

"A STUDY OF SELECTED RACIALLY-RELATED
APPREHENSIONS OF TEACHERS"

by

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Chapter 1

THE PROBLEM

INTRODUCTION

Many driving forces, among which are customs, traditions, habits, confusion and bigotry, have loomed as obstacles to integration in the United States since the Supreme Court decision of 1954. Those in the schools affected by these forces include administrators, teachers, counselors, students and parents. Each administrator, teacher and counselor is a unique person. Each relates to colleagues and students in a different way. Each is a member of a social class, an ethnic group, an age group, and a geographical or regional community. All of these forces contribute to his or her perception. For example, findings from a survey by Beck and Linden (1979) suggested that there were substantial differences in the perceptions of integration by various groups in Dallas. According to the survey, 25% of White respondents felt that the effect of desegregation on the schools had been good, while 55% of the Black respondents and 34% of the Mexican-American respondents stated it had been good. These differences in perception are significant and have made it more difficult to achieve successful desegregation in Dallas.

It is important to note here that educators are more vulnerable to the influence of community forces than any other professional group. This is true because they are individuals working in public institutions where the wishes of the public in the conduct of education are thereby imposed. Because most people in control of the schools are White, the general attitudes of the White community will greatly influence the attitudes of personnel in the schools as they relate to desegregation.

Our attitudes, as pointed out by Krech and Crutchfield (1969) shape our perceptions and judgements of other persons. They influence what we learn and remember and they help to govern our economic, political, religious and social actions. In essence, they influence our perception of and determine our action toward most aspects of our social environment.

Statement of the Problem

The problem addressed by this study was that of determining whether differences existed in the responses of a selected group of Black teachers and White teachers to three apprehension scales. The apprehension scales are related to (a) different role behaviors, (b) different kinds of interpersonal interactions, and (c) campus-related situations. The scales are assessed within a categorical

socio-cultural context, i.e., work, church, social and family life. Seventy-five Black teachers and seventy-five White teachers participated in the study.

Need for the Study

School desegregation is a critical issue in education in general and in Dallas, Texas, in particular. Twenty-five years of attempted desegregation have failed to yield those things promised in 1954 in the Brown decision (Rist, 1979). On the Federal and state level governments have had little success in solving the problem of desegregating schools. On a local level, Dallas today awaits a court decision and another plan for desegregation of its public schools.

According to Solomon (1963), the cause of integration is the cause of education, and in order to bring about change, the integration movement must shake up existing patterns, values, attitudes, habits and relationships that constitute a pattern of weak and inadequate commitment to the education of minority group children and encourage a new pattern that incorporates a deeper and enriched commitment to education. To do this, Solomon believes that school integration forces must go beneath the surface of mechanical compliance or the provision of merely material means - they must seek to influence the spirit of the educational process.

It is important to understand that the full depth, richness and scope of integration involves much more than the physical mixing of the races in the same school and/or classroom. While the Dallas Independent School District (DISD) studies desegregation activities across the nation and uses the information as a research base for its decisions, the district has a unique character of its own. This uniqueness was reflected in its 1977 desegregation court order.

The DISD court-ordered desegregation plan had the following provisions: (Levine and Estes, 1977)

1. Six subdistricts are designed to have the racial ratios of the DISD as a whole, plus or minus 5% with the exception of two subdistricts, i.e., East Oak Cliff and Seagoville.
2. East Oak Cliff houses approximately 27,500 Black students in one-race schools.
3. Busing takes place at grades 4-8 only. Of the 17,000 students bused in 1977, 51% were Black and 34% White.
4. Majority to minority transfers are encouraged. Ninety-three percent of the 3,664 transfers in 1976 were black students.
5. Grade levels are standard throughout the district to include:

K-3 Early Childhood
4-6 Intermediate
7-8 Middle Schools
9-12 High Schools

6. Special schools include vanguard schools for grades 4-6; academies for grades 7-8; and magnet schools for grades 9-12.
7. Transfers are available to students to any of the vanguard, academy or magnet schools.
8. Students who live in areas which are predominantly Black are encouraged to consider transfer to schools in other areas.
9. Special programs, career education, multicultural education, bilingual education and special education are to be expanded.
10. Adult/pupil ratio will be reduced through use of tutors, volunteers, older students and paraprofessionals. K-3 centers are to have a ratio of 1 to 10.
11. The Tri-Ethnic Committee is to be continued.
12. The quota for the teaching staff in each school is to be comparable to the city's racial percentages.
13. Forty-four percent Anglos, 44% Black and 12% Mexican American are the racial configurations for top school administrators.

The population of Dallas, Texas, like that of the school district, is changing. The change and increase in population are due to the influx of large and small corporations taking advantage of the favorable economic conditions in Dallas. This infusion of people

. . .from the open country and small towns and villages to large centers of population and from the centers of cities to the suburbs, with the inevitable consequences of culture clashes that shake institutions, disturb long established customs, set values in new perspective, color political action, disrupt systems of school support, and leave indelible marks on the behavior patterns and characters

of children (American Association of School Administrators, 1966, p. 3).

Civil rights and desegregation court cases are increasing opportunities for school staff of different racial and ethnic groups to work side by side, and are allowing staffs to work together to change racial attitudes.

The situation in Dallas is more complex than appears at first glance. Data from this study may help to explain why some Dallas people feel differently about school desegregation, and may also be helpful in determining faculty assignments and desegregation training programs for teachers in desegregated school settings.

Definition of Terms

The following definitions were used throughout the survey.

1. Apprehension

The anticipation or fear of something unfavorable; fear of a future event or outcome (G. & C. Merriam Co., 1977).

2. Experienced Teachers

Black teachers and White teachers selected for this study who have three or more years of teaching experience.

3. Inexperienced Teachers

Black teachers and White teachers selected for this study who have less than three years of teaching experience.

4. Another Race

For Black teachers, another race refers to White teachers. For White teachers, another race refers to Black teachers.

Research Questions

The following research questions were used to investigate the problem.

1. Is there a relationship between teaching experience and apprehension about role behaviors; teaching experience and apprehension about interpersonal interactions; and teaching experience and apprehension about campus-related situations?
2. Is there a relationship between race and apprehension about role behaviors; race and apprehension about interpersonal interactions; race and apprehension about campus-related situations?
3. Is there a relationship between sex and apprehension about role behaviors; sex and apprehension about interpersonal interactions, sex and apprehension about campus-related situations?

Organization of the Study

Chapter 1 is the first of five chapters. It presents an introduction, statement of the problem, need for the study, research questions, definitions and organization of the study.

Chapter 2 is a review of the literature.

Chapter 3 describes the design of the study.

Chapter 4 reports the findings.

Chapter 5 presents the summary, conclusions and implications of the study.

Chapter 2

REVIEW OF THE LITERATURE

Introduction

The review of the literature is discussed under three sections: (a) Historical Perspective, (b) Outcomes of Desegregation on Faculty, and (c) Extra-School Influences on Teachers. The first section is a review of the literature related to the background of the present study. The purpose of the review is to assess the impact of desegregation on public schools. Section two is a review of studies which are related to the rationale of the present study. These studies, which are discussed in this section, are directed toward investigating the consequences for Black teachers and White teachers who socialize together. Section three is a review of studies which reveal community influences that might affect the thinking of teachers working in desegregated school settings. The focus is not so much on desegregation, but on the differences in community concerns and attitudes toward desegregated schools.

Historical Perspective

The Brown decision of 1954 invalidated the power of the state to promote and maintain dual schooling systems based upon race. It did not, however, specify what would

constitute evidence of a unitary system nor what methods would be permissible in achieving a unitary system. Neither did it provide a time frame for the conversion. Brown II, the implementation decision, basically handed the problem back to the lower federal courts although some vague directives such as the "with all deliberate speed" clause were included. The possibilities were so great that a federal judge in South Carolina ruled on one of the "Brown" cases remanded to his court that the Constitution forbids discrimination but does not require integration. This minimum interpretation, enunciated in the Briggs vs Elliot decision of 1955, was not expanded or settled until 1966 (Read, 1975). The lower courts were told that desegregation must take place.

From the 1954 period until the middle sixties, remedies accepted by the courts produced at most only very limited and visible results. The defendants in the Southern cases argued for color-blind or racially neutral policies, such as pupil placement laws and freedom of choice attendance plans which formally allowed, but did not require desegregation. These plans met what was first thought of as the intent of the law, but in actual practice as a result of White social and economic sanctions against Black desegregators, did very little to promote any observable difference in school populations. These limited results came to be referred to

as token desegregation as the number of students remaining in all Black institutions became the most important criterion in desegregation cases (Ibid.).

In the middle and late 1960's, coinciding with a national concern with civil rights, the lower courts adopted a new stance. They turned away from accepting token desegregation to requiring massive desegregation (Cohn, 1974).

In the 1970's, the attention of the courts shifted to Northern and Western cases. Early images of school segregation stemmed from the South. Remedying rural segregation proved to be less difficult than remedying urban segregation (Ibid.).

As the standards for desegregation evolved, figures indicating the social-racial composition of the schools became the usual criterion for ascertaining compliance with the law. At first, these compositions were considered on the basis of schools as a whole; however, it soon became evident that there were methods for intra-school discrimination which maintained separation of the children within the buildings. One method was tracking, streamlining, or ability grouping where children of similar abilities or backgrounds were placed in the same class (Kirp and Yudof, 1974). This issue was resolved in the Hobson vs Hansen case where the plaintiff won. The decision rendered was that the

tracking system used in the District of Columbia schools was unconstitutional because of the method of student classification or assignment to tracks was ethnically biased.

Coleman (1975), in some of his latest analyses of trends in school desegregation, pointed out that although segregation within districts had been alleviated to some extent, segregation between districts had accelerated. This pattern resulted in part from the demographic trends of Black migration to the inner cities while Whites immigrated to the suburban areas. For a number of reasons, a question of the meaningfulness of desegregating mostly Black school districts have been raised. This has focused attention upon metropolitan desegregation.

Soon after the Civil Rights Act ordered large-scale and immediate desegregation of public schools, it became apparent that faculty desegregation would not proceed at the same rate as desegregation of student bodies. An immediate consequence of desegregation was a reduction in the number of Black teachers and administrators (Lamanna, 1965).

Since 1970, stricter policies for teacher assignments have been established at the insistence of Black leaders and the National Education Association (Sobel, 1973).

Summary. School desegregation was associated with a strong ideological focus. The ideological focus, however, did not overshadow the cultural basis for resistance to

desegregation. As a result of strong resistance to desegregation, the courts and federal agencies were forced to devise standards by which to access compliance.

School desegregation at the local level, then, has tended to be a reaction and adjustment to policy decisions forged at a higher level. The reactive nature of the local response could be reflected in the general attitude of teachers working in desegregated school settings.

Outcomes of Desegregation on Faculty

Teachers play a critical role in determining the success or failure of desegregated education for they deal on a daily basis with problems of integration of race and class. Orfield (1975) has written that desegregation is a traumatic experience, especially for White teachers, because they are forced to cope with their personal prejudices as well as with problems that may arise in teaching children with different backgrounds.

Haskins (1969), in his Diary of a Harlem School Teacher, said that faculty members in some desegregated schools do not speak to each other even on a professional level. In schools where teachers do not talk to each other, the conversations are usually limited to the passing on of derogatory information about students (Clark, 1970).

Some literature having to do with the outcomes of desegregation on teachers is centered around judgments teachers make about students and some of the results of those judgments. The teacher establishes the social role structure of the classroom. Students perceive this role, act out the role and in so doing become locked into it. Thus, this teacher-assigned role becomes a self-fulfilling prophecy (Entwisle and Webster, 1974) for the student. Wiles (1970) reported that teachers' attitudes toward pupils differed with the racial, economic composition and type of school. This resulted in unequal distribution of educational opportunity (Hillson, 1967) and school rewards, with lower-income children receiving the smaller share.

From Orfield, Haskins, Entwisle, and Wiles, one could say that some outcomes of desegregation on teachers are (a) creation of intra-personal problems, (b) nonverbal behaviors, and (c) negative perceptions of the students they teach.

The very nature of desegregation provides a deep-seated source of tension (National Advisory Commission on Civil Disorders, 1968). This is because school officials have often felt unable to take the appropriate affirmative action to desegregate without coercion (Martin, 1970).

Studies by Pettigrew (1973) and Sherif (1963) have concluded that changes in attitudes resulting from inter-

racial contacts as in desegregated situations were influenced by the circumstances of the interactions among teachers. Attitudes among teachers have been a major concern of educators for some time. In a bulletin published by the Department of Health, Education and Welfare, the character of some of these attitudes is described below.

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. Teachers' 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 indicated they were quite nervous on the first day of desegregated classes. For some, this anxiety was a function of their own experiences with Negroes; 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 (1969).

Love (1977) concurred that teachers still have not found effective ways to manage or eliminate problems caused by desegregation. Teachers cannot understand why their behavior and teaching methodologies, which were effective in the past, no longer apply; and they are reluctant to change. Part of this reluctance, Love pointed out, stems from an ideological barrier based on a particular concept of differences between the races.

In a study by Linden (1979) four categories of adult behavior that appeared to lead to problems in desegregated schools were identified. These categories were (a) inconsistent rule enforcement, (b) non-compliance with discipline policies, (c) lack of classroom management skills, and (d) insensitivity towards pupil needs.

The implications of the findings of Pettigrew, Sherif, Love, and Linden are the critical issues which could be devastating to students. Teachers' attitudes and teaching standards may determine the success or failure of the desegregation experience of the students involved. Gerard and Miller (1975) concluded that teachers' attitudes are the casual factors for expectations related to minority versus White student performance.

