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A STUDY OF ATTRITION FROM THE TEACHING PROFESSION
OF MICHIGAN STATE UNIVERSITY GRADUATES
WHO TAUGHT IN MICHIGAN PUBLIC SCHOOLS IN
1972-73, BUT NOT IN 1973-74.

Michigan State University, Ph.D., 1975
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FROM THE TEACHING PROFESSION
OF MICHIGAN STATE UNIVERSITY GRADUATES
WHO TAUGHT IN MICHIGAN PUBLIC SCHOOLS
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By

Katherine A. Radcliffe

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ABSTRACT

A STUDY OF ATTRITION FROM THE TEACHING PROFESSION OF MICHIGAN STATE UNIVERSITY GRADUATES WHO TAUGHT IN MICHIGAN PUBLIC SCHOOLS IN 1972-73, BUT NOT IN 1973-74

By

Katherine A. Radcliffe

Purpose of the Study

The purpose of this study was to identify and compare reasons for leaving the teaching profession, and to compare professional attitudes of former teachers between certain types of variables. The study also attempted to report the impressions of these teachers toward their teacher-preparation at Michigan State University in terms of strengths and weaknesses of the program.

Design and Analysis Procedure

A follow-up study was conducted by selecting a random sample from Michigan's State Board of Education Personnel Register of Michigan State University graduates who taught in Michigan Public Schools in 1972-73, but not in 1973-74. A four-page questionnaire was mailed to each person in the sample for whom a current address could be obtained from the Michigan State University Alumni Office. A sixty-nine

percent return was realized from the sequence of mailings. Information from the questionnaires was cross-tabulated and programmed further for the testing of twelve hypotheses relating to attrition, professional attitudes of former teachers and overall job satisfaction derived from teaching. The analyses employed one-way Analyses of Variance, estimates of population proportions and providing of confidence intervals, Pearson Product Moment Correlations, one-sample tests, and a Cochran Q test.

A second dimension of the study involved a series of taped-interviews with individuals also identified as having left the teaching profession; these interviews attempted to obtain a more in-depth and accurate appraisal of the problems and motivations of former teachers. The information was reviewed and excerpted from the tapes, and was presented in a separate chapter of the thesis.

Results

The testing of three hypotheses which attempted to verify results of similar recent studies on attrition confirmed the following statements:

- 1) Of individuals who have left the teaching profession, there will be a greater number planning to return--or have already returned--than for those who do not.

- 2) There are not a significant number of teachers who leave the Michigan public schools to accept teaching positions

in other states.

3) More people leave teaching for personal reasons (illness, maternity or sabbatical leave or homemaking) than for a change of career, better salary, job dissatisfaction, or other reasons.

It was found, however, that teachers do leave for reasons other than "personal," and approximately twenty percent of the sampled-individuals indicated "job dissatisfaction" and "change of career" for reasons.

Using a one-way Analysis of Variance, professional attitude (measured in terms of agreement or non-agreement about enjoyment-of, flexibility/creativity-of, and preference-to teaching) was shown to have no relationship to type of college support, type of college employment, or work experience with young people prior to graduation.

Pearson Product Moment correlations showed no relationship between amount of "job satisfaction" and number of years teaching experience.

Analysis of Variance tests further showed no relationship between amount of "job satisfaction" and type of degree held or certification type.

The analysis results did show, however, a relationship between amount of "job satisfaction" and sex (females indicating more satisfaction than males), and last location of teaching position (subjects who had taught in suburban school districts indicating more satisfaction than those who had

taught in rural or inner-city areas).

Measuring both amount of "job challenge" and "job satisfaction" as indicated by respondents who were currently employed outside of education, test results showed that the new positions were viewed as being more satisfying, but not more nor less challenging.

In regard to the teacher-education program at Michigan State University, respondents reported their student-teaching assignments and additional internships as being the most valuable and worthwhile part of their preparation. Weaknesses of the program were viewed to be the theoretical and general--rather than practical--nature of the course content, too limited and delayed classroom exposure and contact with young people, inadequate instruction in areas of reading, classroom management and discipline, and inadequate preparation for exposure to the "real-world" of teachers.

The interviews revealed similar feelings about teacher-education programs. In relation to the actual teaching experience, the participants expressed their greatest satisfaction in their work and involvement with students. Negative attitudes were verbalized in relation to 1) the lack of professionalism and sensitivity among teachers and administrators, 2) the enormous commitment teaching requires in view of the few professional rewards received, and 3) the difficulties of teaching in an inequitable and inexorable social system.

