

STATEMENT OF PERMISSION TO COPY

In presenting this paper in partial fulfillment of the requirements for an advanced degree at Montana State University, I agree that the Library shall make it freely available for inspection.

I further agree that permission for extensive copying of this paper for scholarly purposes may be granted by my major professor, or, in his absence, by the Director of Libraries. It is understood that any copying or publication of this paper for financial gain shall not be allowed without my written permission.

Signature Ann L. Stills

Date November 30, 1979

A COMPARISON OF THE PERCEIVED IMPORTANCE OF
NEGOTIATED FRINGE BENEFIT ITEMS AMONG
FOUR DEMOGRAPHIC GROUPS IN THE
WATERTOWN PUBLIC SCHOOLS

by

ANN LUCILLE WILLS

A professional paper submitted in partial fulfillment
of the requirements for the degree

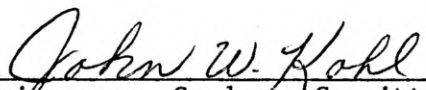
of

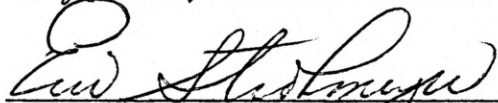
MASTER OF EDUCATION

with concentration in

Secondary Administration

Approved:


Chairperson, Graduate Committee


Head, Major Department


Graduate Dean

MONTANA STATE UNIVERSITY
Bozeman, Montana

January, 1980

ACKNOWLEDGMENTS

The writer wishes to express her gratitude to the members of her committee: Dr. John W. Kohl, Dr. Leroy J. Casagrande, and Dr. Douglas Herbster. Their support and interest were of immense value. A distinct tribute is given Dr. Kohl for his constant encouragement, kindness, and faith in me.

In addition, I am grateful to my parents who taught a love of learning and commitment to a purpose. Their support and strength did much to make this possible.

This study could not have been completed without the help of the Watertown teachers who gave willingly of their time and concern.

TABLE OF CONTENTS

	Page
VITA	ii
ACKNOWLEDGMENTS	iii
TABLE OF CONTENTS	iv
LIST OF TABLES	v
ABSTRACT	vi
CHAPTER 1	1
CHAPTER 2	6
CHAPTER 3	20
CHAPTER 4	26
CHAPTER 5	49
BIBLIOGRAPHY	55
APPENDIX	57

LIST OF TABLES

	Page
TABLE I	26
TABLE II	28
TABLE III	31

ABSTRACT

The problem of this study was to determine the importance K-12 teachers placed on negotiated fringe benefits in Watertown, South Dakota. A cover letter and questionnaire were sent to 165 teachers, the entire staff, with 140 responding.

The returned data was both demographic and statistical in nature. Respondents were divided into the following categories: tenure status, marital status, sex, teaching level, and total group. Fifty-one negotiated fringe benefit items were rated as to their perceived importance on a Likert Scale and rank orders were established. The Spearman r Rank Correlation Coefficient was applied to test for significance at the .05 level.

Conclusions of this study were:

- (1) The tenure status of teachers had little effect upon their perception of the importance of negotiated fringe benefit items.
- (2) The marital status of teachers had little effect upon their perceived importance of negotiated fringe benefit items.
- (3) The sex of the respondents did not cause a significant difference in perceived importance of negotiated fringe benefit items.
- (4) Teaching level did not affect the perception of importance of negotiated fringe benefit items.

Recommendations of this study were:

- (1) Attention should be given to the indirect compensation negotiations proposal.
- (2) In-depth comparison of the total fringe benefit packages of similar districts should be made.
- (3) Professional teacher associations should work to educate future teachers concerning compensation modes.

CHAPTER ONE

STATEMENT OF PROBLEM

The problem of this study was to determine the importance K-12 teachers place on negotiated fringe benefit items in Watertown, South Dakota. This study was conducted during the 1978-79 school term.

NEED OR PURPOSE OF THIS STUDY

The economic remuneration of teachers within our society is fast becoming a problem of major proportion, since the payment of teachers for professional services rendered is largely dependent upon taxation. At this time, the tax dollar is being squeezed from all sides and is repeatedly being increased to purchase the myriad of services required by society. Paralleling the rise in cost of services, one sees the price of goods, i.e. hard and soft ware, fuels, and equipment constantly escalating. Since citizens seem increasingly reluctant to pay more taxes, there is much discussion by school boards, administrators, educators and citizens about the following questions: What is the best method of teacher compensation? What method can be used to pay teachers as professionals and yet control district spending? What forms of reward will assist the school district in teacher recruitment?

Negotiating and adopting an increased fringe benefit package is being viewed as a more attractive aspect of income. Teachers realize that fringe benefits are a non-taxable income and appreciate

the fact that negotiated benefits are equitably afforded all employees regardless of educational achievement or years of experience. School districts recognize that the benefit package enhances their recruitment potential and aids in deterring experienced teachers from seeking employment in the private sector.

The information generated by this study was used by the bargaining representatives of the Watertown Education Association during the 1979-80 contract negotiations. Decisions dealing with proposed policy revision were derived from these findings, since having the ability to state the amount of staff support for each proposal was felt to be a strong point of persuasion at the bargaining table. An added feature of doing the survey was the unifying effect of giving feedback as to the strength of teachers' commitment to various items.

GENERAL QUESTIONS TO BE ANSWERED

1. What do Watertown teachers see as items of greatest importance in negotiated fringe benefits?
2. What do tenured teachers see as items of greatest importance in negotiated fringe benefits in comparison to non-tenured teachers?
3. What do male teachers see as items of greatest importance in negotiated fringe benefits in comparison to female teachers?
4. What do married teachers see as items of greatest importance in negotiated fringe benefits in comparison to single teachers?

5. What do teachers at the teaching levels: elementary, junior high, and senior high, see as items of greatest importance in negotiated fringe benefits in comparison to one another?

GENERAL PROCEDURE

In September, 1978, the Employee Benefit Questionnaire, an instrument developed by Dr. Alfred P. Wilson and Edward L. Moon to measure attitudes related to employee benefits, was sent to the teachers employed by Watertown, South Dakota, School District 14-4. From the returned questionnaires a rank order of employee benefits was developed based on the responses from the total group. Next, the questionnaire responses were grouped according to tenure or non-tenure status, level of instruction, sex of respondents, and marital status. Rank order of frequency lists of each category were developed for an analysis to be made available to the bargaining representatives of the Watertown Education Association. The data provided was used in the development of package proposals by the teachers' association.

LIMITATIONS AND DELIMITATIONS

In this study, the questionnaire was sent to only K-12 teachers of Watertown, South Dakota.

The study was further delimited to the following categories of dependent variables: the total population, tenured and non-tenured

teachers, male and female teachers, married and single teachers, and the levels of instruction: elementary, junior high, and senior high.

DEFINITION OF TERMS

The terms listed below are defined by the investigator with respect to their use in this study.

1. Negotiated fringe benefits: any earnings that the employee receives in addition to the scheduled salary for services rendered.
2. School board: a corporate body legally constituted and authorized to direct the program of education within stated boundaries of a school district.
3. Collective bargaining: attempts of employee-employer representatives to reach agreement concerning wages, hours, and conditions of employment (the term negotiations will be used interchangeably in this study).
4. Teacher: a person holding a South Dakota teaching certificate employed in an official capacity by a school district for the purpose of guiding and directing the learning experiences of students.