Mercer (1969) studied 13 school staffs in five southeastern states. In this study, 208 White teachers and 128 Black teachers were involved. The results of the survey were:

1. Teachers felt insecure about their ability to properly reach and teach students of another race.
2. Teachers felt restrained in administering punishment for disciplinary infractions by students of another race. White teachers feared that punishment would be seen as racial bias, while Black teachers feared the punishment of White students would create adverse community reactions.

3. White teachers perceived their staff relations with Black teachers to be good.
4. Black teachers' perceptions varied concerning faculty relations. Some felt satisfied and accepted, while others felt ignored and/or tolerated.

Only after the teacher has a secure and realistic sense of direction in the area of human relations and racial interaction can she or he provide for an atmosphere of mutual acceptance in the classroom (Wilson, 1969).

Georgia was the setting of a study by Wynn (1971) who surveyed 41 White teachers and 26 Black teachers representing all grade levels. He found that 51% of the White teachers perceived that they had communication problems with Black students in their classroom. None of the Black teachers perceived any communication problems with White students. Approximately 29% of the White teachers stated that they had discipline problems while 12% of the Black teachers indicated discipline problems with White students. Of the 29% White teachers reporting discipline problems with Black students, 58% believed that problems were caused by a lack of communication. Forty-two percent believed that there were other causes for their discipline problems. Fifteen percent of the White teachers felt their college had prepared them for the desegregation experience, while 85% did not. Approximately 62% of the Black teachers responded to the affirmative on this question. Thirty-four

percent of the White teachers felt the school system had made a contribution in preparing them to communicate in an integrated setting. Forty-two percent of the Black teachers answered "yes," 42% answered "no," and 16% were undecided. When questioned as to preference for teaching, 7% of the White teaches compared to 4% of the Black teachers preferred teaching Black students. Approximately 34% of the White teachers preferred teaching White students compared to no Black teachers with such a preference. Only 24% of the White teachers preferred mixed classes while 23% of the Black teachers preferred such classes. Also, 27% of the White teachers compared to 73% of the Black teachers had no preference for which ethnic group they taught.

Summary. This research documented the insecurity which some teachers felt, and indicated that some Black teachers were more anxious than White teachers about being accepted by their peer group at school. Other research suggested that changes in attitudes could result from interracial schooling.

Extra-School Influences on Teachers

It is true that each teacher is a unique person. It is equally true that individual diversity is limited by the social context in which it exists. The individual educator is a member of a particular class, a particular race, a

particular age group, a particular geographical community which shapes and delimits his perspective. The high order of uniformity in the response of schoolmen to the challenge of the color problem is attributable to the fact that they are concentrated in certain social groupings rather than being distributed evenly over the various ranges. More than in any other professional group, the attitudes of school personnel are influenced by community forces (Record, 1964).

Community-level resistance to desegregation has been provoked by the spread of beliefs, some grounded in fact and others not, about the harmful effects of desegregation (Kirby, 1973). Parents have expressed concern about schools in certain neighborhoods (Orfield, 1969). Others have resisted desegregation on the grounds that interracial contact will lead to interracial marriage and the eventual degradation of the White race (Kirby, 1974)

An early study by Vander Zanden (1958) looked particularly at the kinds of resistance and the conditions under which it occurred. He proposed a number of generalizations and hypotheses including the following: (1) the exploitation of racial and desegregation issues for political purposes tends to be associated with an increase in resistances, (2) disagreement, competition, or conflict between levels or agencies of government over the policy or procedures to be pursued toward desegregation tends to

intensify mass resistance, and (3) the prevalent educative programs designed to facilitate adult acceptance of desegregation, which operate through parent-teacher associations and civic groups, has tended to be at best a minor factor determining the decreased disturbances attendant upon desegregation.

Kirby, et al. (1973) investigated the school desegregation issue in ninety-one northern and western cities. The study investigated such questions as the identity of power in decision making, participants in desegregation-related decisions, and factors affecting conflict. The conclusions drawn were that the most important factors in desegregation were the civic elite, including mayors, businessmen, and school superintendents; and that the desegregation issue was not settled in the streets, and White citizen groups opposed to desegregation were rather ineffective as were pro-desegregation groups.

From Zander's study and that of Kirby's, one could conclude that the general attitude of a community in which teachers live could cause teachers to develop negative misconceptions about desegregation, and feelings of powerlessness. These misconceptions could manifest themselves in the desegregated school setting as teachers interact with persons of different ethnic groups.

The Black community and some of its leadership appear to be having second thoughts about desegregation. Black parents find their children burdened with an abnormally high suspension rate compared to that of White students (Bell, 1975), and victims of a rigid tracking system (Pettigrew, 1975). Black spokespersons such as Shirley Chisholm (1975) sees busing and other desegregation plans as a reduction in resources and control of minority communities.

Some literature questions the benefits of desegregation for Black children. For example, Ravitch (1976) presented commentaries on the changing attitudes among Black schools. In cities such as Atlanta where Blacks now control city government and the school administration, there is no interest in diluting its base of political power by busing children out to suburban districts.

The argument of Black control of schooling for Black children, as alluded to here, is best summarized by Clark (quoted in Weinburg 1971) where he stated the issue of control is a demand for school accountability by parents to whom the schools have never been accountable, particularly those parents of lower income students. Ultimately the issue will have to be solved by teachers and parents (Hunt, 1976).

Summary. In sum, this literature on extra-school influences was restricted to attitudes toward desegregation

and the decision or role of the elite. This seemed to imply that some community people were not in favor of desegregated schools and that persons who must function in such settings have no control over how things should be. Further, it suggested that the way teachers identify the crucial elements of their community will have a bearing on their conceptions of professional roles.

SUMMARY

In conclusion, the process of interracial education, i.e., desegregation, has been and continues to be a subject of some controversy, and underlines the political nature of public education in this country.

The conclusions from this review are clear:

1. Courts and federal agencies have had to assess compliance of school desegregation.
2. School desegregation at the local level has been a reaction and adjustment to policy decisions forged at a higher level.
3. Teachers experience interpersonal trauma in desegregated school settings.
4. The community in which school people live influences attitudes toward school desegregation.

Chapter 3

DESIGN OF THE STUDY

Introduction

This chapter includes (a) the methodology of the study, (b) the population, (c) description of the questionnaire, (d) authorization for conducting the study, (e) proposed treatment of the data, and (f) limitations of the study.

The study was designed to examine the difference in apprehensions of a selected group of Black high school teachers and White high school teachers. The apprehensions were related to different role behaviors, interpersonal interactions, and campus-related situations.

Methodology

The methodology was adopted from that used by Bowling (1978) in a study of apprehension of Black faculty members and White faculty members toward teaching in Virginia's community colleges. The major consideration of Bowling's research was the identification of important and quantifiable characteristics of apprehension. In this study, these characteristics have been related to race, sex, and teaching experience.

The following procedures were used to create the distributions necessary to investigate the aforementioned research questions.

1. Three schools in Dallas, where a sizable number of Black high school students were enrolled, were selected.
2. A sample of 150 teachers were selected from the three schools. The selection was based on the number of teachers who volunteered to participate.
3. Individuals included in the study were teachers working in the three schools during the 1979-80 school year, and who expressed a willingness to participate in the study.
4. A questionnaire was adapted from Bowling's study and administered to each individual who participated in the study.
5. Data were collected through the distribution of 150 questionnaires. The questionnaires were collected by the liaison person designated by each principal in the three schools. Three weeks were allotted for data collection and return of the questionnaires.
6. Responses to the questionnaires were coded, i.e., translated to specific categories for purposes of analysis, and tabulated.
7. Two non-parametric statistical tests, (the Kruskal-Wallis test for matched samples and Chi-Square) ranks and percentages were employed to study the characteristics of apprehension and their relationships to teaching experience, race, and sex.

Population

The population of this study were composed of all teachers in grades 9-12 of the Dallas Independent School District (DISD).

Table 1 presents a district-wide summary of teachers in all DISD high schools by race, sex, age and teaching experience in the 1979-1980 school year.

Table 2 gives the number of students in DISD high schools by grade and ethnicity.

Table 3 gives the number of students in individual high schools by ethnic group for 1979-1980.

Because there were fewer predominantly Black schools in the DISD, and because of an unwillingness of some high school principals to permit their teachers to participate in this study, it was decided to select three schools where teachers were permitted to volunteer for the study. The schools selected were three inner-city 9-12 grade schools with predominantly Black student populations. From the three schools, seventy-five Black teachers and seventy-five White teachers volunteered to participate in the study.

Description of the Questionnaire

The Teacher Apprehensions Survey (See Appendix A) is a five-page questionnaire developed by Bowling (1978), which

Table 1

A Summary of all Teachers in the Dallas Independent School District by Categories, Sub-Categories, Number of Teachers and Percentages of Teachers

Categories/ Sub-Categories	Number of Teachers N	Percentage of Teachers %
Sex		
Female	1896	61
Male	1213	39
Ethnicity		
Black	964	31
White	1990	64
Hispanic	124	4
Other	31	1
Teaching Experience		
0-15 years	995	32
6-10 years	777	25
11-15 years	560	18
16-20 years	373	12
21-40 years	404	13
Age		
Less than 26 years	186	6
25-35	1182	38
36-45	901	29
46-55	529	17
56-65	280	9
Over 65	31	1

Note: Approximately 3109 teachers were employed in grades 9-12 in the Dallas Independent School District during school years 1979-1980.

Table 2

Number of Students in the Dallas Independent School
District High Schools by Grade Level and Ethnicity

Grade Level	Ethnicity		
	Black	White	Other
Grade 9	6297	3816	1996
Grade 10	5204	3675	1270
Grade 11	3988	3556	1007
Grade 12	3364	3331	826

Note: Other has reference to Dallas Independent School District students who were of Hispanic, American-Indian, or Asian-American ethnic origin.

Table 3

The Number of Students Enrolled in each Dallas Independent School District High School by School and Ethnic Group.*

School	Ethnic Group**			Total
	Black	White	Other	
Bryan Adams	194	2358	297	2849
W. H. Adamson	568	214	526	1308
David W. Carter	1589	200	82	1871
Hillcrest	313	1201	61	1575
Thomas Jefferson	384	897	304	1585
Justin F. Kimball	854	1107	340	2301
*Lincoln	1027	2	1	1030
*James Madison	1372	4	10	1386
North Dallas	410	183	728	1321
L. G. Pinkston	1433	22	276	1731
F. D. Roosevelt	2087	2	9	2098
W. W. Samuell	363	1221	145	1729
Seagoville	119	535	31	685
Skyline	1464	1697	364	3525
A. Maceo Smith	906	7	20	933
*South Oak Cliff	3013	5	6	3024
H. Grady Spruce	763	1140	283	2186
Sunset	150	770	827	1747
W. T. White	147	2001	149	2297
Woodrow Wilson	342	616	491	1449

*A star means that the school was selected for the study.

**Other has reference to Dallas Independent School District students who were of Hispanic, American-Indian or Asian-American ethnic origin.

consists of 70 closed-ended questions. A closed-ended questionnaire was used because the nature of the information sought required the forcing of decisive responses.

This questionnaire was originally designed by Bowling (1978) for use in a dissertation study of apprehensions of Black faculty members and White faculty members toward teaching in Virginia's community colleges. In an attempt to validate this instrument, Bowling conducted a pilot study to determine whether the items comprising the survey did, in fact, constitute a representative sample of the behavioral domain.

The questionnaire was organized into four sections based on variables identified by Bowling in the literature as related to apprehensions of teachers in high schools, colleges, and universities. The sections were (a) different role behaviors, (b) interpersonal interactions, (c) campus-related situations, and (d) personal data.

Different role behaviors. The section on different role behaviors consisted of 19 questions. This section was intended to reveal one's willingness or unwillingness to socialize, marry, worship, and work with persons of a different race, age, sex, and years of teaching experience. Five alternatives were given for the different role behaviors items: (a) completely willing (4), (b) somewhat

willing (3), (c) unsure (2), (d) somewhat unwilling (1), and (e) completely unwilling (0).

Interpersonal interactions. The interpersonal interactions section was designed to identify the degree to which one's attitudes varied among different people with similar backgrounds and how one's attitudes coincided with those attitudes generally associated with a certain group of people. Examples of such items in this section of the questionnaire were (a) Do you tend to hold homogeneous attitudes across racial and ethnic barriers?, and (b) Are your attitudes aligned with those of another race, of the same race, or of the opposite sex?

Scales for campus-related situations. Responses to the items in the section on campus-related situations identified apprehensions related to teaching in a school where the student population was no less than ten percent Black. Five alternatives showed the intensity of each school related apprehension. The alternatives were: (a) not at all apprehensive (4), (b) slightly apprehensive (3), (c) moderately apprehensive (2), (d) strongly apprehensive (1), and (e) extremely apprehensive (0).

Personal data. The section on personal data was designed to get information about a respondent's sex, age, race, occupation, work experience, and teaching experience.

One minor change was made in the original questionnaire. This change was in the phrasing of certain items. In the section on different kinds of interpersonal interactions, the word "white" was changed to "another." Thus, another race to a Black teacher respondent had reference to White people. This change was suggested by a DISD official who served on the committee that gave approval for the present study to be conducted in the Dallas Independent School District.

Authorization of the Study

A letter, six copies of the prospectus and the original questionnaire were sent to the associate superintendent for accountability and development of the Dallas Independent School District (DISD) for approval to conduct the study in the DISD (See Appendix B for a copy of the letter of request.).

On May 12, 1980, approval was granted to proceed with the study (See Appendix C for a copy of the letter of authorization.).

