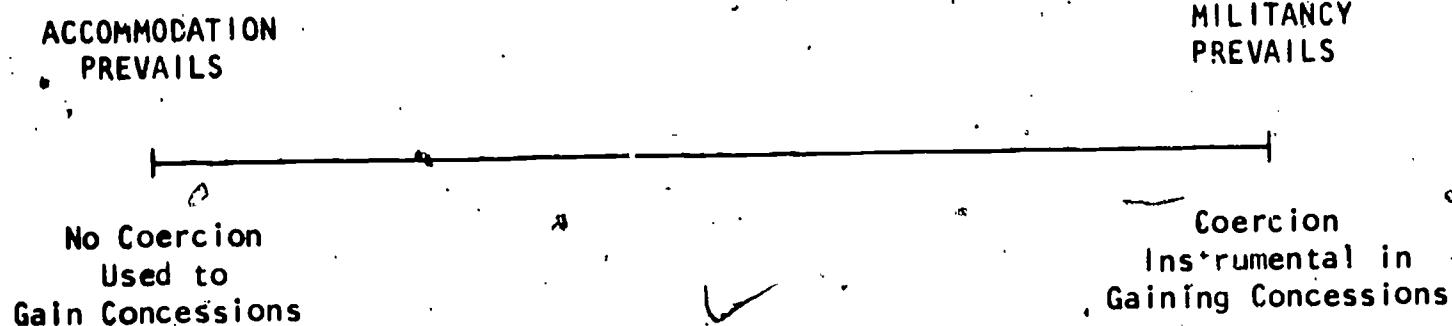
Coercion
Instrumental in
Gaining Concessions

Figure 3. Continuum of coercion

DATA GATHERING

Four questionnaires were used in this study:

(a) The Ideological Professionalisation Scale assesses teachers'

ideals concerning the professional rights and responsibilities they would like

to have.

(b) The Substantive Professionalisation Scale is a parallel

questionnaire that assesses teachers' perceptions of the professional status

they actually have.

(c) The Fris-Q identifies aspects of teachers' employment contracts

that cause them some concern and also assesses their attitude towards various

negotiating tactics that they might be asked to engage in during contract

negotiations.

(d) The fourth is concerned with personal data, including the

identity of the school district for which the respondent works.

The Professionalisation Scales

The first of the instruments identified above assesses the degree to

which teachers aspire to an ideal occupational status -- one that is

characterized by rights and responsibilities that have traditionally been

associated with the "professional." The construct assessed, therefore, is

ideological professionalisation.

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The second instrument is a parallel to the first and requires respondents to indicate to what degree, in their perceptions, their occupation actually features the rights and responsibilities that characterize the full-fledged profession. The construct assessed by this scale, then, is *substantive professionalisation*.

Each of the two professionalisation questionnaires consists of 30 items that are designed to assess the two types of professionalisation in terms of the following dimensions:

1. Control over the design of students' learning experience.

2. Having precedence over school board officials in decision making that relates to the quality of teaching.

3. Commitment to high standards of competence in teaching.

4. Control over standards of conduct.

5. Control over working conditions.

6. Provisions for recognition of outstanding work achievements.

For each item a five point, Likert type response scale is provided. In the case of items on the Ideological Professionalisation Scale the response options are strongly agree, agree, undecided, disagree, and strongly disagree; strongly agree is scored 5 while strongly disagree is scored 1 to indicate, respectively, high and low aspirations. In the case of items that comprise the Substantive Professionalisation Scale the response options range from a very great deal through a great deal, quite a bit, some, and very little/not at all. The category "a great deal" is indicative of a highly professional actual status and is scored 5; the category "very little/not at all" denotes an almost a-professional substantive status and is accordingly scored 1.

The Fris-Q

This questionnaire is designed primarily to assess respondents' professed support for the use of various negotiating tactics. The fifteen items are designed to encompass a full spectrum of stratagems that ranges from the highly coercive or militant tactic (for example, the strike) to the highly accommodative or reason oriented initiative (e.g. presenting briefs that outline the rationale for one's requirements).

Early experiences with this questionnaire revealed, however, that the degree to which a respondent supports or rejects a given tactic is intimately related to and varies with the issue at stake. Accordingly, the Fris-Q asks the respondent to identify four contractual matters that are a cause of concern, to rank those four "issues" in order of importance and only then to rate the appropriateness of each of the 15 negotiating tactics in (a) negotiations concerning the issue ranked most important, and (b) negotiations centering on the issue ranked second most important.

Respondents indicate their attitudes to the use of any given stategy by checking one of five response options: strongly support, support, undecided, disapprove, strongly disapprove. These are respectively scored 5,4,3,2, and 1.

The Personal Data Schedule

This part of the survey instrument was included, as is customary, to facilitate comparisons of attitudes and perceptions among various sub-groups of respondents. The information sought pertains to: sex, marital status, career experiences and goals, mobility, academic qualifications, participation in the teachers' association, and identity of employer.

Population and Sample

The population from which the sample was drawn was the membership of

the Alberta Teachers' Association (ATA). A random sample of 1,000 names and addresses was drawn from the membership list and a working sample of 454 was obtained.

Treatment of the Data

The raw data was converted to computer readable format and the analyses were performed with the programs provided in the Statistical Package for the Social Sciences -- SPSS (Nie et al., 1975) and Midas (Fox & Guire, 1976).

Analysis of the data was carried out in four stages. The first was concerned with data reduction: the two professionalisation scales and the Fris-Q were factor analyzed so that sub-scales could be identified and summary scores computed. The second stage addressed the objective of describing Alberta teachers' professional role aspirations and perceptions of achieved professional status. The third phase focused on the identification of contractual matters that were a source of concern (i.e. in need of re-negotiating) to the respondents. The fourth stage related to the task of characterizing teachers' attitudes toward various negotiating strategies.