SUMMARY

The topic of this study concerns the importance of negotiated fringe benefits as perceived by the K-12 teachers of Watertown, South

Dakota. The responses were categorized into ten groups: the total population, tenured teachers, non-tenured teachers, male teachers, female teachers, married teachers, single teachers, elementary teachers, junior high teachers, and senior high teachers. A mailed questionnaire was used to gather the data needed by the investigator to answer the following questions:

1. What do Watertown teachers see as items of greatest importance in negotiated fringe benefits?
2. What do tenured teachers see as items of greatest importance in negotiated fringe benefits in comparison to non-tenured teachers?
3. What do male teachers see as items of greatest importance in negotiated fringe benefits in comparison to female teachers?
4. What do married teachers see as items of greatest importance in negotiated fringe benefits in comparison to single teachers?
5. What do teachers at the teaching levels: elementary, junior high, and senior high see as items of greatest importance in comparison to one another?

These findings were made available to the bargaining representatives of the teachers' association and were used in negotiations package formulation for the academic year, 1979-80.

CHAPTER 2

REVIEW OF LITERATURE

This chapter discusses fringe benefits as they are used in teacher negotiations. Compensation through fringe benefits is an indirect earning to teachers; for even though their salary is not increased, such benefits assume a material and significant part of their yearly income. Fringe benefits are viewed by some as equitable earning for all staff because the benefits are not based on years of experience or education, a discretionary merit system, or a differentiated staff level position. The benefits differ from one district to another due to the importance placed on them by the teachers and their associations and the success of negotiations teams at the bargaining table.

A statement of the general problems in educational pay, a history of collective bargaining, the effects of collective bargaining upon negotiations, and reasons to negotiate fringe benefits are discussed in this review of literature.

A PRESENT PROBLEM ENCOUNTERED IN EDUCATIONAL PAY

Teachers, in general, feel that as professionals they are underpaid. The struggle to increase educators' salaries has been, is, and will be a continuing challenge. In view of this situation, a feeling is rising that local districts (educators, administrators, and school boards) should begin to seriously consider all means of

compensation in order to develop a pay system acceptable to all parties. An economic package fitting local needs should be formulated and the three aforementioned parties should then sell this plan to their respective constituents. While hiring and advancement considerations are of paramount importance to the faculty member, as well as to the institution, other employment conditions should be accorded much consideration. Since fringe benefits have heretofore held a somewhat low level priority for educators, they have not received much research attention among teacher groups.

COLLECTIVE BARGAINING HISTORY AND DEVELOPMENT

Levin (1973) stated the first management pension plans were introduced in the United States in 1875. The growth of unionization beginning in the mid-1930's speeded fringe benefit development: court cases following World War II held that employers must negotiate for pensions, welfare plans and profit-sharing schemes as items of mandatory bargaining. Foust (1967) points out that wage controls had been authorized. This authorization through the Stabilization Act of 1942 was in effect through September, 1947. The act froze wages and salaries at their September 15, 1942, step; however, most benefit increases, to the extent that they were "reasonable" in amount, did not fall under the controls. Recently, bargaining was affected by President Carter's Wage and Price Guidelines of 1979. He proposed a

ceiling of a seven percent wage increase but benefit increases were not subject to this suggested percent guideline.

Foust further states that during this same time period employers' cost for employee benefits have multiplied almost six times, while wages and salaries have tripled by comparison. Studies done by the United States Chamber of Commerce show that costs of benefits rose 22 percent between 1951 and 1959. In 1967, employee benefits cost employers about 26 percent.

Foust stated the following factors that contributed to this growth:

1. The increasingly high level of personal income tax coupled with inflationary trends has continued to undermine the incentive value of higher wages.
2. Employee benefits can work in three ways to help people escape from the growing tax burden: (a) a portion of income is deferred till one retires -- presumably taxes will be lower then, (b) capital gains are used to capitalize on lower taxes, (c) the employees receive many benefits that they would otherwise buy with personal after-tax dollars.

Methods of deferring income until retirement include savings plans, profit-sharing trusts, deferred compensation, and pensions. Stock options, stock purchase plans, and profit-sharing trusts capitalize on capital gains provisions in tax laws. More common in school

districts is the provision for group life insurance, major medical insurance, hospitalization insurance and possible dental, optical, and pharmaceutical plans.

Many employees view employee benefits as a firm part of management responsibility. They have become an affirmed tool of management, and many employees consider benefits to be their right. The issue appears today to be not whether benefits should be provided, but in what form they should be and how can dollars so allocated best be spent.

Employees of government have traditionally been excluded from laws, both federal and state, that accord collective bargaining to employees in the private sector. On January 17, 1962, President Kennedy signed Executive Order 10988 which expressly sanctioned such right for federal employees. This was followed by a general movement by state legislatures to grant similar rights to school teachers and other public employees in state and local government.

Following Kennedy's Executive Order, but not due in total to it, the longheld demands of teachers for increased voice in school affairs has grown in intensity.

EFFECTS OF COLLECTIVE BARGAINING

Ingrahan and King (1965) note that the history of benefits show them to be remarkably permanent. Only a small number are relinquished unless they are replaced by something more adequate or more

lucrative.

Summers (1972) indicates that without question, collective bargaining will cause changes in the allocation of resources, for while there is nothing in the bargaining agreement to compel school boards to give in on any point, the fact is that after a board has accepted a concept of good-faith bargaining it will find itself making certain changes in employment practices and possibly in educational policies. A change that seems almost certain is that a larger percentage of school monies will be spent for salaries and other economic benefits for teachers. An idea to consider is, however, that a determined teacher organization can pull from their community expenditures for education that school administration and the school board, subject as they are to the more orderly political process of budget approval, are not capable of doing, states Summers (1972).

Summers also notes that the danger is present that collective bargaining may cause a disproportionate percentage of school funds to be expended in salaries and other related benefits but, what appears to have happened in systems with negotiated agreements is that teaching conditions have improved and the turnover rate has lessened. In addition, the recruitment of teachers has become easier. Furthermore, the morale of the staff may brighten because of not only improved working conditions, but also by the strong grievance procedure now in agreements.

Baklais (1972) in Compact notes that even though there is a lack of legislated guidelines collective bargaining activity, in the public sector in general and in education in particular, has been continuing at an ever increasing rate. Unfortunately, teacher associations often follow sample contracts to the letter and the "cook book" approach will not fit all districts' needs. Yet, currently, a philosophy of coordinated bargaining is arising at the state level. The premise is that districts all go in for the same basic package to show unity of purpose and a desire for standardization from school district to school district. Agreement of setting timelines for concessions and agreed to first proposals for base pay are examples of this coordinated effort.

Baklais enumerates the following factors that contribute to negotiations problems:

1. Lack of sophistication (expertise) in collective bargaining by teachers' association and school boards.
2. The total victory philosophy, not an air of compromise by the teams involved.
3. Inter-organization rivalry which builds pressure for teacher-bargainers to over-achieve.
4. The non-acceptance of the concept of collective bargaining by some or both sides.

5. The teacher struggle to become part of the decision-making structure of the school.

Smith (1974) in the National Elementary Principal cautions that one of the most oft-asked questions in collective bargaining is, "What is negotiable?" The far-reaching implications of the answer to this question is especially important to the district whose negotiations are unsophisticated in methods of collective bargaining.

