

A STUDY OF SELECTED APPREHENSIONS OF TEACHERS
TOWARD WORKING IN SCHOOLS PREDOMINATELY
OF THE OPPOSITE RACE,

by

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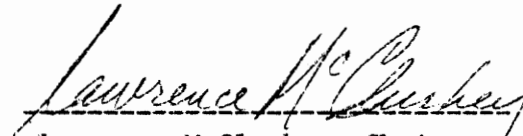
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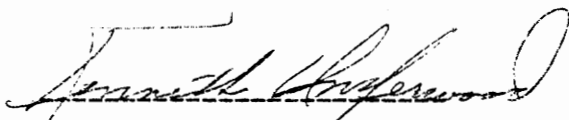
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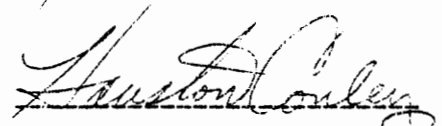
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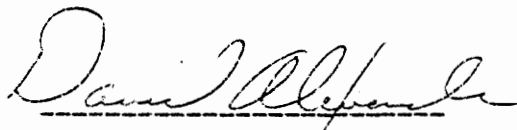
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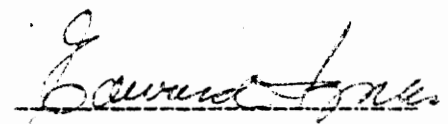
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Chapter 1

INTRODUCTION

School desegregation has created infinite problems for professional school personnel. The import of these problems has been stated clearly by Dodson and Bakalis as follows:

Nothing has so challenged the educational establishment of America as the Civil Rights Revolution. When the United States Supreme Court reversed the Plessy vs. Ferguson doctrine of "Separate but Equal" in 1954, the focal point in race relations became the schools. The first big challenge was desegregation (Dodson, 1958:115).

Bakalis (1971:10) stated that equality of opportunity for all our children is an educational principle and a legal requirement:

Racial segregation in our schools has been conclusively identified as a principal factor in the denial of equal educational opportunity. That denial impairs our minority group children's access and contributions to the American mainstream; and it is a cause of prejudicial attitudes among our majority group children and divisiveness in our society. More than seventeen years ago the United States Supreme Court said: ". . . in the field of public education the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal." More than eight years ago the Illinois legislature committed us "as soon as practicable" to the prevention of segregation and the limitation of separation of children in public schools because of color, race or nationality." Despite the increasing evidence of the soundness of the commitment--and the steep price we are paying for its non-fulfillment--we must acknowledge that our performance has not matched our promise. Consequently, while the task of achievement may now be greater, the moral, legal, and educational imperatives are greater still. Therefore, pursuant to my constitutional and statutory responsibilities, I am directing the energies of my office toward the accomplishment of quality integrated education for all our children.

Along with the necessity to desegregate student bodies, there has been a concomitant need to desegregate faculties. This study was undertaken to investigate one dimension of faculty desegregation: apprehensions felt by black and white teachers facing interracial associations in selected school situations in the state of Illinois.

In 1971, one thousand school districts in Illinois were evaluated in order to determine the amount of progress that had been achieved in staff and student desegregation. This evaluation effort resulted in thirty-two school districts receiving citations for being out of compliance in the areas of staff and student desegregation.

Total compliance of staff and student populations had been achieved by fourteen of the thirty-two cited school districts prior to September of 1977. Currently, a total of eighteen districts are presently involved in litigation or the preparation of staff and student desegregation plans.

It has been the recent practice in Illinois and other states in the North and in the South to assign most new teachers to schools across racial lines in order to comply with court or state ordered guidelines. However, it might be advisable for administrators to cease assigning teachers in such indiscriminate ways as this and take into consideration teacher apprehensions and their relative abilities to adjust to a desegregated situation. The profound effect of teachers' attitudes, fears, and anxieties on students whom they teach as well as on their own personal well-being justifies investigation of teacher apprehensions.

STATEMENT OF THE PROBLEM

The problem addressed by this study was that of determining whether significant differences existed among selected apprehensions of black and white teachers in twelve Illinois School Districts with operative staff desegregation programs.

The investigation of black and white teacher apprehensions may provide a method by which school administrators may select, and train, teachers with the abilities to be effective in a desegregated school district.

NEED FOR THE STUDY

School desegregation is an issue that has been addressed by Federal, state, and local branches of government. It is also an issue that has caused anxieties among the branches of government and school administrators. The outcomes of this study should provide useful information concerning teacher apprehensions and the subsequent effects of these apprehensions on their performance in desegregated school situations. The outcomes of this study should also be considered prior to the formulation of future policy decisions relative to desegregation.

ASSUMPTIONS OF THE STUDY

The three basic assumptions underlying the study were that:

1. Responses to the questionnaire items regarding willingness to associate with members of the opposite race are direct reflections of the subjects' apprehensions relative to interracial associations.

2. Both black and white teachers have apprehensions about interracial associations and about teaching in school districts with integrated student bodies.

3. The teacher apprehensions alluded to in assumption number two can be measured with the questionnaire instrument shown in Appendix A.

STATEMENT OF HYPOTHESES

In order to investigate the problem, the following hypotheses were formulated:

1. There will be no statistically significant difference between the black and white teachers with regard to intensity of apprehensions about associating with people of the opposite race.

2. There will be no statistically significant difference between black and white teachers' choices of descriptive terms in determining the kind of individuals of the opposite race that they would be most willing to associate with.

3. There will be no statistically significant difference between black and white teachers' degree of apprehension about working in schools in which their race is in the minority.

DEFINITION OF TERMS

Apprehension - For the purpose of this study, apprehension refers to the anticipation, or fear, of something unfavorable.

Compliance - For the purpose of this study, compliance indicates that the composition of the teaching staff reflects the racial composition of the community (Singleton v. Jackson, Mississippi, 1969).

Experienced Teachers - Those teachers with three or more years of experience.

Inexperienced Teachers - Those teachers with two years or fewer experience.

Opposite Race - For the black teachers, "opposite race" refers to whites. For the white teachers, "opposite race" refers to blacks.

Racial Opposite - For the black teachers, "racial opposite" refers to whites. For the white teachers, "racial opposite" refers to blacks.

Chapter 2

RELATED LITERATURE

As the state of Illinois has progressed toward the elimination of a segregated school system, black and white teachers have often been shifted to achieve some kind of racial balance in the schools. Educational leaders were required by law to eliminate segregated faculties. Definitive guidelines were established for faculty desegregation as discussed by Bash and Morris (1967:12):

In December, 1966, the United States Commissioner of Education released the Revised Statement of Policies for School Desegregation Plans under Title VI of the Civil Rights Act of 1965. Guidelines for the desegregation of school facilities were included in the revised statement.

Title VI of the 1964 Civil Rights Act required that school systems submit assurance of nondiscrimination as a condition of continued federal financial assistance. The United States Office of Education guidelines required some faculty desegregation and provided safeguards against discriminatory hiring and firing practices (Howe, 1966).

Desegregation of faculties was imperative if school systems were to evidence their total compliance with Title VI. As Ethridge (1968:238) pointed out:

The courts conclude that the mere presence of an all-black or all-white faculty is as clear an indication of what race the school was intended to serve as a sign saying 'white' or 'black' hanging on the outside.

To implement the Revised Statement, school boards initiated methods of staff balancing. One example of this administrative procedure is the Shelby County, Tennessee, Decision, stated as follows:

This decision holds that the racial composition of the faculty of each school in the district should not vary by more than 10 percent from the racial composition of all teachers in the system. Since about 30 percent of the teachers in the county are Negro, this seems to indicate that no school will have a faculty which is more than 80 percent white, more than 40 percent Negro; and that no school would have less than 20 percent Negro or less than 60 percent white (Ethridge, 1968: 238).

The Giles County and the Enfield, North Carolina, cases led to a series of decisions by the Fourth and Eight Circuit Courts. These cases are illustrative of this new attitude toward staff balance. These decisions have the potential to significantly change staffing patterns throughout the nation.

According to Ethridge (1968), the profession cannot afford to sit by and watch the battle for staff balance be fought on the basis of race alone. He insists that criteria for staff balance take into consideration such factors as age, sex, experience, preparation, and areas of specialization, as well as attitude.

Clay's (1970) survey revealed that when the above criteria are not considered, the teachers--black and white--face such pressing problems as: "discipline and classroom control," "unfamiliarity with students' backgrounds, race, and/or language," "working with students who have less parental support, resources, and enrichment experiences than those of previous classes," "social isolation of cross-over teachers," "negative parental reactions as reflected in

attitudes and behavior toward the teachers," "gaps in communication between teacher and student," "fear of loss in social and professional status," "parental and community rejection as reflected in attitudes and behavior toward the teacher," "working with teachers of opposite race," and "inadequate preparation for the experience."

Bash (1966) described the teacher's role in a school desegregation plan as crucial. He said the teacher helps or hinders the adjustment of each child in an integrated class as well as influencing the opinions and attitudes of parents and lay persons in the community. He further stated that, "An individual's perception of a situation and his behavior in that situation are influenced by his attitudes toward the persons and objects in it." It is Bash's idea, therefore, that the teacher must examine his own attitudes and reexamine his commitment to the basic purpose of American public education. He concluded, "He (the teacher) must develop attitudes which are consistent with his professional responsibilities."

Perhaps this is what Davidson and Lang (1960) indicated when they found, among other things that (1) the children's perception of their teacher's feelings toward them correlated positively and significantly with self-perception and (2) the more positive the children's perception of their teacher's feelings, the more desirable their classroom behavior. It is important, then, that attitudinal change of both black and white teachers be considered in desegregating faculties.

Recent studies of attitudinal change reveal evidence indicating that in some cases changes in behavior, induced experimentally or by

law, resulted in changes in attitudes. Research reported by Pettigrew (1966) stated that contrary to the old adage, laws can change the hearts and minds of men, first by modifying behavior, which in turn changes the participant's attitude.

There were varied opinions on the value of contact between races in reducing prejudice. Bash stated that, "Attitudes do not change rapidly, but many stereotypes and distortions do disappear when black and white teachers--out of mutual concern for the education of all children--meet and discuss common problems." Coles (1964) reported that some teachers in the South had experienced changes in their beliefs about black children. Social scientists agree that the success of integration depends upon the attitudes of teachers.

Other authorities have concluded that the changes in attitudes resulting from interracial contacts were dependent on the situation in which the contact occurred. Prejudice was more likely to be lessened, it was found, when two interacting groups possessed equal status, held common goals, were cooperatively dependent on one another, and had the support of authorities, laws, or customs (Pettigrew, 1966). This was supported by research of Sherif (1963) and associates which emphasized the importance of superordinate goals, which they defined as commonly held goals requiring other resources and energies of both groups for attainment.

Studies by Suchman, Dean, and Williams (1958) showed that interracial contacts were most helpful in reducing prejudice among whites whose attitudes were the result of social customs or economic or political opportunism. Individuals whose prejudices were an

outgrowth of deep-seated aggressive needs in the personality changed very little.

To put it another way, blacks and whites in America have, for a period of time, lived on two separate islands--one black and one white--with different cultural patterns, mores, and standards of behavior; now that both groups have been thrown into the same sea, each is finding it difficult to understand and appreciate the other.

According to some superintendents, faculty desegregation is the most difficult of all desegregation problems (Bash and Morris, 1967). Authorities agree that many teachers face their appointments to desegregated schools with misgivings, anxiety, and feelings of insecurity. Educational leaders have sometimes provided preparatory experiences for teachers selected to work on desegregated staffs.

Morris (1965) investigated selected factors related to faculty desegregation in Kentucky. Among his findings were the following:

1. Teachers were prepared for faculty desegregation most frequently by means of the establishment of biracial inservice meetings, formation of biracial professional committees, and discussions with the faculties conducted by the principals.

2. The greatest source of apprehension among the black teachers was a feeling that they would not be accepted by the white parents and teachers. White teachers were apprehensive that the parents would not accept the black teachers and that black teachers would be unable to adjust.

3. In terms of training, the desegregated faculties were highly qualified with over 40 percent of the blacks and 30 percent of the whites having had Master's degrees.

4. Ninety percent of the black teachers and 86.7 percent of the white teachers reported that they had no desire to return to segregated facilities.

5. Teachers over 50 years of age and teachers with Bachelor's degrees were less favorable in their responses related to faculty desegregation than teachers under 50 years of age and with Master's degrees (Morris, 1965:31).

Evaluations of recently desegregated faculties frequently cover a series of responses such as "we have no problems," "we are doing just fine," "our teachers are happy," "our community is delighted." These responses have come from both black and white professionals; however, the private responses and concurrent behavior of these very same professionals are often at variance with the type of attitudes expressed above.

Mays (1968) studied black and white teachers in desegregated staffs to determine how they would actually behave in social, controversial, and administrative activities. The findings of the study revealed no significant differences in the ways black and white teachers would actually behave in social, controversial, or administrative activities. Other findings of the study were as follows:

1. Generally, the older the white teachers, the greater the amount of reluctance they had to engage in social interactions with blacks.
2. White teachers who had been involved longer in interracial matters seemed to be more willing to present the pros and cons of school desegregation.
3. Little relationship was observed between the teachers' economic status and the extent to which they would actually become involved in social activities with other teachers and school community members (Mays, 1968:15).