THE PROFESSIONALISATION OF ALBERTA TEACHERS

Factor Structure of the Professional Scales

As Nie et al. (1975, p. 469) point out, the single most distinctive characteristic of factor analysis is its "data reducing" capability. Given an array of data obtained with a set of measures (for example, scores on a set of questionnaire items), factor analysis will identify the underlying factors that groups of measures or items have in common. Factor analysis of the Professionalisation Scales revealed that these instruments assess eight quite distinct factors or dimensions of professionalism. Table 1

indicates how the items of the Ideological Professionalisation Scale

distribute across those eight dimensions. Factor 1 consists of items that

relate to control over the quality and nature of students' learning experiences.

Factor 2 clearly comprises items relating to the provision of recognition of

outstanding competence in teaching. The items that make up Factor 3 all seem

to relate to aspects of educational mangement that have traditionally been

considered management prerogatives but whose jurisdictional status is now

a matter of some dispute. Factor 4 consists of items that deal with the role

of teachers in ensuring standards of competence in the classroom. Factor 5

consists of items that assess teachers' commitment to maintaining high standards

of competence and currency in teaching while Factor 6 consists of items

that pertain to the degree to which teachers should/are involved in controlling

entry to their occupation. Factor 7 consists of items that appear to focus

on an obligation to ensure that adequate standards of moral behavior are

inculcated in students and enforced among colleagues. Factor 8 is defined

primarily by items that relate to the control that teachers might have over

working conditions.

In sum, then, factor analysis of the Professionalisation scales

indicates that data gathered with these questionnaires may be reduced to

eight sub-scale scores that provide indices of teachers' professional status,

(1) in terms of aspirations (ideological professionalisation) and perceptions

of actual achievements (substantive professionalisation), and (2) along the

following dimensions of professionalism:

1. Control over the quality and nature of students' learning

   experiences.

2. Recognition of outstanding competence in teaching.

3. Control over system priorities, class size, and pupil-teacher

   ratio.

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TABLE I

FACTOR PATTERN OF THE
IDEOLOGICAL PROFESSIONALISATION SCALE

Factor	Item	Factor Loading
1	Share knowledge of effective techniques	.37
	Decide attitudes & values to be taught	.55
	Help students learn to deal with feelings	.31
	Decide types of learning experiences	.70
	Control selection textbooks, references etc.	.71
	Control nature learning environment	.70
2	Recognition: public awards	.63
	Recognition: sabbatical leave	.41
	Recognition: salary differentials	.29
	Recognition: monetary prizes	.87
	Recognition: time for job interests	.56
3	Influence S.B. priorities	.43
	Control over class size norms	.67
	Control over pupil-teacher ratio	.56
	Initiating imcompetence charges	.67
	Evaluating teacher effectiveness	.65
5	Keep informed about trends and practices	.63
	Attend conferences workshops, etc.	.73
	Keep informed about developments	.83
	Read journals	.67
	Undergo in-service training periodically	.49
6	Control over granting licenses	.73
	Approve design training programs	.36
	Control over entry to teaching	.56
	Role in setting educational policies	.40
7	Accepting responsibility for helping students learn to deal with feelings	.33
	Accepting responsibility for maintaining discipline in teaching force	.51
	Accepting responsibility for enforcement of professional standards	.34
8	Right to negotiate working conditions	.45
	Maintain discipline in teaching force	.38
	Exercise control over working conditions	.53

4. Enforcement of minimum standards of teaching competence.

5. Commitment to maintaining competence in teaching.

6. Control over entry to teaching.

7. Accepting responsibility for ensuring moral conduct

   among both students and colleagues.

8. Control over working conditions.

Further, by standardizing the eight sub-scale scores to a five point scale

it becomes possible to graph a sample's profile of professional aspirations

or preceptions of achieved professional status in the manner depicted in

Figure 4.

Professional Aspirations Among Members of the Alberta Teachers' Association

Figure 5 presents the profile of professional role aspirations that

emerged from the data. In general terms the histogram indicates, first of

all, that the sample would, in the ideal, have teachers exercising "a great

deal" of control over decisions that affect:

a) the nature and quality of students' learning experiences

(dimension 1);

b) school system priorities, class size, and the pupils-to-teacher

ratio (dimension 3);

c) exercising control over the development and application of

minimum standards of competence (dimension 4);

d) exercising control over entry to the occupation (dimension 6);

e) working conditions (dimension 8);

and would also like to see teachers accept "a great deal" of responsibility

for maintaining high levels of personal competence in teaching (dimension 5)