Dedicated to my husband Aubrey,

my children Ricky and Debbie,

and my mother,

Miriam Scanlan Berg

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TABLE OF CONTENTS

	Page
DEDICATION	ii
ACKNOWLEDGMENTS	iii
LIST OF TABLES	
 Chapter	
I. INTRODUCTION	1
Statement of the Problem	2
Need for the Study	3
General Statement of the Hypotheses	7
Limitations	8
Definitions of Terms	10
Overview	10
II. REVIEW OF THE LITERATURE	12
Teacher Attrition and Turnover	13
National Studies Relating to Turnover and Attrition	22
Teacher Turnover and Attrition in Michigan	27
Teacher Attrition and Student Achievement	30
Summary	33
III. METHODOLOGY	36
Design of the Study	36
The Population and Sampling	36
Procedure	37
Major Research Hypotheses	39
Instrumentation	42
Collection of Data	43
Analysis	44
Summary	45

Chapter	Page
IV. ANALYSIS	46
Analysis of the Data for each Hypothesis	46
Reported Analysis of Written Responses to Questions Regarding the teacher Preparatory Program at Michigan State University	67
Strengths of the Program	69
Weaknesses of the Program	71
Summary	77
V. INTERVIEWS	79
Introduction	79
Subject 1	80
Subject 2	82
Subject 3	85
Subject 4	87
Subject 5	90
Subject 6	93
Conclusion	98
VI. SUMMARY, FINDINGS, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS	99
Summary of the Study	99
Purpose	99
Design	100
Analysis	101
Findings	101
Conclusions	105
Michigan State University's Teacher-education Program	105
Interviews	107
Implications of the Study	108
Recommendations for Future Research	110

	Page
REFERENCES	112
A. Books	112
B. Journals and Periodicals	114
C. Reports	117
D. Unpublished Materials	118
APPENDICES	119
A. Questionnaire	120
B. Letters to Teachers	125
C. Computations and Analysis Results Tables . .	129

LIST OF TABLES

Table	Page
1. Intentions of Respondents toward Returning or Not Returning to Teaching	48
2. Results for Number of People Returning to Teaching in Michigan Against Those who Returned Outside of Michigan	50
3. Tabulation of Responses to Reasons for Leaving the Teaching Profession	52
4. A Comparison of Professional Attitudes Toward Teaching in Terms of Type of Financial Support for Undergraduate Preparation	56
5. A Comparison of Professional Attitudes Toward Teaching in Terms of Type of Work Experience Engaged in While Attending College	56
6. A Comparison of Professional Attitudes Toward Teaching in Terms of Type and Amount of Experience Working with Young People Prior to Student Teaching	57
7. A Comparison of Overall Job Satisfaction Derived from Teaching and Type of Degree Held	61
8. A Comparison of Overall Job Satisfaction Derived from Teaching and Certification Type	61
9. A Comparison of Overall Job Satisfaction Derived from Teaching and Sex of Respondents .	64
10. A Comparison of Overall Job Satisfaction Derived from Teaching and Last Location of Teaching Position	64

Table	Page
11. ANOVA Results for Comparing Attitudes Toward Teaching Profession with Type of Financial Support in College (Hypothesis 4)	131
12. ANOVA Results for Comparing Attitudes Toward Teaching Profession with Type of Work Experience in College (Hypothesis 5)	131
13. ANOVA Results for Comparing Attitudes Toward Teaching Profession with Type and Amount of Experience with Young People Prior to Graduation (Hypothesis 6)	132
14. Pearson Correlation Coefficients Between Number of Years Teaching Experience and Amount of Job Satisfaction Variables Hypothesis 7)	133
15. ANOVA Results of Each Variable for Amount of Job Satisfaction of Former Teachers with Type of Degree Held (Hypothesis 8)	134
16. ANOVA Results of Each Variable for Amount of Job Satisfaction of Former Teachers with Certification Type (Hypothesis 9)	135
17. ANOVA Results of Each Variable for Amount of Job Satisfaction of Former Teachers with Sex of Respondents (Hypothesis 10)	136
18. ANOVA Results of Each Variable for Amount of Job Satisfaction of Former Teachers with Type of School District (Hypothesis 11) . . .	137
19. Calculations of t-values for Hypothesis 12 . . .	138

CHAPTER I

INTRODUCTION

One of the imposing concerns of educators in recent years has been that of attempting to improve the professional status and quality of teachers. Teacher supply and demand keynote one of the important aspects of acquiring and maintaining an effective educational faculty. Teacher attrition and mobility thus become an immediate concern for all those who are interested in the teaching-learning process. Stinnett estimates that the average national turnover rate for teachers is between seven and ten percent.¹ The most recent studies by the U. S. Office of Education, the National Education Association and the Rand Corporation show that the overall termination rate has varied from six to eleven percent over the last fifteen years.

The degree to which attrition is perceived as a problem varies considerably. Pedersen states:

[On the one hand] there are many educational administrators and lay personnel associated with public education who argue that accelerated rates of teacher turnover are beneficial for a host of reasons, not the least of which is economic. On the other hand, equally concerned educators and others believe that high rates of retention are critical and serve as

¹T. M. Stinnett and Albert Huggett, Professional Problems of Teachers (New York: Macmillan Co., 1963), p. 64.

partial evidence of outstanding systems of education.²

Among the disadvantages identified are the added costs for recruitment, malfunctions in communication and articulation processes, and a general deterioration in the teaching services provided.³

It is anticipated that a more thorough investigation into the motivations of teachers who leave education and their attitude toward the teaching profession can perhaps provide a basis upon which to view the extent of the teacher attrition problem, and can help focus on factors and patterns which may be considered by those involved in providing greater teacher stability--particularly in urban core and rural areas--and its long-term effects upon the public school system.