People bring with them to the desegregation experience many beliefs and feelings that are, in part, a consequence of the type of society in which they spent their childhoods and in which they have formed the social relationships that characterize their adult lives (Group for the Advancement of Psychiatry, 1957).

A survey was made by Amos (1955) to determine black teachers' attitudes toward integration. He found that black teachers believed

it would enhance their status to be in integrated schools; however, apprehension among the teachers was noticed as they expressed a feeling of being more comfortable among teachers of their own race. Also, 88 percent of the teachers surveyed felt there would be adjustment problems in faculty integration. This apprehension was also expressed by teachers surveyed by Southern School News (1955) where they perceived unpleasant situations that might be created by prejudiced white administrators and teachers as a result of desegregation of faculties.

Another survey by Southern School News (1955) found black teachers manifesting a sense of insecurity toward faculty desegregation. Many black teachers expressed fear of losing their jobs or of being forced from the teaching profession altogether.

Black teacher apprehensions toward desegregation were studied in South Carolina by Doddy and Edwards (1955) in which they listed several apprehensions held by black teachers. They studied 150 black teachers who were graduate students at South Carolina State College. From this study, Doddy and Edwards found that over 50 percent of the black teachers studied preferred desegregation, but that they were fearful of the consequences with respect to job security. Black teachers felt that the older teachers preferred segregated schools.

Spruill (1958) investigated the experiences encountered by 136 black teachers in the process of desegregating schools in the four southern states of Delaware, Kentucky, Maryland, and West Virginia. Among the purposes of the study was that of ascertaining the consequences relating to employment encountered by black teachers in the desegregation process. Data were obtained by (1) a study of official

records, (2) survey questionnaires, and (3) interviews with selected teachers. Spruill's findings revealed black teachers have suffered occasional losses of jobs in Kentucky and West Virginia, but at the same time have shown significant gains in employment in these states as well as in Maryland and Delaware.

Seyfarth (1967) investigated faculty desegregation in the school system of Chattanooga, Tennessee. Data were obtained by means of personal interviews. The sample included 31 teachers and 14 administrators from 13 schools that desegregated their faculties during the 1966-67 school year. Of the 31 teachers in the study, 16 were black and 15 were white. Among the findings reported were the following:

1. Black teachers assigned to white faculties reported the greatest anxiety experienced was related to their acceptance by the white teachers. The white teachers assigned to black faculties reported their greatest anxiety was related to maintaining discipline.
2. The principals identified more advantages than disadvantages as a result of faculty desegregation. The black principals, however, indicated that the white teachers assigned to the black schools were not so well qualified as the black teachers assigned to the white schools.
3. The backgrounds of the white teachers were more cosmopolitan than the blacks as measured by the number who had been born or lived in states other than Tennessee (Seyfarth, 1967:148).

Desegregation has placed both black and white school teachers in an extremely sensitive and sometimes unfamiliar environment. The attitudes of these teachers as they become involved in integration are major factors to be considered in desegregating and integrating the public school systems throughout the United States.

Many educators have expressed concern over teachers' negative attitudes. In a bulletin published by the Department of Health,

Education, and Welfare (1969:115), for example, negative attitudes of teachers are described as follows:

Overt bigotry, ignorance of the traditions and feelings of other people of other races, and anxiety and discomfort at close interracial contact may be present among large groups of teachers. Teacher's insecurity about their ability to teach youngsters who are "different" and perhaps defiant, and their fear of classroom disruption or attack appear to be typical concerns about desegregation. Many white southern teachers indicate they were quite nervous on the first day of desegregation classes. For some, this anxiety was a function of their own experiences with blacks; it also reflected concern that a major incident might erupt in their classroom. For others, it was based on ambivalence and confusion as to whether they should pay any special attention to the new students, or to the new facts of racial mixture.

Henderson (1966:36) stated his concern over teachers' negative attitudes when he said, "Many teachers erroneously think that culturally different black students are alien people, having needs unlike 'normal' students." He further stated that:

. . . teachers assume that black children coming from poverty stricken homes are also of low intelligence . . . and that lower income black students do not know the difference between properly executed and improperly executed school tasks. As a result, some teachers capriciously parcel out rewards and punishment (Henderson, 1966:36).

Hamburg (1955:24) expressed the negative attitudes of teachers in this manner:

. . . unfortunately, there are some teachers who have preconceived notions about the newcomers: They're all nonreaders. They're all lazy and won't work. They are all good dancers and have rhythm. They're all outstanding athletes.

Wilson (1969:7), writing in Nation's Schools, said, "Unless inroads are made in sensitizing teachers to the anxieties and problems associated with integration, school integration has little chance of success." He further stated that, "Only after the teacher has a secure

and realistic sense of direction in the area of human relations and racial interaction can she provide for an atmosphere of mutual acceptance in the classroom" (1969:7).

Various procedures for implementing the desegregation of faculties have been recommended by school officials. Among these are biracial teacher teams and inservice training programs which might involve sensitivity training for the staff in that particular school as well as institute programs for schools where staff desegregation is already accomplished or anticipated.

Some courts have made inservice activities mandatory. An example of this kind of requirement is set forth in a report of the Educational Opportunities Planning Center at The University of Tennessee, Knoxville:

In his opinion given in 1970 (Northcross vs. Board of Education of City of Memphis), Judge Robert McRae in the United States District Court of Tennessee, Western Division, directed the Memphis City School Board to seek the assistance of the Educational Opportunities Planning Center (EOPC), The University of Tennessee, Knoxville, in developing a more effective plan to faculty desegregation than that employed by the Memphis City System during the school year, 1969-70. In the same opinion, the Memphis City School System was instructed to request the EOPC to investigate the problems connected with faculty desegregation in the defendant systems and . . . make appropriate recommendations in light thereof, to the end that further and more expeditious faculty desegregation will occur commencing with the year 1970-71. The defendant system was also directed to request that the EOPC . . . prescribe and assist in conducting appropriate seminars and programs for all teachers in the system to prepare all faculty personnel, including those not transferred, for desegregated faculties (Recommendations for Faculty Desegregation of Memphis City Schools Developed by the Educational Opportunities Planning Center).

One Missouri administrator suggested that for faculty desegregation to work it was necessary to do the following:

1. Secure teachers, both black and white, who are above average in competence to teach in schools in which they are in the minority.
2. Seek voluntary participation on the part of black and white teachers to go into a desegregated situation.
3. Include in the pre-service training of teachers more materials and experiences related to human relations, social interaction, and value systems.
4. Insure that all teachers and administrators are promoted on a single basis--that of merit (Hamburg, 1955:36).

Inservice training institutes have received wide acceptance among educators as prerequisites to desegregating faculties.

Recommendations by a Maryland school system were: (1) send staff members and teachers to other school systems that have desegregated in order to remove fears and misgivings that teachers have about working with members of other races and (2) desegregate the administrative team in each school (Hamburg, 1955).

Wilson (1969) viewed the task of "sensitizing" teachers to the problems associated with integration as a tremendous one. "Inservice education," he stated, "provides teachers with needed understanding of crucial issues and creates the confidence, the awareness, and the sense of dedication necessary for providing quality education to both black and white students" (1969:7).

Buskin (1967) expressed teachers' attitudes toward inservice education on human relations as enthusiastic and enlightening. Martin (1968) indicated that positive leadership by capable administrators and teachers will provide models in the integration process. Bash and Morris (1967) seemed to concur with Martin's belief. They stated in an article in Phi Delta Kappan that:

Practice in the desegregating of faculties has ranged from none at all to the complete elimination of the dual school system. Questions naturally arise as to what procedures and techniques were used and what were the conditions surrounding the effective desegregation of faculties. There is, of course, no easy answer, but the point needs to be made that in those school systems in which positive and effective leadership by professional administrators and local boards is demonstrated, the chances for success in every area of desegregation are materially enhanced (Bash and Morris, 1967:40).

A review of the related literature indicates that recent guidelines of desegregation of faculties are more precise than previous desegregation guidelines. Teacher attitudes and apprehensions present very real problems in the desegregation process.

Some generalizations may be drawn from the research literature on faculty desegregation and concomitant attitudes. Researchers tend to agree on the importance of the attitudes of teachers on the students they teach and on the success of integration. Attitudes do not change rapidly. However, authorities noted several factors that tend to bring about attitudinal changes. These are: laws which modify behavior thus changing attitudes; common goals and mutual concern; and interracial contacts in some instances. Researchers differ on the extent and the conditions under which attitudes change as a result of interracial contacts.

Various studies on teacher apprehensions revealed that among black teachers, the greatest sources of apprehensions were the fear of loss of jobs and anxiety over acceptance by the white teachers. White teachers' apprehensions, on the other hand, centered around discipline problems and the fear of unpleasant incidents.

Many educators expressed concern over negative attitudes of teachers. These attitudes ranged from overt bigotry to ignorance of children who are "different."

Effective procedures for the desegregation of faculties have been recommended by many educators. Several points of agreement may be noted. They are: (1) the importance of inservice training programs; (2) the need to expel the fears and misgivings teachers have about working with members of other races; and (3) the need for positive and effective leadership by administrators, school boards, and teachers.

Chapter 3

METHODOLOGY

SUBJECTS

This study involved an accidental sample, one of the "major forms of non-probability samples" (Chein, 1958:515). "In accidental sampling, one simply reaches out and takes cases that fall to hand, continuing the process until the sample reaches a designated size" (Chein, 1958:516). The sample involved self-selection. It was drawn from the total population of 2,250 teachers in the twelve Illinois school districts that are currently in compliance in the areas of staff and student desegregation according to Illinois State guidelines.

The teachers were selected for study because they were employed in school districts that were at one time out of compliance, and the districts could provide the racial mix needed for this study. Selected apprehension data were divided into three sections: (1) apprehensions related to different kinds of associations; (2) apprehensions related to different kinds of people; and (3) apprehensions related to inter-racial, school-related situations. The study was limited to the extent that the findings were based solely upon the expressed apprehensions of the subjects and other data they provided on an instrument which included an apprehension scale. The findings of this study apply only

to certain school districts in Illinois and may be applicable to other school systems only if conditions are comparable.

DESCRIPTION OF MEASURE

The questionnaire used to conduct this study contained four parts (see Appendix A) which dealt with (1) willingness of the teachers to associate with teachers of the opposite race, (2) the kinds of people with whom black and white teachers are most unwilling to associate, (3) the apprehensiveness of teachers and the intensity of such apprehension in school-related situations, and (4) general demographic information about the subject which might relate to his apprehensions. The items in part one of the questionnaire were taken from an instrument developed by McDowell (1965) who conducted two studies in Washington, D.C., similar to this research.

Part two of the instrument, which dealt with the kinds of people with whom the teachers were most unwilling to associate, was constructed by the researcher using Osgood's (1957) semantic differential technique of measurement as a model.

The items in part three of the instrument were taken from an instrument developed by Conley (1970) who conducted a study in Chattanooga, Tennessee, similar to this research.

DESIGN

The study is an example of exploratory research; and according to Selltitz, Jahoda, and Cook (1958:59), it can be classified as

a case study that falls within the category of "analysis of insight-stimulating cases." This study is not cast within the traditional conceptualization of a case study, which Selltitz, Jahoda, Deutsch, and Cook (1958:60) indicated is:

In the narrow sense of studying the records kept by social agencies . . . but rather (it is) the intensive study of selected instances of the phenomenon in which one is interested. The focus may be on individuals, on situations, on groups, on communities. The method of study may be the examination of existing records; it may . . . be unstructured interviewing or participant observation or some other approach.

Selltitz, Jahoda, Deutsch, and Cook (1958:59) also said:

Scientists working in relatively unformulated areas, where there is little experience to serve as a guide, have found the intensive study of selected samples to be a particularly fruitful method for stimulating insights and suggesting hypotheses for research.

The writer has classified the method of research and the design of the study along several other dimensions. Hyman (1955:312) generalized that research falls into three types of studies: (1) the theoretical or experimental, the type that emphasizes the testing of specific hypotheses relevant to some larger body of theory; (2) the evaluative or programmatic type, which is designed to test the practical value of some action program; and (3) the diagnostic, which investigates an unknown problem. This study is an example of Hyman's first classification.

Three different dimensions of research were outlined by Thompson (1971). On the Thompson Exploratory--A Priori dimension, this study, as applied research, falls between action research and evaluation research (see Figure 3). Evaluation and/or evaluative

research are concerned "with both information on the outcome of programs and judgments regarding the desirability or value of programs" (Caro, 1971:2). Suchman (1971:75) also emphasized the goal orientation of evaluation: "Evaluative research is a specific form of applied research whose primary goal is not the discovery of knowledge but rather a testing of the application of knowledge . . ."

Tyler (1976:15) stated:

Evaluation studies are often undertaken in response to a need to know the usefulness of an invented alternative to an existing mode of action which has resulted from some combination of old and new knowledge, or they may be undertaken to determine how well an existing model of action is working . . . New alternatives are likely to have been based, at least in part, upon generalizations from research findings and results. To the degree that this is true, an evaluation study can provide a test of the generalization and thus go beyond the point at which most research stops--the verification of hypotheses within only a very controlled and restricted situation. In this respect, evaluation can contribute side by side, but in a distinctly important way, to the development of a science of education.