and for encouraging high standards of morality among both students and teachers
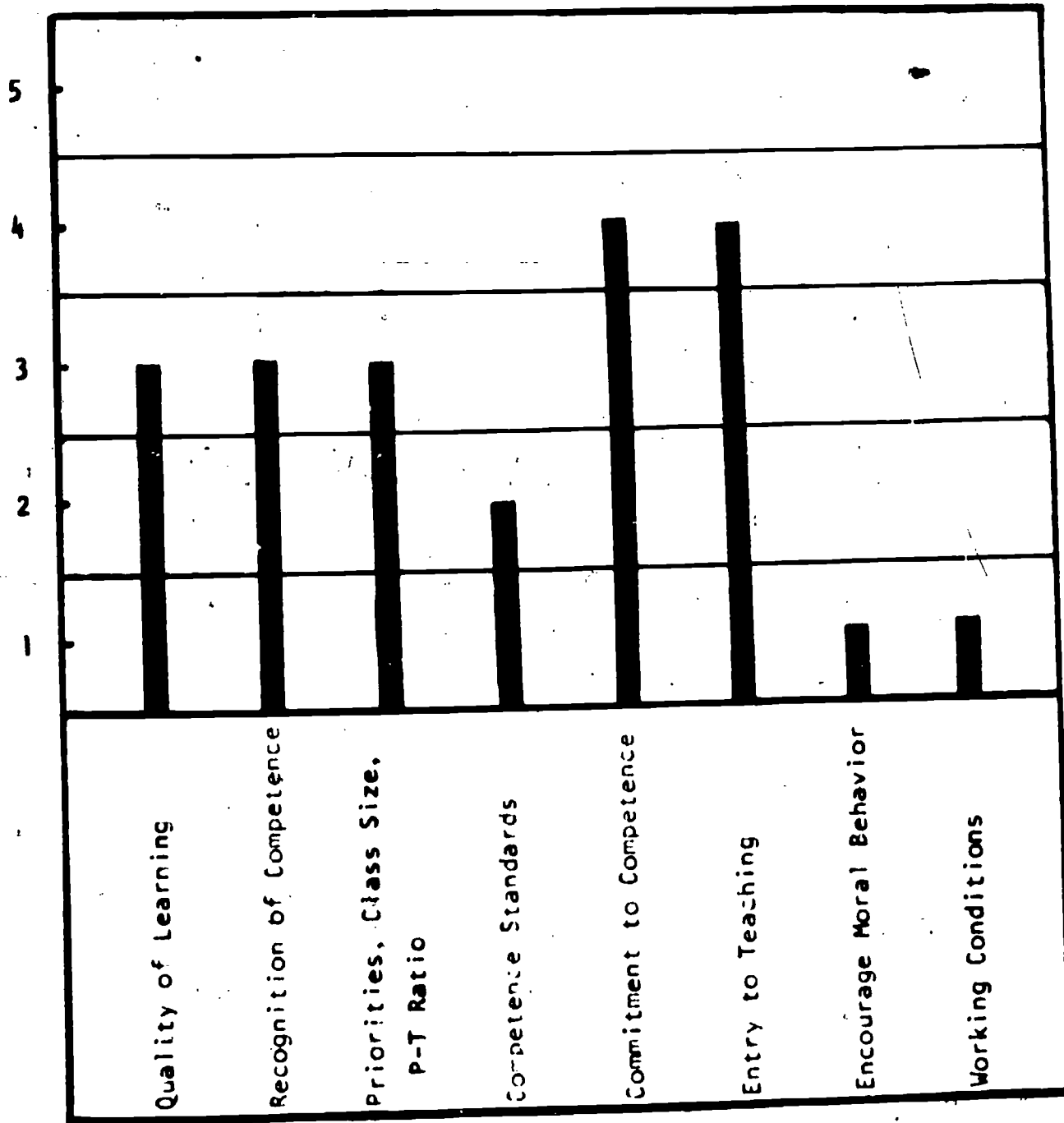
Figure 4   Illustrative profile
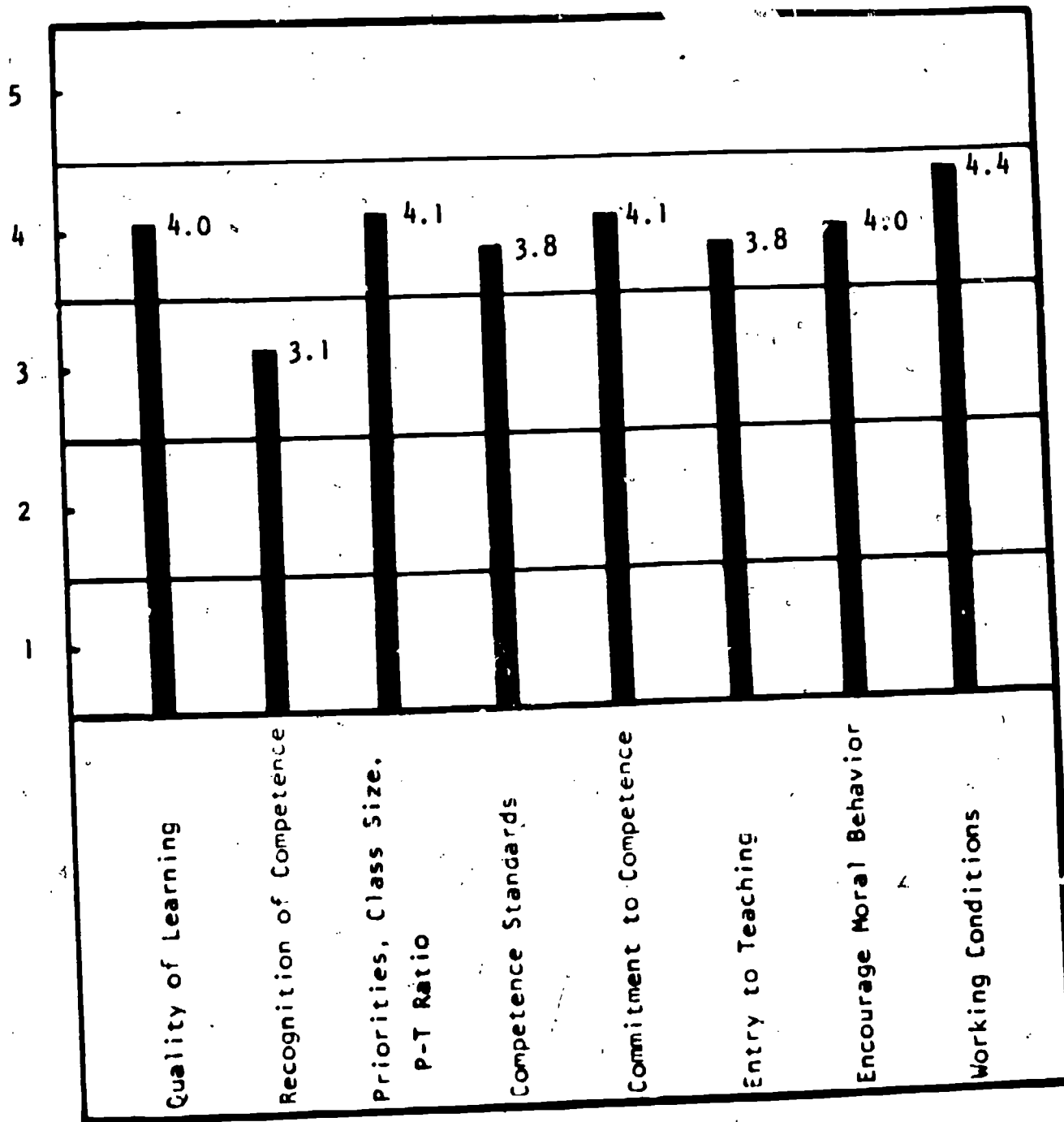of professionalisation

Figure 5   Ideological
professionalisation
among ATA teachers, 1977

(dimension 7). In the second place, the histogram indicates that the ATA

members in this sample attach "quite a bit" of importance to having a system

of awards that may be accorded to give public recognition of outstanding

competence in teaching (dimension 2).