Treatment of the Data

The statistical methods used for this research were (a) the Kruskal-Wallis, (b) the Chi-Square, (c) ranks, and (d)

percentages. The application of these methods for the present analysis was as follows: rank ordered the data by rows, i.e., groups or individuals, and in so doing tested the differences between the columns, i.e., questionnaire items; and tested whether two independent groups, e.g., male vs. female, Black vs. White, were drawn from the same population. The level of significance for the Kruskal-Wallis and the Chi-Square tests was set at .10. The percentages of "yes" responses were tabulated for some personal reactions questions and ranked for other interpersonal reactions questions.

Limitations of the Study

One limitation of this study was the questionnaire. While possessing considerable content validity, its reliability lack strong empirical support. Whether the respondents answered all questions truthfully or not, cannot be known. That there is agreement "that the reliability of personal factual items is high" (Parten, cited in Kerlinger, 1973, p. 417), is encouraging.

Another limitation within the study necessitated caution in the interpretation of the data. Because the DISD is presently reviewing its desegregation plan in response to a court order to justify or change the existing plan, response to this study might suggest an association with

Dallas' response to the court order, thus having an adverse effect on the number and nature of the responses. Also, the selection process used in choosing teachers for the study was a limitation since schools excluded could have responded very differently.

Chapter IV

Analysis of the Data

Introduction

Two non-parametric statistical tests rankings and percentages of "yes" responses were used to analyze the data in this report. One non-parametric test was the Kruskal-Wallis test for matched samples for comparing independent groups. A second non-parametric test was Chi-Square (χ^2) for the purpose of testing hypotheses concerning goodness of fit and the independence of variables.

Kruskal-Wallis One-Way Analysis of Variance

This non-parametric test was used for deciding if K independent samples came from the same population and which issue was of greatest concern to respondents. The test statistic was H where

$$H = \frac{12}{M(N+1)} \sum_{d=1}^K \frac{R_d^2}{N_d} - 3(N+1)$$

and

K = the number of degrees

N_j = the number of cases in j the group

N = N_j , the number of cases for all groups combined

R_j = sum of ranks in j group

K = direct are to sum over the K group

J = 2

H was distributed as X^2 with K-1 degrees of freedom.

Chi-Square Goodness of Fit

Because the 12 items comprising the interpersonal reaction measure were dichotomous, the Kruskal-Wallis one-way Analysis of Variance (ANOVA) could not be run. Therefore, Chi-Square was used on the 12 items for teacher attitude towards interpersonal reactions and to test the null hypothesis. The test statistic was

$$X^2 = \sum \frac{(f_o - f_e)^2}{f_e}$$

f_o = frequency observed
f_e = frequency expected

The Chi-Square statistic was based on the sum of the squared difference between the obtained and expected frequencies for each data category, relative to the expected frequency for each data category.

Ranks

Teachers were asked "With what kinds of people of the opposite race would you be most willing to associate?". Respondents choices included 'respectful,' 'friendly,' 'fairminded,' 'understanding,' 'trustworthy,' or 'cooperative.' Their responses were ranked by most willing

to associate with to least willing to associate with. Teachers were also asked "With what kinds of people of the opposite race would you be most unwilling to associate?" Their choice of responses to this question included 'unfriendly,' 'disrespectful,' 'uncooperative,' 'untrustworthy,' or 'deceitful.' These responses were also ranked. However, they were ranked by least unwilling to associate with to most unwilling to associate with.

Percentages

Finally, the percentage of "yes" responses on the Interpersonal Reaction Scale were tabulated for each group and each question.

The findings were discussed with references to (a) the different role behaviors, (b) the impersonal interactions and (c) the campus-related situations of respondents. An alpha level of .10 was set to determine the acceptance or rejection of the null hypothesis. The null hypothesis H_0 tested against the alternative hypothesis H_1 was:

H_0 : There is no difference in the responses of the groups of teachers on the apprehension scales measuring role behaviors, interpersonal reactions, and campus-related situations.

- H₁: There is a difference in the responses of the groups of teachers on the apprehension scales measuring role behaviors, interpersonal reactions, and campus-related situations.

Different Role Behaviors

The nineteen (19) items of Table 4 comprises the different role behavior measure and describes respondents' willingness to accept different role behavior. Respondents in each category chose alternate first and second issue choices. White teachers, female teachers and inexperienced teachers felt that their son or daughter's willingness to marry a much older person was of first importance to them. Contra, Black teachers, male teachers and experienced teachers chose willingness to marry or not marry a person of another race as their most important issue. The second most important issue chosen by this latter group was their son or daughter's desire to marry an older person. Their choices were the exact opposite of the first group. The third most important issue chosen was "do you approve of interracial marriages" for White teachers, Black teachers, female teachers and experienced teachers. Male teachers chose "would you join a club where most of the members are women," while inexperienced teachers chose "would you work on a job under the direct supervision of a person who has ten years

Table 4

Rank of Apprehensions for Different Role Behaviors by Groups

Questions	Rankings by Group*, **					
	White	Black	Male	Female	Experi- enced	Inexperi- enced
1 Would you join a club where most of the members are of another race?	6th	8th	4th	7th	5th	7th
2 Would you join a club where half of the members are more than ten years older than you?	8th	9th	10th	8th	10th	5th
3 Would you join a club where most of members are women?	10th	5th	3rd	11th	7th	10th
4 Do you approve of interracial marriages?	3rd	3rd	5th	3rd	3rd	4th
5 Would you want your son or daughter to marry a much older person?	1st	2nd	2nd	1st	2nd	1st
6 Would you marry a person of another race?	2nd	1st	1st	2nd	1st	2nd
7 Would you work on a job under the direct supervision of a person who has ten years less teaching experience than you?	4th	6th	6th	4th	6th	3rd

Note: *Questions were ranked from one through nineteenth. Some questions received the same ranking because they had equal levels of concern.

**Ranks one through four were considered to be very significant.

Table 4 (Continued)

		Rankings by Group*,**					
		White	Black	Male	Female	Experi- enced	Inexperi- enced
8	Would you work on a job under the direct supervision of a person of another race?	16th	16th	16th	16th	15th	15th
9	Would you join a church where <u>most</u> of the members are at least ten years younger than you?	9th	13th	12th	9th	9th	8th
10	Would you join a church where half of the members are of another race?	11th	11th	8th	10th	8th	13th
11	Would you join a church where <u>most</u> of the members are much younger than yourself?	5th	7th	9th	5th	6th	6th
12	Would you find it distasteful to ballroom dance with a person of another race and sex?	7th	4th	7th	6th	4th	7th
13	Would you have a work partner who is of the opposite sex?	17th	17th	17th	18th	17th	17th
14	Would you share an office with a fellow faculty member who is at least ten years your senior in teaching experience?	18th	18th	19th	19th	18th	18th

Note: *Questions were ranked from one through nineteenth. Some questions received the same ranking because they had equal levels of concern.

**Ranks one through four were considered to be significant.

Table 4 (Continued)

		Rankings by Group*,**					
		White	Black	Male	Female	Experi- enced	Inexperi- enced
15	Would you want to teach in a senior high school where <u>most</u> of the students are of another race?	15th	12th	13th	13th	12th	9th
16	Would you want to teach in a senior high school where <u>most</u> of the students are of the opposite sex?	14th	10th	11th	14th	11th	12th
17	Would you share an office with a fellow faculty member who is of another race?	19th	19th	18th	17th	16th	16th
18	Would you work in a senior high school where nearly all of the faculty members were of the opposite sex?	12th	15th	15th	12th	14th	14th
19	Would you work in a senior high school where nearly all of the faculty members have much less teaching experience than you?	13th	15th	15th	12th	14th	14th

Note: *Questions were ranked from one through nineteenth. Some questions received the same ranking because they had equal levels of concern.

**Ranks one through four were considered to be significant.

less teaching experience than you." The least important issue varied among categories. Both White teachers and Black teachers reported that sharing an office with a faculty member of another race was of least importance. Sharing an office with another teacher was the least important issue for male teachers, female teachers, experienced teachers and also inexperienced teachers.

Table 5 through 7 present the H-value and significance levels for the nineteen items comprising attitudes towards role behavior by ethnicity, sex and teaching experience. The data in Table 5 show that three items were significant when the Kruskal-Wallis test was run. Item 3, which asked "Would you join a club where most of the members are women?" was significant and of greatest concern to Black teachers, $H = 5.28109$, $df(1)$, $p < .02$. Item 9 ("Would you join a church where most of the members are at least ten years younger than you?) was significant and of greatest concern for Black teachers. Item 16 ("Would you want to teach in a senior high school where most of the students are of the opposite sex?) was also significant and also of greatest concern to Black teachers, $H = 4.00420$, $df(1)$, $p < .04$.

Two items in Table 6 were significant: Item 1 and Item 3. Item 1 asked "Would you join a club where most of the members are of another race?" Item 3 asked "Would you join a club where most of the members are women?" Both were

Table 5

Kruskal-Wallis Test for Tank Differences in Concern Across
Black Teachers and White Teachers

Item #	Role Behaviors			
	H Value	df	Variables Significance	Greatest Concern
1	0.20120	1	0.6537	Black
2	0.20083	1	0.6541	Black
3*	5.28109	1	0.0216	Black
4	0.00003	1	0.9954	Black
5	1.11196	1	0.2917	Black
6	1.68274	1	0.9460	Black
7	0.14149	1	0.7068	Black
8	0.74016	1	0.3896	Black
9*	0.32749	1	0.06003	Black
10	0.31260	1	0.5761	Black
11	0.54200	1	0.4616	Black
12	0.54946	1	0.4585	Black
13	0.02435	1	0.8760	Black
14	0.26318	1	0.6079	Black
15	2.36617	1	0.2340	Black
16*	4.00420	1	0.0455	Black
17	0.07542	1	0.09455	Black
18	0.84382	1	0.3582	Black
19	0.60550	1	0.4365	Black

Note: The starred Symbol (*) means that the items were significant.

Table 6

Kruskal-Wallis Test for Rank Differences in Concern
Across Male Teachers and Female Teachers

Role Behaviors				
Item #	H Value	df	Variables	
			Significance	Greatest Concern
1*	3.32607	1	0.0682	Male
2	0.00194	1	0.9649	Male
3*	0.26957	1	0.0023	Male
4	0.00227	1	0.9620	Male
5	0.02767	1	0.8679	Male
6	0.34200	1	0.5586	Male
7	0.04639	1	0.8295	Male
8	0.58157	1	0.4457	Male
9	0.33590	1	0.8546	Male
10	1.31511	1	0.2515	Male
11	0.57399	1	0.4487	Male
12	0.04464	1	0.8327	Male
13	0.00492	1	0.8397	Male
14	0.31155	1	0.5767	Male
15	0.21817	1	0.6404	Male
16	1.40321	1	0.2362	Male
17	0.44256	1	0.5059	Male
18	0.38905	1	0.5328	Male
19	1.60218	1	0.2056	Male

Note: The starred symbol (*) means that the items were significant.

Table 7

Kruskal-Wallis Test for Rank Differences in Concern Across Experienced Teachers and Inexperienced Teachers

Item #	Role Behaviors			
	H Value	df	Variables Significance	Greatest Concern
1	0.83401	1	0.3640	Inexperienced
2*	0.82401	1	0.0087	Inexperienced
3	0.15279	1	0.6957	Inexperienced
4	0.36657	1	0.5449	Inexperienced
5	0.26989	1	0.6034	Inexperienced
6	0.09905	1	0.7530	Inexperienced
7*	2.74559	1	0.0975	Inexperienced
8	0.06544	1	0.7981	Inexperienced
9	0.55674	1	0.4556	Inexperienced
10	0.03986	1	0.8418	Inexperienced
11	0.62997	1	0.4274	Inexperienced
12	0.03583	1	0.8499	Inexperienced
13	0.50956	1	0.4753	Inexperienced
14	0.60374	1	0.4372	Inexperienced
15*	2.71992	1	0.0991	Inexperienced
16	0.21206	1	0.6542	Inexperienced
17	0.22039	1	0.6387	Inexperienced
18	1.46706	1	0.2258	Inexperienced
19	0.60140	1	0.4380	Inexperienced

Note: The starred symbol (*) means that the items were significant.

significant and of greatest concern to male teachers ($H = 3.32607$, $df(1)$, $p < .06$ and $H = 0.26957$, $df(1)$, $p < .002$, respectively).

Three items in Table 7 were significant. These were items 2, 7 and 15. Item 2 asked, "Would you join a club where half of the members are more than ten years older than you?" and was of greatest concern to inexperienced teachers, $H = 0.82401$, $df(1)$, $p < .008$. Item 7 asked, "Would you work on a job under the direct supervision of a person who has ten years less teaching experience than you?" It was significant and of the greatest concern to inexperienced teachers, $H = 2.74559$, $df(1)$, $p < .09$. In essence, respondents showed the greatest concern towards those areas closest, in perspective, to themselves, e.g., the marriage of a son or daughter. They showed the least concern toward the least threatening situation: sharing an office. When Kruskal-Wallis tests were run, seven separate items were significant and showed a greater concern for Black teachers on two items, for male teachers on two items and for inexperienced teachers on three items. The items were ones willingness to join a club, teach in an environment or share an office consisting of mostly another race or, older members of a club predominantly of women.