The formulation of an answer to this query is most often based on state statute dealing with collective negotiations or on the basis of precedent. In South Dakota, this basis is the Negotiations Statute as amended by the 1974 Session of the South Dakota Employees' Unions. The specific article (3-18-3 Exclusive representation by designated representatives-Right to adjust grievances preserved) reads:

Representatives designated or selected for the purpose of formal representation by the majority of the employees in the unit appropriate for such purpose shall be the exclusive representatives of all employees in such unit for the purpose of representation in respect to the rates of pay, wages, hours of employment, or other conditions of employment:...¹

The pivotal point of the question is what is and is not included in "rates of pay, wages, hours of employment, or other conditions of employment". Some feel that all items are conditions of employment while others state that school boards are held to negotiate only these three items, but can choose to negotiate any other. Vigorous and sometimes heated discussions often ensue upon the introduction

of a questionable item. As Smith (1974) notes, anyone who negotiates for a board is wise to recognize that as these discussions take place, they are, in effect, negotiating the issue and that establishing the appropriateness of a topic for negotiations is the initial step toward the association winning the concession.

Therefore, the question of what is to be negotiated requires a more complex response than simply listing acceptable topics. In establishing these non-negotiable topics, the question of precedent, principle, and the logical conclusion of negotiating a given issue calls for the careful and deep consideration of all concerned.

In The Clearinghouse, Weinstock and Van Horn (1969) state that the controversy which surrounds professional negotiations has had a decided effect upon teachers, administrators, school boards, and the general public alike. The issue seems to stem from the means by which public schools have, in the past, been governed by school boards with regard to teachers' pay, prescription of employment conditions, and formulation of educational policy.

Professional negotiations are often felt to be a source of undermining authority of both school board members and professional administrators. This need not be the case. As Weinstock and Van Horn (1969) point out, it is highly likely that professional negotiations may become a commendable means to the end of uplifting the caliber of the public education system on the national level, if the particular

parties involved proceed with diligence and through proper channels.

On the other hand, the following admonition was given in The American School Board Journal in an unsigned article: The buying of education for less money spent, or at least for not much more money is to be considered the basic concern of school board members or administration. It is admitted that this idea may not be one each person may readily embrace but as management bargaining with labor, it is a stand that must be championed. The author went on to state that for all the idealism of some educators and wiliness of others (who protest without believability that the education of the youth is the important issue) that the issue of greatest import is that of money.

WHY NEGOTIATE FRINGE BENEFITS?

The development of an effective benefit program will contain direct compensation (salary) and indirect compensation (benefits) as stress is placed on the concept of total remuneration. Foust (1967) declares that by mixing and balancing these effectively, one can satisfy (a) the important needs of the individual and (b) the compensation objectives of the corporation at the same time.

Foust continues with the statement that direct elements include base salary and that the determinant of base pay should relate to standard of living, external competition (other districts and business), and, where a ratio-index is present, total cost to the district.

While only a few in management have taken advantage of recent findings in motivational research on the balancing of the elements of direct and indirect remuneration, studies on age and education as a preference factor indicate that young educated managers tend to strongly prefer merit-based compensation and current cash to security-oriented elements. Foust (1967) writes that as one ages, he puts aside these strong preferences and begins to direct his attention to secured forms of income (pension, profit-sharing, and deferrals).

Indirect elements of total earnings protect an employee's income or standard of living as contrasted to direct elements creating a standard of living. These indirect forms are many and varied as they include such items as teacher retirement, life insurance, medical benefits, disability income, and tax-sheltered annuities.

There are "extras" which vary from district-to-district and are supplemental to the total staff benefits. They may include leaves and sabbaticals, use of school vehicles or paid mileage of private automobiles, monies toward further professional tuitions, and house rentals (in small districts).

In planning the "benefit mix" one must be cognizant that base salary in schools is the foundation element. The compromise must come in increased base/lower benefits or lowered base settlement/increased benefit package, for when negotiating a total package, the final cost to the district is a top priority. Difficulty arises in ratification

of packages because many teachers want spendable dollars as compared to non-taxable yet non-spendable income.

The term fringe benefits is typically considered to be part of those labor-cost items which stand for benefits of the employee at the cost to the employer. They are items that can be spoken of in monetary terms but are outside of spendable earnings. A good fringe benefit program from the point of view of the employer, can help with recruitment and maintenance of the work force. Moonman (1973) states that the most highly paid employees view fringe benefits as a higher priority as the amount they are taxed increases.

Foust (1967) listed some of the perceptions of employee benefits as: (1) a motivational tool, (2) a method of meeting competition in a labor market of increasing rivalry, and (3) a necessary evil. What will fit one district's needs will not, necessarily, be applicable in another as benefits must be measured against the relation to the district's other methods of reward.

It then follows that the choice of benefits depends on how directly and to the extent these benefits affect the work and vitality of a faculty and the institution's appeal. The pattern and choice of benefits also depends on institutional cost.

Ingraham and King (1965) delineate some of the determinants affecting quality of service as:

1. Education: the central purpose of most leaves of absence is the completion of graduate work while some districts also allow days of professional leave to attend conferences and workshops.
2. Range of academicians contacts: full or partial payment of expenses to attend such events that serve to foster a faculty's intellectual life.
3. Freedom: academic freedom is protected by continuing contract, to a point, and one is at liberty to develop their own intellectual interests.
4. Absence of interfering anxiety: salary, retirement, insurance, and other benefits that directly contribute financially to one's well-being lead to peace of mind and reduce necessity to be involved for pay in non-academic activities.
5. Own health and spirit: programs of medical services and life insurance for a faculty have a large effect upon the general health care as one is apt to seek medical care earlier if such a benefit is available.
6. Native ability and character: initially a faculty of native ability is secured and kept by a combination of competitive attractiveness and insights used in hiring. The competition is not only between districts, but also involves industry and government. Since schools aren't able to give the same types of corporate benefits, it behooves them to design benefit packages most

and society as a whole while encouraging the cooperative efforts of both the association and board.

SUMMARY

Traditionally, teachers have received remuneration as a direct method -- salary. Following Executive Order 10988, 1962, public employees began to negotiate for benefits packages that were already a part of the private sector pay plan; therefore, indirect means of compensation such as medical services, hospitalization, and life insurance are gaining in income importance within teacher groups.

Faculties are concerned with higher taxation and cost of social services. These fringe benefits are gaining appeal as they give mental as well as fiscal security. Management can see value in benefit plans as they can be used in recruitment and retention of staff.

In package development, teacher associations and school boards must be aware of the groups they represent and their interests while collectively bargaining toward a settlement that will earn the ratification of these constituents.

CHAPTER III

INTRODUCTION

The problem to be investigated in this study was to survey the importance of negotiated fringe benefits as perceived by K-12 teachers of Watertown, South Dakota. This was done during the 1978-79 academic year.

This chapter provides a description of the procedures that were followed to complete the study. Included is a detailed description of the study population. Data collection and its manner of organization is discussed and finally a description of the method of analysis used concerning the data is presented.

POPULATION DESCRIPTION

The population for this study was the total K-12 teaching staff of Watertown, South Dakota. The survey was performed during the 1978-79 academic year. The category of teacher was used as defined in Definition of Terms, Chapter I.

The entire teaching staff was selected because total staff input was needed to assist the negotiation committee in deciding upon proposed revision of current school district policy concerning fringe benefits. All individuals are concerned with direct and indirect compensation and this made them more aware of the study's implications.

CATEGORIES

Due to the nature of this study, the investigator determined that the population's responses would be grouped and comparisons made based upon the following: (1) total group, (2) tenure or non-tenure status, (3) teaching level, (4) sex, (5) marital status.