Statement of the Problem

This study is an attempt to determine the reasons for teachers leaving the educational profession, and whether certain variables such as sex, years of teaching experience, amount of job satisfaction, amount and type of work experience in college, salary, degree type and size of school district last taught in can be shown to provide significant relationships to departure from teaching. This follow-up

²K. George Pedersen, The Itinerant Schoolmaster: A Socio-Economic Analysis of Teacher Turnover (Chicago: Midwest Administration Center, University of Chicago, 1973), p. 116.

³Ibid., p. 119.

study of Michigan State University teacher graduates will also attempt to obtain data about the characteristics of newly-designated occupations of those respondents who are currently employed in non-educational areas, in order to assess the economics or aesthetics of career alternatives to teaching. A final concern is to gather information regarding the teacher-education program at Michigan State University, reporting its strengths and weaknesses as viewed by those who have left teaching and whether or not this program could have had an impact upon an individual's decision to remain or not remain in the educational profession.

Need for the Study

The commitment to education is a commitment made at many levels and at considerable expense to the prospective teacher, the public and private institutions of learning and support thereof, the staffing of public school systems and the communities which education serves. Yet a very large proportion of our teacher graduates never enter the teaching profession and another significant proportion drop out of the profession after one or two years of teaching. The need for more assurance that we are preparing people for a satisfying and fulfilling profession which they can and will merge into seems obvious. Stinnett indicates that a

reduction in the turnover rate would presumably raise the professional status of teaching⁴ as does Bush, who conversely believes that upgrading the status of teaching will reduce the rate of attrition.⁵ A reduction in turnover would also be expected to reduce the amount of administrative time and effort devoted to teacher recruitment. Likewise, it might be assumed that lower rates of attrition for teachers would improve the quality of the learning experience for students.⁶

In a time when we have an oversupply of teachers, careful consideration must be given to recruitment procedures employed in those institutions responsible for the preparation of teachers; procedures which entail not merely random restricted selection, but if possible, undertaken by advance knowledge of those human characteristics and motivations that are most likely to produce individuals highly committed to the teaching profession. Therefore, research related to the development of social decision models of this type would be of value in determining policy concerning the programs of teacher education. A more in-depth study of attrition, in which patterns of motivation and attitudes of individuals

⁴Stinnett, loc. cit. p. 66.

⁵Robert Bush, "Teacher Status: Effect on Teacher Dropout," in T. M. Stinnett (ed.) The Teacher Dropout (Itasca, Illinois: F. E. Peacock Publishers, Inc., 1970), p. 112.

⁶Charles Reeves, School Boards, Their Status, Functions and Activities (New York: Prentice Hall, 1954), p. 157.

who have withdrawn might be assessed, could perhaps be of benefit for those engaged in developing such decision models for the recruitment of future teachers.

Several sources underscore their concern over the limited research in the area of teacher turnover. Bush states, "The power of teaching to hold those who enter the career is more serious than might appear at first glance, for not only do many teachers leave soon after beginning to teach, [but] often the best ones drop out most rapidly."⁷ Yet he admits that the meager research on teacher dropouts provides insufficient evidence to back up such frequent allegations. Pederson⁸ and Charters⁹ believe that an important segment of dropouts, possibly excellent teachers, left not only to pursue homemaking careers, but chose other forms of employment in the public and private sector; no evidence is available to indicate the degree of satisfaction such alternate careers provide for these individuals. Pederson has indicated that if teachers can be persuaded to pursue their teaching career for five years, the probability of continued membership in the system and profession is greatly increased.¹⁰ As to the holding power of systems responsible

⁷Bush, loc. cit.

⁸K. George Pedersen, "Teacher Migration and Attrition," Administrator's Notebook, XVIII, No. 8 (April, 1970), 1-4.

⁹W. W. Charters, "Survival in the Profession: A Criterion for Selecting Teacher Trainees," Journal of Teacher Education, VII, (September, 1956), 253-255.

¹⁰Pedersen, Loc. cit.

for hiring and maintaining an effective and stable teaching staff, Booth concludes:

If the teacher is to become a career teacher and not a dropout, cooperation must develop within the total national, state and community structure to provide the climate for learning and growth which fosters self-confidence and personal fulfillment.¹¹

Thus acquiring information about the professional attitudes of young teacher dropouts as well as the amount of satisfaction derived from their alternative careers could yield some useful data in assessing the attrition problem--a problem which is most crucial to the stability and effectiveness of teachers in lower socio-economic status schools (see also page 16, Chapter II).