By way of commentary it seems appropriate to emphasis the following

conclusions. First, this sample attached most importance to control over

working conditions. Whether this phenomenon arises from altruistic motives

(ensuring the clients' welfare) or from self-serving motives (betterment of

teachers' personal welfare) cannot be determined from these data alone. The

histogram also shows, though, that the sample's next most important ideals

have to do with matters that reflect quite directly on the quality of the

service that clients, in this case students, receive. In the overall

perspective, then, it seems reasonable to conclude that this sample of the

ATA membership is characterized by the strong sense of altruism that is one

of the essentials of professional status.

Alberta Teachers' Perceptions of Their
Achieved Professional Status

In regard to the data that were gathered with the Substantive

Professionalisation Scale it should be reiterated at the outset that this

instrument assesses subjects' perceptions of the actual professional status

that teachers have attained. It focuses, therefore, not on objecti reality

but rather on subjective reality; and we must bear in mind that the "reality"

it describes is contingent not only on limitations that are inherent in the

questionnaire technique and this particular questionnaire but also on the

affective states of the subject who respond to it.

Figure 6 presents the profile of professional role achievements that

the sample reported. The most immediately evident feature is that two levels
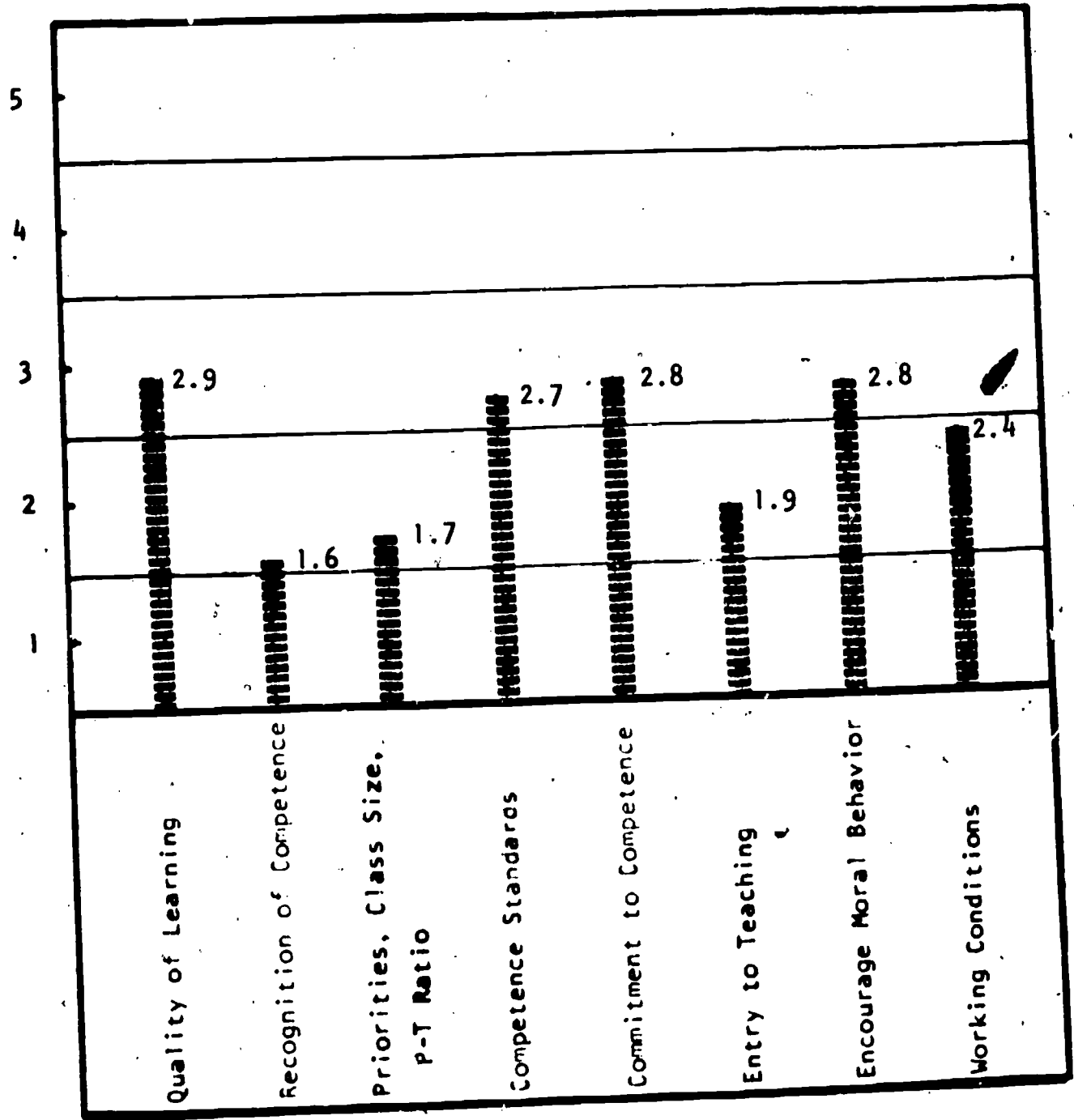
Figure 6   Substantive
professionalisation
of Alberta teachers, 1977

of achievements are reported -- one that hovers on the borderline between "quite a bit" and "little", the other near the lower limit of the "little" category. More specifically, these respondents felt that teachers in Alberta have "quite a bit" of control over factors that influence the quality of students' learning experiences (dimension 1) and the supervision of teachers' competence (dimension 4); that teachers are moderately committed to maintaining high standards of competence (dimension 5) and ethics (dimension 7); and that the control which Alberta teachers exercise over working conditions lies somewhere between "little" and "quite a bit." In regard to the remaining dimensions of professional status -- recognition of competence or merit, control over such things as class size and pupils to teacher ratio, and control over entry to teaching -- these teachers quite clearly believed that their occupation fell far short of a truly professional status.