METHOD OF COLLECTING DATA

The data used in this study was collected by a questionnaire developed by Dr. Alfred P. Wilson and Edward L. Moon. The questionnaire consisted of (1) the questions needed for demographic grouping, and (2) fifty-one listed negotiated fringe benefits. The listing was a random placement and not a listing of benefit by group, i.e. leaves, academic freedoms, etc. A Likert Scale using the response modes 1,2,3,4,5,6,7 was used with the words "not important" placed over the number one (1) and "very important" over number seven (7). The participant was asked to circle the number which best expressed the importance of the item to them.

METHOD OF ORGANIZING THE DATA

A comparison of the data included a Spearman r Rank Correlation Coefficient, level of significance, and a decision to state hypotheses in the null form with an alternate. The ranking importance

was accomplished by totaling the numerical values circled by the participants.

STATISTICAL HYPOTHESES

Null

1. There is no relationship between the rank orders of importance of negotiated fringe benefits by tenured and non-tenured teachers.

Alternative

1. A relationship exists between the rank orders of importance of negotiated fringe benefits by tenured and non-tenured teachers.

Null

2. There is no relationship between the rank orders of importance of negotiated fringe benefits by elementary and junior high teachers.

Alternative

2. A relationship exists between the rank orders of importance of negotiated fringe benefits by elementary and junior high teachers.

Null

3. There is no relationship between the rank orders of importance of negotiated fringe benefits by elementary and senior high teachers.

Alternative

3. A relationship exists between the rank orders of importance of negotiated fringe benefits by elementary and senior high teachers.

Null

4. There is no relationship between the rank orders of importance of negotiated fringe benefits by junior and senior high teachers.

Alternative

4. A relationship exists between the rank orders of importance of negotiated fringe benefits by junior high and senior high teachers.

Null

5. There is no relationship between the rank orders of importance of negotiated fringe benefits by male and female teachers.

Alternative

5. A relationship exists between the rank orders of importance of negotiated fringe benefits by male and female teachers.

Null

6. There is no relationship between rank orders of importance of negotiated fringe benefits by married and single teachers.

Alternative

6. A relationship exists between the rank orders of importance of negotiated fringe benefits by married and single teachers.

ANALYSIS OF DATA

The item responses were totaled by the investigator for each of the categories: total population, tenured and non-tenured, married and single, male and female, and elementary, junior high, and senior high teachers. Rank orders were determined for each category.

The rank orders were transferred to Fortran Coding form and calculations were made using the Spearman r Rank Correlation Coefficient by using a statistical package at the Computer Center, Montana State University. The investigator was then able to determine if there was a significant correlation between the rank orders.

The alpha value chosen was .05 and following comparison of the critical value of r to the calculated value of r the decision to retain or reject the null was made.

PRECAUTIONS TAKEN FOR ACCURACY

The investigator used a calculator to total numerical values

and to eliminate error, this step was repeated. Rank orders based on these totals were then assigned.

SUMMARY

The problem of this study was to survey the importance of negotiated fringe benefits as perceived by K-12 teachers of Watertown, South Dakota. The total population was surveyed and the data was collected by a questionnaire containing demographic questions and fifty-one listed negotiated fringe benefits.

A Likert Scale using the response modes of 1,2,3,4,5,6,7, was used. The number one (1) is designated as "not important" and the number seven (7) was designated as "very important." The participants were asked to circle the number that best described the item's importance to them.

Rank orders were determined for the categories of: (1) total group, (2) tenure and non-tenure status, (3) marital status, (4) sex, (5) teaching level. Testing of the rank orders was performed at the Computer Center, Montana State University. A Spearman r Rank Correlation Coefficient tested the areas of relationship at the alpha level of .05.

This investigator hoped that the information gathered by this study would be substantial enough to aid in the formation of revisions to current fringe benefit policy by the Watertown, South Dakota

negotiation committee. Also, the collected data was made available to the South Dakota Education Association for their data bank to be used by school districts of a similar demographic makeup.

CHAPTER IV

DESCRIPTION OF DATA

The problem of this study was to determine the importance Watertown, South Dakota, K-12 teachers place on negotiated fringe benefits.

The instrument and cover letter were sent to all teachers. The packets were mailed through intra-campus mail on September 14, 1978. Returned questionnaires received during the following two-week period were used in this study.

TABLE I
ANALYSIS OF RESPONDENTS

	Returned	Non-tenured	Tenured	Married	Single	Male	Female	Elementary	Junior High	Senior High	% of total returned
Non-tenured	33	--	--	27	6	17	16	10	17	6	23.57
Tenured	107	--	--	83	24	34	73	44	25	38	76.43
Married	110	27	83	--	--	40	70	54	42	39	78.57
Single	30	6	24	--	--	11	19	15	10	5	21.43
Male	51	17	34	40	11	--	--	2	26	23	36.43
Female	89	16	73	70	19	--	--	52	16	21	63.57
Elementary	54	10	44	39	15	2	52	--	--	--	38.57
Junior High	42	17	25	32	10	26	16	--	--	--	30.00
Senior High	44	6	38	39	5	23	21	--	--	--	31.43

Of the 165 individuals to whom the instrument was mailed, 140 responded for an overall return of 84.08 percent. A demographic breakdown indicated that 110 (78.57%) were married, 30 (21.43%) were single; 51 (36.43%) were male, 89 (63.57%) were female; 107 (76.43%) were tenured, 33 (23.57%) were non-tenured; 54 (38.57%) were elementary, 42 (30.00%) were junior high, and 44 (31.43%) were senior high level.

JUDGMENT OF TOPIC AREA

The purpose of this study was to determine the importance K-12 teachers placed on negotiated fringe benefit items in Watertown, South Dakota. Using a seven point scale, the participants were asked to indicate the importance of fifty-one items listed on the questionnaire. A rating of seven (7) indicated the item was "very important" while a rating of one (1) indicated the item was "not very important". None of the fifty-one items received the highest possible total which would have shown unanimous agreement within the category group.

The item responses were totaled by the investigator for each of the categories: (1) total group, (2) marital status, (3) tenure or non-tenure, (4) sex, (5) teaching level, i.e. elementary, junior high or senior high. Rank orders were determined for each category and the Spearman r Rank Correlation Coefficient was calculated. The investigator was then able to determine if there was a significant

correlation between the rank orders.

The alpha value chosen was .05 and following comparison of critical value of r to calculated value of r the decision to retain or reject the null was made.

CORRELATION COEFFICIENT AMONG ALL GROUPS

	Non-tenured	Tenured	Married	Single	Male	Female	Senior High	Junior High	Elementary	Total Group
Non-tenured	--	.81	.83	.84	.86	.81	.83	.84	.81	.90
Tenured	.81	--	.91	.81	.91	.88	.89	.93	.80	.94
Married				.77	.90	.92	.87	.90	.80	.93
Single					.84	.79	.82	.90	.75	.87
Male						.82	.93	.91	.78	.93
Female							.79	.86	.82	.90
Senior high								.90	.72	.92
Junior high									.80	.95
Elementary										.89

Correlation Coefficient greater than .31 are significant beyond the .05 level.

Correlation Coefficient greater than .43 are significant beyond the .01 level.

Since the Correlation Coefficient of .81 between the tenured and non-tenured teachers is greater than the table correlation coefficient of .43 the hypothesis that no significant relationship exists between the rank orders of importance was rejected. Thus in Watertown, South Dakota, tenured and non-tenured teachers agree on the importance of negotiated fringe benefit items.