It is assumed that Michigan State University's College of Education is representative of several state-supported universities in Michigan. Approximately 70 percent of Michigan's teachers complete their academic preparation in Michigan's seven largest state-supported institutions (Central Michigan, Wayne State, Michigan State, Western Michigan, Eastern Michigan, the University of Michigan and Northern Michigan University). In 1971-72 Michigan State University graduated the largest number of teachers (2666)¹² of any of these universities.

¹¹Frusanna S. Booth, "Why Do Teachers Drop Out?" Childhood Education, XLIV, (December, 1967), 245-56.

¹²"Actual and Projected Pupil Population: Public, Non-Public and Total," Michigan Education Association, (MEA, 1973).

The Michigan Professional Register for 1972 shows that Michigan State University was the second largest supplier for teachers in Michigan's Public Schools; the Register also shows an 11 percent loss of these teachers the following year.¹³ Direct research on the teacher attrition of former graduates of our large teacher colleges has indeed been lacking. It is hoped that such a study will help educators at all levels in understanding and coping with the problems inherent in large turnover rates in the public schools.

General Statement of the Hypotheses

The study will be a two-fold endeavor in which both questionnaire and interview techniques will be employed. For the statistical portion of the study, hypotheses have been developed which relate to a sampling of Michigan State University College of Education graduates who taught in Michigan Public Schools in 1972-73 but not in 1973-74. The hypotheses are designed to determine reasons for individuals leaving the profession and to relate certain characteristics of these former teachers with professional attitude and amount of job satisfaction derived from teaching. Following are some of the concerns dealt with in the hypotheses:

¹³Gary Smith, Study of the Michigan Professional Register 1967-1973. Unpublished report. (Wayne State University: January, 1974), p. 1-4.

1. Confirming or rejecting certain results of recent studies in regard to: a) teachers returning to the profession after they have withdrawn; b) the number of teachers leaving Michigan to accept a teaching position elsewhere; and c) the extent of teachers leaving the profession for personal reasons rather than because of job dissatisfaction.
2. Relating the financial support of college education and the amount of experience working with young people during undergraduate programs to professional attitude toward teaching.
3. Relating specific variables of teachers to the amount of job satisfaction experienced while teaching.
4. A final question posed as to the significance of the preparation offered by Michigan State's teacher-education program will be reported upon at the completion of the study.

For a complete statement of the hypotheses, see Chapter III.

Limitations of the Study

The following limitations are acknowledged as inherent in this study, and the scope of its findings is restricted accordingly.

This study will be confined to teacher graduates of Michigan State University, and will be further limited to randomly selected individuals of the above group who appeared on the Michigan Professional Register as having taught in 1972-73, but not in 1973-74.

Limitations of the questionnaire sampling are imposed by the fact that there is no personal contact with the subjects (as this is a mailed survey), and by the limited amount of

time and attention that subjects can be expected to voluntarily devote to a survey questionnaire. (Personal interviews conducted with a small number of former teachers hopefully may obtain more honest attitudes and feelings toward education, and aid in assessing the data collected from the questionnaire.) Further, it is not possible to test whether or not the subjects accurately express their true feelings when responding to either multiple-choice or open-ended questions. Persistent attempts have been made to offer all possible alternative choices on questions and to leave blank options for respondents; however, it is improbable that all options are accounted for, and unrealistic to expect unmitigated honest and objective responses from all participants. These are, however, exemplary limitations of such studies, and do not necessarily inhibit relatively sound predictions about certain categories within the study itself.

Another limitation of the study is its generalizability. The results will be generalizable to the state of Michigan only to the extent that the students of Michigan State University are representative of all graduates of Michigan's teacher-preparatory institutions.

Definition of Terms

Attrition: The departure or termination of teachers who have had at least one year of teaching experience in the public schools; also used synonymously with "turnover".

Teacher preparatory program: the program of activities and experiences developed by an institution responsible for the preparation and growth of persons preparing themselves to become teachers.

Overview

This thesis has six chapters which are organized in the following manner:

A frame of reference for this research is established in Chapter I. Included are the introduction, statement of the problem, need for the research, general statement of the hypotheses, limitations of the study and definitions of terms.

In Chapter II a review of related research is presented.

The design of the study and procedures followed are contained in Chapter III. Included are sources of data, the research instrument and treatment of data.

Chapter IV consists of a presentation of the analysis of the data obtained from the mailed questionnaire.

A report of several interviews will be presented in Chapter V.

Chapter VI will include a summary of the study and conclusions drawn from both sample-survey and interview results. Included in this chapter are recommendations and implications for further research.

CHAPTER II

REVIEW OF THE LITERATURE

Literature related to this study is reviewed in this chapter. Contained within the chapter is material dealing with teacher attrition and turnover, national studies relating to turnover and attrition, teacher turnover and attrition in Michigan and teacher attrition and student achievement.