Different Kinds of Interpersonal Reactions

Tables 8 through 25 show the percentage of 'yes' responses to questions measuring the Interpersonal Reactions scale. When 50% or more of the responding teachers were used as the defining criteria for each group's commitment to the question, all groups showed commitment to five items. These were: holding the same attitudes towards most people, having attitudes aligned with those of the same race, having attitudes aligned with the same sex and with those of their generation. Other definitive commitments included preferring to associate with those more than ten years older than they. Specific group commitments were noted on various items, when 50% of the responding group was used as the definitive criteria. For example, White teachers reported having homogeneous attitudes toward most people in a given group, male teachers and experienced teachers reported holding homogeneous attitudes across racial/ethnic barriers; while every group of teachers except inexperienced teachers reported having attitudes aligned with those more than ten years older. In addition, inexperienced teachers preferred to associate with those of another race. Both inexperienced teachers and experienced teachers preferred to associate with those of the same race, those of the opposite sex, those of the same sex, and those of their generation.

Table 8

Percentages of "Yes" Responses to Interpersonal Reactions Items by Groups

Question 1: Do you tend to hold the same attitudes towards most people?

Responses

	Black		White		Male		Female		Experienced		Inexperienced	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	19	59.4	35	79.5	23	74.2	37	69.8	55	76.4	7	50.0
df	2				1						1	
Chi Square	4.09858				0.03195						2.85131	
Significance	0.1288				0.8581						0.0913	
Missing Responses	15				8						6	

Table 9

Percentages of "Yes" Responses to Interpersonal Reactions Items by Groups

Question 2: Do you tend to hold rather homogeneous attitudes toward most people in a given group?

Responses

	Black		White		Male		Female		Experienced		Inexperienced	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	14	38.9	22	50.0	16	47.1	25	46.3	37	48.7	5	35.7
df	2				1						1	
Chi Square	2.18919				0.02239						0.36289	
Significance	9.3347				0.8811						0.5469	
Missing Responses	11				4						2	

Table 10

Percentages of "Yes" Responses to Interpersonal Reactions Items by Groups

Question 3: Do you tend to hold homogeneous attitudes across racial/ethnic barriers?

	Responses											
	Black		White		Male		Female		Experienced		Inexperienced	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	16	45.7	21	48.8	18	54.5	23	43.4	38	51.4	5	35.7
df	2				1				1			
Chi Square	1.16816				0.61574				0.61123			
Significance	0.5576				0.4326				0.4343			
Missing Responses	13				6				4			

Table 11

Percentages of "Yes" Responses to Interpersonal Reactions Items by Groups

Question 4: Do you tend to hold homogeneous attitudes across people, age and sex barriers?

Responses

	Black		White		Male		Female		Experienced		Inexperienced	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	12	34.3	18	41.9	14	41.2	19	36.5	30	40.5	4	28.6
df	2				1				1			
Chi Square	2.03257				0.04230				0.29609			
Significance	0.3619				0.8370				0.5863			
Missing Responses	13				6				4			

Table 12

Percentages of "Yes" Responses to Interpersonal Reactions Items by Groups

Question 5: Are your attitudes aligned with those of another race?

	Responses											
	Black		White		Male		Female		Experienced		Inexperienced	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	9	32.1	17	43.6	8	25.0	20	46.5	26	40.0	3	27.3
df	1				1				1			
Chi Square	0.48188				2.76763				0.21906			
Significance	0.4876				0.0962				0.6398			
Missing Responses	25				17				16			

Table 13

Percentages of "Yes" Responses to Interpersonal Reactions Items by Groups

Question 6: Are your attitudes aligned with those of the same race?

	Responses											
	Black		White		Male		Female		Experienced		Inexperienced	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	20	66.7	28	71.8	21	65.6	33	73.3	49	72.1	7	63.6
df	2						1				1	
Chi Square	0.64713						0.22630				0.04528	
Significance	0.7236						0.6343				0.8315	
Missing Responses	22						15				13	

Table 14

Percentages of "Yes" Responses to Interpersonal Reactions Items by Groups

Question 7: Are your attitudes aligned with those of the opposite race?

Responses

	Black		White		Male		Female		Experienced		Inexperienced	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	11	42.3	17	45.9	13	41.9	19	46.3	28	45.2	5	45.5
df		1					1				1	
Chi Square		0.00082					0.01770				0.0000	
Significance		0.9772					0.8942				1.0000	
Missing Responses		29					20				19	

Table 15

Percentages of "Yes" Responses to Interpersonal Reactions Items by Groups

Question 8: Are your attitudes aligned with those of the same sex?

Responses

	Black		White		Male		Female		Experienced		Inexperienced	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	16	64.0	25	65.8	19	61.3	28	71.8	41	68.3	7	63.6
df		1					1				1	
Chi Square		0.01546					0.45334				0.0000	
Significance		0.9011					0.5008				1.0000	
Missing Responses		29					22				21	

Table 16

Percentages of "Yes" Responses to Interpersonal Reactions Items by Groups

Question 9: Are your attitudes aligned with those of your generation?

Responses

	Black		White		Male		Female		Experienced		Inexperienced	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	26	86.7	30	71.4	25	73.5	37	80.4	55	78.6	8	72.7
df	2				1				1			
Chi Square	2.65898				0.21194				0.00188			
Significance	0.2646				0.6453				0.9654			
Missing Responses	19				12				11			

Table 17

Percentages of "Yes" Responses to Interpersonal Reactions Items by Groups

Question 10: Are your attitudes aligned with those more than ten years younger?

	Responses											
	Black		White		Male		Female		Experienced		Inexperienced	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	10	37.0	18	47.4	12	36.4	19	48.7	27	43.5	5	45.5
df	1				1				1			
Chi Square	0.33036				0.66591				0.00000			
Significance	0.5655				0.4145				1.0000			
Missing Responses	27				20				19			

Table 18

Percentages of "Yes" Responses to Interpersonal Reactions Items by Groups

Question 11: Are your attitudes aligned with those more than ten years older?

	Responses											
	Black		White		Male		Female		Experienced		Inexperienced	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	15	55.6	18	50.0	19	59.4	19	50.0	34	56.7	4	36.4
df	1				1				1			
Chi Square	0.03314				0.29545				0.83232			
Significance	0.8555				0.5867				0.3616			
Missing Responses	29				22				21			

Table 19

Percentages of "Yes" Responses to Interpersonal Reactions Items by Groups

Question 12: With what kinds of people do you prefer to associate with?
another race?

Responses

	Black		White		Male		Female		Experienced		Inexperienced	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	3	8.8	10	22.7	4	11.8	9	17.0	23	46.9	8	80.0
df	10				5				1			
Chi Square	15.54764				11.43261				2.43539			
Significance	0.1133				0.0434				0.1186			
Missing Responses	13				5				33			

Table 20

Percentages of "Yes" Responses to Interpersonal Reactions Items by Groups

Question 13: What kind of people do you prefer to associate with?
the same race?

Responses

	Black		White		Male		Female		Experienced		Inexperienced	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	11	32.4	12	27.3	13	38.2	14	26.4	51	87.9	9	100.0
df	10				5				1			
Chi Square	15.54764				11.43261				0.26595			
Significance	0.1133				0.0434				0.6061			
Missing Responses	13				5				25			

Table 21

Percentages of "Yes" Responses to Interpersonal Reactions Items by Groups

Question 14: What kind of people do you prefer to associate with?
the opposite sex?

	Responses											
	Black		White		Male		Female		Experienced		Inexperienced	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	1	2.9	2	4.5	1	2.9	2	3.8	49	83.1	11	91.7
df	10				5				1			
Chi Square	15.54764				11.43261				0.09880			
Significance	0.1133				0.0434				0.7533			
Missing Responses	13				5				21			

Table 22

Percentages of "Yes" Responses to Interpersonal Reactions Items by Groups

Question 15: What kind of people do you prefer to associate with?
the same sex?

Responses

	Black		White		Male		Female		Experienced		Inexperienced	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	4	11.8	7	15.9	8	23.5	3	5.7	37	71.2	9	90
df	10				5				1			
Chi Square	15.54764				11.43261				0.72721			
Significance	0.1133				0.0434				0.3938			
Missing Responses	13				5				30			

Table 23

Percentages of "Yes" Responses to Interpersonal Reactions Items by Groups

Question 16: What kind of people do you prefer to associate with?
your generation?

	Responses											
	Black		White		Male		Female		Experienced		Inexperienced	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	3	8.8	10	22.7	2	5.9	14	26.4	56	87.5	11	100.0
df		10					5				1	
Chi Square		15.54764					11.43261				0.50688	
Significance		0.1133					0.0434				0.4765	
Missing Responses		13					5				17	

Table 24

Percentages of "Yes" Responses to Interpersonal Reactions Items by Groups

Question 17: What kind of people do you prefer to associate with?
more than ten years younger?

Responses

	Black		White		Male		Female		Experienced		Inexperienced	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	7	38.9	21	65.6	9	39.1	22	62.9	29	55.8	7	70.0
df	1				1				1			
Chi Square	2.34502				2.25911				0.23553			
Significance	0.1257				0.1328				0.6275			
Missing Responses	42				34				30			

Table 25

Percentages of "Yes" Responses to Interpersonal Reactions Items by Groups

Question 18: What kind of people do you prefer to associate with?
more than ten years older?

Responses

	Black		White		Male		Female		Experienced		Inexperienced	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	21	91.3	33	94.3	24	85.7	35	92.1	35	71.4	6	66.7
df	1				1				1			
Chi Square	0.00834				0.18399				0.00000			
Significance	0.9272				0.6680				1.0000			
Missing Responses	34				26				34			

Finally, every group except Black teachers and male teachers preferred to associate with those more than ten years younger. (Fewer than ten teachers in some groups answered some of the questions.) Only the items in tables 12, 14, 15, 17, 19, 20, 21, 22, 23 and 25 show a significant difference in how groups responded to various questions. Most differences were between sexual groups or years of teaching experience. It appears, therefore, that groups did respond differently to various questions and the differences could be determined by sex or by years teaching experience.

Tables 26 and 27 show how teachers ranked the type of people they prefer to associate with or not to associate with. As noted in Table 26, Black teachers and inexperienced teachers preferred to associate with 'respectful' people. Every other groups preferred to associate with 'fair-minded' people. Female teachers and inexperienced teachers were tied on their first preference choice and chose two types of people equally. Table 27 notes that every group thought 'deceitful' people least acceptable. Thus, a majority of teachers preferred to associate with 'respectful' people and not to associate with 'deceitful' people.

Table 26

Rank of Responses to Interpersonal Reactions Items by Groups

Question 19: With what kinds of people of the opposite race would you be most willing to associate?

Responses by Group

Choices	Black	White	Male	Female	Experienced	Inexperienced
Respectful	1	4	3	2	2	1
Friendly	4	2	4	3	4	1
Fairminded	2	1	1	1	1	3
Understanding	5	5	6	5	5	4
Trustworthy	3	3	2	4	3	4
Cooperative	4	2	5	1	2	2

Note: One (1) represents the most acceptable choice.

Table 27

Rank of Responses to Interpersonal Reactions Items by Groups

Question 20: With what kinds of people of the opposite race would you be most unwilling to associate?

Responses by Groups

<u>Choices</u>	<u>Black</u>	<u>White</u>	<u>Male</u>	<u>Female</u>	<u>Experienced</u>	<u>Inexperienced</u>
Unfriendly	5	3	3	4	4	2
Disrespectful	2	4	2	2	2	2
Unsympathetic	6	6	4	6	6	5
Uncooperative	4	2	5	3	5	3
Untrustworthy	3	5	2	5	3	4
Deceitful	1	1	1	1	1	1

Note: One (1) represents the least acceptable choice.

Campus-Related Activities

Finally, Table 28 shows respondents' ranking of apprehensions for campus-related situations. Twenty items were ranked. Black teachers, male teachers and experienced teachers were most apprehensive that a "faculty member of another race with less competence than they" might be promoted. White teachers, female teachers and inexperienced teachers expressed the most apprehension towards the possibility of not receiving equal consideration as men for promotion. Female teachers were apprehensive the least about their personal competence; inexperienced teachers were least apprehensive about their relationship with older faculty members. The remaining teachers were apprehensive the least about their relationship with faculty members of the opposite sex.

Tables 29 through 31 present the Kruskal-Wallis test for rank differences in concern by ethnicity, sex and teaching experience. Nine items were significant. Item 44 on Table 29, the potential of increased hostility toward younger faculty members will increase, was of greatest concern to Black teachers, $H = 3.65604$, $df(1)$, $p < .05$. Other significant items and of greatest concern to Black teachers included apprehension towards receiving the same consideration for salary increases as other races (item 49

Table 28

Ranks of Campus-Related Situations by Groups

	Rankings by Group*, **					
	White	Black	Male	Female	Experi- enced	Inexperi- enced
32 Do you feel apprehensive about your relationship with administrators of another race?	12th	14th	12th	14th	15th	11th
33 Do you feel apprehensive about your relationship with older faculty members?	19th	18th	18th	17th	18th	19th
34 Do you feel apprehensived about your relationship with younger faculty members?	17th	17th	15th	18th	17th	18th
35 Do you feel apprehensive about your personal competence?	18th	19th	14th	20th	19th	17th
36 Do you feel apprehensive that hoarility toward women faculty will be increased?	15th	12th	13th	15th	14th	16th
37 Do you feel apprehensive that the faculty members of another race with less competence than you will be promoted?	4th	1st	1st	2nd	1st	3rd
38 Do you feel apprehensive that women faculty members will receive assignments that are not equal to their training and experience?	3rd	6th	2nd	3rd	3rd	2nd

Note: *Questions were ranked from first through twentieth.