On the whole this profile of substantive professionalisation seems to indicate a perception that teachers' influence in educational matters declines as the issues relate less and less directly to the act of instructing.

Professional Role Frustration
Among Alberta Teachers

Earlier it was noted that role frustration or deprivation obtains when an individual is denied, in one way or another, the opportunity to implement his own prescriptions for his role -- when aspirations for the role are not realized. Figure 7 illustrates the extent to which the sample in this study experienced professional role deprivation (PRD).

For this sample of Alberta teachers there appears to be three degrees of professional role deprivation, and Table 2 is used to highlight this feature.
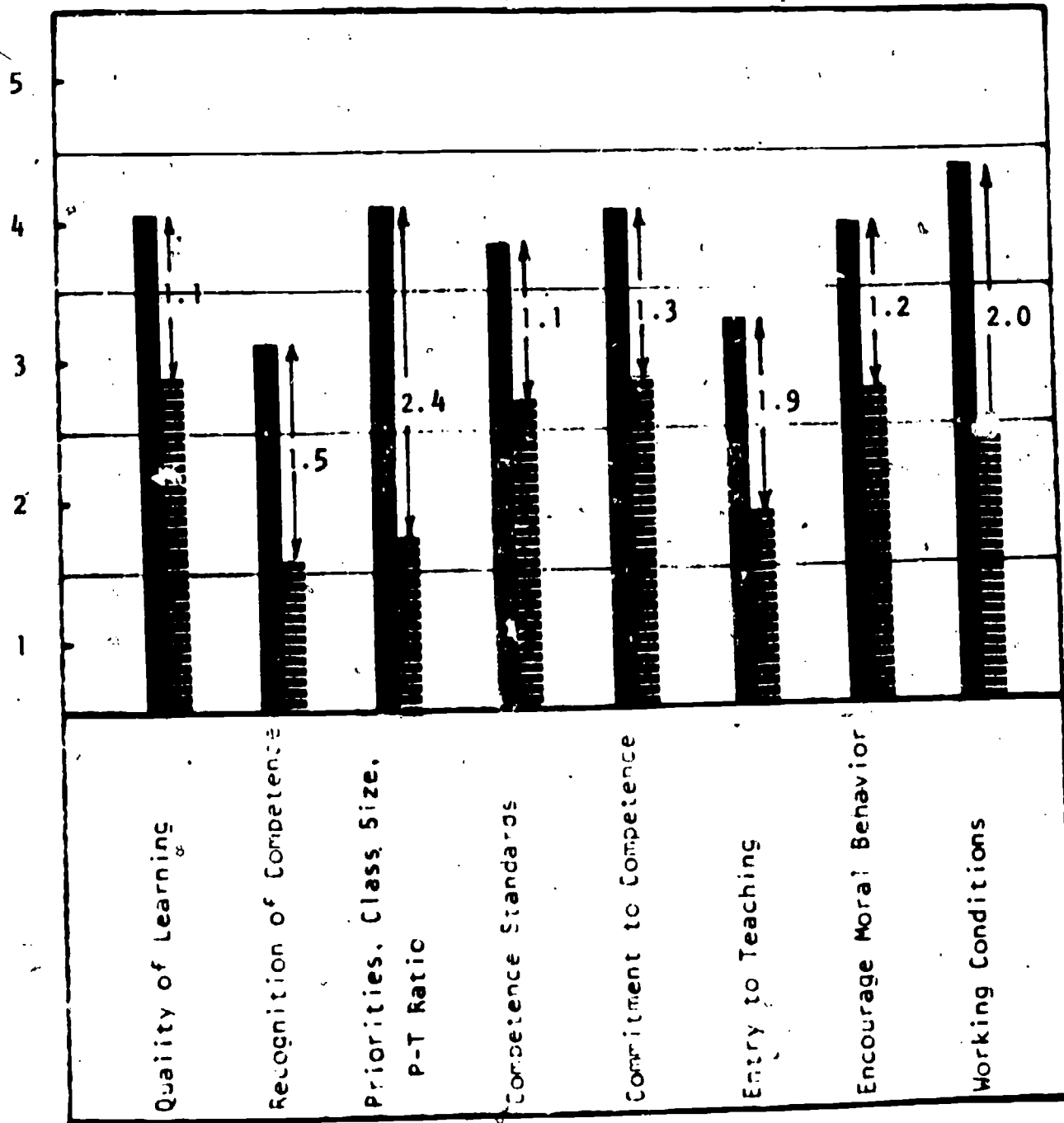
Figure 7   Professional role deprivation among
Alberta teachers, 1977

Table 2

Amount of Role Deprivation Associated With Each Dimension of Professional Status

Dimension of Professionalisation	Amount of PRD in scale points
Level 1	
Control over standards of acceptable competence	1.1
Control over the quality of students' learning experiences	1.1
Accepting responsibility for encouraging moral behavior	1.2
Commitment to maintaining high standards of competence	1.3
Recognition of competence	1.5
Level 2	
Control over entry to teaching	1.9
Control over working conditions	2.0
Level 3	
Control over system priorities, class size, and pupils-teacher ratio	2.4

Evidently these teachers' were most thwarted in their aspirations for self-government and control over working conditions. However, there are no absolutes against which we may assess the magnitude of the computed indices of professional role deprivation; the PRD index acquires meaning only when it can be shown that certain "amounts" of PRD are associated with events that are psychologically or sociologically significant. For this reason further interpretation of the findings presented in Table 2 will have to wait

•until it can be determined whether any of the recorded levels of PRD are significantly associated with teachers' attitudinal and/or behavioral mil'tancy.

ALBERTA TEACHERS' ATTITUDES TOWARD VARIOUS NEGOTIATING TACTICS

Teachers' attitudes toward the strategies that might be used during contract negotiations were examined in two stages. The first sought to establish the relative support that respondents purportedly would give to the 15 strategies that are referred to in the Fris-Q. The second used factor analysis to determine whether ATA teachers tend to think of those strategies as belonging to two main types -- those that rely on the exchange of information, reason, and rational persuasion (the accommodative) and those that rely on coercion (the militant).