Tyler (1976:21) said, "The primary objective of (evaluative research) . . . is to determine the extent to which a given program or procedure is achieving some desired result." This type of research ". . . if successful should provide helpful information for program planning, development or operation" (Tyler, 1976:15). Fleck (1963:717) stated, "The distinguishing feature converting a search for knowledge into an evaluation project is the presence of a purpose that the knowledge sought is to be used as a guide for practical action." Lewis (1946:3) said, "Knowledge, action, and evaluation are essentially connected. The primary and pervasive significance of knowledge lies in its guidance of action. Knowing is for the sake of doing. And action, obviously, is

rooted in evaluation." Other researchers (Thompson, 1976; Tyler, 1976) indicated problems inherent in this type of research. They indicated the minimal degree of control which the researcher has over variables. Thompson (1976:3) stated:

The degree to which the researcher . . . predetermines the effect of . . . data . . . on his results . . . characteristically distinguishes the early exploratory stages of the research process from the later stages of replication and confirmation. In the early stages uncertainty may exist not only with respect to a wide variety of parametric conditions and the methods most appropriate for examining them. Often, it is not economical even if it is feasible, to attempt to specify in great detail what information will be obtained and how it will be interpreted; instead, as the new data is gathered, . . . preliminary hypotheses may be generated.

Thompson (1976:4) also confirmed what other researchers have indicated; he said:

Arguments or judgments as to the comparative value or "correctness" of one type of activity or the other may contribute little without an understanding of the purpose of the researcher, and a recognition of the relevant state-of-the-art which he is faced with initially.

This research investigated the largely unexplored problem of apprehensions of cross-over teachers. This problem falls within a relatively new field of inquiry, staff desegregation, which is difficult to explore under controlled research conditions. The study of this problem was almost completely determined by the situation in which the study was conducted. Thompson (1976) and Suchman (1967;76) made the observation that as one moves from experimental studies along a continuum to evaluative studies "the number of variables over which one has control decreases appreciably, while the number of contingent factors increases." The researcher is operating on a basic set of assumptions designed to test three hypotheses,

VALIDATION OF THE QUESTIONNAIRE

The validation team consisted of 25 educators currently employed by the United States Office of Education, the Illinois State Department of Education, Northwestern University, the University of Chicago, and the Chicago Public School System. All of the validation team members have teaching experience in integrated institutions. Copies of the instrument were delivered to the validators. Attached to the instrument was a cover letter explaining the pending research and a request for each to participate. The validators were requested to indicate a "yes" or "no" as to whether the questionnaire was comprehensible, and if in their opinion it was capable of gathering the data needed to conduct the study.

This validation procedure established the content validity of the instrument with an acceptable goal of 75 percent agreement for each item in the questionnaire. This agreement established the validity of the questionnaire used to conduct this study (see Appendix A).

DATA COLLECTION PROCEDURES

Letters were mailed to the superintendents of twelve Illinois school districts. These letters obtained authorization to conduct the study and established a contact person to work with the researcher. The contact person distributed the questionnaires to the total teacher population in each school district. The completed questionnaires were collected and mailed to the researcher by the contact person. Attached

to each questionnaire was a letter explaining the purpose and implications of the study being conducted.

Three weeks was established as the time for the return of the instruments. Each week a personal telephone call was made to each of the twelve contact persons. As a result of these telephone contacts, the data collecting procedure was continually monitored and any problems encountered were resolved.

Sixty-seven percent of the 2,250 questionnaires were returned after three weeks. These 1,500 respondents provided an acceptable representation of the total population contacted. A review of the returns revealed that non-respondents were randomly distributed.

STATISTICAL ANALYSIS AND TREATMENT OF DATA

For each area of interest, counts and percentages were computed. The totals were tabulated by race, sex, and experience as determined by the demographic data.

A chi-square analysis was utilized to test for significant differences between black and white respondents in the three instrument categories. Differences are reported when the probability is at the .01 level of significance.

Chapter 4

RESULTS OF THE STUDY

ANALYSIS OF SURVEY ITEMS

A review of the 1,500 surveys returned indicated that some 237 of the returns did not supply valid information. In some instances, for example, respondents completed both the black and white response sections of the survey. In other cases, subjects returned the survey without completing it. In addition, 13 respondents indicated that their racial identity was neither black or white. Since this study was limited to perceptions of only black and white teachers, responses from individuals of other racial identities were not analyzed.

Valid data was obtained from a total of 1,250 individuals and provided analysis in terms of the following demographic variables: (1) race, (2) sex, (3) age, (4) years taught in the district, (5) assignment level, and (6) years taught as a member of a minority racial group.

It was discovered that 982 or 78.6 percent of the respondents identified themselves as being white while 268 or 21.4 percent of the respondents reported their racial identity as black. These figures coincide with the racial representation of all teachers in the school districts contacted during this study. These findings are summarized in Table 1.

Table 1
Description of Responses By Race

Race	N	Percent
Black	268	21.4
White	982	78.6
Total	1,250	100.0

More than three quarters of the respondents were females. This finding once again reflects the male/female distribution of teachers in the districts contacted. A distribution of respondents broken down by race and sex appears in Table 2.

The respondents, male and female, were represented in all of the age categories. This distribution is displayed in Table 3.

Respondents ranged in years of experience from first-year teachers to teachers who reported having twelve or more years of experience. Complete data on the experience variable broken down by race is presented in Table 4.

All instructional levels were represented by respondents with the majority of the respondents reporting that they were assigned to the elementary grade levels. The remaining respondents indicated that their assignment was either primary (K-3) or secondary (7-12). These data are presented in Table 5.

The final demographic variable dealt with in this analysis was number of years taught during which time the teacher was a member of a minority racial group within the school. These data are presented in Table 6.

There were three research hypotheses formulated. Each, however, was tested more than once because of the nature of the survey. The analysis presented was employed to test each hypothesis.

The first research hypothesis was as follows: When the varying kinds of situations in part one of the questionnaire are considered collectively, there will be statistically significant difference between

Table 2
Description of Responses By Sex

Sex	N	Race		N*	Total Percent
		Black Percent	White Percent		
Male	50	4.0	237	287	23.2
Female	212	17.6	732	950	76.8
Total	262	21.6	969	1,237	100.0

*13 missing observations.

Table 3
Description of Responses By Age

Age	N	<u>Male</u>	N	<u>Female</u>	N*	<u>Total</u>
		Percent		Percent		Percent
21-25	21	11.8	157	88.2	178	16.0
26-29	47	18.1	212	81.9	259	23.3
30-34	66	28.4	166	71.6	232	20.9
35-43	66	29.7	156	70.3	222	20.0
44 and over	69	31.2	152	68.8	221	19.9
Total	269	24.2	843	75.8	1,112	100.0

*138 missing observations.

Table 4
Description of Responses By Years
Taught in the District

Years in District	<u>Male</u>		<u>Female</u>		<u>Total</u>	
	N	Percent	N	Percent	N*	Percent
1	22	14.2	133	85.8	155	13.7
2-4	61	21.6	222	78.4	283	24.9
5-7	49	21.6	178	78.4	227	20.0
8-11	68	27.6	178	72.4	246	21.7
12-Over	73	32.6	151	67.4	224	19.7
Total	273	24.1	862	75.9	1,135	100.0

*115 missing observations.

Table 5
Description of Responses By
Grade Level Taught

Level Taught	<u>Male</u>		<u>Female</u>		N*	<u>Total</u>	
	N	Percent	N	Percent		Percent	
Elementary (4-6)	21	53.3	460	52.4	604	52.6	
Primary (K-3)	144	7.8	267	30.4	288	25.1	
Secondary (7-12)	105	38.9	151	17.2	256	22.3	
Total	270	23.5	878	76.5	1,148	100.0	

*102 missing observations.

Table 6
Description of Responses By Years Taught as Member
of a Racial Minority Within the School

Years Taught in Minority	<u>Male</u>		<u>Female</u>		<u>Total</u>	
	N	Percent	N	Percent	N*	Percent
1	15	14.3	83	20.6	98	19.3
2	20	19.0	75	18.6	95	18.7
3-4	27	25.7	87	21.6	114	22.4
5-6	18	17.1	67	16.6	85	16.7
7-Over	25	23.8	91	22.6	116	22.8
Total	105	20.7	403	79.3	508	100.0

*742 missing observations. (The majority of the respondents were white, which reflects the actual staff populations in the State of Illinois. The missing observations occurred because many of the white teachers have never been in the minority while employed as a teacher.)

the black and white teachers with regard to intensity of apprehension about associating with people of the opposite race. This was tested in the null form and was as follows: When the varying kinds of situations in part one of the questionnaire are considered collectively, there will be no statistically significant difference between the black and white teachers with regard to intensity of apprehensions about associating with people of the opposite race.

There were fifteen stimuli in the first section of the survey: Different Situations; there were fifteen independent testings of the first null hypothesis. Each was tested via the chi-square test for independence. For each item, a bi-variant distribution was presented as well as the statistical decision.

Presented in Table 7 is the analysis for Item 1 of the first section of the survey. Frequencies and percentages of the total were provided for descriptive purposes. While both groups tended to express a willingness to interact with members of the opposite racial group, blacks expressed a greater degree of this apprehension than whites. The value of the chi-square statistic was 38.84 with 4 degrees of freedom. The probability of this distribution occurring by chance was less than 0.01. Thus, the null hypothesis was rejected and the research hypothesis was tenable. Blacks were more inclined than whites to interact with members of the opposite race in a club meeting.

Presented in Table 8 is the analysis for Item 2 of the first section of the survey. While both groups tended to express a willingness to interact with members of the opposite racial group, whites

Table 7

Black and White Responses to Item 1: Being a Member of a
Club Where Most of the Members Are of the Opposite Race

Responses	<u>Black</u>		<u>White</u>		<u>Total</u>	
	N	Percent	N	Percent	N*	Percent
Completely Willing	80	30.0	193	20.0	273	22.2
Somewhat Willing	97	36.3	241	25.0	338	27.5
Unsure	34	12.7	230	23.9	264	21.4
Somewhat Unwilling	38	14.2	192	19.9	230	18.7
Completely Unwilling	18	6.7	108	11.2	126	10.2

*19 missing observations.

Table 8

Black and White Responses to Item 2: Being a Member of a
Club Where Some Members are of the Opposite Race,
But Most Are of the Same Race

Responses	<u>Black</u>		<u>White</u>		<u>Total</u>	
	N	Percent	N	Percent	N*	Percent
Completely Willing	166	62.2	704	72.2	870	70.0
Somewhat Willing	70	26.2	181	18.6	251	20.2
Unsure	16	6.0	49	5.0	65	5.2
Somewhat Unwilling	7	2.6	22	2.3	29	2.3
Completely Unwilling	8	3.0	19	1.9	27	2.2

*8 missing observations.

expressed a greater degree of this apprehension than blacks when their racial group was in the majority. The value of the chi-square statistic was 10.64 with 4 degrees of freedom. The probability of this distribution occurring by chance was 0.03. Thus, the researcher failed to reject the null hypothesis.

Presented in Table 9 is the analysis for Item 3 of the first section of the survey. While both groups tended to express a willingness to interact with members of the opposite racial group, blacks expressed a greater degree of this apprehension than whites when the racial groups were equal. The value of the chi-square statistic was 5.93 with 4 degrees of freedom. Thus, the researcher failed to reject the null hypothesis.

Presented in Table 10 is the analysis for Item 4 of the first section of the survey. While both groups expressed a tendency toward unwillingness to marry a member of the opposite racial group, whites tended to express a greater degree of this apprehension than blacks. The value of the chi-square statistic was 21.71 with 4 degrees of freedom. The probability of this distribution occurring by chance was less than 0.01. Thus, the null hypothesis was rejected and the research hypothesis was tenable. Whites were less inclined to marry members of the opposite race than blacks.

Presented in Table 11 is the analysis for Item 5 of the first section of the survey. While both groups tended to express a willingness to work under a person of the opposite racial group, whites expressed a greater degree of this apprehension than blacks. The value of the

Table 9

Black and White Responses to Item 3: Being a Member of a Club
Where Half the Members Are of the Opposite Race

Responses	<u>Black</u>		<u>White</u>		<u>Total</u>	
	N	Percent	N	Percent	N*	Percent
Completely Willing	181	68.0	612	62.8	793	64.0
Somewhat Willing	53	19.9	210	21.6	263	21.2
Unsure	13	4.9	89	9.1	102	8.2
Somewhat Unwilling	9	3.4	28	2.9	37	3.0
Completely Unwilling	10	3.8	35	2.8	45	3.6

*10 missing observations.

Table 10

Black and White Responses to Item 4: Marrying a
Person of the Opposite Race

Responses	<u>Black</u>		<u>White</u>		<u>Total</u>	
	N	Percent	N	Percent	N*	Percent
Completely Willing	32	12.0	86	8.9	118	9.6
Somewhat Willing	35	13.1	65	6.7	100	8.1
Unsure	70	26.2	214	22.2	284	23.1
Somewhat Unwilling	28	10.5	101	10.5	129	10.5
Completely Unwilling	102	38.2	498	51.7	600	48.7

*19 missing observations.