Since the Correlation Coefficient of .80 between the elementary and junior high teachers is greater than the table correlation coefficient of .43 the hypothesis that no significant relationship exists between the rank orders of importance was rejected. Thus in Watertown, South Dakota, elementary and junior high teachers agree on the importance of negotiated fringe benefit items.

Since the Correlation Coefficient of .72 between the elementary and senior high teachers is greater than the table correlation coefficient of .43 the hypothesis that no significant relationship exists between the rank orders of importance was rejected. Thus in Watertown, South Dakota, elementary and senior high teachers agree on the importance of negotiated fringe benefit items.

Since the Correlation Coefficient of .90 between senior high and junior high teacher is greater than the table correlation coefficient of .43 the hypothesis that no significant relationship exists between the rank orders of importance was rejected. Thus in Watertown, South Dakota, senior high and junior high agree on the

importance of negotiated fringe benefit items.

Since the Correlation Coefficient of .82 between the male and female teachers is greater than the table correlation coefficient of .43 the hypothesis that no significant relationship exists between the rank orders of importance was rejected. Watertown, South Dakota, male and female teachers agree on the importance of negotiated fringe benefit items.

Since the Correlation Coefficient of .77 between married and single teachers is greater than the table correlation coefficient of .43 the hypothesis that no significant relationship exists between the rank orders of importance was rejected. Watertown, South Dakota, married and single teachers agree on the importance of negotiated fringe benefit items.

TABLE 3

RANK ORDERS AMONG ALL GROUPS

Negotiated fringe benefit item	Rank						Total group
	Non-tenured	Tenured	Married	Single	Male	Female	
1. Sabbatical leave with pay	50	50	50	50	50	49	50
2. Liability insurance	12.5	22	21	18	28.5	15	20
3. Secretarial assistance	40.5	41	44	36	48	38	44
4. Tax sheltered annuity program	49	46	49	46	49	45	48
5. Latest teaching materials (software)	23	37	26	28	24	23.5	26
6. Paid tuition for professional meetings	26.5	45	40	39	38.5	43	42
7. Extra pay for extra duties	10.5	23	20	16.5	9	26	21
8. Full pay while at professional meetings	22	28.5	25	28	25	25	27
9. Group major medical insurance	1	7	1	5.5	1	2	1.5

Table 3 (continued)

10. Teacher aide assistance	30.5	32	47	19.5	41	20	48	31	17	34
11. Severance pay	44	30.5	32	38	28.5	36	38	39	34	36
12. Military training leave (without pay)	51	51	51	51	51	51	51	48	51	51
13. Length of the work day	43	43.5	43	45	43	41	40.5	45	44	43
14. Latest teaching equipment (hardware)	29	24	42	31	27	48	23	21.5	33	25
15. Personal leave days (with pay)	5	12	10	9	13	8	10.5	12.5	10.5	8
16. Group dental insurance	7	25	27	22	18.5	31	29	28	24	23
17. Faculty dining room	46	47	46	37	42	44	43.5	40	46	45
18. Salary schedule advancement credit for additional training	10.5	9	9	8	14	9	45	10	16	9
19. Modern teaching facilities	24	35	29	26	33	21	32.5	29	27	29
20. Leave for jury duty (with pay)	40.5	27	23	40	30.5	29.5	35	33.5	49	40
21. Leaves of absence (without pay)	36.5	33.5	24	41	32	27.5	25	30	32	31.5
22. Professional library for faculty	47	48	45	49	45	47	46	47	47.5	47
23. District provided insertive training program	42	42	41	47	44	46	47	49	35.5	46

Table 3 (continued)

24. Retirement program	9	3.5	3	34	5	4	4.5	18.5	2.5	4
25. Teaching supplies	14	10	12.5	14.5	12	19	15	12.5	10.5	10.5
26. Duty free lunch	15	19.5	19	43	30.5	12	32.5	27	8	19
27. Tenure	25	5	11	25	16	17.5	13.5	7.5	14	13
28. Freedom to determine teaching methods	19.5	14.5	14	11.5	17	11	12	7.5	19.5	15
29. Participation in curriculum decisions	6	8	8	10	10	13.5	8.5	2	14	7
30. Group health and accident insurance	3.5	3.5	4	1	4	3	8.5	1	29	3
31. Few non-teaching duties	36.5	33.5	38	35	36.5	40	26.5	33.5	38	35
32. Paid expenses for professional meetings	33	26	30	33	23	32	30	32	30.5	33
33. Small student-teacher ratio	16	16	17.5	11.5	21	27.5	26.5	15.5	14	16.5
34. School library	21	13	12.5	13	22	7	19	18.5	7	14
35. Participation in administrative decisions	30.5	43.5	29	22	26	34	28	23.5	45	24
36. Workmen's compensation insurance	8	19.5	17.5	14.5	15	17.5	17.5	12.5	19.5	28
37. Group income protection insurance	26.5	30.5	31	28	35	23.5	36	36	23	30

Table 3 (continued)

38. Group life insurance	32	39	36	32	38.5	34	39	41	30.5	37
39. Daily preparation period	17.5	2	6	2.5	3	5	7	5	6	5
40. Faculty work room	39	36	37	30	34	37	32.5	38	42	38
41. Accumulative sick leave	2	1	2	2.5	2	1	2	4	1	1.5
42. Faculty lounge	35	28.5	33	24	36.5	29.5	22	25.5	37	31.5
43. Bereavement leave (with pay)	17.5	6	5	19.5	8	6	17.5	7.5	9	10.5
44. Freedom to discipline students	12.5	14.5	35	5.5	11	34	6	17	12	12
45. Grievance procedure	34	11	15	16.5	18.5	13.5	16	15.5	22	16.5
46. Legal protection in court actions	3.5	18	7	4	7	16	11	12.5	4.5	6
47. Maternity leave (with pay)	38	38	34	44	46	39	37	37	41	39
48. Opportunity to teach summer school	48	49	49	48	47	50	50	46	45	49
49. Salary schedule advancement credit for travel	45	40	39	42	40	42	43.5	42	40	41
50. Freedom to select texts and materials	19.5	17	16	7	20	10	20	7.5	21	8
51. Release time to attend professional meetings	28	21	22	22	6	22	13.5	21.5	28	22

Variable I: Tenured and Non-tenured TeachersIndirect Compensation:

The ten negotiated items of highest rank order for the tenured and non-tenured groups show agreement on the items of cumulative sick leave, major medical insurance, retirement program, and health and accident insurance. Items where lack of agreement was indicated by both groups were bereavement leave, personal leave, legal protection in court actions, dental insurance, and workmen's compensation insurance.

Speculation as to why the opinions differed between tenured and non-tenured teachers:

A possible reason for disagreement between the groups is that non-tenured teachers are often at or near the lowest pay step and are therefore highly aware of the financial burden any health and medical care cost would be. They often have a large background of debt and desire as much social services support as possible.

Direct Compensation:

Salary schedule credit for additional training was the agreed on mode of direct compensation. Non-tenured teachers also valued extra pay for extra duties.

Speculation as to why the opinions differed between tenured and non-tenured teachers:

The investigator would suggest that this difference exists since the largest response group was married, tenured, elementary women at whose teaching level there are few extra duty assignments.

Conditions of Employment:

A desire held by both groups dealt with the wish to be able to participate in curriculum decisions while a daily preparation period, tenure status, and teaching supplies were the items holding major priority only to the tenured personnel.