A survey of the literature reveals a paucity of recent follow-up studies directed toward persons who have left the field of teaching, especially in relation to their attitudes toward the profession. However, the concern of educators toward maintaining both the lasting professionalism and quality of public education is emphasized in the considerable research devoted to supply and demand. Because of the many appealing economic and professional changes in teaching brought about by unionization and bargaining, the burgeoning supply of qualified teachers exceeding current demand and the phenomenon of women accepting and maintaining a stronger hold on the job market, it is believed that the motivations of teachers who leave the profession are considerably

different from those cited in studies undertaken prior to the 1960's. Therefore earlier studies by such persons as Elsbree (1929), Impelliteri (1959) and Thorndike and Hagan (1956) will not be considered in this chapter except for an historical comment or comparison.

Teacher Attrition and Turnover

In the literature of the early 1960's a few attempts were made to predict and classify factors which contributed to teacher attrition. One such study was conducted by White in 1964, in which he produced an instrument to measure professional career involvement and tested it in a face-to-face situation as a predictor of teacher dropouts, using as subjects 143 female elementary teachers who were completing their first or second year of teaching. The scale was effective in discriminating between those who left the profession and those who remained ($p = .01$). Those who scored highest tended to remain in teaching. Teachers who were primarily self-supporting during their college careers scored higher than those who depended primarily upon parental support ($p = .05$). Married teachers scored higher than those who were not married ($p = .05$).¹ In a later article based on his study he reported that the social class background of the

¹Kinnard White, "Professional Career Involvement Among Female Elementary School Teachers," Dissertation Abstracts, XXV, (November, 1964), 2865.

teacher in relation to the social class of the students in the school was correlated with teacher turnover ($p = .02$). Turnover was greatest with the middle class teacher in the working class school--52 percent.²

In 1965 Whitener found in her research on teacher turnover that the probability of survival is a function of the length of service in the school system; higher survival rates are associated with the number of years of service. Age at entry of the teaching profession was the best single predictor of length of service. The older the teacher (up to age 54), the greater the probability of surviving at least ten years. Between the ages of 22-26 significant disparities in length of service were ascribed to sex and marital status among women. Higher survival rates were associated with men and single women.³

Thomas Jackson studied the teacher turnover in the Minneapolis public schools for 1965-67 by measuring and classifying the factors contributing to turnover. He secured data upon twelve independent variables. Of the 432 teachers involved, 207 continued beyond three years, and 225 terminated their employment. The four variables which seemed to have

²Kinnard White, "Socio-economic Factors and the Mobility of Beginning Elementary Teachers," Teachers College Journal, XXXVII, (March, 1966), 177-78.

³Joy E. Whitener, "An Actuarial Approach to Teacher Turnover," Unpublished EdD. dissertation, Washington University, 1965.

the most significant relationship to turnover were age, sex, teaching experience and marital status.⁴

In 1966 Blaser⁵ did a follow-up study of 636 graduates of the University of Idaho from 1951-60 who had prepared to teach. He found that 356 were teaching, 115 never taught, and 70 had left the profession. Through the use of a questionnaire he obtained reasons for leaving and information related to age, marital status, occupation, years of experience, size of school and salary. He found that those who withdrew tended to be young, with limited experience and low salaries. The respondents themselves placed economic factors above professional reasons (more recent studies by Charters, Pedersen, et. al., report that personal reasons are far more predictive of turnover than economic factors), as did Thorndike and Hagan.⁶

Booth did a followup study of the 392 teachers in Georgia who withdrew from their positions during or after one year of teaching. She prepared a Teaching Appraisal Schedule (T.A.S.) to measure attitudes of teachers in relation to eleven areas of job satisfaction. Her null hypothesis stated that there

⁴Thomas Jackson, "The Social Origins of High School Teachers in a Canadian School," Canadian Journal of Economics and Political Science, LXXXIX, (November, 1968), 147.

⁵John Blaser, "Factors Contributing to Men Graduates from the University of Idaho (1951-60) Leaving the Teaching Profession," Dissertation Abstracts, XXVII, (August, 1966), 341.

⁶Robert Thorndike and Elizabeth Hagen, "Characteristics of Men Who Remained in and Left Teaching," Cooperative Research Project No. 574 (New York: Teachers College, Columbia University, n.d.), 16.

were no statistically significant differences among teachers who leave the profession in relation to their attitudes toward teaching and the following variables: sex, age, education of their parents, type of certificate, level of teaching, size of school system, reasons for leaving and plans to return to teaching. Each of the independent variables showed significant differences in one or more of the eleven T.A.S. areas. The variable of planning to return to teaching showed a significant relationship to eight of the eleven areas, more than any of the other variables. Those who did not plan to teach again had the least favorable attitudes toward teaching as a profession.⁷

In a later article referring to her study, Booth reported further on attitudes of teacher dropouts in regard to job satisfaction. Many former teachers were disillusioned about a lack of professional pride and ethics among their faculty, and desired to see more skill and understanding of students on high school levels. At all levels dropout teachers indicated that principals play an important role in their job satisfaction or dissatisfaction. The single most important factor in teachers' decisions to drop out or remain in the profession was their attitude toward themselves and teaching.