To What Extent Do Alberta Teachers Support the Use of Various Negotiating Strategies?

In responding to the Fris-Q each subject indicates whether he/she feels that a particular strategy, such as a strike, should be used to obtain teachers' contract requirements. The response scale consists of five response options that are scored as follows:

Strongly support	5
Support	4
Undecided	3
Disagree	2
Strongly disagree	1

Table 3 summarises the sample's responses to the Fris-Q by mean response scores. Examination of the means in terms of the above response scale reveals some clear-cut phenomena. First, there is a decided lack of general enthusiasm about any of the stratagems listed -- not one of the means is in the "strongly

Table 3

Mean Levels of Support Given to Fifteen Negotiating Tactics

Tactic	Mean Response Score
Inviting trustees to meet with teachers in a general meeting	3.8
Political action aimed at unseating elected officials	3.0
Mediation: non-binding third party intervention	4.0
Work to rule: partial withdrawal of services	3.0
Blacklisting a school system: restricting the supply of teachers	2.3
Presenting briefs to the School Board	4.4
Rotating strikes, study sessions, and so on	2.8
Teachers' representatives address School Board meetings	4.4
Nuisance campaign directed against the School Board	3.5
Publicity campaigns to explain teachers' requirements	3.9
Public demonstrations and so on	2.5
Strike: complete withdrawal of services	2.8
Mass resignations: complete withdrawal of services	2.2
Lobbying of School Board members	3.1
Arbitration: binding settlement imposed by third party	3.1

support" range. Second, five strategies were generally supported. Fairly

strong support was given to two tactics that would have the effect of justifying

teachers' requirements to the School Board (presenting briefs and having

teachers' representatives address a Board meeting) and a moderate degree

of support was given to mediation, publicity campaigns, and having a

general meeting at which teachers and trustees could discuss the issues.

Third, support for the use of nuisance campaigns lies somewhere between

"support" and "undecided." Fourth, a large numbe of strategies received

the ambivalent response; these were arbitration, lobbying of individual

Board members, work to rule, political activism, rotating strikes, and the

full-blown strike. Finally, public demonstrations received, on the average,

a response that fell between ambivalence and rejection, and two strategies

(blacklisting of a school system and mass resignations) were generally

rejected as viable tactics.

Factor Structure of the Fris-Q

To verify whether the teachers in this sample tended to recognize

two distinct types of negotiating tactics -- militant and accommodative --

the data gathered with the Fris-Q were subjected to factor analysis. The

results indicated that the respondents in this sample tended to think of the

fifteen strategies as belonging to five distinct categories; these are identified

in Table 4.

The tactics that define Factor 1 quite obviously entail political

action. The items comprising Factor 2 refer to actions which permit the parties

to exchange information and persuade each other to make accommodations. The

two stratagems that make up Factor 3 invoke the intervention of a third party.

In Factors 4 and 5 we have groups of tactics that, at first sight, are difficult

to distinguish -- they all appear to have the common effect of restricting the

Table 4

Factor Structure of the Fris-Q

Factor	Item	Factor Loading
1	Lobby School Board members	.57
	Publicity campaigns	.56
	Nuisance campaign	.53
	Public demonstrations	.48
	Political activism	.43
2	Teachers' reps. to Board meetings	.64
	Trustess invited to general meeting	.51
	Briefs to School Board	.45
3	Binding arbitration	.56
	Mediation	.52
4	Blacklisting school systems	.61
	Work to rule	.75
5	Strike	1.00
	Study sessions, etc.	.53
	Mass resignations	.52

availability of teachers' services. Nevertheless, the factor analysis indicates quite clearly that the teachers in this sample considered these strategies to be of two distinct types (factor loadi ,s indicate high factorial purity) and did not respond to Factor 4 items in the same way as Factor 5 items. It may be that subjects respond differently to these two sets because blacklisting and working to rule permit them to restrict the availability of teachers' services without abandoning their jobs while a strike, a study session, and resignations en masse entail foresaking one's job and foregoing one's salary.

In summary, then, it appears that five distinct types of negotiating strategies are recognized:

1. Those that entail *political activism*;

2. Those that facilitate the *exchange of information*;

3. Those that invoke the *intervention of a third party*;

4. Those that *affect the quality of service* provided by teachers; and

5. Those that *curtail teachers' services*.

We conclude, therefore, that a two-category typology of negotiating tactics does not satisfactorily reflect the complex manner in which teachers view the strategies that are open to them in contract negotiations. Few strategies, if any, were viewed as purely accommodative or militant; most were apparently perceived to have elements of both accommodativeness and militancy, with one or the other dominant.

Attitudes Toward Five Types of Negotiating Strategies

In accordance with the outcome of the factor analysis just described, five sub-scale scores were computed for each subject. On each sub-scale the mean scores are interpreted as follows:

5	Strongly support
4	Support
3	Undecided
2	Disapprove
1	Strongly disapprove

Figure 8 presents the mean scores on those five sub-scales that were computed

for the sample. Once again the profile of attitudes is characterized largely

by ambivalence. Evidently the teachers in this sample had serious doubts

about the advisability of actions that would remove them from their classrooms

(Factor 5), restrict school boards' access to their services (Factor 4), or

have them engage in concerted political campaigns (Factor 1). A modicum of

support was accorded to third party intervention (Factor 3), and the only

sign of unambiguous support is associated with those tactics that seem to

epitomize the accommodative approach.