**Ranks one through four were considered to be very significant.

Table 28 (Continued)

		Rankings by Group*, **					
		White	Black	Male	Female	Experi- enced	Inexperi- enced
39	Do you feel apprehensive that there will be increased demands for professional preparation?	5th	13th	8th	9th	9th	4th
40	Do you feel apprehensive that white faculty members may in the future be forced into black senior high schools, if some senior high schools become predominantly black?	9th	8th	6th	8th	7th	9th
41	Do you feel apprehensive that white faculty members will not receive promotions in proportion to that which they might have received in a segregated senior high school?	2nd	15th	11th	7th	8th	7th
42	Do you feel apprehensive about your relationship with faculty members of the opposite sex?	20th	20th	20th	19th	20th	14th
43	Do you feel apprehensive about your relationship with faculty members who have many more years of teaching experience?	16th	16th	19th	16th	16th	15th
44	Do you feel apprehensive that hostility toward younger faculty members will be increased?	14th	9th	16th	13th	13th	13th

Note: *Questions were ranked from first through twentieth.

**Ranks one through four were considered to be very significant.

Table 28 (Continued)

	Rankings by Group*,**					
	White	Black	Male	Female	Experi- enced	Inexperi- enced
45 Do you feel apprehensive that hostility toward older faculty members will be increased?	10th	10th	17th	11th	12th	12th
46 Do you feel apprehensive that hostility toward faculty members with little experience will be increased?	13th	11th	7th	12th	11th	12th
47 Do you feel apprehensive that women faculty members will not receive the same consideration for promotion that men do?	1st	5th	1st	1st	4th	1st
48 Do you feel apprehensive that faculty members with less experience than yourself will be promoted before you are?	7th	4th	5th	5th	6th	8th
49 Do you feel apprehensive that faculty members of another race will get greater salary increases?	11th	7th	10th	10th	10th	10th
50 Do you feel apprehensive that faculty members of another race will receive more recognition for outstanding personal achievement?	6th	3rd	4th	6th	5th	6th
51 Do you feel apprehensive that students of another race will get better grades in proportion to their race?	8th	2nd	3rd	4th	2nd	5th

Note: *Questions were ranked from first through twentieth.

**Ranks one through four were considered to be very significant.

Table 29

Kruskal-Wallis Test for Rank Differences in Concern Across
Black Teachers and White Teachers

Campus-Related				
Item #	Variables			
	H Value	df	Significance	Greatest Concern
32	0.94620	1	0.7993	Black
33	0.40343	1	0.4780	Black
34	0.00156	1	0.9685	Black
35	0.00156	1	0.9685	Black
36*	5.90668	1	0.0151	Black
37	1.52063	1	0.2175	Black
38	0.02065	1	0.8857	Black
39	9.52495	1	0.4687	Black
40	0.59555	1	0.4403	Black
41	2.37571	1	0.1232	Black
42	0.00593	1	0.9386	Black
43	1.13652	1	0.2864	Black
44*	3.65604	1	0.0559	Black
45	1.04296	1	0.3071	Black
46	2.04725	1	0.1525	Black
47	0.02080	1	0.8853	Black
48	1.73906	1	0.1873	Black
49*	3.11912	1	0.0774	Black
50	2.08656	1	0.1486	Black
51*	4.53094	1	0.0333	Black

Note: The starred symbol (*) means that the items were significant.

Table 30

Kruskal-Wallis Test for Rank Differences in Concern Across Male Teachers and Female Teachers

Campus-Related				
Item #	Variables			
	H Value	df	Significance	Greatest Concern
32*	3.13394	1	0.0767	Male
33	2.06453	1	0.1508	Male
34*	3.30912	1	0.0689	Male
35*	9.04542	1	0.0026	Male
36*	2.74655	1	0.0098	Male
37	1.51534	1	0.2183	Male
38	0.82951	1	0.3624	Male
39	0.00055	1	0.9813	Male
40	0.39283	1	0.5308	Male
41	0.04366	1	0.8345	Male
42	0.00200	1	0.9643	Male
43	0.00253	1	0.9599	Male
44	0.12606	1	0.7226	Male
45	0.83106	1	0.3620	Male
46	0.166312	1	0.1972	Male
47*	2.60435	1	0.1066	Male
48	0.14776	1	0.7007	Male
49	0.10442	1	0.7466	Male
50	0.05223	1	0.8192	Male
51	0.24781	1	0.6186	Male

Note: The starred symbol (*) means that the items were significant.

Table 31

Kruskal-Wallis Test for Rank Differences in Concern Across Experience Teachers and Inexperienced Teachers

Campus-Related				
Item #	Variables			
	H Value	df	Significance	Greatest Concern
32	1.88907	1	0.1693	Inexperienced
33	0.01016	1	0.9197	Inexperienced
34	0.51280	1	0.6973	Inexperienced
35	0.55054	1	0.4581	Inexperienced
36	0.24844	1	0.6182	Inexperienced
37	0.00625	1	0.9370	Inexperienced
38	0.37330	1	0.5412	Inexperienced
39	1.22773	1	0.2678	Inexperienced
40	0.00251	1	0.9600	Inexperienced
41	0.22433	1	0.6358	Inexperienced
42	0.01285	1	0.9098	Inexperienced
43	0.04006	1	0.8231	Inexperienced
44	0.00600	1	0.9383	Inexperienced
45	0.03414	1	0.8534	Inexperienced
46	0.41304	1	0.5204	Inexperienced
47	1.28465	1	0.2570	Inexperienced
48	0.02606	1	0.8718	Inexperienced
49	0.54400	1	0.4608	Inexperienced
50	0.00284	1	0.9575	Inexperienced
51	0.18940	1	0.6634	Inexperienced

Note: The starred symbol (*) means that the items were significant.

on Table 29) ($H = 3.11912$, $df(1)$, $p < .07$) and apprehension towards students of another race receiving disproportionately better grades (item 51 on Table 29) ($H = 4.53099$, $df(1)$, $p < .03$).

Items 32 on Table 30, "Do you feel apprehensive about your relationship with administrators of another race?" was significant and of greatest concern to male teachers, $H = 3.133394$, $df(1)$, $p < .07$. Item 34 on Table 30, apprehension towards relationships with younger faculty members was significant and of greatest concern to male teachers, $H = 3.30912$, $df(1)$, $p < .06$. Item 35, apprehension about personal competence, was significant and fo the greatest concern towards male teachers, $H = 9.04542$, $df(1)$, $p < .002$. Male teachers and Black teachers thought item 36, potential hostility towards women, was of greatest concern, $H = 2.74655$, $df(1)$, $p < .009$ and $H = 5.90668$, $df(1)$, $p < .01$, respectively. Item 47 on receiving equal consideration for promotion was of greatest concern to male teachers, $H = 2.60435$, $df(1)$, $p < .10$.

In sum, teachers did appear to feel that the "system" might not protect them in their particular situation. The nine significant items conveyed their apprehension.

General Summary of the Findings

The primary purpose of using tests, ranks and percentages was to allow the investigator to look at the data in various ways, thus establishing validity for the study.

From analysis of the data one can say that there was a significant difference in the responses of teachers to the items on the questionnaire. When responses of teachers across groups were ranked and analyzed using ranks, percentages, Kruskal-Wallis and Chi-Square techniques; race, sex and experience did influence teacher responses. Respondents repeatedly assigned those items closest to them (the greatest threat) first priority and those items furthest from them (the least threatening) the last priority. We, therefore, reject the null hypothesis at the .10 level of significance. Race, sex and experience did make a difference in respondents' choices.

Chapter 5

IMPLICATIONS OF THE FINDINGS

Introduction

In this chapter, the implications of the findings are discussed, and areas for further research are pointed out.

Implications

The results from this study would indicate that there are certain apprehensions that are related to teaching experience, race and sex of the Black and White high school teachers included in this study. The fact that teaching experience appeared more often as having a greater influence on item responses implies that the longer one teaches the less apprehensive one becomes. Hence, apprehension can be equated with inexperience. While not strong enough to justify major interventions in inservice programs for inexperienced teachers, the trend in the data suggested that the areas of role behavior and campus-related situations are potentially important.

The fact that the campus-related situations items (which dealt with apprehension as it relates to working with and teaching persons of another race) explained a sizable proportion of response variations, may be partially explained by the inability of teachers to adjust to

environments that are different. Experience had a greater effect on responses to items in the campus-related situation area. Hence, the ability to adjust to a pluralistic working environment is determined by years of experience in the teaching profession.

On the other hand, since very little variation in responses can be attributed to interpersonal reactions of teachers, one implication appears plausible. That interpersonal reactions (which dealt with attitudes toward people, attitude alignment with respect to race, sex and age; and associations with certain people) of the Black and White teachers in this study may be on a positive scale. It was of further interest that age was of greater concern than race.

In summary, the present study suggests that three variables, i.e., teaching experience, race and sex, seem related to degrees of apprehension of Black teachers and White teachers. Role behavior and campus-related situations items elicited more variation in responses from the two groups of teachers.

Caution must be observed in making policy recommendations based on such findings.

Area for Further Research

In the search for approaches to educating Black, inner-city high school children, one of the most fundamental needs is for some clarification of the learning environment, i.e., teacher attitude, instructional methods, psychological climate, which facilitates learning. This study adds some support to the relationships previously identified by Bowling as being important. Further research is needed, however, to clarify relationships and their strengths. It would be useful to delineate further learning environment variables, e.g., teacher attitudes, which are unique to teaching Black, inner-city high school children; and which may serve to determine how strongly certain variables are associated with academic achievement.

Although the above caution should be observed, it is the investigator's belief that the results obtained in this study are substantial enough to warrant further exploration of certain aspects of the school environment in which some Black high school children are required to learn.

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APPENDIXES

APPENDIX A

Survey of Teacher Apprehensions

May 13, 1980

Dear Colleague:

I am a doctoral student in the College of Education at Virginia Polytechnic Institute and State University, Blacksburg, Virginia. My research for my dissertation concerns selected apprehensions of integrated faculty members of an inner-city high school.

It is very important that your response be as candid as possible. You are guaranteed anonymity. Your participation is strictly voluntary and most appreciated.

As principal of an inner-city high school and a doctoral student at V.P.I. & S.U., I am aware of the great demands on your time, especially this time of year.

Please respond to the attached questionnaire and return it to your contact person at your institution as soon as possible.

Sincerely yours,

Napoleon B. Lewis, Sr.
Principal
Lincoln High School

I. DIFFERENT ROLE BEHAVIORS

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

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

- | | |
|---|-----------|
| 1. Would you join a club where <u>most</u> of the members are of another race? | 4 3 2 1 0 |
| 2. Would you join a club where <u>half</u> of the members are more than ten years older than you? | 4 3 2 1 0 |
| 3. Would you join a club where <u>most</u> of the members are women? | 4 3 2 1 0 |
| 4. Do you approve of interracial marriages? | 4 3 2 1 0 |
| 5. Would you want your son or daughter to marry a much older person? | 4 3 2 1 0 |
| 6. Would you marry a person of another race? | 4 3 2 1 0 |
| 7. Would you work on a job under the direct supervision of a person who has ten years less teaching experience? | 4 3 2 1 0 |
| 8. Would you work on a job under the direct supervision of a person of another race? | 4 3 2 1 0 |
| 9. Would you join a church where <u>most</u> of the members are at least ten years younger than you? | 4 3 2 1 0 |
| 10. Would you join a church where <u>half</u> of the members are of another race? | 4 3 2 1 0 |
| 11. Would you join a church where <u>most</u> of the members are much younger than yourself? | 4 3 2 1 0 |
| 12. Would you find it distasteful to ballroom dance with a person of another race and sex? | 4 3 2 1 0 |
| 13. Would you have a work partner who is of the opposite sex? | 4 3 2 1 0 |

- | | |
|--|-----------|
| 14. Would you share an office with a fellow faculty member who is at least ten years your senior in teaching experience? | 4 3 2 1 0 |
| 15. Would you want to teach in a senior high school where <u>most</u> of the students are of another race? | 4 3 2 1 0 |
| 16. Would you want to teach in a senior high school where <u>most</u> of the students are of the opposite <u>sex</u> ? | 4 3 2 1 0 |
| 17. Would you share an office with a fellow faculty member who is of another race? | 4 3 2 1 0 |
| 18. Would you work in a senior high school where nearly all the faculty members were of the opposite sex? | 4 3 2 1 0 |
| 19. Would you work in a senior high school where nearly all the faculty members have much less teaching experience than you? | 4 3 2 1 0 |

II. DIFFERENT KINDS OF INTERPERSONAL REACTIONS

The questions you have just answered tell how you feel about accepting different kinds of people in different kinds of activities. Now please tell the researcher:

Do you tend to hold the same attitudes toward most people? yes ___ no ___

1. Often people's attitudes fall in agreement with stereotyped attitudes held by majority members of some identifiable group. For instance, a rather defense minded foreign policy has often been associated with the Conservative and Republican Parties, and a large social reform spending program has been associated with liberal Democrats. We would like to identify the degree to which

your attitudes vary across different people having similar backgrounds and how your attitudes agree with those generally associated with key sub-groups of interest in this research.

1a. Do you tend to hold rather homogeneous attitudes toward most people within a given group? yes ___ no ___

1b. Do you tend to hold the homogeneous attitudes across racial and ethnic barriers? yes ___ no ___

1c. Do you tend to hold the homogeneous attitudes across people, age, and sex barriers? yes ___ no ___

2. Mark the following groups which your attitude most clearly resembles. Are your attitudes aligned with those:

- | | |
|---------------------------------|----------------|
| a. of another race? | yes ___ no ___ |
| b. of the same race? | yes ___ no ___ |
| c. of the opposite sex? | yes ___ no ___ |
| d. of the same sex? | yes ___ no ___ |
| e. of your generation? | yes ___ no ___ |
| f. more than ten years younger? | yes ___ no ___ |
| g. more than ten years older? | yes ___ no ___ |

A. With what kinds of people of the opposite race would you be most willing to associate? PLEASE CHECK ONLY

ONE.