⁷Frusanna S. Booth, "Factors Associated with Early Withdrawal of Teachers from the Profession in Georgia," Dissertation Abstracts, XXVII, (April, 1966), 3334.

Booth summarizes poignantly, "If the teacher is to become a career teacher and not a dropout, cooperation must develop within the total national, state, and community structure to provide the climate for learning and growth which fosters self-confidence and personal fulfillment."⁸

Barnes randomly selected 568 mathematics teachers from fifty districts in Pennsylvania for the year 1968-69. Questionnaires mailed in January and May secured the necessary information related to those who left or planned to leave the profession. The highest percentage of turnover was among married women, followed by single women, married men, and single men. The following hypotheses were accepted, based upon the data received: (1) higher salaries and fringe benefits are among the major factors that lure men from teaching, while marriage and pregnancy are the major factors which cause women to leave, (professional factors were also a major reason for women), and (2) women teachers who leave and return do so for economic reasons, while men who return do so for non-economic reasons. Barnes claimed to have produced a questionnaire which would help to predict future dropouts.⁹

⁸Frusanna S. Booth, "Why Do Teachers Drop Out?" Childhood Education, XLIV, (December, 1967), 245-56.

⁹Ward Barnes, "A Study of Variables that Influenced Secondary Public School Mathematics Teachers in Pennsylvania to Remain or Leave the Profession During 1968-69," Dissertation Abstracts, XXXI, (November, 1970), 2068.

Following are some of the thirty-four findings reported by Medeiros in his study concerning the factors which contributed to teacher turnover problems in the public schools of Arizona for 1968-69:

Large school systems have lower mean age levels and smaller rates of turnover than do small school systems. Teacher tenure is significantly related to low rates of turnover. The smaller the school district the higher the average teaching experience and rates of turnover. Approximately fifty-one percent of all turnover teachers did not return to teaching in 1969-1970. The major occupation entered by turnover teachers was that of housewife. The most significant factor given by turnover teachers for leaving was "personal". Males and females were not significantly related in their rankings of the six major categories of factors. In-state and out-of-state groups were not significantly related.¹⁰

Cohen studied the attrition of beginning teachers in the inner cities of Hartford and New Haven in an attempt to discover the reasons for teacher turnover, and to improve recruitment procedures. He developed a questionnaire involving general information about new teachers. Five factors were found to be significantly different for those who remained in teaching and those who left: (1) women tended to stay more than men; (2) those who remained generally came from the homes of blue collar workers, while those who left came from white collar and professional homes; (3) those who remained tended to be education majors while teacher dropouts often tended to be social science majors; (4) those who

¹⁰ Charles Medeiros, "An Analysis of Teacher Turnover in Public Elementary and Secondary Schools in Arizona for 1968-1969," Dissertation Abstracts, XXXI, (November, 1970), 1221.

remained tended to take more education courses; and (5) those who remained usually chose teaching as a career at an earlier time in life than those who left.¹¹

The age and sex composition of the professional faculty of a school system is highly predictive of turnover, as studies by both Pederson and Charters reveal. Pederson's study reported that velocity flows were inversely correlated, with younger females exhibiting the higher rates of migration and attrition. Marital status of teachers failed to achieve significance at any level of his analysis.¹² Charters indicated that although males are relatively good survival risks in teaching, many are attracted to other fields, while the men who remain often move into administrative positions.¹³ These studies do not differ completely by one of the earliest and most extensive research of teacher movement by Elsbree, who determined that three main causes were responsible for over one-half of the total turnover--leaving for a better position, marriage, and dismissal. However Elsbree cites that economic returns were found to be important determinants

¹¹Alan Cohen, "Some Factors Related to Attrition of Beginning Teachers from Inner City Schools," Dissertation Abstracts, XXXII, (September, 1971), 1221.

¹²K. George Pedersen, "Teacher Migration and Attrition," Administrators Notebook, XVIII, No. 8, (April, 1970), 3.

¹³W. W. Charters, "Some Obvious Facts About the Teaching Career," Educational Administration Quarterly, III (Spring, 1967), 183-93, "What Causes Teacher Turnover?" School Review, LVIV, (October, 1965), 294-99, and "The Social Background of Teaching," Handbook of Research on Teaching, ed. by N. L. Gage (Chicago: Rand McNally and Co., 1965), 719-41.

in the case of professional personnel who elected to accept "better positions elsewhere."¹⁴

Garrison conducted a study of the factors related to teacher turnover in the Bureau of Indian Affairs schools. From teachers who taught their first year during 1969-70, there were 356 usable replies. He found differences which were significant at the .05 level between those who remained and those who left at the end of one year on each of the following factors: females terminated at a higher rate than males; those who entered at the middle grade (GS-7) terminated at a higher rate than those who entered at the lowest grade (GS-5); and those who had negative concepts of employment arrangements terminated at a higher rate than those who held positive concepts relative to their employment. He found no significant differences in termination rates related to marital status, years of experience, size of school or place of origin.¹⁵

In 1973 Gosnell completed a follow-up study of graduates of two North Carolina teacher training institutions for 1965-1966. The purpose of this study was to discover what relationship existed between certain variables and attrition from

¹⁴Willard S. Elsbree, Teacher Turnover in the Cities and Villages of New York State, Contributions to Education, No. 300 (New York: Bureau of Publication, Teachers College, Columbia University, 1928), 46.