PROFESSIONAL ROLE DEPRIVATION
AND ATTITUDINAL MILITANCY

In the investigation of the relationship between PRD and attitudinal

militancy a thorny methodological problem arose. Given the multidimensional

nature of both the dependent variable (attitudes toward five types of

negotiating strategies) and the independent variable (eight types of PRD),

the required analytical technique permits identification of interactive effects

among the five dimensions of the independent variable. At this juncture we

report only on the nature of the relationships between attitudes towards

negotiating strategies and one dimension of PRD at a time -- that is to say,

the results of eight one-way manovas. For each manova the sample was

dichotomised into groups that scored high and low on the appropriate dimension

of PRD $p \leq .01$ was adopted as the threshold of acceptable risk.
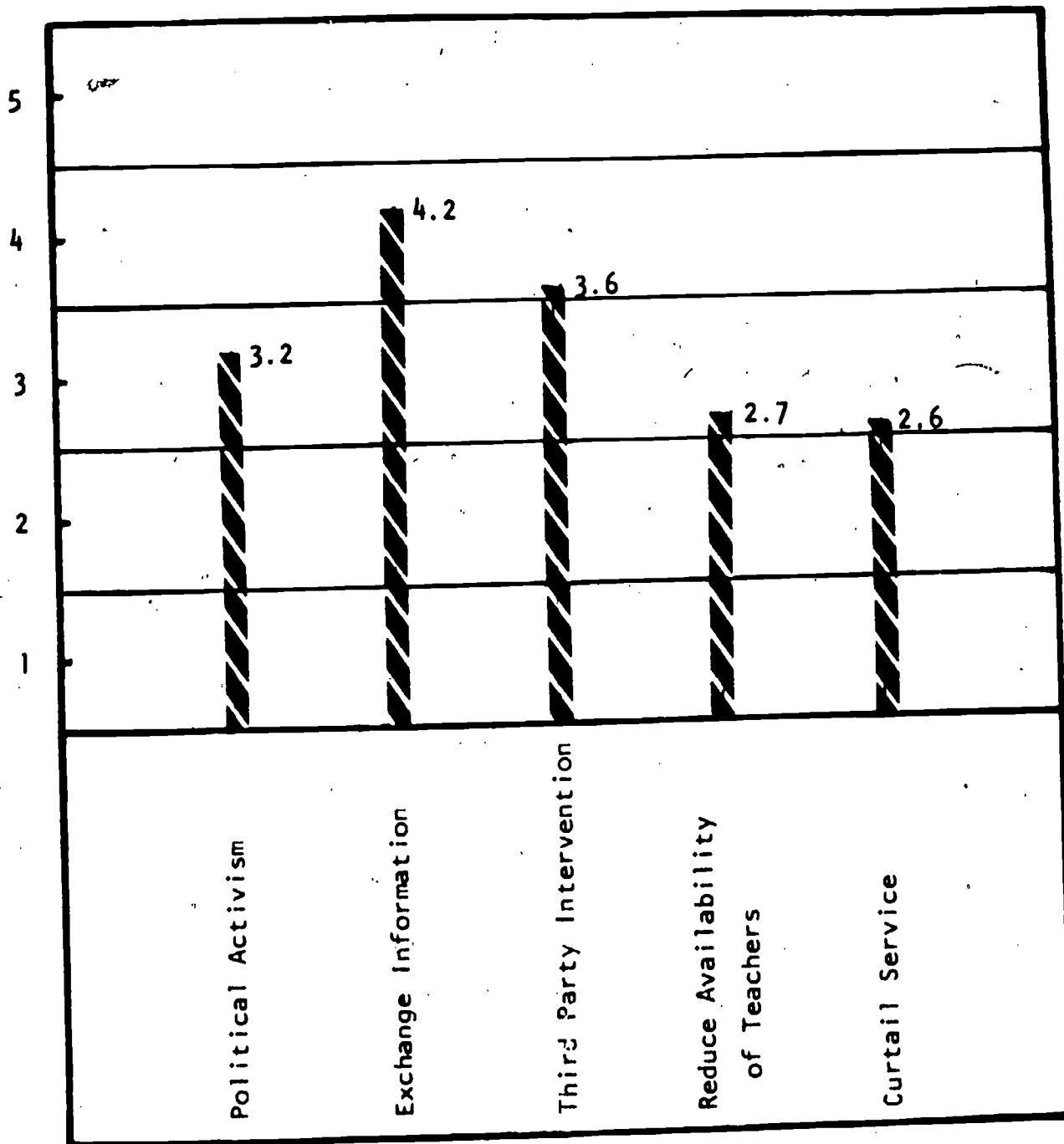
Figure 8 Average attitudes toward five types
of negotiating tactics

Table 5 summarizes the results of the multivariate one-way anovas.
Evidently, attitudes toward negotiating strategies are significantly related
to only three types of professional role deprivation: in the areas of
recognition of competence, accepting responsibility for encouraging morality,
and control over working conditions. These relationships are examined in
detail with Tables 6-8.

Table 6 shows how the attitudes of those subjects who scored "high"
on PRD type 2 differed from the attitudes of those who scored "low" on PRD 2.
Apparently the two groups differed significantly only insofar as their attitudes
toward political activism were concerned; those who saw a greater discrepancy
between the ideal and the actual availability of merit rewards tended to move
away from ambivalence (score of 3) and toward support (score of 4) for political
activism.

Table 7 shows how the groups that scored "low" and "high" on professional
role deprivation type 7 differed in their attitudes toward the five types of
negotiating strategies. The significant difference is again associated with
attitudes regarding political activism: those teachers who was a greater
discrepan between the ideal and substantive extent to which teachers accept
responsi' lity for encouraging moral behavior were ambivalent about political
activism, whereas those who saw less of a discrepancy were more negative
about political activism.

Table 8 shows, first of all, that the greater the discrepancy between
desired and actual amount of control over working conditions, the more a teacher
will incline toward support for political activism. Second, these statistics
also indicate that professional role deprivation in regard to control over
working conditions is likely to reduce teachers' general opposition for strikes,
study sessions, and/or mass resignations (type 5 negotiating strategies).