Table 11

Black and White Responses to Item 5: Working on a Job
Under a Person of the Opposite Race

Responses	<u>Black</u>		<u>White</u>		<u>Total</u>	
	N	Percent	N	Percent	N*	Percent
Completely Willing	173	64.3	777	80.0	950	76.9
Somewhat Willing	70	26.4	97	10.0	167	10.0
Unsure	11	4.2	53	5.5	64	5.2
Somewhat Unwilling	1	0.4	26	2.7	27	2.2
Completely Unwilling	10	3.8	18	1.9	28	2.3

*14 missing observations.

chi-square statistic was 56.57 with 4 degrees of freedom. The probability of this distribution occurring by chance was less than 0.01. Thus, the null hypothesis was rejected and the research hypothesis was tenable. Whites were more inclined to be completely willing to work on a job under members of the opposite race.

Presented in Table 12 is the analysis for Item 6 of the first section of the survey. While both groups expressed a tendency to interact with the opposite racial group, whites expressed a greater degree of this apprehension than blacks. The value of the chi-square statistic was 37.68 with 4 degrees of freedom. The probability of this distribution occurring by chance was less than 0.01. Thus, the null hypothesis was rejected and the research hypothesis was tenable. Whites tended to express more complete willingness to work on a job side by side with the opposite race than blacks.

Presented in Table 13 is the analysis for Item 7 of the first section of the survey. While both groups expressed a tendency to interact with the opposite racial group, blacks expressed a greater degree of this apprehension than whites. The value of the chi-square statistic was 5.16 with 4 degrees of freedom. The probability of this distribution occurring by chance was 0.10. Thus, the researcher failed to reject the null hypothesis.

Presented in Table 14 is the analysis for Item 8 of the first section of the survey. While both groups expressed a tendency to interact with the opposite racial group, whites expressed a greater degree of this apprehension than blacks. The value of the chi-square statistic was

Table 12

Black and White Responses to Item 6: Working Side by Side on a
Job With a Member of the Opposite Race

Responses	<u>Black</u>		<u>White</u>		<u>Total</u>	
	N	Percent	N	Percent	N*	Percent
Completely Willing	210	79.2	891	91.4	1,101	88.8
Somewhat Willing	42	15.8	50	5.1	92	7.4
Unsure	4	1.5	15	1.5	19	1.5
Somewhat Unwilling	2	0.2	4	0.4	6	0.5
Completely Unwilling	7	2.6	15	1.5	22	1.8

*10 missing observations.

Table 13

Black and White Responses to Item 7: Being a Member of a Church
Where Most Members Are of the Opposite Race

Responses	<u>Black</u>		<u>White</u>		<u>Total</u>	
	N	Percent	N	Percent	N*	Percent
Completely Willing	79	29.6	236	24.5	315	25.6
Somewhat Willing	70	26.2	232	24.0	302	24.5
Unsure	52	19.5	232	24.0	284	23.1
Somewhat Unwilling	36	13.5	138	14.3	174	14.1
Completely Unwilling	30	11.2	127	13.2	157	12.7

*18 missing observations.

Table 14

Black and White Responses to Item 8: Being a Member of a Church
Where the Racial Groups Are Equal

Responses	<u>Black</u>		<u>White</u>		<u>Total</u>	
	N	Percent	N	Percent	N*	Percent
Completely Willing	143	53.6	572	59.3	715	58.0
Somewhat Willing	72	27.0	193	20.0	265	21.5
Unsure	27	10.0	110	11.4	137	11.1
Somewhat Unwilling	11	4.1	52	5.4	63	5.1
Completely Unwilling	14	5.2	38	3.9	52	4.2

*18 missing observations.

7.71 with 4 degrees of freedom. The probability of this distribution occurring by chance was 0.10. Thus, the researcher failed to reject the null hypothesis.

Presented in Table 15 is the analysis for Item 9 of the first section of the survey. While both groups expressed a tendency to interact with the opposite racial group, whites expressed a greater degree of this apprehension than blacks. The value of chi-square was 9.99 with 4 degrees of freedom. The probability of this distribution occurring by chance was 0.04. Thus, the research failed to reject the null hypothesis.

Presented in Table 16 is the analysis for Item 10 of the first section of the survey. While both groups expressed a tendency to interact with the opposite racial group, blacks expressed a greater degree of this apprehension. The value of chi-square was 21.57 with 4 degrees of freedom. The probability of this distribution occurring by chance was less than 0.01. Thus, the null hypothesis was rejected and the research hypothesis was tenable. (Blacks tended to express more willingness to date their racial opposites than whites.) Whites tend to be more reluctant than blacks to dating racial opposites.

Presented in Table 17 is the analysis for Item 11 of the first section of the survey. While both groups expressed a tendency to interact with members of the opposite group, whites expressed a greater degree of this apprehension than blacks. The value of the chi-square statistic was 32.74 with 4 degrees of freedom. The probability of this distribution occurring by chance was less than 0.01. Thus, the null

Table 15

Black and White Responses to Item 9: Being a Member of a Church
Where Most Members Are of the Same Race

Responses	<u>Black</u>		<u>White</u>		<u>Total</u>	
	N	Percent	N	Percent	N*	Percent
Completely Willing	175	66.0	719	74.5	894	72.7
Somewhat Willing	60	22.6	144	14.9	204	16.6
Unsure	16	6.0	59	6.1	75	6.1
Somewhat Unwilling	6	2.3	16	1.7	22	1.8
Completely Unwilling	8	3.0	27	2.8	35	2.8

*20 missing observations.

Table 16
 Black and White Responses to Item 10: Dating a
 Member of the Opposite Race

Responses	<u>Black</u>		<u>White</u>		<u>Total</u>	
	N	Percent	N	Percent	N*	Percent
Completely Willing	55	20.5	158	16.4	213	17.3
Somewhat Willing	56	20.9	132	13.7	188	15.2
Unsure	48	17.9	181	18.7	229	18.6
Somewhat Unwilling	35	13.1	96	9.9	131	10.6
Completely Unwilling	74	27.6	399	41.3	473	38.3

*16 missing observations.

Table 17

Black and White Responses to Item 11: Having a Close
Friend of the Opposite Race

Responses	<u>Black</u>		<u>White</u>		<u>Total</u>	
	N	Percent	N	Percent	N*	Percent
Completely Willing	190	71.2	836	85.8	1,026	82.7
Somewhat Willing	50	18.7	87	8.9	137	11.0
Unsure	13	4.9	24	2.5	37	3.0
Somewhat Unwilling	5	1.9	6	0.6	11	0.9
Completely Unwilling	9	3.4	21	2.2	30	2.4

*9 missing observations.

hypothesis was rejected and the research hypothesis was tenable. Whites tended to express willingness to have a close friend of the opposite race more than blacks.

Presented in Table 18 is the analysis for Item 12 of the first section of the survey. While both groups expressed a tendency to interact with members of the opposite racial groups, whites expressed a greater degree of this apprehension than blacks. The chi-square value was 50.73 with 4 degrees of freedom. The null hypothesis was rejected and the research hypothesis was tenable. Whites tended to express willingness to have fellow teachers of the opposite race more than blacks.

Presented in Table 19 is the analysis for Item 13 of the first section of the survey. While both groups expressed a tendency to interact with members of the opposite racial group, blacks expressed a greater degree of this apprehension than whites. The value of the chi-square statistic was 10.16 with 4 degrees of freedom. The probability for this distribution occurring by chance was 0.03. Thus, the researcher failed to reject the null hypothesis. Blacks were more inclined than whites to be willing to teach in schools where the students are of the opposite race.

Presented in Table 20 is the analysis for Item 14 of the first section of the survey. While both groups tended to express a willingness to interact with members of the opposite racial group, whites expressed a greater degree of this apprehension than blacks. The value of the chi-square statistic was 6.59 with 4 degrees of freedom. The probability of this distribution occurring by chance was 0.15. Thus, the researcher failed to reject the null hypothesis.

Table 18

Black and White Responses to Item 12: Having a
Fellow Teacher of the Opposite Race

Responses	<u>Black</u>		<u>White</u>		<u>Total</u>	
	N	Percent	N	Percent	N*	Percent
Completely Willing	223	83.2	927	95.1	1,150	92.5
Somewhat Willing	31	11.6	24	2.5	55	4.4
Unsure	6	2.2	5	.5	11	.9
Somewhat Unwilling	1	0.4	2	0.2	3	0.2
Completely Unwilling	7	2.6	17	1.7	24	1.4

*7 missing observations.

Table 19

Black and White Responses to Item 13: Teaching in a School
Where Most of the Students Are of the Opposite Race

Responses	<u>Black</u>		<u>White</u>		<u>Total</u>	
	N	Percent	N	Percent	N*	Percent
Completely Willing	169	63.1	611	62.7	780	62.8
Somewhat Willing	65	24.3	177	18.2	242	19.5
Unsure	14	5.2	81	8.3	95	7.6
Somewhat Unwilling	10	3.7	68	7.0	78	6.3
Completely Unwilling	10	3.7	37	3.8	47	3.8

*8 missing observations.

Table 20

Black and White Responses to Item 14: Teaching in a
School Where the Race of the Students Are Equal

Responses	<u>Black</u>		<u>White</u>		<u>Total</u>	
	N	Percent	N	Percent	N*	Percent
Completely Willing	209	78.3	770	79.0	979	78.8
Somewhat Willing	41	15.4	122	12.5	163	13.1
Unsure	6	2.2	38	3.9	44	3.5
Somewhat Unwilling	3	1.1	27	2.8	30	2.4
Completely Unwilling	8	3.0	18	1.8	26	2.1

*8 missing observations.

Presented in Table 21 is the analysis for Item 15 of the first section of the survey. While both groups tended to express a willingness to interact with members of the opposite racial group, whites expressed a greater degree of this apprehension than blacks. The value of chi-square was 29.60 with 4 degrees of freedom. The probability of this distribution occurring by chance was less than 0.01. Thus, the null hypothesis was rejected and the research hypothesis was tenable. Whites tended to be more inclined than blacks to teach in a school where the students are mostly of the same racial group.

A summary of the fifteen testings of the first null hypothesis is presented in Table 22. Items 4 and 10 were indicative of personal relationships. Blacks tended to respond more favorably than whites. Items 5, 6, 11, 12, and 15 were of a professional/friendship nature where the opposite racial group was in the majority; whites tended to respond more favorably than blacks. Items 1, 2, 3, 7, 8, and 9 were the least personal situations of racial interaction. Generally, there was no difference in the response patterns of the racial groups. Items 13 and 14 were situations where the respondents racial group was in the majority; in these cases, no difference between the groups were found.

The second research hypothesis was as follows: When the list of descriptive terms are considered collectively, there will be a statistically significant difference between black and white teachers' choices of descriptive terms in determining the kind of individuals of the opposite race that they would be most willing to associate with. This was tested in the null form and was as follows: When the list of

Table 21

Black and White Responses to Item 15: Teaching in a School
Where Most of the Students Are of the Same Race

Responses	<u>Black</u>		<u>White</u>		<u>Total</u>	
	N	Percent	N	Percent	N*	Percent
Completely Willing	203	75.7	859	88.2	1,062	85.5
Somewhat Willing	48	17.9	72	7.4	120	9.7
Unsure	5	1.9	13	1.3	18	1.4
Somewhat Unwilling	5	1.9	14	1.4	19	1.5
Completely Unwilling	7	2.6	16	1.6	16	1.3

*8 missing observations.

Table 22
Summary of Items 1-15

Item Number	Probability Level	Greater Tendency to Interact*
1	0.01	Black
2	0.03	White
3	0.20	Black
4	0.01	Black
5	0.01	White
6	0.01	White
7	0.27	Black
8	0.10	Black
9	0.04	White
10	0.01	Black
11	0.01	White
12	0.01	White
13	0.04	Black
14	0.15	Black
15	0.01	White

*Although differences are not statistically significant in all cases, general trends in change direction are reported in this table.

descriptive terms are considered collectively, there will be no statistically significant difference between black and white teachers' choices of descriptive terms in determining the kind of individuals of the opposite race that they would be most willing to associate with.

There were twelve stimuli in the second section of the survey, Different Kinds of People; there were twelve independent testings of the second null hypothesis. Each was tested via the chi-square test for independence. Responses for section two were via a seven-point semantic differential scale. For each of the twelve items, the probability levels are presented.

Presented in Table 23 is the analysis for Item 16 of the second section of the survey. Frequencies and percentages of the total were provided for descriptive purposes. While both groups tended to express a willingness to associate with honest people of the opposite racial group, whites expressed a greater degree of this apprehension than blacks. The value of the chi-square statistic was 10.61 with 6 degrees of freedom. The probability of this distribution occurring by chance was .10. Thus, the researcher failed to reject the null hypothesis.

Presented in Table 24 is the analysis for Item 17 of the second section of the survey. While both groups tended to express a willingness to associate with respectful people of the opposite racial group, blacks expressed a greater degree of this apprehension than whites. The value of the chi-square statistic was 11.12 with 6 degrees of freedom. The probability of this distribution occurring by chance was .08. Thus, the researcher failed to reject the null hypothesis.

Table 23

Responses to Item 16: Different Kinds of People
 The Kinds of People With Whom You Would Be
 Most Willing to Associate With

Responses**	<u>Black</u>		<u>White</u>		<u>Total</u>	
	N	Percent	N	Percent	N*	Percent
1	217	81.9	815	84.8	1,032	84.2
2	30	11.3	106	11.0	136	11.1
3	7	2.6	24	2.5	31	2.5
4	7	2.6	13	1.4	20	1.6
5	1	0.4	0	0.0	1	0.1
6	1	0.4	0	0.0	1	0.1
7	2	0.8	3	0.3	5	0.4

*24 missing observations.