Speculation as to why opinions differed between tenured and non-tenured teachers:

A possible basis for this difference of opinion is that tenured teachers prize work time during the day, security of attained tenure status, and a defined philosophy of what will be their personal contribution to classroom operation.

In examining the ten least important items as seen by the tenured and non-tenured teachers the following was observed:

Indirect Compensation:

Total agreement on the desirability of sabbatical leave with pay, military training leave (without pay), a tax sheltered annuity program, and a professional library for faculty was found in this study.

Direct Compensation:

Both groups perceive little importance for the item: an opportunity to teach summer school. The tenured teachers gave low priority to paid tuition for professional meetings while the non-tenured teacher gave little value to severance pay and salary schedule advancement credit for travel.

Speculation as to why the opinions differed between the tenured and non-tenured teachers:

Severance pay would not affect non-tenured teachers due to the length of time they would have been teaching. The non-tenured teacher is generally a recent undergraduate and not involved in the need for additional education, thus not interested in receiving tuition; and finally, travel is probably viewed by Watertown teachers as something one does for pleasure and not as an activity undertaken to augment teaching.

Conditions of Employment:

Both groups of teachers indicated little interest in: district provided inservice training, the length of the work day, or the need for a separate faculty dining room. The tenured group saw participation in administrative decisions as low priority.

Speculation as to why opinions differed between tenured and non-tenured teachers:

Tenured teachers, having chosen to remain in a school district, are probably not in opposition to administration practices.

Variable II: Marital Status

Indirect Compensation:

Marital status did not seem to influence the perceptions of the respondents for they agreed on the importance of group major medical insurance, group health and accident insurance, cumulative sick leave, legal protection in court actions, and personal leave days (with pay). Single teachers did not perceive a retirement program or bereavement leave (with pay) as important.

Speculation as to why the opinions differed between married and single teachers:

The reason for this could be that Watertown's single teachers are young and their retirement is not a relevant consideration. Also, since the bereavement policy deals primarily with the death of a spouse, child, and in-laws, the single teacher is uninvolved.

Direct Compensation:

Both groups agreed that salary schedule advancement for additional training was important.

Conditions of Employment:

Agreement was indicated on the issues of participation in cur-

riculum decisions and in having a daily preparation period. The two groups did not agree on the issues of freedom to select texts and materials or freedom to discipline students which were perceived as important by the single teachers.

Speculation as to why opinions differed between the married and single teachers:

While desiring inclusion in curriculum decisions, some teachers do not want the personal responsibility of material selection or the total responsibility of student control.

Thus, when viewing the lowest ten priorities in the married and single category, it was seen that definite differences do occur.

Indirect Compensation:

Consensus was evidenced as to the low priority for a professional library for faculty, a tax sheltered annuity program, sabbatical leave with pay, and military training leave (without pay). Single teachers held maternity leave (without pay) as low in importance.

Speculation as to why opinions differed between married and single teachers:

Maternity leave is not a relevant issue to single teachers.

Direct Compensation:

Both groups viewed salary schedule advancement credit for

travel and the opportunity to teach summer school as unimportant.

Conditions of Employment:

The length of the work day was of little concern for either group, but the married teachers also rated the following low: latest teaching equipment (hardware), a faculty dining room, assistance from teacher aides, and secretarial assistance. Single teachers did not view the district provided inservice training program as an important fringe benefit.

Speculation as to why opinions differed between married and single teachers:

Married teachers view themselves more able to act in situations requiring greater time management and adaptiveness.

Variable III: Male and Female

Indirect Compensation:

Agreement between the sexes was revealed by their shared view of the importance of group major medical insurance, cumulative sick leave, group health and accident insurance, a retirement program, and bereavement leave (with pay). Males also valued release time for professional meetings and legal protection in court actions.

Speculation as to why opinions differed between male and female teachers:

The males of the staff are more engaged in professional

organizations and feel a greater need for legal protection because of coaching activities and involvement in a more aggressive aspect of discipline.

Direct Compensation:

The males and females did not agree on the importance of any direct compensation. Extra pay for extra duties was a male concern while the females weighted salary schedule advancement for additional training as a high item of importance.

Speculation as to why opinions differed between male and female teachers:

The extra duty assignments are largely made at the junior and senior high levels where males are coaches, club advisors, and supervisors. Females see their major method of monetary gain through additional training.

Conditions of Employment:

The daily preparation period is perceived by all teachers as important. While participation in curriculum decisions is valued by males, a school library and freedom to select texts and materials were highly ranked by females.

Speculation as to why opinions differed between male and female teachers:

Males desire involvement in district-wide curriculum decisions

and the females feel responsibility for their personal classrooms.

Those fringe benefit items observed as having low priority for the male and female teachers are the following:

Indirect Compensation:

Both sexes indicated little value for: a professional library for the faculty, a sabbatical leave with pay, a tax sheltered annuity program, and military training leave (without pay). Males view maternity leave (without pay) as less important than females.

Speculation as to why opinions differed between male and female teachers:

Maternity leave does not directly affect male teachers.

Direct Compensation:

The opportunity to teach summer school was not a valued fringe benefit item by either group. Females did rank as low priority paid tuition for professional meetings and salary schedule advancement for travel.

Speculation as to why opinions differed between male and female teachers:

Females attend few professional meetings during the school term and view travel as a pleasure activity.

Conditions of Employment:

Both male and female teachers share a low value for a faculty dining room and for having the district provide an inservice training program. The length of the work day, secretarial assistance and having the latest teaching equipment (hardware) were ranked low by males.

Speculation as to why opinions differed between male and female teachers:

Males view themselves as self-sufficient and not needing secretarial assistance or latest equipment to teach content.

Variable IV: Teaching LevelIndirect Compensation:

All three instruction levels showed preference for cumulative sick leave and group major medical insurance. Elementary and senior high teachers ranked a retirement program and personal leave days (with pay) high while both elementary and junior high teachers valued bereavement leave (with pay). The junior and senior high teachers favored group health and accident insurance while only the senior high teachers gave priority to legal protection in court actions.

Speculation as to why opinions differed between teaching levels:

The ages, economic levels, and marital status of personnel

directly affects perception of benefit importance.

Direct Compensation:

Teachers at the junior high and senior high perceive salary schedule advancement credit for additional training as one of their first ten priorities while elementary teachers did not. The senior high teachers also prized extra pay for extra duties.

Speculation as to why opinions differed between teaching levels:

The number of graduate degrees at the elementary level is low because many are older teachers who view a higher degree as not worth the effort at this point in their career and they do not wish to specialize at a level where they teach all subjects. Extra pay for extra duties is valued at the junior and senior high levels because that is where such assignments are generally made.

Conditions of Employment:

The only item valued by all levels as important was a daily preparation period. The groups varied in nine areas: elementary teachers chose participation in administrative decisions, a school library, a duty free lunch, and their teaching supplies as important; while the junior high teachers valued tenure, freedom to choose teaching methods, and freedom to select texts and materials as important; the senior high teachers ranked high the freedom to discipline

students. Senior and junior high teachers agreed on participation in curriculum decisions as an important item.

Speculation as to why opinions differed between teaching levels:

The sex, age, and philosophy of the teacher peer group will influence the respondent's perceptions.

Those negotiated fringe benefit items receiving the ten lowest priorities within the teaching levels are observed as showing a great deal of variability:

Indirect Compensation:

All teaching levels placed low priority on a professional library for faculty, a tax sheltered annuity program, sabbatical leave with pay, and military training leave (without pay). Jury duty leave (with pay) was among the low priority group for elementary teachers.