Table 5

Summary of One Way Manovas -- Attitudes Toward
Negotiating Stratagems by Types of Professional Role Deprivation

Factor Variable	Multivariate $F_{5,448}$	p
PRD1: Quality of Learning	2.9	.013
PRD2: Recognition of Competence	3.5	.004
PRD3: Priorities, Class Size, PTR	2.4	.034
PRD4: Competence Standards	1.9	.093
PRD5: Commitment of Competence	2.5	.029
PRD6: Entry to Teaching	2.8	.017
PRD7: Encourage Moral Behavior	4.6	.000
PRD8: Working Conditions	7.7	.000

Table 6

One Way Manova -- Attitudes Toward Negotiating Stratagems
By PRD Type 2: Recognition of Competence

Criterion Variable Type of Negotiating Stratagem	Factor Variable PRD2		Univariate $F_{1,452}$	p
	Low	High		
1. Political Activism	3.04	3.31	13.9	.000
2. Exchange Information	4.10	4.26	6.4	.012
3. Third Party Intervention	3.53	3.59	0.7	.400
4. Reduce Availability of Teachers	2.61	2.70	0.7	.389
5. Curtail Services	2.53	2.68	2.5	.114

$$F_{5,448} = 3.35 \qquad p = .004$$

Table 7

One Way Manova -- Attitudes Toward Negotiating Stratagems
By PRD Type 7: Accepting Responsibility for
Encouraging Morality

Criterion Variable Type of Negotiating Stratagem	Factor Variable PRD7		Univariate $F_{1,452}$	p
	Low	High		
1. Political Activism	2.98	3.32	20.6	.000
2. Exchange Information	4.17	4.20	0.3	.575
3. Third Party Intervention	3.64	3.52	2.4	.126
4. Reduce Availability of Teachers	2.55	2.72	2.9	.089
5. Curtail Services	2.52	2.67	2.4	.129

Multivariate $F_{5,448} = 4.6$ p = .000

Table 8

One Way Manova -- Attitudes Toward Negotiating Stratagems
By PRD Type 8: Control Over Working Conditions

Criterion Variable Type of Negotiating Stratagem	Factor Variable PRD8		Univariate $F_{1,452}$	p
	Low	High		
1. Political Activism	2.98	3.67	30.5	.000
2. Exchange Information	4.17	4.21	0.5	.478
3. Third Party Intervention	3.66	3.49	4.5	.035
4. Reduce ailability of Teachers	2.52	2.76	6.2	.013
5. Curtail Services	2.36	2.81	21.8	.000

Multivariate $F_{5,448}$ = 7.7   p = .000

SUMMARY AND CONCLUSIONS

The Problem

The study reported here addressed itself to the lack of information
on reliable methods of determining a constituency's needs, priorities,
and commitment to specific goals -- methods that would enable negotiators
to gather information that would help to predict the course of teachers'
contract negotiations.

Objectives of the Research

To quantify (1) professional role deprivation and (2) attitudinal
militancy of Alberta teachers, to permit investigation of the relationship
between these affective states and what actually transpires in teachers'
contract negotiations.

Content of This Report

A description of (1) the professional role deprivation and (2)
the attitudinal militancy that existed among Alberta teachers late in the
1977-78 school year. The description of what actually took place in 1978-79
contract negotiations is not quite complete; hence it is not yet possible
to report on the usefulness of these two variables as predictors of events
in contract negotiations.

Conceptual and Empirical Foundations

Professional role frustration/deprivation was defined as the discrepancy
between desired professional status and achieved professional status.

Professional status was assessed along eight dimensions:

1. The degree to which teachers have control over the nature of
students' learning experiences.

2. The degree to which outstanding accomplishments in teaching are recognized publicly.

3. The degree to which teachers influence priorities in a school system, class size, and pupils-to-teacher ratio.

4. The degree to which teachers have responsibility for enforcing standards of acceptable competence.

5. The degree to which teachers are committed to maintaining high standards of personal competence.

6. The degree to which teachers have control over certification standards and procedures.

7. The degree to which teachers have responsibility for assuring high standards of morality/ethics among both colleagues and students.

8. The degree to which teachers have control over working conditions.

Findings and Discussion

The higher amounts of professional role deprivation experienced by the sample related to dimensions 3, 8, 7, and 2 above. These dimensions of professional status, it should be noted, relate precisely to those aspects of the governance of education that society has chosen to put in the hands of lay persons rather than practising teachers.

Now, given society's need for lay control over education and the expert practitioner's desire to control his/her work situation, it is logical that expert teachers will always experience some professional role deprivation and that much of it is accepted as normal and, moreover, tolerated without discomfort. One may ask, however, whether (a) there are any relationships between professional role deprivation and critical dimensions of teacher behavior and (b) whether those 'ationships have implications for the manner

in which educational systems are administered. This study examined the

relationship between PRD and, among other things, teachers' conceptions of

appropriate approaches to contract negotiations, the theory being that

frustration of professional aspirations may lead first to attitudinal

aggressiveness and second to behavioral militancy.

In this study it was found, first of all, that a higher level of

PRD in regard to recognition of competence and responsibility for fostering

high standards of morality is significantly associated with increased

receptivity to the use of political activism. Second, it was found that

a higher level of PRD in regard to control over working conditions is

significantly associated with increased receptivity to the proposition that

political activism and strike action be used to gain concessions during

contract negotiations.

The first major conclusion to be drawn from the data of this study

is that in 1977 there was very little attitudinal militancy among Alberta

teachers. A second conclusion is that the data provide some support for the

theory that higher amounts of PRD tend to be associated with a more supportive

attitude toward militancy in contract negotiations; political activism and

strike action are considered militant tactics in that they rely for their

effectiveness on the power of public opinion. Finally, the data suggest that

if Alberta teachers decide to mount a concerted campaign to upgrade their

professional status their efforts will probably focus not so much on local

School Boards as on elected officials of the provincial government and

Department of Education; the three dimensions on which the larger amounts of

PRD were registered relate to matters that are very much controlled by the

provincial Department of Education.

In conclusion, it should be reiterated that this research has yet
to determine whether the professional role frustrations and the attitudinal
militancy that were recorded are reflected in the issues that were pursued
most actively in subsequent contract negotiations and the general tone --
accommodative or militant -- of those negotiations. If significant relationships
are discovered this project will have provided an indication that the
information provided by the instruments used have predictive validity.

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