**1 = honest; 7 = dishonest.

Table 24

Responses to Item 17: Different Kinds of People
 The Kinds of People With Whom You Would Be
 Most Willing to Associate With

Responses**	<u>Black</u>		<u>White</u>		<u>Total</u>	
	N	Percent	N	Percent	N*	Percent
1	215	81.1	739	76.9	954	77.8
2	29	10.9	127	13.2	156	12.7
3	11	4.2	52	5.4	63	5.1
4	7	2.6	39	4.1	46	3.8
5	2	0.8	1	0.1	3	0.2
6	1	0.4	0	0.0	1	0.1
7	0	0.0	3	0.3	3	0.2

*24 missing observations.

**1 = respectful; 7 = disrespectful.

Presented in Table 25 is the analysis for Item 18 of the second section of the survey. While both groups tended to express a willingness to associate with informed members of the opposite racial group, blacks expressed a greater degree of this attribute than whites. The value of the chi-square statistic was 9.31 with 6 degrees of freedom. The probability of this distribution occurring by chance was .16. Thus, the researcher failed to reject the null hypothesis.

Presented in Table 26 is the analysis for Item 19 of the second section of the survey. While both groups tended to express a willingness to associate with upper class people of the opposite racial group, blacks tended to express a greater degree of apprehension than whites. The value of the chi-square statistic was 9.75 with 6 degrees of freedom. The probability of this distribution occurring by chance was .14. Thus, the researcher failed to reject the null hypothesis.

Presented in Table 27 is the analysis for Item 20 of the second section of the survey. While both groups tended to express a willingness to associate with positive people of the opposite racial group, whites expressed a greater degree of apprehension than blacks. The value of the chi-square statistic was 6.69 with 6 degrees of freedom. The probability of this distribution occurring by chance was .36. Thus, the researcher failed to reject the null hypothesis.

Presented in Table 28 is the analysis for Item 21 of the second section of the survey. While both groups tended to express a willingness to associate with sociable people of the opposite racial group, whites expressed a greater degree of apprehension than blacks. The value of the chi-square statistic was 6.04 with 6 degrees of freedom.

Table 25

Responses to Item 18: Different Kinds of People
 The Kinds of People With Whom You Would Be
 Most Willing to Associate With

Responses**	<u>Black</u>		<u>White</u>		<u>Total</u>	
	N	Percent	N	Percent	N*	Percent
1	173	66.0	575	60.3	748	61.6
2	38	14.5	163	17.1	201	16.5
3	25	9.5	107	11.2	132	10.9
4	22	8.4	104	10.9	126	10.4
5	3	1.1	2	0.2	5	0.4
6	0	0.0	1	0.1	1	0.1
7	1	0.4	1	0.1	2	0.2

*35 missing observations.

**1 = informed; 7 = uninformed.

Table 26

Responses to Item 19: Different Kinds of People
The Kinds of People With Whom You Would Be
Most Willing to Associate With

Responses**	<u>Black</u>		<u>White</u>		<u>Total</u>	
	N	Percent	N	Percent	N*	Percent
1	10	3.9	29	3.1	39	3.3
2	6	2.3	28	3.0	34	2.8
3	15	5.8	57	6.1	72	6.0
4	120	46.3	522	55.7	642	53.7
5	47	18.1	133	14.2	180	15.1
6	28	10.8	83	8.9	111	9.3
7	33	12.7	85	9.1	118	9.9

*54 missing observations.

**1 = lower class; 7 = upper class.

Table 27

Responses to Item 20: Different Kinds of People
 The Kinds of People With Whom You Would Be
 Most Willing to Associate With

Responses**	<u>Black</u>		<u>White</u>		<u>Total</u>	
	N	Percent	N	Percent	N*	Percent
1	161	61.2	572	59.6	733	60.0
2	54	20.5	201	21.0	255	20.9
3	22	8.4	101	10.5	123	10.1
4	21	8.0	80	8.3	101	8.3
5	2	0.8	3	0.3	5	0.4
6	1	0.4	1	0.1	2	0.2
7	2	0.8	1	0.1	3	0.2

*28 missing observations.

**1 = positive; 7 = negative.

Table 28

Responses to Item 21: Different Kinds of People
 The Kinds of People With Whom You Would Be
 Most Willing to Associate With

Responses**	<u>Black</u>		<u>White</u>		<u>Total</u>	
	N	Percent	N	Percent	N*	Percent
1	142	54.0	546	56.8	688	56.2
2	58	22.1	204	21.2	262	21.4
3	31	11.8	111	11.6	142	11.6
4	26	9.9	93	9.7	119	9.7
5	2	0.8	3	0.3	5	0.4
6	2	0.8	1	0.1	3	0.2
7	2	0.8	3	0.3	5	0.4

*26 missing observations.

**1 = sociable; 7 = unsociable.

The probability of this distribution occurring by chance was .41. Thus, the researcher failed to reject the null hypothesis.

Presented in Table 29 is the analysis for Item 22 of the second section of the survey. While both groups tended to express a willingness to associate with sensitive people of the opposite racial group, whites expressed a greater degree of apprehension than blacks. The value of the chi-square statistic was 68.34 with 6 degrees of freedom. The probability was less than 0.01. Thus, the null hypothesis was rejected and the research hypothesis was tenable. Whites as a group were more inclined to associate with sensitive members of the opposite race.

Presented in Table 30 is the analysis for Item 23 of the second section of the survey. While both groups tended to express a willingness to associate with non-prejudiced people of the opposite group, blacks expressed a greater degree of apprehension than whites. The value of the chi-square statistic was 13.10 with 6 degrees of freedom. The probability of this distribution occurring by chance was .04. Thus, the researcher failed to reject the null hypothesis.

Presented in Table 31 is the analysis for Item 24 of the second section of the survey. While both groups tended to express a willingness to associate with assertive people of the opposite racial group, blacks expressed a greater degree of apprehension than whites. The value of the chi-square statistic was 11.46 with 6 degrees of freedom. The probability of this distribution occurring by chance was .07. Thus, the researcher failed to reject the null hypothesis.

Table 29

Responses to Item 22: Different Kinds of People
 The Kinds of People With Whom You Would Be
 Most Willing to Associate With

Responses**	<u>Black</u>		<u>White</u>		<u>Total</u>	
	N	Percent	N	Percent	N*	Percent
1	99	37.5	465	48.5	564	46.1
2	52	19.7	208	21.7	260	21.3
3	33	12.5	139	14.5	172	14.1
4	50	18.9	131	13.7	181	14.8
5	6	2.3	7	0.7	13	1.1
6	12	4.5	2	0.2	14	1.1
7	12	4.5	7	0.7	19	1.6

*27 missing observations.

**1 = sensitive; 7 = insensitive.

Table 30
 Responses to Item 23: Different Kinds of People
 The Kinds of People With Whom You Would Be
 Most Willing to Associate With

Responses**	<u>Black</u>		<u>White</u>		<u>Total</u>	
	N	Percent	N	Percent	N*	Percent
1	7	2.7	18	1.9	25	2.0
2	7	2.7	25	2.6	32	2.6
3	5	1.9	19	2.0	24	2.0
4	30	11.5	148	15.4	178	14.6
5	15	5.7	67	7.0	82	6.7
6	36	13.7	197	20.5	233	19.1
7	162	61.8	487	50.7	649	53.1

*27 missing observations.

**1 = prejudiced; 7 = non-prejudiced.

Table 31

Responses to Item 24: Different Kinds of People
 The Kinds of People With Whom You Would Be
 Most Willing to Associate With

Responses**	<u>Black</u>		<u>White</u>		<u>Total</u>	
	N	Percent	N	Percent	N*	Percent
1	53	20.5	162	16.9	215	17.6
2	41	15.8	153	15.9	194	15.9
3	47	18.1	194	20.2	241	19.8
4	91	35.1	399	41.5	490	40.2
5	16	6.2	34	3.5	50	1.1
6	5	1.9	9	0.9	14	1.1
7	6	2.3	10	1.0	16	1.3

*30 missing observations.

**1 = assertive; 7 = non-assertive.

Presented in Table 32 is the analysis for Item 25 of the second section of the survey. While both groups tended to express a willingness to associate with sincere people of the opposite racial group, whites expressed a greater degree of this apprehension than blacks. The value of the chi-square statistic was 15.59 with 6 degrees of freedom. The probability of this distribution occurring by chance was .02. Thus, the researcher failed to reject the null hypothesis.

Presented in Table 33 is the analysis for Item 26 of the second section of the survey. While both groups tended to express a neutral attitude regarding association with young or old people of the opposite race, whites expressed a greater tendency to associate with older members of the opposite racial group. The value of the chi-square statistic was 37.87 with 6 degrees of freedom. The probability was less than 0.01. Thus, the null hypothesis was rejected and the research hypothesis was tenable. Whites as a group were more inclined to associate with older members of the opposite race than blacks.

Presented in Table 34 is the analysis for Item 27 of the second section of the survey. While both groups tended to express a willingness to associate with refined people of the opposite racial group, whites expressed a greater degree of this apprehension than blacks. The value of the chi-square statistic was 14.49 with 6 degrees of freedom. The probability of this distribution occurring by chance was .02. Thus, the researcher failed to reject the null hypothesis.

Presented in Table 35 is the analysis for Item 28 of the second section of the survey. Both groups tended to respond negatively when asked the question, "Do you feel the same toward all members of the

Table 32

Responses to Item 25: Different Kinds of People
 The Kinds of People With Whom You Would Be
 Most Willing to Associate With

Responses**	<u>Black</u>		<u>White</u>		<u>Total</u>	
	N	Percent	N	Percent	N*	Percent
1	200	75.5	722	75.1	922	75.2
2	34	12.8	161	16.8	195	15.9
3	14	5.3	50	5.2	64	5.2
4	14	5.3	23	2.4	37	3.0
5	2	0.8	0	0.0	2	0.2
6	0	0.0	2	0.2	2	0.2
7	1	0.4	3	0.3	4	0.3

*24 missing observations.

**1 = sincere; 7 = insincere.

Table 33

Responses to Item 26: Different Kinds of People
 The Kinds of People With Whom You Would Be
 Most Willing to Associate With

Responses**	<u>Black</u>		<u>White</u>		<u>Total</u>	
	N	Percent	N	Percent	N*	Percent
1	34	13.2	42	4.5	76	6.3
2	8	3.1	34	3.6	42	3.5
3	24	9.3	65	6.9	89	7.4
4	171	66.3	761	80.7	932	77.6
5	14	5.4	25	2.7	39	3.2
6	4	1.6	7	0.7	11	0.9
7	3	1.2	9	1.0	12	1.0

*49 missing observations.

**1 = young; 7 = old.

Table 34

Responses to Item 27: Different Kinds of People
 The Kinds of People With Whom You Would Be
 Most Willing to Associate With

Responses**	<u>Black</u>		<u>White</u>		<u>Total</u>	
	N	Percent	N	Percent	N*	Percent
1	9	3.5	15	1.6	24	2.0
2	9	3.5	12	1.3	21	1.7
3	10	3.9	24	2.5	34	2.8
4	67	26.1	258	27.0	325	26.8
5	56	21.8	183	19.1	239	19.7
6	52	20.2	241	25.2	293	24.1
7	54	21.0	224	23.4	278	22.9

*36 missing observations.

**1 = coarse; 7 = refined.

Table 35

Responses to Item 28: Different Kinds of People
 "Do You Feel the Same Toward All
 People of the Opposite Race?"

Responses	<u>Black</u>		<u>White</u>		<u>Total</u>	
	N	Percent	N	Percent	N*	Percent
Yes	43	16.5	122	13.0	165	13.8
No	217	83.5	818	87.0	1,035	86.3

*50 missing observations.

opposite racial group?" The value of the chi-square statistic was 1.89 with 1 degree of freedom. The probability of this distribution occurring by chance was .17. Thus, the researcher failed to reject the null hypothesis.

A summary of the twelve testings of the second null hypothesis is presented in Table 36. Only two of the twelve stimuli to the semantic differential section were found to be statistically significant when investigated by race. Whites tended to prefer older individuals and tended to wish to be associated with more sensitive people in comparison to blacks. There appeared to be no post hoc trend other than to generally fail to reject the second null hypothesis.

The third research hypothesis was as follows: When the varying kinds of situations in part three of the questionnaire are considered collectively, there will be statistically significant difference between black and white teachers' degree of apprehension about working in schools in which their race is in the minority. This was tested in the null form and was as follows: When the various kinds of situations in part three of the questionnaire are considered collectively, there will be no statistically significant difference between black and white teachers' degree of apprehension about working in schools in which their race is in the minority.

There were eleven stimuli in the third section of the survey, Apprehension Scales For Selected Situations; there were eleven independent testings of the third null hypothesis. Each was tested via the chi-square test for independence. Responses for section three were via a five-point scale.

Table 36
Summary of Items 16-28

Item Number	Probability Level	Item Preference By Groups*
16	0.10	White
17	0.08	Black
18	0.16	Black
19	0.14	Black
20	0.35	White
21	0.41	White
22	0.01	White
23	0.04	Black
24	0.07	-
25	0.02	White
26	0.01	Black
27	0.02	White
28	0.17	-

*Although differences are not statistically significant in all cases, general trends in change direction are reported in this table.