Speculation as to why opinions differed between teaching levels:

The elementary teachers would not care to be involved in jury duty considering the length of time such work may take them from their classroom.

Direct Compensation:

No teaching level viewed the opportunity to teach summer school as a priority. Furthermore, both the junior and senior high

teachers placed a low value on salary schedule advancement credit for travel. The junior high staff also expressed a low preference for receiving paid tuition for professional meetings.

Speculation as to why opinions differed between teaching levels:

Travel is probably viewed as an activity undertaken for its pleasure and not as augmenting teaching. Participation at professional meetings holds little importance for the junior high staff.

Conditions of Employment:

Within the three teaching levels, there was no uniform agreement as to which 10 items were of least importance. However, the following six items were mentioned as unimportant: to the elementary faculty a faculty work room and a faculty dining room were indicated; the junior high and elementary ranked length of work day as a low priority item; while the junior and senior highs both viewed secretarial assistance and teacher aide assistance as unimportant.

Speculation as to why opinions differed between teaching levels:

One perceives need based on situational variables, i.e. class size, teaching specialization, and philosophy of student needs. Also, one values what one has, for example: the elementary staff has teacher aides whereas the upper levels do not and the upper levels

have faculty work rooms and dining rooms.

Variable V: Total Group:

Indirect Compensation:

Six of the ten highest ranked negotiated fringe benefit items were indirect compensation items. They were: group major medical insurance, group health and accident insurance, cumulative sick leave, a retirement program, legal protection in court actions, and personal leave day (with pay).

Direct Compensation:

Only one mode of direct compensation received priority with the total group. That item was salary schedule advancement for additional training.

Conditions of Employment:

A daily preparation period, participation in curriculum decisions, and teaching supplies were the three conditions of employment held by the K-12 staff important enough to be among the ten highest ranked negotiated fringe benefit items.

SUMMARY

Chapter four contained a description of the data received from one hundred forty K-12 teachers of Watertown, South Dakota. The

return rate was eighty-four percent.

Demographic information generated by the questionnaire was presented in a table reflecting the number of respondents in the categories: tenure, non-tenure; married, single; male, female; elementary, junior high, senior high; and the percent of total return for each group.

The second table revealed the correlation coefficient among all groups. The Spearman r Rank Correlation Coefficient was calculated at the Computer Center, Montana State University. The alpha value chosen was .05 and following a comparison of the critical value of r to the calculated value of r the decision to reject the six null hypotheses was made.

Table three displayed the rank orders among the aforementioned categories and the total group. Comparison as to the ten most important negotiated fringe benefit items and the ten least important negotiated fringe benefit items for each category and speculation as to why the groups differed in opinion followed.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

An atmosphere of rapid change is being witnessed concerning the relationship between teacher associations and school boards. Teachers are working for a greater role in decisions that affect both their professional and personal situations. They have taken a harder look at the entire negotiated contract and fringe benefit packages and seem to feel it is time for a change.

President John F. Kennedy's Executive Order 10988 provided the vehicle for states to establish collective bargaining. The state legislatures began to pass laws granting public employees the legal right to collectively bargain with employers. The South Dakota statute states clearly that employers must negotiate wages and rates of pay, hours, and conditions of employment.

This study, from its inception, was intended to provide an opportunity for teachers to indicate their personal perceptions of the importance of negotiated fringe benefit items. The problem of this study was to gather the opinions of the K-12 teachers of Watertown, South Dakota, concerning the importance of negotiated fringe benefit items. The responses were grouped according to tenure status, marital status, sex, teaching level, and the total group. The responses

were grouped according to tenure status, marital status, sex, teaching level, and the total group. The responses were compared in order to determine differences, if any, in the importance demographic groups placed on various benefits.

As discussed in the purposes of the study in Chapter 1, it was hoped that the Watertown Education Association Negotiations Committee and the South Dakota Education Association would benefit from knowing the views of the teaching staff. This information could assist in not only proposed revision of existing policy but also design of negotiations package proposals. In addition, the results of the study might prove beneficial to negotiations committees of similar sized schools in collective bargaining proposal planning.

The procedures and methodology of the study were described. A questionnaire was mailed to 165 teachers. The respondents employed a 7-point scale to judge the importance of fifty-one negotiated fringe benefit items. Preferences concerning indirect and direct compensation along with conditions of employment were gathered. The data were compared using a Spearman r Rank Correlation Coefficient tested at the .05 level of significance to determine where significant differences appeared within the judgements of the demographic groups.

The data were described in Chapter 4 with the use of a table. In addition to gathering judgements concerning the importance of negotiated fringe benefit items, personal data was solicited from the

respondents.

Of the six null hypotheses tested, all were rejected. Teachers, regardless of demographic group, agreed upon the prime importance of cumulative sick leave, and group major medical insurance. They also agreed within their top ten priorities as to the importance of group health and accident insurance, a retirement program, a daily preparation period, legal protection in court actions, participation in curriculum decisions, personal leave days (with pay), salary schedule advancement credit for additional training, and teaching supplies. The breakdown of the priorities shows that six indirect compensations were highly valued, one direct method was preferred and the remaining three priorities were in the category of conditions of employment.

The ten items shown to hold the least importance to the total group were paid tuition for professional meetings, length of the work day, secretarial assistance, a faculty dining room, district provided inservice training programs, a professional library for faculty, a tax sheltered annuity program, sabbatical leave with pay, the opportunity to teach summer school, and military training leave (without pay). Of these, three are indirect methods of compensation, three are direct methods, and four are considered conditions of employment.

CONCLUSIONS

On the basis of the findings in this study, several conclusions

may be drawn concerning the demographic groups and the total populations as to their judgements concerning perceived importance of negotiated fringe benefit items.

1. Because of the return achieved by this study, it can be concluded that there is considerable interest in the negotiated fringe benefit package in Watertown, South Dakota.

2. The tenure status of Watertown teachers had little effect upon their perception of the importance of negotiated fringe benefits.

3. The marital status of Watertown teachers had little effect upon their perception of negotiated fringe benefit items.

4. The sex of the respondent did not cause a significant difference in the perceived importance of negotiated fringe benefit items.

5. The teaching level of the Watertown teachers did not affect the perception of the importance of negotiated fringe benefit items.

6. It can be concluded that the K-12 teachers of Watertown, South Dakota, share the perceived importance of indirect methods of compensation as high priority. Six of their ten most highly valued negotiated fringe benefit items were indirect methods.

7. Conditions of employment were not, at the time of the study, items of high concern to the group.

RECOMMENDATIONS

As a result of this study, several recommendations may be

offered in the light of the findings.

1. Attention should be devoted to the development of indirect compensation methods in Watertown, South Dakota, and in school districts of similar makeup. Development of package proposals and supporting rationale would be beneficial.

2. Study of the extent of group coverage plans available through the various insurance companies capable of insuring a large teaching staff should be made.

3. A survey of the staff of the Multi-District Vocational Career Center and the Lake Area Vocational Technical Institute as well as the para-professional staff of the Watertown Public School District should be considered since they are also members of the insured group.

4. The findings of this study should be made available to the School Board of Watertown, South Dakota #14-4, to re-direct their philosophy of compensation and its methods.

5. An in-depth comparison of the total fringe benefit packages of the seven comparably sized districts plus the two largest districts in the state should be undertaken to be used in package development and rationale production.

6. The South Dakota Education Association, working through Student-South Dakota Education Association should sponsor workshops and any other information disseminating means to educate future teachers as to compensation modes and compensation-leader districts in

the state.