- | | |
|--------------------|----------------------|
| 1. Respectful ___ | 4. Understanding ___ |
| 2. Friendly ___ | 5. Trustworthy ___ |
| 3. Fair Minded ___ | 6. Cooperative ___ |

2. What kinds of people do you prefer to associate with?

- | | |
|---------------------------------|----------------|
| a. another race | yes ___ no ___ |
| b. the same race? | yes ___ no ___ |
| c. the opposite sex? | yes ___ no ___ |
| d. the same sex? | yes ___ no ___ |
| e. your generation? | yes ___ no ___ |
| f. more than ten years younger? | yes ___ no ___ |
| g. more than ten years older? | yes ___ no ___ |

B. With what kinds of people of the opposite race would you be most unwilling to associate? PLEASE CHECK ONLY ONE.

- | | |
|------------------|------------------|
| 1. Unfriendly | 4. Uncooperative |
| 2. Disrespectful | 5. Untrustworthy |
| 3. Unsympathetic | 6. Deceitful |

III. APPREHENSION SCALES FOR CAMPUS-RELATED SITUATIONS

The following questions are designed to: (a) identify selected apprehensions of faculty members with respect to teaching positions where the student population is no less than 10 percent Black and (b) determine the relative intensity of each.

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

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

PLEASE RESPOND TO EACH STATEMENT:

- | | |
|--|-----------|
| 1. Do you feel apprehensive about your relationship with administrators of another race? | 4 3 2 1 0 |
| 2. Do you feel apprehensive about your relationship with older faculty members? | 4 3 2 1 0 |
| 3. Do you feel apprehensive about your relationship with younger faculty members? | 4 3 2 1 0 |
| 4. Do you feel apprehensive about your personal competence? | 4 3 2 1 0 |

5. Do you feel apprehensive that hostility toward women faculty members will be increased? 4 3 2 1 0
6. Do you feel apprehensive that the faculty member of another race with less competence than you will be promoted? 4 3 2 1 0
7. Do you feel apprehensive that women faculty members will receive assignments that are not equal to their training and experience? 4 3 2 1 0
8. Do you feel apprehensive that there will be increased demands for professional preparation? 4 3 2 1 0
9. Do you feel apprehensive that white faculty members may in the future be forced into black senior high schools if some senior high schools become predominantly black? 4 3 2 1 0
10. Do you feel apprehensive that white faculty members will not receive promotions in proportion to that which they might have received in a segregated senior high school. 4 3 2 1 0
11. Do you feel apprehensive about your relationship with faculty members of the opposite sex? 4 3 2 1 0
12. Do you feel apprehensive about your relationship with faculty members who have many more years of teaching experience? 4 3 2 1 0
13. Do you feel apprehensive that hostility toward younger faculty members will be increased? 4 3 2 1 0
14. Do you feel apprehensive that hostility toward older faculty members will be increased? 4 3 2 1 0
15. Do you feel apprehensive that hostility toward faculty members with little experience will be increased? 4 3 2 1 0

16. Do you feel apprehensive that women faculty members will not receive the same consideration for promotion that men do? 4 3 2 1 0
17. Do you feel apprehensive that faculty members with less experience than yourself will be promoted before you are? 4 3 2 1 0
18. Do you feel apprehensive that faculty members of another race will get greater salary increases? 4 3 2 1 0
19. Do you feel apprehensive that faculty members of another race will receive more recognition for outstanding personal achievement? 4 3 2 1 0
20. Do you feel apprehensive that students of another race will get better grades in proportion to their race? 4 3 2 1 0

IV. PERSONAL DATA

Your sex: Male___ Female___ Your race: Black___ White___

Your age: Less than 25___ 25-29___ 30-34___ 35-39___ 40-44___
45-49___ 50-54___ 55-59___ 60-64___ 65 and over___

1. How long have you been an educator? ___ years
2. How long have you taught in your present position?
___ years
3. What is your present position? _____
4. Have you taught in another school district? __yes __ no
5. If so, was the student body more than 10% black?
__ yes __ no

APPENDIX B

Letter of Request to do the Study
in the DISD

TO: The Learning Council

RE: Request for Approval to Conduct Study on Selected
Apprehension of Black and White Teachers

FROM: Napoleon B. Lewis, Sr., Principal

DATE: May 8, 1980

This study is an attempt to gather baseline or initial data on the selected perceptions or apprehensions of Black and White teachers. This author acknowledges the fact that the questions asked may be seen by some as sensitive (which maybe in the long run provide a strong rationale for exploring these issues).

It has often been speculated that perceptions of teachers of differing racial groups toward each other can affect the school learning climate. I would hasten to add that given the right conditions wholesome attitudes can be fostered. The current speculation leans toward the former interpretation rather than the latter. You cannot begin to change perceptions unless you have an understanding of the nature of what you are attempting to change.

Because the issues addressed are sensitive in nature, participants will be given a general orientation to the nature and intent of this study and are not obligated to participate should they desire not to. They will be further requested to be as honest as they can in responding should they choose to participate, and will receive a guarantee of absolute anonymity of their responses. I am hopeful that you give this request favorable consideration.

APPENDIX C

Letter Authorizing the Investigator
to do the Study in the DISD

RESEARCH PROPOSAL FORM
DALLAS INDEPENDENT SCHOOL DISTRICT

Instructions: (1) Complete this form (please type). (2) Attach a concise abstract (three or less single-spaced pages, typewritten) summarizing the nature of the study, the primary references in the literature supporting its need, and its expected applied or theoretical value. (3) Include one sample of all forms, questionnaires, and tests (except those of the District's Systemwide Testing Program) that you plan to administer to District personnel or students in data collection. (4) Submit the above to: Division of Accountability and Development, Room 101, (Box 3), Dallas, Texas 75204.

Name: Napoleon B. Lewis Address: Dallas, TX 75232
 Professional Address: _____
 Phone: _____ Date: 5-8-80

Area of Study Educational Administration
 Specific Topic Factors related to desegregation

1. Title of study: A study of selected apprehensions of black and white teachers.
2. Major hypotheses/questions to be investigated: (1) Is there a statistically significant difference between black and white teachers with regard to intensity of apprehensions about associating with staff of another race? (2) Is there a statistically difference between black and white teacher choices of descriptive terms in determining the kind of individuals of the opposite race with whom they would be most willing to associate?
 - (A) Is there a statistically significant difference between black and white teachers degree of apprehension about working in schools in which their race is in the minority?
 - (B) Is there a statistically significant difference between experienced and inexperienced teachers' degree of apprehension about working in schools in which their race is in the minority?
3. Summary and/or rationale: Developing learning environments which foster authentic interpersonal

relationships between staff of differing racial backgrounds has been a major emerging concern as school districts have attempted to desegregate. This study will attempt to gather initial or baseline data on the selected apprehensions of groups of teachers representing varying racial backgrounds.

(A) As districts effectuated several plans to move racial and ethnic groups together, concern has steadily increased for that which happens to students and teachers after they get off the bus. Administrators have recognized the need to obtain and retain excellent teachers who manifest dedication to the principals of meeting individual needs within an integrated setting. Because the basic components of the right climate for learning stems from the positive factors and elements in each teacher's relationship with each child and other staff members, it is paramount that the apprehensions of teachers in the desegregated setting are examined.

4. Student population(s) or data desired (describe in detail): The data will be collected from 30 black and 30 white teachers at Madison and South Oak Cliff high schools.* Teachers at Lincoln High School will be used as alternates.
5. Titles of instruments (forms, questionnaires, tests, etc.) to be used for data collection: Apprehension scales for Selected Situations Personal Data Sheet was developed and standardized by Dr. Herbert "Skip" Bowling and used in previous educational studies at Virginia Polytechnic and State University.
6. Procedures planned for implementing treatment(s), administering instruments, and/or collecting data from school records: A sample of 30 black teachers and 30 white teachers will be selected from Madison and South Oak Cliff high schools. The Apprehensions Scales for Selected Situations and the Personal Data Sheet will be distributed to those selected from Madison and South Oak Cliff high schools. Teachers will be asked to complete each form and return to the investigator.

*Principals at South Oak Cliff and Madison have pledged their support. The Faculty Advisory Committee at Lincoln has unanimously promised to aid in the study.

7. Design and statistical techniques planned for data analysis: The statistical test to be used in the analysis of the data is the t-test. A total score analysis and an item score analysis will be done.
8. Expected beginning date and completion date of study:
 May 1980 (beginning date)
 August 1980 (completion date)
9. Form in which findings will be reported:
 The results of the study will be reported in written form to the Associate Superintendent - Accountability/Development and to the graduate school of Virginia Polytechnic Institute and State University.

"I, the applicant, do hereby agree that I will abide by the policies and regulations of the Dallas Independent School District and will furnish a copy of the abstract and report describing the findings of the study to the Associate Superintendent - Accountability/Development."

 Signature of Applicant

If you are presently a student, please ask the professional sponsoring your research (i.e., major professor, chairperson of your advisory committee, department head, etc.) to sign the following:

"I am familiar with the proposed study and feel that the researcher submitting this proposal is professionally qualified to undertake this investigation. I also believe the research design to be valid and appropriate."

FOR DISTRICT USE ONLY

 Date _____
 Approved

Assigned to _____
 for coordination

 Associate Superintendent
 Accountability/Development

 Signature of Sponsoring
 Professional

 Position or Title

 Name of Dept. and Institution

APPENDIX D

Rank Order of the Responses of White Teachers
to Role Behavior Items

APPENDIX D

Rank Order of the Responses of White Teachers to Role Behavior Items

Item No.	Question	Rank Sum
5	Would you want your son or daughter to marry a much older person?	250.5
6	Would you marry a person of another race?	251.5
4	Do you approve of interracial marriage?	321.5
7	Would you work on a job under the direct supervision of a person who has ten years less teaching experience than you?	330.0
11	Would you join a church where <u>most</u> of the members are much younger than yourself?	380.5
1	Would you join a club where <u>most</u> of the members are of another race?	381.5
12	Would you find it distasteful to ballroom dance with a person of another race and sex?	389.5
2	Would you join a club where <u>half</u> of the members are more than ten years older than you?	416.0
9	Would you join a church where most of the members are at least ten years younger than you?	423.0
3	Would you join a club where <u>most</u> of the members are women?	436.0
10	Would you join a church where <u>half</u> of the members are of another race?	442.5
18	Would you work in a senior high school where nearly all the faculty members were of the opposite sex?	513.0

APPENDIX D (Continued)

 Rank Order of the Responses of White Teachers to Role Behavior Items

Item No.	Question	Rank Sum
19	Would you work in a senior high school where nearly all the faculty members have much less teaching experience than you?	514.5
16	Would you want to teach in a senior high school where <u>most</u> of the students are of the opposite sex?	517.0
15	Would you want to teach in a senior high school where most of the students are of another race?	517.0
8	Would you work on a job under the direct supervision of a person of another race?	549.0
13	Would you have a work partner who is of the opposite sex?	566.0
14	Would you share an office with a fellow faculty member who is at least ten years your senior in teaching experience?	580.0
17	Would you share an office with a fellow faculty member who is of another race?	581.0

APPENDIX E

Rank Order of the Responses of Black Teachers
to Role Behavior Items

APPENDIX E

Rank Order of the Responses of Black Teachers to Role
Behavior Items

Item No.	Question	Rank Sum
6	Would you marry a person of another race?	186.0
5	Would you want your son or daughter to marry a much older person?	211.5
4	Do you approve of interracial marriage?	296.0
12	Would you find it distasteful to ballroom dance with a person of another race and sex?	303.5
3	Would you join a club where <u>most</u> of the members are women?	308.0
7	Would you work on a job under the direct supervision of a person who has ten years less teaching experience than you?	320.5
11	Would you join a church where <u>most</u> of the members are much younger than yourself?	323.0
1	Would you join a club where <u>most</u> of the members are of another race?	324.0
2	Would you join a club where <u>half</u> of the members are more than ten years older than you?	371.0
16	Would you want to teach in a senior high school where <u>most</u> of the students are of the opposite sex?	379.0
10	Would you join a church where <u>half</u> of the members are of another race?	383.0

APPENDIX E (Continued)

 Rank Order of the Responses of Black Teachers to Role Behavior Items

Item No.	Question	Rank Sum
15	Would you want to teach in a senior high school where <u>most</u> of the students are of another race?	393.0
9	Would you join a church where most of the members are at least ten years younger than you?	399.5
18	Would you work in a senior high school where nearly all the faculty members were of the opposite sex?	427.0
19	Would you work in a senior high school where nearly all the faculty members have much less teaching experience than you?	429.5
8	Would you work on a job under the direct supervision of a person of another race?	468.5
13	Would you have a work partner who is of the opposite sex?	495.0
14	Would you share an office with a fellow faculty member who is at least ten years your senior in teaching experience?	500.5
17	Would you share an office with a fellow faculty members who is of another race?	511.0

APPENDIX F

Rank Order of the Responses of Male Teachers
to Role Behavior Items

APPENDIX F

Rank Order of the Responses of Male Teachers to Role
Behavior Items

Item No.	Question	Rank Sum
6	Would you marry a person of another race?	169.0
5	Would you want your son or daughter to marry a much older person?	213.5
3	Would you join a club where <u>most</u> of the members are women?	232.0
1	Would you join a club where <u>most</u> of the members are of another race?	263.0
4	Do you approve of interracial marriage?	269.0
7	Would you work on a job under the direct supervision of a person who has ten years less teaching experience than you?	299.0
12	Would you find it distasteful to ballroom dance with a person of another race and sex?	300.5
10	Would you join a church where <u>half</u> of the members are of another race?	329.0
11	Would you join a church where <u>most</u> of the members are much younger than yourself?	334.5
2	Would you join a club where <u>half</u> of the members are more than ten years older than you?	344.0
16	Would you want to teach in a senior high school where <u>most</u> of the students are of the opposite sex?	350.0
9	Would you join a church where <u>most</u> of the members are at least ten years younger than you?	363.5