Presented in Table 37 is the analysis for Item 1 of the third section of the survey. Frequencies and percentages of the total were provided for descriptive purposes. While both groups tended to express some apprehension about their relationship with administrators of the opposite racial group, blacks expressed a greater degree of this apprehension than whites. The value of the chi-square statistic was 33.27 with 4 degrees of freedom. The probability was less than 0.01. Thus, the null hypothesis was rejected and the research hypothesis was tenable. Blacks were inclined to be more apprehensive than whites about their relationships with administrators of the opposite race.

Presented in Table 38 is the analysis for Item 2 of the third section of the survey. While both groups tended to express some apprehension about their relationship with teachers of the opposite racial group, blacks expressed a greater degree of this apprehension than whites. The value of the chi-square statistic was 56.92 with 4 degrees of freedom. The probability was less than 0.01. Thus, the null hypothesis was rejected and the research hypothesis was tenable. Blacks were inclined to be more apprehensive than whites about their relationship with teachers of the opposite race.

Presented in Table 39 is the analysis for Item 3 of the third section of the survey. While both groups tended to express some apprehension about their relationship with pupils of the opposite racial group, blacks expressed a greater degree of this apprehension than whites. The value of the chi-square statistic was 12.67 with 4 degrees of freedom. The probability of this distribution occurring by chance was .013. Thus, the researcher failed to reject the null hypothesis.

Table 37

Responses to Item 1: Part Three, Apprehension Scales For Selected Situations. "Do You Feel Apprehensive About Your Relationship With Administrators of the Opposite Race?"

Responses	<u>Black</u>		<u>White</u>		<u>Total</u>	
	N	Percent	N	Percent	N*	Percent
Not at all apprehensive	152	57.4	696	71.8	848	68.7
Slightly apprehensive	57	21.5	184	19.0	241	19.5
Moderately apprehensive	38	14.3	66	6.8	104	8.4
Strongly apprehensive	9	3.4	12	1.2	21	1.7
Extremely apprehensive	9	3.4	11	1.1	10	1.1

*16 missing observations.

Table 38

Responses to Item 2: Part Three, Apprehension Scales For Selected Situations. "Do You Feel Apprehensive About Your Relationship With Teachers of the Opposite Race?"

Responses	<u>Black</u>		<u>White</u>		<u>Total</u>	
	N	Percent	N	Percent	N*	Percent
Not at all apprehensive	166	62.2	783	80.1	949	76.3
Slightly apprehensive	53	19.9	144	14.7	197	15.8
Moderately apprehensive	34	12.7	38	3.9	72	5.8
Strongly apprehensive	11	4.1	9	0.9	20	1.6
Extremely apprehensive	3	1.1	3	0.3	6	0.5

*6 missing observations.

Table 39

Responses to Item 3: Part Three, Apprehension Scales For Selected Situations. "Do You Feel Apprehensive About Your Relationship With Pupils of the Opposite Race?"

Responses	<u>Black</u>		<u>White</u>		<u>Total</u>	
	N	Percent	N	Percent	N*	Percent
Not at all apprehensive	201	75.3	734	75.2	935	75.2
Slightly apprehensive	38	14.2	189	19.4	227	18.3
Moderately apprehensive	20	7.5	43	4.4	63	5.1
Strongly apprehensive	6	2.2	7	0.7	13	1.0
Extremely apprehensive	2	0.7	3	0.3	5	0.4

*7 missing observations.

Presented in Table 40 is the analysis for Item 4 of the third section of the survey. While both groups tended to express some apprehension about their relationship with parents of the opposite racial group, blacks expressed a greater degree of this apprehension than whites. The value of the chi-square statistic was 10.39 with 4 degrees of freedom. The probability of this distribution occurring by chance was .03. Thus, the researcher failed to reject the null hypothesis.

Presented in Table 41 is the analysis for Item 5 of the third section of the survey. While both groups tended to express some apprehension about their personal competence, blacks expressed a greater degree of apprehension than whites. The value of the chi-square statistic was 15.51 with 4 degrees of freedom. The probability was less than 0.01. Thus, the null hypothesis was rejected and the research hypothesis was tenable. Blacks were inclined to be more apprehensive than whites about their personal competence.

Presented in Table 42 is the analysis for Item 6 of the third section of the survey. While both groups tended to express apprehension that hostility would increase toward teachers of their racial group, blacks expressed a greater degree of this apprehension than whites. The value of the chi-square statistic was 24.72 with 4 degrees of freedom. The probability was less than 0.01. Thus, the null hypothesis was rejected and the research hypothesis was tenable. Blacks were inclined to be more apprehensive that hostility toward their racial group would increase than whites.

Table 40

Responses to Item 4: Part Three, Apprehension Scales For Selected Situations. "Do You Feel Apprehensive About Your Relationship With Parents of the Opposite Race?"

Responses	<u>Black</u>		<u>White</u>		<u>Total</u>	
	N	Percent	N	Percent	N*	Percent
Not at all apprehensive	148	55.8	519	53.2	667	53.8
Slightly apprehensive	74	27.9	333	34.2	407	32.8
Moderately apprehensive	29	10.9	101	10.4	130	10.5
Strongly apprehensive	9	3.4	17	1.7	26	2.1
Extremely apprehensive	5	1.9	5	0.5	10	0.8

*10 missing observations.

Table 41

Responses to Item 5: Part Three, Apprehension Scale For
Selected Situations. "Do You Feel Apprehensive
About Your Personal Competence?"

Responses	<u>Black</u>		<u>White</u>		<u>Total</u>	
	N	Percent	N	Percent	N*	Percent
Not at all apprehensive	220	82.7	768	78.9	988	79.7
Slightly apprehensive	31	11.7	172	17.7	203	16.4
Moderately apprehensive	8	3.0	26	2.7	34	2.7
Strongly apprehensive	2	0.8	6	0.6	8	0.6
Extremely apprehensive	5	1.9	2	0.2	7	0.6

*10 missing observations.

Table 42

Responses to Item 6: Part Three, Apprehension Scale For Selected Situations. "Do You Feel Apprehensive That Hostility Toward Your Race Will Increase?"

Responses	<u>Black</u>		<u>White</u>		<u>Total</u>	
	N	Percent	N	Percent	N*	Percent
Not at all apprehensive	107	40.2	479	49.4	586	47.4
Slightly apprehensive	70	26.3	293	30.2	363	29.4
Moderately apprehensive	59	22.2	152	15.7	211	17.1
Strongly apprehensive	21	7.9	30	3.1	51	4.1
Extremely apprehensive	9	3.4	16	1.6	25	2.0

*14 missing observations.

Presented in Table 43 is the analysis for Item 7 of the third section of the survey. While both groups tended to express some apprehension that the better teachers of their racial group would be taken, blacks expressed a greater degree of this apprehension than whites. The value of the chi-square statistic was 37.29 with 4 degrees of freedom. The probability was less than 0.01. Thus, the null hypothesis was rejected and the research hypothesis was tenable. Blacks were inclined to be more apprehensive than whites that the better teachers of their racial group would be taken.

Presented in Table 44 is the analysis for Item 8 of the third section of the survey. While both groups tended to express some apprehension that teachers of their racial group would not receive assignments equal to their training and experience, blacks expressed a greater degree of this apprehension. The value of the chi-square statistic was 70.73 with 4 degrees of freedom. The probability was less than 0.01. Thus, the null hypothesis was rejected and the research hypothesis was tenable. Blacks were inclined to be more apprehensive than whites that teachers of their racial groups would not receive assignments equal to their training and experience.

Presented in Table 45 is the analysis for Item 9 of the third section of the survey. While both groups tended to express apprehension that there would be increased demands for professional preparation, blacks expressed a greater degree of this apprehension. The chi-square statistic was 31.08 with 4 degrees of freedom. The probability was less than 0.01. Thus, the null hypothesis was rejected and the

Table 43

Responses to Item 7: Part Three, Apprehension Scale For Selected Situations. "Do You Feel Apprehensive That the Better Teachers of Your Race Will Be Taken?"

Responses	<u>Black</u>		<u>White</u>		<u>Total</u>	
	N	Percent	N	Percent	N*	Percent
Not at all apprehensive	114	43.7	519	60.6	633	56.6
Slightly apprehensive	54	20.7	157	18.3	211	18.9
Moderately apprehensive	55	21.1	136	15.9	191	17.1
Strongly apprehensive	18	6.9	20	2.3	38	3.4
Extremely apprehensive	20	7.7	25	2.9	45	4.0

*132 missing observations.

Table 44

Responses to Item 8: Part Three, Apprehension Scale For Selected Situations. "Do You Feel Apprehensive That Teachers of Your Race Will Not Receive Assignments Equal To Their Training and Experience?"

Responses	<u>Black</u>		<u>White</u>		<u>Total</u>	
	N	Percent	N	Percent	N*	Percent
Not at all apprehensive	69	25.8	486	50.0	555	44.8
Slightly apprehensive	65	24.3	234	24.1	299	24.1
Moderately apprehensive	60	22.2	136	14.0	196	15.8
Strongly apprehensive	35	13.1	64	6.6	99	8.0
Extremely apprehensive	38	14.2	52	5.3	90	7.3

*11 missing observations.

Table 45

Responses to Item 8: Part Three, Apprehension Scale For Selected Situations. "Do You Feel Apprehensive That There Will Be Increased Demands For Professional Preparation?"

Responses	<u>Black</u>		<u>White</u>		<u>Total</u>	
	N	Percent	N	Percent	N*	Percent
Not at all apprehensive	112	42.9	573	60.0	685	56.3
Slightly apprehensive	64	24.5	195	20.4	259	21.3
Moderately apprehensive	45	17.2	117	12.3	162	13.3
Strongly apprehensive	23	8.8	36	3.8	59	4.9
Extremely apprehensive	17	6.5	34	3.6	51	4.2

*34 missing observations.

research hypothesis was tenable. Blacks were inclined to be more apprehensive than whites that there will be increased demands for professional preparation.

Presented in Table 46 is the analysis for Item 10 of the third section of the survey. While both groups tended to express some apprehension that teachers of their racial group would soon be forced into schools predominately of the opposite race, blacks expressed a greater degree of this apprehension. The value of the chi-square statistic was .04 with 4 degrees of freedom. The probability of this distribution occurring by chance was .04. Thus, the researcher failed to reject the null hypothesis.

Presented in Table 47 is the analysis for Item 11 of the third section of the survey. While both groups tended to express some apprehension that teachers of their racial group would not receive promotions comparable to those which they might have received in segregated schools, blacks expressed a greater degree of this apprehension. The value of the chi-square statistic was 81.68 with 4 degrees of freedom. The probability was less than 0.01. Thus, the null hypothesis was rejected and the research hypothesis was tenable. Blacks were inclined to be more apprehensive than whites that they would not receive promotions comparable to those which they might have received in a segregated school.

Presented in Table 48 are the item numbers, the probability levels, and the group tending to be more apprehensive. For all instances, blacks tended to be more apprehensive than whites in situations dealing with members of the opposite racial group in the school setting. The three situations in which differences in apprehensions

Table 46

Responses to Item 10: Part Three, Apprehension Scale For Selected Situations. "Do You Feel Apprehensive That Teachers of Your Race May Soon Be Forced Into Schools That Are Predominately of the Opposite Race?"

Responses	Black		White		Total	
	N	Percent	N	Percent	N*	Percent
Not at all apprehensive	125	47.7	512	53.1	637	51.9
Slightly apprehensive	47	17.9	215	22.3	262	21.4
Moderately apprehensive	56	21.4	151	15.6	207	16.9
Strongly apprehensive	22	8.4	54	5.6	76	6.2
Extremely apprehensive	12	4.6	33	3.4	45	3.7

*23 missing observations.

Table 47

Responses to Item 11: Part Three, Apprehension Scale For Selected Situations. "Do You Feel Apprehensive That Teachers of Your Race Will Not Receive Promotions Comparable to Those Which They Might Have Received in Segregated Schools?"

Responses	<u>Black</u>		<u>White</u>		<u>Total</u>	
	N	Percent	N	Percent	N*	Percent
Not at all apprehensive	71	27.1	494	51.6	565	46.3
Slightly apprehensive	52	19.8	216	22.5	268	22.0
Moderately apprehensive	70	26.7	152	15.9	222	18.2
Strongly apprehensive	31	11.8	48	5.0	79	6.5
Extremely apprehensive	38	14.5	48	5.0	86	7.0

*30 missing observations.

Table 48
Summary of Items 1-11

Item Number	Probability Level	More Apprehensive*
1	0.01	Black
2	0.01	Black
3	0.13	Black
4	0.30	Black
5	0.01	Black
6	0.01	Black
7	0.01	Black
8	0.01	Black
9	0.01	Black
10	0.40	Black
11	0.01	Black

*Although differences are not statistically significant in all cases, general trends in change direction are reported in this table.

between black and white teachers were not significant at the .01 level can be characterized as blacks interacting with white pupils and their parents. Blacks tended to be more apprehensive about dealing with rules and in situations confronting authoritative figures.