¹⁵Irvin Garrison, "Factors Which Relate to Teacher Turnover in Bureau of Indian Affairs Schools," Dissertation Abstracts, XXXII, (April, 1972), 6037.

teaching, using three major categories of factors: (1) those related to socio-economic status, (2) those related to individual differences, and (3) those dealing with the teaching situation. The variables which indicated a significant relationship to a high rate of attrition are as follows:

- a. not having graduate degrees
- b. being married or female
- c. teaching for compensatory reasons
- d. having negative attitudes toward the profession
- e. having high status occupation aspirations
- f. having taught in smaller schools
- g. the type of work experience which the student had prior to graduation

Pertaining to the last variable mentioned, the attrition rate was higher for teachers who were supported by their parents or by scholarships while in college than for those who were self-supporting, and for teachers who had only white-collar work experience, as opposed to those who had only blue-collar work experience prior to graduation.¹⁶

In his 1967 study of six schools in low income areas and six schools in middle income areas, Faunce found no significant differences in the percentage of male versus female teachers. The retention rate was higher in the middle income schools (61 percent) than in low income schools (50 percent) over five years. Single teachers had a higher retention rate (59 percent) than married teachers (53 percent) over the

¹⁶John W. Gosnell, "The Relationship of Socio-economic Status and other Selected Variables to Attrition from the Teaching Profession of Graduates of Two North Carolina Teacher-Training Institutions," Unpublished PhD. dissertation, University of North Carolina at Chapel Hill, 1973.

five-year period. The retention rate for male teachers was 61 percent in low income schools, and 56 percent in the middle income schools, whereas for females the rate of retention was 45 percent in the low income schools and 70 percent in the middle income schools.¹⁷

National Studies Relating to Turnover and Attrition

Some of the most significant recent research on attrition has been undertaken on national levels. Three groups of surveys on teacher terminations were conducted by the U. S. Office of Education, the National Education Association and the Rand Corporation.

The National Education Association studies projected over a period of years from 1955-56 to 1965-66 were based on questionnaires mailed to a stratified sample of about 2,000 teachers. A response rate of 90 percent was reached, and of that group, reasons for leaving teaching were reported as follows: 30.9 percent took leave-of-absence time; 20.4 percent retired; 10.5 percent returned to college; 5.8 percent left to improve their economic benefits; 5.8 percent entered another occupation; 5.5 percent left due to illness; 2.6 percent left because of death or incapacity; and 5.2 percent gave reasons such as personal responsibilities. The largest

¹⁷ R. W. Faunce, Teacher Characteristics in Middle and Low Income Areas (Bethesda, Maryland: U. S. Department of Health, Education and Welfare, March, 1967).

single factor on terminations indicated that personal reasons are the major cause of leaving the profession. A very small percent (1.5) moved to another state.¹⁸ It was reported that attrition from teaching was significantly related to marital status--there was a higher percentage of married people among those who left teaching than among those who stayed or merely transferred.

Also included in this study were comparisons made between dropouts and teacher mobility. There was a difference between teachers who left the profession and those who remained in the same system but moved to another school, which correlated with sex to a degree significant at the .01 confidence level. There was a difference between dropouts and those who remained either in the same school or within the same state, that correlated with sex, significant at the .05 level.¹⁹

The U. S. Office of Education studies²⁰ were based on a survey of a stratified sample of over 2,000 school districts in 1957 and 1959, in which the rate of termination can be computed to be 8.1 percent. The studies also showed that the termination rate is not greatly related to such seemingly-

¹⁸"Teacher Mobility and Loss," National Education Association Research Bulletin, XLVI, (December, 1968), 118-27.

¹⁹"Teachers' Problems," National Education Association Research Bulletin, (December, 1968), 116-7.

²⁰Ward S. Mason and R. K. Bain, "Teacher Turnover in Public Schools 1959-58," Office of Education, Circular No. 608, HEW, Washington, (1959), 1-29.

important economic factors as salaries or teacher-pupil ratio, (as compared to a slightly earlier study by Thorndike and Hagen, who reported that most of the sample who had left teaching had done so for reasons of low pay and lack of opportunity to embark upon some other "good" job²¹). A year earlier in a similar study Mason showed that one-half of his novice teachers had no plans to be teaching five years hence; further only 28 percent of the males and 14 percent of the females indicated a serious intention to teach continuously to retirement. He identified initial salaries, the type of teacher training institution attended, and the level and type of preparation as important correlates of professional attrition.²²

In the follow-up study completed in 1960, Hunter determined that 86 percent of the original beginning group returned to teaching, and of this latter group 78 percent continued their employment in the same system, 14 percent had migrated to another school district, and 4 percent had accepted employment in private schools. Again, as in aforementioned studies, the turnover rate was found to be lower for male than female teachers, for older than younger teachers, for married than single male teachers, for single than married

²¹Robert Thorndike and Elizabeth Hagen, "Men Teachers and Ex-Teachers: Some Attitudes and Traits," Teachers College Record, LXII, (January, 1961), 306-16.