7. The South Dakota Education Association, at their fall Bargaining Conference, should continue to expose those in attendance to negotiators from the private sector to learn of their benefit packages and rationales used in proposal adoption.

8. Through coordinated bargaining the school negotiators of South Dakota could work toward improved indirect compensation methods.

BIBLIOGRAPHY

BIBLIOGRAPHY

- Baklais, Michael J., "Collective Negotiations in the Absence of Legislation," Compact, 6:18-20, June, 1972.
- Foust, George C., "The Total Approach Concept," The Total Approach to Employee Benefits, ed. Arthur Deric, New York: American Management Association, Inc., 1967.
- Ingraham, Mark, and Francis P. King, The Outer Fringe Faculty Benefits Other than Annuities and Insurance, Madison and Milwaukee: University of Wisconsin Press, 1965.
- Levin, Noel Arnold, Negotiating Fringe Benefits: an AMA Management Briefing, New York: AMACOM-division of American Management Association, Inc., 1973.
- Moonman, Jane, The Effectiveness of Fringe Benefits in Industry, Epping Essex: Gower Press Limited, 1973.
- Negotiations Statue as amended by the 1974 Session of the South Dakota Legislature, Chapter 3-18 Public Employees' Unions.
- Smith, David C., "Professional Negotiations -- What's Negotiable?" National Elementary Principal, 53:73-75, March/April, 1975.
- "Some Very Plain Talk About Your District and Collective Bargaining," The American School Board Journal, 160:130-35, September, 1973.
- Summers, Robert S., Law, Its Nature, Functions, and Limits, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972.
- Weinstock, Henry R. and P.L. Van Horn, "Impact of Negotiations Upon Public Education," The Clearinghouse, 43:358-63, February, 1969.

APPENDIX

EMPLOYEE BENEFITS QUESTIONNAIRE

SECTION A

This section is designed to acquire professional and biographical data. Please check the blanks where appropriate. In other cases, please fill in the blanks with the necessary information such as location of office.

PROFESSIONAL AND BIOGRAPHICAL INFORMATION

1. Level of present teaching assignment: (Check one)

☐ K-6

☐ 7-9

☐ 10-12

☐ other (please specify) _____

2. Sex: (Check one)

☐ Female

☐ Male

3. Marital Status: (Check one)

☐ Single

☐ Married

4. Present tenure status: (Check one)

☐ Tenured

☐ Non-tenured

EMPLOYEE BENEFITS QUESTIONNAIRE

SECTION B

The purpose of this section is to identify which benefits are of the most importance to you. The items listed below have been identified as employee benefits. The (7) point scale to the right of each item ranges from 1 (not very important) to 7 (very important). Please circle the number which best expresses the importance of the item to you. Please respond to every item - it is understood that your school district may or may not provide each of the benefits.

	not very imp.							very important
1. Sabbatical leave with pay	1	2	3	4	5	6	7	
2. Liability insurance	1	2	3	4	5	6	7	
3. Secretarial assistance	1	2	3	4	5	6	7	
4. Tax sheltered annuity program	1	2	3	4	5	6	7	
5. Latest teaching materials (software)	1	2	3	4	5	6	7	
6. Paid tuition for professional training	1	2	3	4	5	6	7	
7. Extra pay for extra duties	1	2	3	4	5	6	7	
8. Full pay while at professional meetings	1	2	3	4	5	6	7	
9. Group major medical insurance	1	2	3	4	5	6	7	
10. Teacher aide assistance	1	2	3	4	5	6	7	
11. Severance pay	1	2	3	4	5	6	7	
12. Military training leave (without pay)	1	2	3	4	5	6	7	
13. Length of the work day	1	2	3	4	5	6	7	

14. Latest teaching equipment (hardware)	1	2	3	4	5	6	7
15. Personal leave days (with pay)	1	2	3	4	5	6	7
16. Group dental insurance	1	2	3	4	5	6	7
17. Faculty dining room	1	2	3	4	5	6	7
18. Salary schedule advancement credit for additional training	1	2	3	4	5	6	7
19. Modern teaching facilities	1	2	3	4	5	6	7
20. Leave for jury duty (with pay)	1	2	3	4	5	6	7
21. Leaves of absence (without pay)	1	2	3	4	5	6	7
22. Professional library for faculty	1	2	3	4	5	6	7
23. District provided inservice training programs	1	2	3	4	5	6	7
24. Retirement program	1	2	3	4	5	6	7
25. Teaching supplies	1	2	3	4	5	6	7
26. Duty free lunch	1	2	3	4	5	6	7
27. Tenure	1	2	3	4	5	6	7
28. Freedom to determine teaching methods	1	2	3	4	5	6	7
29. Participation in curriculum decisions	1	2	3	4	5	6	7
30. Group health and accident insurance	1	2	3	4	5	6	7
31. Few non-teaching duties	1	2	3	4	5	6	7
32. Paid expenses for professional meetings	1	2	3	4	5	6	7
33. Small student-teacher ratio	1	2	3	4	5	6	7
34. School library	1	2	3	4	5	6	7

35. School participation in administrative decisions	1	2	3	4	5	6	7
36. Workman's compensation insurance	1	2	3	4	5	6	7
37. Group income protection insurance	1	2	3	4	5	6	7
38. Group life insurance	1	2	3	4	5	6	7
39. Daily preparation period	1	2	3	4	5	6	7
40. Faculty work room	1	2	3	4	5	6	7
41. Accumulative sick leave	1	2	3	4	5	6	7
42. Faculty lounge	1	2	3	4	5	6	7
43. Bereavement leave (with pay)	1	2	3	4	5	6	7
44. Freedom to discipline students	1	2	3	4	5	6	7
45. Grievance procedure	1	2	3	4	5	6	7
46. Legal protection in court actions	1	2	3	4	5	6	7
47. Maternity leave (without pay)	1	2	3	4	5	6	7
48. Opportunity to teach summer school	1	2	3	4	5	6	7
49. Salary schedule advancement credit for travel	1	2	3	4	5	6	7
50. Freedom to select texts and materials	1	2	3	4	5	6	7
51. Release time to attend professional meetings	1	2	3	4	5	6	7



Education Builds A Better America

COVER LETTER

WATERTOWN EDUCATION ASSOCIATION

AFFILIATED WITH:
NATIONAL EDUCATION ASSOCIATION
SOUTH DAKOTA EDUCATION ASSOCIATION

To: Watertown K-12 Teaching Staff
 From: Ann Wills, Chairperson of Negotiations Committee
 Re: Fringe Benefit Questionnaire

Dear :

Your answer to the enclosed questionnaire will constitute an important segment of the fringe benefit package development for negotiations 1979-80. The purpose is to determine our teaching staff's perceptions of the importance of negotiated fringe benefits.

The negotiations committee will use the data to decide upon both revisions of present policy items and creation of new proposals for negotiation. Another use will be the added rationale point of our ability to statistically support staff commitment to each proposal.

Personally, I will use both the demographic and statistical data in preparation of my master's professional project at Montana State University. Also, I will make the findings available to the South Dakota Education Association for their data bank.

Your input is needed to provide information about your needs and concerns. The questionnaire requires approximately 20 minutes to complete. Please answer the form and return it to your WEA building representative by September 25. They will then forward them to me through the intra-campus mail.

The committee and I thank you for your help.

Sincerely,

Ann L. Wills

Ann L. Wills

Negotiations Committee Chairperson, Watertown Education Association
 South Dakota Education Association Negotiations Committee, Chairperson