Chapter 5

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

SUMMARY

The focus of this study was to determine whether statistically significant differences existed among selected apprehensions of black and white teachers in twelve Illinois school districts with operative staff desegregation plans. The study assumed that: (1) the responses to the questionnaire items were direct implications of the respondents' apprehension relative to associating with members of the opposite racial group, (2) both black and white teachers have apprehensions about interracial associations and about teaching in school districts with integrated student and faculty populations, and (3) the teacher apprehensions alluded to in assumption number two can be measured with the questionnaire instrument shown in Appendix A.

The three hypotheses tested in this study were based on the assumption that both black and white teachers have apprehensions related to interracial associations and about teaching in schools with student and faculty populations predominately of the opposite race.

The questionnaire developed to collect the data consisted of four parts (Appendix A). Part I collected data related to the willingness of teachers to associate with teachers of the opposite racial group. Part II collected data related to the kinds of people with whom

black and white teachers were most willing or most unwilling to associate. Part III collected data related to the intensity of the apprehensions of black and white teachers in school-related situations. Part IV of the questionnaire collected general demographic information. The questionnaire was validated by a team of twenty-five educators in the state of Illinois, and revisions suggested by the validation team were made.

The total teacher population of twelve Illinois school districts with operative staff desegregation plans was selected to participate in the study. Two thousand two hundred and fifty questionnaires were sent to the participants. Responses were received from 1,500 teachers, of which 1,250 provided data suitable for analysis. The data provided answers for thirty-nine questions. These answers were utilized to test the three hypotheses.

The hypothesis formulated for questions one through fifteen was as follows: When the varying kinds of situations in part one of the questionnaire considered collectively, there will be no statistically significant difference between the black and white teachers with regard to intensity of apprehensions about associating with people of the opposite race. There were fifteen independent testings of the first null hypothesis. Each was tested via the chi-square test for independence. The analysis indicated that black teachers tended to respond more favorably than white teachers regarding indicative personal relationships (Items 4 and 10). Items 5, 6, 11, 12, and 15 were of a professional/friendship nature where the opposite racial group was in

the majority. White teachers tended to respond more favorably than black teachers. Items 1, 2, 3, 7, 8, and 9 were the least personal situations of racial interaction. Generally, there was no difference in the response patterns of the racial groups. Items 13 and 14 were situations where the respondents' racial group was in the majority; in these cases, no differences between the groups were found.

The analysis indicated that there were statistically significant differences in the willingness of black and white teachers to date or marry members of the opposite race. Black teachers were more inclined than white teachers to interact in intimate interpersonal relationships. The analysis further indicated that statistical significance existed in the areas of working on a job under a member of the opposite racial group, working on a job with a person of the opposite racial group, having a close friend or a fellow teacher of the opposite racial group, and teaching in a school where they are of the same racial group. White teachers were more inclined than black teachers to interact with members of the opposite racial group in situations of a professional/friendship nature. The data also revealed a reluctance of black teachers to check extreme points on the scales.

The hypothesis formulated for questions sixteen through twenty-eight was as follows: When the list of descriptive terms are considered collectively, there will be no statistically significant difference between black and white teachers' choices of descriptive terms in determining the kind of individuals of the opposite race that they would be most willing to associate with. There were thirteen independent

testings of the second null hypothesis. Each was tested via the chi-square test for independence. The analysis indicated that statistical significance existed between black and white teachers on Items 22 and 26. White teachers tended to prefer to associate with older and more sensitive members of the opposite racial group. There were no statistically significant differences between black and white teachers in the ten additional descriptive terms used to describe the kinds of individuals with whom they would be most willing or unwilling to associate.

The hypothesis formulated for questions twenty-nine through thirty-nine was as follows: When the various kinds of situations in part three of the questionnaire are considered collectively, there will be no statistically significant difference between black and white teachers' degree of apprehension about working in schools in which their race is in the minority. There were eleven independent testings of the third null hypothesis. Each was tested via the chi-square test for independence. The analysis indicated that black teachers were more apprehensive than white teachers in all of the eleven testings at a statistically significant level.

Data were analyzed via the chi-square test for independence, and significant differences in each area of interest were reported when the probability was at the 0.01 level.

CONCLUSIONS

The research yielded trends in the data to support conclusions related to social interaction and school related situations. The researcher's conclusions are as follows:

1. The test of the first hypothesis suggests that in the area of associating with members of the opposite race, black teachers are less apprehensive than white teachers about intimate personal relationships such as dating or marrying members of the opposite racial group; in general other social relationships such as club membership, church membership, working together, and friendships were of little significance to the majority of the respondents.

2. The tests of the second hypothesis indicated that for the most part no statistically significant difference existed between black and white teachers in their choice of descriptive terms used to describe the kinds of racial opposites that they would be most willing or most unwilling to associate with.

3. The tests of the third hypothesis indicated that black teachers were significantly more apprehensive in all of the school related activities than white teachers.

IMPLICATIONS

Implications for the applications of this study are as follows:

1. School administrators should consider teacher apprehensions in the selection and assignment of staff members to desegregated schools. This consideration of teacher apprehensions may prove to be helpful in determining the teachers that will be effective in desegregated schools.

2. School administrators should provide in-service training programs for teachers prior to assigning them to desegregated schools. The training activities should provide a maximum degree of interracial contact and human relations.

3. The findings revealed by the tests of the third hypothesis indicates that school administrators should participate in human relations in-service programs. This practice may open the lines of communication between black teachers and their administrators.

RECOMMENDATIONS

1. This study should be replicated in other geographic areas of the United States.

2. This study should be replicated and broadened to include other minorities (i.e. Mexican Americans, Native Americans, and Orientals).

3. Further research should be conducted to determine why the black respondents were reluctant to check the extreme points of the survey.

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APPENDICES

APPENDIX A

Racial desegregation is an issue that has been addressed by legislative, judicial and executive branches of government. The purpose of this study is to determine the way people feel about various desegregation plans and their impact on the individuals most involved. All of the people who participate in this study will remain anonymous; no one will know or need know their identities. Therefore, it is important that you do not put your name or any other identifying mark on this questionnaire. However, it is important that you answer all of the questions that we ask.

The results of this study will be useful in assisting administrators in making decisions in the future. We appreciate your cooperation in helping us in this research. If you have additional comments, feel free to write them on the back of this questionnaire.

DIRECTIONS

Our first set of questions deals with your willingness to be associated with people of another race in a variety of circumstances. We have specified different kinds of activities in which people of different races might be involved. Please indicate your willingness to be involved in these activities according to the following scale:

1. Completely Willing
2. Somewhat Willing
3. Unsure
4. Somewhat Unwilling
5. Completely Unwilling

For example, suppose you were asked how you feel about going to a party at which half of the guests are white and half of the guests are black. If you are "completely willing" to do this, circle 1. If you are "somewhat willing," circle 2. If you are "unsure," circle 3. Circle 4 if you are "somewhat unwilling," and 5 if you are "completely unwilling."

(White Respondents)

I. DIFFERENT SITUATIONS

PLEASE RESPOND TO EACH OF THE FOLLOWING STATEMENTS, USING THE PROPER NUMBER ACCORDING TO THE KEY AT THE RIGHT. PLEASE CIRCLE HOW YOU FEEL ABOUT:	1. completely willing
	2. somewhat willing
	3. unsure
	4. somewhat unwilling
	5. completely unwilling
1. Being a member of a club where most of the members are blacks.	/ / / / / / 1 2 3 4 5
2. Being a member of a club with some black members, but where most of the members are white.	1 2 3 4 5
3. Being a member of a club where about half of the members are white and about half are black.	1 2 3 4 5
4. Marrying a black person.	1 2 3 4 5
5. Working on a job under a black person.	1 2 3 4 5
6. Working on a job side by side with a black person.	1 2 3 4 5
7. Being a member of a church where most of the members are black.	1 2 3 4 5
8. Being a member of a church where about half of the members are white, and about half are black.	1 2 3 4 5
9. Being a member of a church with some black members, but where most are white.	1 2 3 4 5
10. Dating a black person.	1 2 3 4 5
11. Having a close friend who is black.	1 2 3 4 5
12. Having a fellow teacher who is black.	1 2 3 4 5
13. Teaching in a school where most of the students are black.	1 2 3 4 5
14. Teaching in a school where about half of the students are black.	1 2 3 4 5
15. Teaching in a school with some black students, but where most of the students are white.	1 2 3 4 5

(Black Respondents)

I. DIFFERENT SITUATIONS

PLEASE RESPOND TO EACH OF THE FOLLOWING STATEMENTS, USING THE PROPER NUMBER ACCORDING TO THE KEY AT THE RIGHT. PLEASE CIRCLE HOW YOU FEEL ABOUT:

1. completely willing
2. somewhat willing
3. unsure
4. somewhat unwilling
5. completely unwilling

- | | |
|---|-------------|
| 1. Being a member of a club where most of the members are white. | / / / / / / |
| | 1 2 3 4 5 |
| 2. Being a member of a club with some white members, but where most of the members are black. | |
| | 1 2 3 4 5 |
| 3. Being a member of a club where about half of the members are white and about half are black. | |
| | 1 2 3 4 5 |
| 4. Marrying a white person. | |
| | 1 2 3 4 5 |
| 5. Working on a job under a white person. | |
| | 1 2 3 4 5 |
| 6. Working on a job side by side with a white person. | |
| | 1 2 3 4 5 |
| 7. Being a member of a church where most of the members are white. | |
| | 1 2 3 4 5 |
| 8. Being a member of a church where about half of the members are white and about half are black. | |
| | 1 2 3 4 5 |
| 9. Being a member of a church with some white members, but where most are black. | |
| | 1 2 3 4 5 |
| 10. Dating a white person. | |
| | 1 2 3 4 5 |
| 11. Having a close friend who is white. | |
| | 1 2 3 4 5 |
| 12. Having a fellow teacher who is white. | |
| | 1 2 3 4 5 |
| 13. Teaching in a school where most of the students are white. | |
| | 1 2 3 4 5 |
| 14. Teaching in a school where about half of the students are white. | |
| | 1 2 3 4 5 |
| 15. Teaching in a school with some white students, but where most of the students are black. | |
| | 1 2 3 4 5 |

II. DIFFERENT KINDS OF PEOPLE

In this part of the survey, we are asking you to describe the kind of people of another race that you would be most willing to associate with.

HERE IS HOW YOU ARE TO USE THESE SCALES:

If you feel that the concept at the top of the box is very closely related to one end of the scale, you should place your mark in the appropriate place as follows:

happy x _ _ _ _ _ sad
 happy _ _ _ or _ _ x sad

If you feel the concept is quite closely related to one or the other end of the scale (but not extremely), you should place your mark as follows:

strong _ x _ _ _ _ _ weak
 strong _ _ _ or _ x _ _ weak

If the concept seems only slightly related to one side as opposed to the other side (but is not really neutral), then you should check as follows:

active _ _ x _ _ _ _ _ passive
 active _ _ _ or x _ _ _ passive

The direction toward which you check, of course, depends upon which of the two ends of the scale seem most characteristic of the thing you are judging. If you consider the concept to be neutral on the scale, both sides equally associated with the concept, or unrelated to the concept then you should place your mark in the middle space.

hard _ _ _ x _ _ _ soft

Now please complete the following scales according to the way you feel about the people named at the top of each scale.

(Black Respondents)

Kinds of white people with whom you would be most willing to associate with.

- Honest 1 2 3 4 5 6 7 Dishonest
- Respectful 1 2 3 4 5 6 7 Disrespectful
- Informed 1 2 3 4 5 6 7 Uninformed
- Lower Class 1 2 3 4 5 6 7 Upper Class
- Positive 1 2 3 4 5 6 7 Negative
- Sociable 1 2 3 4 5 6 7 Unsociable
- Sensitive 1 2 3 4 5 6 7 Insensitive
- Prejudiced 1 2 3 4 5 6 7 Non-Prejudiced
- Assertive 1 2 3 4 5 6 7 Non-Assertive
- Sincere 1 2 3 4 5 6 7 Insincere
- Young 1 2 3 4 5 6 7 Old
- Coarse 1 2 3 4 5 6 7 Refined

Do you feel the same toward all white people?

Yes ___ No ___

(White Respondents)

Kinds of black people with whom you would be most willing to associate with.

- Honest 1 2 3 4 5 6 7 Dishonest
- Respectful 1 2 3 4 5 6 7 Disrespectful
- Informed 1 2 3 4 5 6 7 Uninformed
- Lower Class 1 2 3 4 5 6 7 Upper Class
- Positive 1 2 3 4 5 6 7 Negative
- Sociable 1 2 3 4 5 6 7 Unsociable
- Sensitive 1 2 3 4 5 6 7 Insensitive
- Prejudiced 1 2 3 4 5 6 7 Non-Prejudiced
- Assertive 1 2 3 4 5 6 7 Non-Assertive
- Sincere 1 2 3 4 5 6 7 Insincere
- Young 1 2 3 4 5 6 7 Old
- Coarse 1 2 3 4 5 6 7 Refined

Do you feel the same toward all black people?

Yes ___ No ___

(White Respondents)

III. APPREHENSION SCALES FOR SELECTED SITUATIONS

The following questions are designed to: (a) identify selected apprehensions of white teachers with respect to teaching positions where the student body is predominantly black and (b) determine the relative intensity of each.

In response to each question listed below, circle the number which best describes the intensity of your apprehension.