APPENDIX F (Continued)

 Rank Order of the Responses of Male Teachers to Role Behavior Items

Item No.	Question	Rank Sum
15	Would you want to teach in a senior high school where <u>most</u> of the students are of another race?	368.5
18	Would you work in a senior high school where nearly all the faculty members were of the opposite sex?	375.0
19	Would you work in a senior high school where nearly all the faculty members have much less teaching experience than you?	431.0
8	Would you work on a job under the direct supervision of a person of another race?	445.5
13	Would you have a work partner who is of the opposite sex?	453.0
17	Would you share an office with a fellow faculty member who is of another race?	458.5
14	Would you share an office with a fellow faculty member who is at least ten years your senior in teaching experience?	461.5

APPENDIX G

Rank Order of the Responses of Female Teachers
to Role Behavior Items

APPENDIX G

Rank Order of the Responses of Female Teachers to Role
Behavior Items

Item No.	Question	Rank Sum
5	Would you want your son or daughter to marry a much older person?	293.0
6	Would you marry a person of another race?	302.0
4	Do you approve of interracial marriages?	418.5
7	Would you work on a job under the direct supervision of a person who has ten years less teaching experience than you?	458.0
11	Would you join a church where <u>most</u> of the members are much younger than yourself?	463.0
12	Would you find it distasteful to ballroom dance with a person of another race and sex?	467.0
1	Would you join a club where <u>most</u> of the members are of another race?	522.0
2	Would you join a club where <u>half</u> of the members are more than ten years older than you?	522.0
9	Would you join a church where <u>most</u> of the members are at least ten years younger than you?	569.5
10	Would you join a church where <u>half</u> of the members are of another race?	575.5
3	Would you join a club where <u>most</u> of the members are women?	595.0
19	Would you work in a senior high school where nearly all the faculty members have much less teaching experience than you?	614.0

APPENDIX G (Continued)

 Rank Order of the Responses of Female Teachers to Role Behavior Items

Item No.	Question	Rank Sum
15	Would you want to teach in a senior high school where <u>most</u> of the students are of another race?	623.5
16	Would you want to teach in a senior high school where <u>most</u> of the students are of the opposite sex?	644.5
18	Would you work in a senior high school where nearly all the faculty members were of the opposite sex?	651.0
8	Would you work on a job under the direct supervision of a person of another race?	684.5
17	Would you share an office with a fellow faculty member who is of another race?	734.5
13	Would you have a work partner who is of the opposite sex?	737.0
14	Would you share an office with a fellow faculty member who is at least ten years your senior in teaching experience?	748.0

APPENDIX H

Rank Order of Responses of Experienced Teachers
to Role Behavior Items

APPENDIX H

Rank Order of the Responses of Experienced Teachers to Role Behavior Items

Item No.	Question	Rank Sum
6	Would you marry a person of another race?	346.0
5	Would you want your son or daughter to marry a much older person?	383.0
4	Do you approve of interracial marriage?	524.5
12	Would you find it distasteful to ballroom dance with a person of another race and sex?	594.0
1	Would you join a club where <u>most</u> of the members are of another race?	600.0
7	Would you work on a job under the direct supervision of a person who has ten years less teaching experience than you?	604.0
11	Would you join a church where <u>most</u> of the members are much younger than yourself?	604.0
3	Would you join a club where <u>most</u> of the members are women?	628.0
10	Would you join a church where <u>half</u> of the members are of another race?	658.5
9	Would you join a church where <u>most</u> of the members are at least ten years younger than you?	710.0
2	Would you join a club where half of the members are more than ten years older than you?	718.0
16	Would you want to teach in a senior high school where <u>most</u> of the students are of the opposite sex?	751.0

APPENDIX H (Continued)

 Rank Order of the Responses of Experienced Teachers to Role Behavior Items

Item No.	Question	Rank Sum
15	Would you want to teach in a senior high school where <u>most</u> of the students are of another race?	772.5
18	Would you work in a senior high school where nearly all the faculty members were of the opposite sex?	794.5
19	Would you work in a senior high school where nearly all the faculty members have much less teaching experience than you?	807.5
8	Would you work on a job under the direct supervision of a person of another race?	854.5
17	Would you share an office with a fellow faculty member who is of another race?	914.0
13	Would you have a work partner who is of the opposite sex?	920.5
14	Would you share an office with a fellow faculty member who is at least ten years your senior in teaching experience?	925.0

APPENDIX I

Rank Order of the Responses of Inexperienced Teachers
to Role Behavior Items

APPENDIX I

Rank Order of the Responses of Inexperienced Teachers to
Role Behavior Items

Item No.	Question	Rank Sum
5	Would you want your son or daughter to marry a much older person?	112.5
6	Would you marry a person of another race?	119.5
7	Would you work on a job under the direct supervision of a person who has ten years less teaching experience than you?	149.0
4	Do you approve of interracial marriages?	154.5
2	Would you join a club where <u>half</u> of the members are more than ten years older than you?	155.5
11	Would you join a church where <u>most</u> of the members are much younger than yourself?	159.0
12	Would you find it distasteful to ballroom dance with a person of another race and sex?	174.0
1	Would you join a club where <u>most</u> of the members are of another race?	174.0
9	Would you join a church where <u>most</u> of the members are at least ten years younger than you?	188.5
15	Would you want to teach in a senior high school where <u>most</u> of the students are of another race?	194.0
3	Would you join a club where <u>most</u> of the members are women?	199.5
18	Would you work in a senior high school where nearly all the faculty members were of the opposite sex?	206.5

APPENDIX I (Continued)

 Rank Order of the Responses of Inexperienced Teachers to
 Role Behavior Items

Item No.	Question	Rank Sum
16	Would you want to teach in a senior high school where <u>most</u> of the students are of the opposite sex?	209.0
10	Would you join a church where half of the members are of another race?	211.5
19	Would you work in a senior high school where nearly all the faculty members have much less teaching experience than you?	221.5
8	Would you work on a job under the direct supervision of a person of another race?	241.0
17	Would you share an office with a fellow faculty member who is of another race?	244.5
13	Would you have a work partner who is of the opposite sex?	247.0
14	Would you share an office with a fellow faculty member who is at least ten years your senior in teaching experience?	249.5

APPENDIX J

Percentages of "Yes" Responses to Interpersonal
Reactions Items by Groups

Appendix J

Percentages of "Yes" Responses to Interpersonal Reactions Items by Groups

Question	Black		White		Male		Female		Experi- enced		Inexperi- enced	
	N	%	N	%	N	%	N	%	N	%	N	%
1. Do you tend to hold the same attitude toward most people?	19	59.4	35	79.5	23	74.2	37	69.8	55	76.4	7	50.0
1a. Do you tend to hold rather homogeneous attitudes toward most people in a given group?	14	38.9	22	50.0	16	47.1	25	46.3	37	48.7	5	35.7
1b. Do you tend to hold the homogeneous attitudes across racial/ethnic barriers?	16	45.7	21	48.8	18	54.5	23	43.4	38	51.4	5	35.7
1c. Do you tend to hold the homogeneous attitudes across people, age and sex barriers?	12	34.3	18	41.9	14	41.2	19	36.5	30	40.5	4	28.6
2a. Are your attitudes aligned with those of another race?	9	32.1	17	43.6	8*	25.0*	20*	46.5*	26	40.0	3	27.3
2b. of the same race?	20	66.7	28	71.8	21	65.6	33	73.3	49	72.1	7	63.6

Appendix J (Continued)

Percentages of "Yes" Responses to Interpersonal Reactions Items by Groups

Question	Black		White		Male		Female		Experi- enced		Inexperi- enced	
	N	%	N	%	N	%	N	%	N	%	N	%
2c. of the opposite sex?	11	42.3	17	45.9	13	41.9	19	46.3	28	45.2	5	45.5
2d. of the same sex?	16	64.0	25	65.8	19	61.3	28	71.8	41	68.3	7	63.6
2e. of your generation?	26	86.7	30	71.4	25	73.5	37	80.4	55	78.6	8	72.7
2f. more than ten years younger?	10	37.0	18	47.4	12	36.4	19	48.7	27	43.5	5	45.5
2g. more then ten years older?	15	55.6	18	50.0	19	59.4	19	50.0	30	56.7	4	36.4

*Indicates Significance

APPENDIX K

Percentages of "Yes" Responses and Rank
of Interpersonal Reactions Items by Groups

Appendix K

Percentages of "Yes" Responses and Rank of Interpersonal Reactions Items by Groups

A. With what kinds of people of the opposite race would you be most willing to associate?

	Black		White		Male		Female		Experi- enced		Inexperi- enced	
	N	%	N	%	N	%	N	%	N	%	N	%
A1. Respectful?	12	35.3	3	6.8	6	17.6	11	20.8	13	17.1	4	30.8
A2. Friendly?	3	8.8	10	22.7	4	11.8	9	17.0	9	11.8	4	30.8
A3. Fairminded?	11	32.4	12	27.3	13	38.2	14	26.4	26	34.2	2	15.4
A4. Understanding?	1	2.9	2	4.5	1	2.9	2	3.8	3	3.9	0	0.0
A5. Trustworthy?	4	11.8	7	15.9	8	23.5	3	5.7	12	15.8	0	0.0
A6. Cooperative?	3	8.8	10	22.7	2	5.9	14	26.4	13	17.1	3	23.1

APPENDIX L

Percentage of "Yes" Responses to Interpersonal
Reactions Items by Groups

Appendix L

Percentages of "Yes" Responses and Rank of Interpersonal Reactions Items by Groups

A2. What kinds of people do you prefer to associate with?

	Black		White		Male		Female		Experi- enced		Inexperi- enced	
	N	%	N	%	N	%	N	%	N	%	N	%
A2a. another race?	7	38.9	21	65.6	9	39.1	22	62.9	23	46.9	8	80.0
A2b. the same race?	21	91.3	33	94.3	24	85.7	35	92.1	51	87.9	9	100.0
A2c. the opposite sex?	20	83.3	33	89.2	21	80.8	37	86.0	49	83.1	11	91.7
A2d. the same sex?	13	65.0	27	81.8	21	77.8	25	73.5	37	71.2	9	90.0
A2e. your generation?	7	100	11	100	23	76.7	43	97.7	56	87.5	11	100.0
A2f. more than ten years younger?	1	25.0	8	80.0	15	57.7	21	60.0	29	55.8	7	70.0
A2g. more than ten years older?	2	50.0	7	77.8	18	75.0	22	66.7	35	71.4	6	66.7

APPENDIX M

Percentages of "Yes" Responses and Rank
of Interpersonal Reactions Items by Groups

Appendix M

Percentages of "Yes" Responses and Rank of Interpersonal Reactions Items by Groups

Question: With what kinds of people of the opposite race would you be most unwilling to associate?

	Black		White		Male		Female		Experi- enced		Inexperi- enced	
	N	%	N	%	N	%	N	%	N	%	N	%
Unfriendly?	2	5.7	8	18.2	4	11.8	7	13.0	8	10.4	3	23.1
Disrespectful?	10	28.6	4	9.1	7	20.6	10	18.5	14	18.2	3	23.1
Unsympathetic?	1	2.9	0	0	2	5.9	0	0	2	2.6	0	0.0
Uncooperative?	1	14.3	3	25.0	1	2.9	8	14.8	7	9.1	2	15.4
Untrustworthy?	6	17.1	1	8.3	7	20.6	5	9.3	11	14.3	1	7.7
Deceitful?	3	42.9	5	41.7	13	38.2	24	44.4	35	45.5	4	30.8

APPENDIX N

Rank Order of the Responses of White Teachers
to Campus-Related Situations Items

APPENDIX N

Rank Order of the Responses of White Teachers to Campus-
Related Situations Items

Item No.	Question	Rank Sum
16	Do you feel apprehensive that women faculty members will not receive the same consideration for promotion that men do?	349.5
10	Do you feel apprehensive that white faculty members will not receive promotion in proportion to that which they might have received in a segregated senior high school?	358.5
7	Do you feel apprehensive that women faculty members will receive assignments that are not equal to their teaching and experience?	360.5
6	Do you feel apprehensive that the faculty member of another race with less competence than you will be promoted?	365.5
8	Do you feel apprehensive that there will be increased demands for professional preparation?	378.0
19	Do you feel apprehensive that faculty members of another race will receive more recognition for outstanding personal achievement?	397.0
17	Do you feel apprehensive that faculty members with less experience than yourself will be promoted before your are?	413.0
20	Do you feel apprehensive that students of another race will get better grades in proportion to their race?	414.0

APPENDIX N (Continued)

Rank Order of the Responses of White Teachers to Campus-Related Situations Items

Item No.	Question	Rank Sum
9	Do you feel apprehensive that white faculty members may in the future be forced into black senior high schools if some senior high schools become predominantly black?	424.0
14	Do you feel apprehensive that hostility toward older faculty members will be increased?	482.5
18	Do you feel apprehensive that faculty members of another race will get greater salary increases?	489.5
1	Do you feel apprehensive about your relationship with administrators of another race?	491.5
15	Do you feel apprehensive that hostility toward faculty members with little experience will be increased?	497.5
13	Do you feel apprehensive that hostility toward younger faculty members will be increased?	525.0
5	Do you feel apprehensive that hostility toward women faculty members will be increased?	537.5
12	Do you feel apprehensive about your relationship with faculty members who have more years of teaching experience?	537.5
3	Do you feel apprehensive about your relationship with younger faculty members?	541.5
4	Do you feel apprehensive about your personal competence?	542.5