1. not at all apprehensive
2. slightly apprehensive
3. moderately apprehensive
4. strongly apprehensive
5. extremely apprehensive

PLEASE RESPOND TO EACH STATEMENT.

- | | |
|--|-------------|
| 1. Do you feel apprehensive about your relationship with black administrators? | / / / / / / |
| | 1 2 3 4 5 |
| 2. Do you feel apprehensive about your relationship with black teachers? | |
| | 1 2 3 4 5 |
| 3. Do you feel apprehensive about your relationship with black pupils? | |
| | 1 2 3 4 5 |
| 4. Do you feel apprehensive about your relationship with black parents? | |
| | 1 2 3 4 5 |
| 5. Do you feel apprehensive about your personal competence? | |
| | 1 2 3 4 5 |
| 6. Do you feel apprehensive that hostility toward white teachers will increase? | |
| | 1 2 3 4 5 |
| 7. Do you feel apprehensive that the better white teachers will be taken? | |
| | 1 2 3 4 5 |
| 8. Do you feel apprehensive that white teachers will not receive assignments equal to their training and experience? | |
| | 1 2 3 4 5 |

9. Do you feel apprehensive that there will be increased demands for professional preparation? / / / / / /
1 2 3 4 5
10. Do you feel apprehensive that white teachers may soon be forced into predominantly black schools? 1 2 3 4 5
11. Do you feel apprehensive that white teachers will not receive promotions comparable to those which they might have received in segregated schools? 1 2 3 4 5

(Black Respondents)

III. APPREHENSION SCALES FOR SELECTED SITUATIONS

The following questions are designed to: (a) identify selected apprehensions of black teachers with respect to teaching positions where the student body is predominantly white and (b) determine the relative intensity of each.

In response to each question listed below, circle the number which best describes the intensity of your apprehension.

1. not at all apprehensive
2. slightly apprehensive
3. moderately apprehensive
4. strongly apprehensive
5. extremely apprehensive

PLEASE RESPOND TO EACH STATEMENT.

- | | |
|--|-------------|
| 1. Do you feel apprehensive about your relationship with white administrators? | / / / / / / |
| | 1 2 3 4 5 |
| 2. Do you feel apprehensive about your relationship with white teachers? | |
| | 1 2 3 4 5 |
| 3. Do you feel apprehensive about your relationship with white pupils? | |
| | 1 2 3 4 5 |
| 4. Do you feel apprehensive about your relationship with white parents? | |
| | 1 2 3 4 5 |
| 5. Do you feel apprehensive about your personal competence? | |
| | 1 2 3 4 5 |
| 6. Do you feel apprehensive that hostility toward black teachers will be increased? | |
| | 1 2 3 4 5 |
| 7. Do you feel apprehensive that the better black teachers will be taken? | |
| | 1 2 3 4 5 |
| 8. Do you feel apprehensive that black teachers will not receive assignments equal to their training and experience? | |
| | 1 2 3 4 5 |

9. Do you feel apprehensive that there will be increased demands for professional preparation? / / / / / /
1 2 3 4 5
10. Do you feel apprehensive that black teachers may soon be forced into predominantly white schools? 1 2 3 4 5
11. Do you feel apprehensive that black teachers will not receive promotions comparable to those which they might have received in segregated schools? 1 2 3 4 5

IV. PERSONAL DATA

In order to help in analyzing the information that you have provided in this survey, we need to know something about you as an individual.

Please complete the following section, but once again be sure you do not sign your name or otherwise identify yourself, since you must remain anonymous in this study.

1. Your Sex: Male Female
2. Your Age:
3. How long have you been a teacher? Years
4. How long have you taught in your present School District? Years
5. What grade level do you usually teach? Check one:
Elementary Primary Secondary
6. What is your racial identity? Black White
Other (specify) _____
7. Have you ever had experience teaching in a school in which your race was a minority? Yes No
8. If yes, how long? Years

APPENDIX B

Frequencies of Response to Survey Instrument Items Relating to Different Situations

Different Situations	Black Responses				
	1	2	3	4	5
1. Being a member of a club where most of the members are white.	80	97	34	38	18
2. Being a member of a club with some white members, but where most of the members are black.	166	70	16	7	8
3. Being a member of a club where about half of the members are white and about half are black.	181	53	13	9	10
4. Marrying a white person.	32	35	70	28	102
5. Working on a job under a white person.	173	70	11	1	10
6. Working on a job side by side with a white person.	210	42	4	2	7
7. Being a member of a church where most of the members are white.	79	70	52	36	30
8. Being a member of a church where about half of the members are white and about half are black.	143	72	27	11	14
9. Being a member of a church with some white members, but where most are black.	175	60	16	6	8
10. Dating a white person.	55	56	48	35	74
11. Having a close friend who is white.	190	50	13	5	9
12. Having a fellow teacher who is white.	223	31	6	1	7
13. Teaching in a school where most of the students are white.	169	65	14	10	10
14. Teaching in a school where about half of the students are white.	209	41	6	3	8
15. Teaching in a school with some white students, but where most of the students are black.	203	48	5	5	7

1 = Completely Willing
 2 = Somewhat Willing

3 = Unsure
 4 = Somewhat Unwilling

5 = Completely Unwilling

Frequencies of Response to Survey Instrument Items Relating to Different Situations

Different Situations	White Responses				
	1	2	3	4	5
1. Being a member of a club where most of the members are blacks.	193	241	230	192	108
2. Being a member of a club with some black members, but where most of the members are white.	704	181	49	22	19
3. Being a member of a club where about half of the members are white and about half are black.	612	210	89	28	35
4. Marrying a black person.	86	65	214	101	498
5. Working on a job under a black person.	777	97	53	26	18
6. Working on a job side by side with a black person.	891	50	15	4	15
7. Being a member of a church where most of the members are black.	236	232	232	138	127
8. Being a member of a church where about half of the members are white, and about half are black.	572	193	110	52	38
9. Being a member of a church with some black members, but where most are white.	719	144	59	16	27
10. Dating a black person.	158	132	181	96	399
11. Having a close friend who is black.	936	87	24	6	21
12. Having a fellow teacher who is black.	927	24	5	2	17
13. Teaching in a school where most of the students are black.	611	177	81	68	37
14. Teaching in a school where about half of the students are black.	770	122	38	27	18
15. Teaching in a school with some black students, but where most of the students are white.	859	72	13	14	16

1 = Completely Willing 3 = Unsure 5 = Completely Unwilling
 2 = Somewhat Willing 4 = Somewhat Unwilling

APPENDIX C

Frequencies of Response to Survey Instrument Items Relating to Different Kinds of People

Different Kinds of People	Black Responses							
	1	2	3	4	5	6	7	
16. Honest	217	30	7	7	1	1	2	Dishonest
17. Respectful	215	29	11	7	2	1	0	Disrespectful
18. Informed	173	38	25	22	3	0	1	Uninformed
19. Lower Class	10	6	15	120	47	28	33	Upper Class
20. Positive	161	54	22	21	2	1	2	Negative
21. Sociable	142	58	31	26	2	2	2	Unsociable
22. Sensitive	99	52	33	50	6	12	12	Insensitive
23. Prejudiced	7	7	5	30	15	36	162	Non-Prejudiced
24. Assertive	53	41	47	91	16	5	6	Non-Assertive
25. Sincere	200	34	14	14	2	0	1	Insincere
36. Young	34	8	24	171	14	4	3	Old
27. Coarse	9	9	10	67	56	52	54	Refined
28. Do you feel the same toward all white people?								
Yes	43							
No							217	

Frequencies of Response to Survey Instrument Items Relating to Different Kinds of People

Different Kinds of People	White Responses							
	1	2	3	4	5	6	7	
16. Honest	815	106	24	13	0	0	3	Dishonest
17. Respectful	739	127	52	39	1	0	3	Disrespectful
18. Informed	575	163	107	104	2	1	1	Uninformed
19. Lower Class	29	28	57	522	133	83	85	Upper Class
20. Positive	572	201	101	80	3	1	1	Negative
21. Sociable	546	204	111	93	3	1	3	Unsociable
22. Sensitive	465	208	139	131	7	2	7	Insensitive
23. Prejudiced	18	25	19	148	67	197	487	Non-Prejudiced
24. Assertive	162	153	194	399	34	9	10	Non-Assertive
25. Sincere	722	161	50	23	0	2	3	Insincere
26. Young	42	34	65	761	25	7	9	Old
27. Coarse	15	12	24	258	183	241	224	Refined
28. Do you feel the same toward all black people?								
	Yes	122	No	818				

APPENDIX D

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Frequencies of Response to Survey Instrument Items Relating to Selected Situations

Apprehension Scales For Selected Situations	Black Responses				
	1	2	3	4	5
1. Do you feel apprehensive about your relationship with white administrators?	152	57	38	9	9
2. Do you feel apprehensive about your relationship with white teachers?	166	53	34	11	3
3. Do you feel apprehensive about your relationship with white pupils?	201	38	20	6	2
4. Do you feel apprehensive about your relationship with white parents?	148	74	29	9	5
5. Do you feel apprehensive about your personal competence?	220	31	8	2	5
6. Do you feel apprehensive that hostility toward black teachers will be increased?	107	70	59	21	9
7. Do you feel apprehensive that the better black teachers will be taken?	114	54	55	18	20
8. Do you feel apprehensive that black teachers will not receive assignments equal to their training and experience?	69	65	60	35	38
9. Do you feel apprehensive that there will be increased demands for professional preparation?	112	64	45	23	17
10. Do you feel apprehensive that black teachers may soon be forced into predominately white schools?	125	47	56	22	12
11. Do you feel apprehensive that black teachers will not receive promotions comparable to those which they might have received in segregated schools?	71	52	70	31	38

1 = Not at all apprehensive 3 = Moderately apprehensive 5 = Extremely apprehensive
 2 = Slightly apprehensive 4 = Strongly apprehensive

Frequencies of Response to Survey Instrument Items Relating to Selected Situations

Apprehension Scales For Selected Situations	White Responses				
	1	2	3	4	5
1. Do you feel apprehensive about your relationship with black administrators?	696	184	66	12	11
2. Do you feel apprehensive about your relationship with black teachers?	783	144	38	9	3
3. Do you feel apprehensive about your relationship with black pupils?	734	189	43	7	3
4. Do you feel apprehensive about your relationship with black parents?	519	333	101	17	5
5. Do you feel apprehensive about your personal competence?	768	172	26	6	2
6. Do you feel apprehensive that hostility toward white teachers will increase?	479	293	152	30	16
7. Do you feel apprehensive that the better white teachers will be taken?	519	157	136	20	25
8. Do you feel apprehensive that white teachers will not receive assignments equal to their training and experience?	486	234	136	54	52
9. Do you feel apprehensive that there will be increased demands for professional preparation?	573	195	117	36	34
10. Do you feel apprehensive that white teachers may soon be forced into predominately black schools?	512	215	151	54	33
11. Do you feel apprehensive that white teachers will not receive promotions comparable to those which they might have received in segregated schools?	494	216	152	48	48

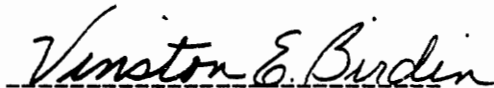
1 = Not at all apprehensive 3 = Moderately apprehensive 5 = Extremely apprehensive
 2 = Slightly apprehensive 4 = Strongly apprehensive

VITA

The author received his early education in the public schools of Chicago, Illinois. He holds the Bachelor of Arts degree from the University of Denver and the Master of Science degree from Butler University.

The author served as a classroom teacher, a coach, and as an administrator in the Indianapolis public school system. Other experiences include: (1) Director of Community Education for the Metropolitan Park Department, Indianapolis, Indiana; (2) Director of Curriculum, Atterbury Job Corps, Columbus, Indiana; (3) Instructor, Indiana University (Indianapolis); (4) Title I State Evaluation Consultant, State Department of Public Instruction; and (5) State Consultant for Equal Educational Opportunities, State Department of Public Instruction.

Presently, the author holds the position of Education Program Specialist for the United States Office of Education.

A handwritten signature in cursive script that reads "Winston E. Birdin". The signature is written in dark ink and is positioned above a horizontal line.

Vinston E. Birdin

A STUDY OF SELECTED APPREHENSIONS OF TEACHERS
TOWARD WORKING IN SCHOOLS PREDOMINATELY
OF THE OPPOSITE RACE

by

Vinston E. Birdin

(ABSTRACT)

The problem addressed by this study was that of determining whether significant differences existed among selected apprehensions of black and white teachers in twelve Illinois School Districts with operative staff desegregation programs.

The major assumption of this study was that both black and white teachers have apprehensions related to teaching in schools which have student and staff populations predominately of the opposite race. Three hypotheses were formulated in order to investigate the problem. Data were collected via a questionnaire which was administered to 2,250 teachers.

The selected apprehensions were tabulated, and the scores were tested utilizing the chi-square test for independence. The probabilities for the events were reported at the 0.01 level.

The findings indicated that both black and white teachers were apprehensive about teaching in schools with populations predominately of the opposite race. The data further revealed that there were no statistically significant differences in the choice of descriptive

words used by black and white respondents to identify individuals of the opposite racial groups that they would be most willing to associate with.

Further analysis of the data suggests that blacks as a group were more apprehensive about their relationships in the school setting with members of the opposite racial group.