APPENDIX N (Continued)

Rank Order of the Responses of White Teachers to Campus-Related Situations Items

<u>Item No.</u>	<u>Question</u>	<u>Rank Sum</u>
2	Do you feel apprehensive about your relationship with older faculty members?	555.0
11	Do you feel apprehensive about your relationship with faculty members of the opposite sex?	580.5

APPENDIX O

Rank Order of the Responses of Black Teachers
to Campus-Related Situations Items

APPENDIX O

Rank Order of the Responses of Black Teachers to Campus-
Related Situations Items

Item No.	Question	Rank Sum
6	Do you feel apprehensive that the faculty member of another race with less competence than you will be promoted?	274.0
20	Do you feel apprehensive that students of another race will get better grades in proportion to their race?	275.5
19	Do you feel apprehensive that faculty members of another race will receive more recognition for outstanding personal achievement?	309.5
17	Do you feel apprehensive that faculty members with less experience than yourself will be promoted before you are?	310.0
16	Do you feel apprehensive that women faculty members will not receive the same consideration for promotion that men do?	343.5
7	Do you feel apprehensive that women faculty members will receive assignments that are not equal to their training and experience?	344.0
18	Do you feel apprehensive that faculty members of another race will get greater salary increases?	352.5
9	Do you feel apprehensive that white faculty members may in the future be forced into black senior high schools if some senior high schools become predominantly black?	352.8
13	Do you feel apprehensive that hostility toward younger faculty members will be increased?	381.0

APPENDIX O (Continued)

Rank Order of the Responses of Black Teachers to Campus-
Related Situations Items

Item No.	Question	Rank Sum
14	Do you feel apprehensive that hostility toward older faculty members will be increased?	392.0
15	Do you feel apprehensive that hostility toward faculty members with little experience will be increased?	392.5
5	Do you feel apprehensive that hostility toward women faculty members will be increased?	394.5
8	Do you feel apprehensive that there will be increased demands for professional preparation?	402.5
1	Do you feel apprehensive about your relationship with administrators of another race?	427.5
10	Do you feel apprehensive that white faculty members will not receive promotions in proportion to that which they might have received in a segregated senior high school?	429.0
12	Do you feel apprehensive about your relationship with faculty members who have many more years of teaching experience?	443.5
3	Do you feel apprehensive about your relationship with younger faculty members?	475.5
2	Do you feel apprehensive about your relationship with older faculty members?	476.5

APPENDIX O (Continued)

Rank Order of the Responses of Black Teachers to Campus-
Related Situations Items

<u>Item No.</u>	<u>Question</u>	<u>Rank Sum</u>
4	Do you feel apprehensive about your personal competence?	491.5
11	Do you feel apprehensive about your relationship with faculty members of the opposite sex?	503.0

APPENDIX P

Rank Order of the Responses of Male Teachers
to Campus-Related Situations Items

APPENDIX P

Rank Order of the Responses of Male Teachers to Campus-
Related Situations Items

Item No.	Question	Rank Sum
6	Do you feel apprehensive that the faculty member of another race with less competence than you will be promoted?	232.5
7	Do you feel apprehensive that women faculty members will receive assignments that are not equal to their training and experience?	276.0
20	Do you feel apprehensive that students of another race will get better grades in proportion to their race?	294.0
19	Do you feel apprehensive that faculty members of another race will receive more recognition for outstanding personal achievement?	301.5
17	Do you feel apprehensive that faculty members with less experience than yourself will be promoted before you are?	317.0
9	Do you feel apprehensive that white faculty members may in the future be forced into black senior high schools if some senior high schools become predominantly black?	330.0
15	Do you feel apprehensive that hostility toward faculty members with little experience will be increased?	348.0
8	Do you feel apprehensive that there will be increased demands for professional preparation?	350.0

APPENDIX P

Rank Order of the Responses of Male Teachers to Campus-
Related Situations Items

Item No.	Question	Rank Sum
16	Do you feel apprehensive that women faculty members will not receive the same consideration for promotion that men do?	351.0
18	Do you feel apprehensive that faculty members of another race will get greater salary increases?	354.5
10	Do you feel apprehensive that white faculty members will not receive promotions in proportion to that which they might have received in a segregated senior high school?	357.0
1	Do you feel apprehensive about your relationship with administrators of another race?	362.5
5	Do you feel apprehensive that hostility toward women faculty members will be increased?	364.5
4	Do you feel apprehensive about your personal competence?	389.5
3	Do you feel apprehensive about your relationship with younger faculty members?	402.0
13	Do you feel apprehensive that hostility toward younger faculty members will be increased?	405.5
14	Do you feel apprehensive that hostility toward older faculty members will be increased?	407.5
2	Do you feel apprehensive about your relationship with older faculty members?	417.0

APPENDIX P (Continued)

Rank Order of the Responses of Male Teachers to Campus-Related Situations Items

<u>Item No.</u>	<u>Question</u>	<u>Rank Sum</u>
12	Do you feel apprehensive about your relationship with faculty members who have many more years of teaching experience?	419.0
11	Do you feel apprehensive about your relationship with faculty members of the opposite sex?	460.5

APPENDIX Q

Rank Order of the Responses of Female Teachers
to Campus-Related Situations

APPENDIX Q

Rank Order of the Responses of Female Teachers to Campus-Related Situations Items

<u>Item No.</u>	<u>Question</u>	<u>Rank Sum</u>
16	Do you feel apprehensive that women faculty members will not receive the same consideration for promotion that men do?	412.5
6	Do you feel apprehensive that the faculty member of another race with less competence than you will be promoted?	465.0
7	Do you feel apprehensive that women faculty members will receive assignments that are not equal to their training and experience?	477.5
20	Do you feel apprehensive that students of another race will get better grades in proportion to their race?	488.5
17	Do you feel apprehensive that faculty members with less experience than yourself will be promoted before you are?	494.5
19	Do you feel apprehensive that faculty members of another race will receive more recognition for outstanding personal achievement?	501.5
10	Do you feel apprehensive that white faculty members will not receive promotions in proportion to that which they might have received in a segregated senior high school?	512.5
9	Do you feel apprehensive that white faculty members may in the future be forced into black senior high schools if some senior high school become predominantly black?	529.0

APPENDIX Q (Continued)

Rank Order of the Responses of Female Teachers to Campus-
Related Situations Items

Item No.	Question	Rank Sum
8	Do you feel apprehensive that there will be increased demands for professional preparation?	531.0
18	Do you feel apprehensived that faculty members of another race will get greater salary increases?	574.5
14	Do you feel apprehensive that hostility toward older faculty members will be increased?	585.0
15	Do you feel apprehensive that hostility toward faculty members with little experience will be increased?	610.0
13	Do you feel apprehensive that hostility toward younger faculty members will be increased?	611.5
1	Do you feel apprehensive about your relationship with administrators of another race?	665.0
5	Do you feel apprehensive that hostility toward women faculty members will be increased?	667.0
12	Do you feel apprehensive about your relationship with faculty members who have many more years of teaching experience?	673.5
2	Do you feel apprehensive about your relationship with administrators of another race?	730.0

APPENDIX Q (Continued)

Rank Order of the Responses of Female Teachers to Campus-Related Situations Items

<u>Item No.</u>	<u>Question</u>	<u>Rank Sum</u>
3	Do you feel apprehensive about your relationship with younger faculty members?	730.5
11	Do you feel apprehensive about your relationship with faculty members of the opposite sex?	731.5
4	Do you feel apprehensive about your personal competence?	769.5

APPENDIX R

Rank Order of the Responses of Experienced Teachers
to Campus-Related Situations Items

APPENDIX R

Rank Order of the Responses of Experienced Teachers to
Campus-Related Situations Items

<u>Item No.</u>	<u>Question</u>	<u>Rank Sum</u>
6	Do you feel apprehensive that the faculty member of another race with less competence than you will be promoted?	525.5
20	Do you feel apprehensive that students of another race will get better grades in proportion to their race?	590.5
7	Do you feel apprehensive that women faculty members will receive assignments that are not equal to their training and experience?	596.5
16	Do you feel apprehensive that women faculty members will not receive the same consideration for promotion that men do?	608.0
19	Do you feel apprehensive that faculty members of another race will receive more recognition for outstanding personal achievement?	609.5
17	Do you feel apprehensive that faculty members with less experience than yourself will be promoted before you are?	621.0
9	Do you feel apprehensive that white faculty members may in the future be forced into black senior high schools if some senior high schools become predominantly black?	662.0
10	Do you feel apprehensive that white faculty members will not receive promotions in proportion to that which they might have received in a segregated senior high school?	666.0

APPENDIX R (Continued)

Rank Order of the Responses of Experienced Teachers to
Campus-Related Situations Items

Item No.	Question	Rank Sum
8	Do you feel apprehensive that there will be increased demands for professional preparation?	695.5
18	Do you feel apprehensive that faculty members of another race will get greater salary increases?	718.5
15	Do you feel apprehensive that hostility toward faculty members with little experience will be increased?	728.5
14	Do you feel apprehensive that hostility toward older faculty members will be increased?	745.5
13	Do you feel apprehensive that hostility toward younger faculty members will be increased?	761.0
5	Do you feel apprehensive that hostility toward women faculty members will be increased?	785.0
1	Do you feel apprehensive about your relationship with administrators of another race?	810.5
12	Do you feel apprehensive about your relationship with faculty members who have many more years of teaching experience?	830.0
3	Do you feel apprehensive about your relationship with younger faculty members?	860.0
2	Do you feel apprehensive about your relationship with older faculty members?	882.0

APPENDIX R (Continued)

Rank Order of the Responses of Experienced Teachers to
Campus-Related Situations Items

<u>Item No.</u>	<u>Question</u>	<u>Rank Sum</u>
4	Do you feel apprehensive about your personal competence?	883.0
11	Do you feel apprehensive about your relationship with faculty members of the opposite sex?	911.5

APPENDIX S

Rank Order of the Responses of Inexperienced Teachers
to Campus-Related Situations Items

APPENDIX S

Rank Order of the Responses of Inexperienced Teachers to
Campus-Related Situations Items

<u>Item No.</u>	<u>Question</u>	<u>Rank Sum</u>
16	Do you feel apprehensive that women faculty members will not receive the same consideration for promotion that men do?	147.0
7	Do you feel apprehensive that women faculty members will receive assignments that are not equal to their training and experience?	155.5
6	Do you feel apprehensive that the faculty member of another race with less competence than you will be promoted?	162.3
8	Do you feel apprehensive that there will be increased demands for professional preparation?	163.5
20	Do you feel apprehensive that students of another race will get better grades in proportion to their race?	169.5
19	Do you feel apprehensive that faculty members of another race will receive more recognition for outstanding personal achievement?	171.0
10	Do you feel apprehensive that white faculty members will not receive promotions in proportion to that which they might have received in a segregated senior high school?	175.0
17	Do you feel apprehensive that faculty members with less experience than yourself will be promoted before you are?	176.0

APPENDIX S (Continued)

Rank Order of the Responses of Inexperienced Teachers to
Campus-Related Situations Items

Item No.	Question	Rank Sum
9	Do you feel apprehensive that white faculty members may in the future be forced into black senior high schools if some senior high schools become predominantly black?	187.0
18	Do you feel apprehensive that faculty members of another race will get greater salary increases?	188.0
1	Do you feel apprehensive about your relationship with administrators of another race?	194.5
15	Do you feel apprehensive that hostility toward faculty members with little experience will be increased?	196.0
14	Do you feel apprehensive that hostility toward older faculty members will be increased?	221.5
12	Do you feel apprehensive about your relationship with faculty members who have many more years of teaching experience?	229.0
13	Do you feel apprehensive that hostility toward younger faculty members will be increased?	230.5
5	Do you feel apprehensive that hostility toward women faculty members will be increased?	232.0
4	Do you feel apprehensive about your personal competence?	242.5

APPENDIX S (Continued)

Rank Order of the Responses of Inexperienced Teachers to
Campus-Related Situations Items

<u>Item No.</u>	<u>Question</u>	<u>Rank Sum</u>
3	Do you feel apprehensive about your relationship with younger faculty members?	248.0
2	Do you feel apprehensive about your relationship with older faculty members?	250.5
11	Do you feel apprehensive about your relationship with faculty members who have many more years of teaching experience?	251.0

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A STUDY OF SELECTED RACIALLY-RELATED
APPREHENSIONS OF TEACHERS"

by

Napoleon B. Lewis, Sr.

(ABSTRACT)

Many driving forces, among which are customs, traditions, habits, confusion and bigotry, have loomed as obstacles to integration in the United States since the Supreme Court decision of 1954. Those in the schools affected by these forces include administrators, teachers, counselors, students and parents. Each administrator, teacher and counselor is a unique person. Each relates to colleagues and students in a different way. These differences in perception are significant and have made it more difficult to achieve successful desegregation in Dallas.

The problem addressed by this study was that of determining whether differences existed in the responses of a selected group of Black teachers and White teachers to three apprehension scales. The apprehension scales are related to (a) different role behaviors, (b) different kinds of interpersonal interactions, and (c) campus-related situations. The scales are assessed within a categorical socio-cultural context, i.e., work, church, social and family life. Seventy-five Black teachers and seventy-five

White teachers participated in the study. From analysis of the data one can say that there was a significant difference in the responses of teachers to the items on the questionnaire. When responses of teachers across groups were ranked and analyzed using ranks, percentages Kruskal-Wallis and Chi-Square techniques, race, sex and experience did influence teacher responses. Respondents repeatedly assigned those items closest to them (the greatest threat) first priority and those items furthest from them (the least threatening) the last priority.