²²Ward S. Mason, The Beginning Teacher: A Survey of New Teachers in the Public Schools, 1956-57, Circular No. 510 (Washington, D.C.: United States Government Printing Office, 1958).

female teachers, for elementary than secondary teachers, for teachers in larger urban systems compared with their colleagues from less urbanized areas, and for more highly educated teachers.²³

The Rand studies based on a one-percent sample of workers covered by Social Security in primary and secondary education for the years 1962-66, show that termination rates of around seven to eight percent are quite stable throughout these years (as do the Office of Education studies), and re-emphasize the importance of demographic factors on terminations, with old people and young women most likely to terminate. The NEA results indicating personal reasons as the major cause for leaving the profession, are confirmed by Rand--the two most important variables being age and motherhood. Also the studies show that of the people who left teaching, especially the women, most did so for non-economic reasons; men are more likely to become re-employed than women and are more able to find higher-paying jobs; very few women found substantially better-paying jobs; and when the terminees were divided into age groups, young men were more likely to go into the manufacturing and service industries, middle-aged men and all women generally remained in profes-

²³J. Scott Hunter, The Beginning Teacher One Year Later: Report of a Follow-up Study (Washington, D.C.: U. S. Department of Health, Education, and Welfare, n.d.).

sional jobs, and old men and women rarely took another job. In conclusion the Rand research indicated that the major reasons for terminations concern the private lives of teachers rather than job conditions or salaries ("the regression coefficient for salary in 1963 shows that it would take a 15 percent rise in salary to effect only a one percent decline in the termination rate").²⁴

Recently two other significant Rand studies on teacher mobility have been done in the San Diego schools and in Michigan (see following section). Again it is confirmed that personal characteristics of the teacher, rather than economic conditions are the best predictors of terminations in the San Diego study. Both the San Diego and Michigan studies show that termination rates are higher from unattractive school districts (those with lower salaries and less promotional opportunities) and districts with relatively unattractive student characteristics (students of low income families, low status, and lower performance on standardized cognitive tests).²⁵

²⁴ Emmett B. Keeler, "Analysis of the Educational Personnel System: IV. Teacher Turnover," The Rand Corporation, R-1325-HEW, (October, 1973), 5-9, 24.

²⁵ David Greenberg and John McCall, "Analysis of the Educational Personnel System: I. Teacher Mobility in San Diego," The Rand Corporation, R-1071-HEW, (January, 1973), 1-29.

Teacher Turnover and Attrition in Michigan

Pedersen has conducted probably the most comprehensive study on teacher turnover undertaken in Michigan statewide. Much of his work deals with teacher migration from which he uses data obtained from the State Board of Education, the Michigan School Finance study²⁶ and local school districts. He elicits detailed analyses about the Michigan classroom-teacher movement and attrition. The transition matrices which he developed revealed turnover losses of considerable magnitude during the years 1965-66. In his findings he concludes that Michigan school districts lost 20.1 percent of their teachers that year, and that only one-fifth migrated to other Michigan school districts, whereas the remaining 16 percent were not actively involved in school teaching in Michigan in the following September.²⁷ In a later article he revealed that there was a higher overall rate of retention in the metropolitan region reflecting both lower migration rates and comparatively fewer dropouts from the profession.²⁸

²⁶ See Alan Thomas, School Finance and Educational Opportunity in Michigan (Lansing: Michigan Department of Education, 1968).

²⁷ K. George Pedersen, The Itinerant Schoolmaster: A Socio-Economic Analysis of Teacher Turnover (Chicago: Midwest Administration Center, University of Chicago, 1973), 112-26.

²⁸ _____, "Teacher Migration and Attrition," Administrators Notebook, XVIII, No. 8, (April, 1970), 3.

He again confirmed the results of studies conducted nationally that overall retention is higher for older (more experienced) teachers than for young teachers, higher for young men than for young women, and higher for women with advanced degrees than for men with similar training. He also found that the larger the school population in a specific school district, the lower was the rate of teacher out-migration, and that there was no significant relationship between the number of single teachers in a school district and turnover.

(Austin, in addition, reported that the employment of teachers trained in higher status Michigan post-secondary institutions ensured greater stability in the teaching force.)²⁹

Pedersen believes "Educational problems, particularly in urban core and rural areas of this country, may be resolved in part by paying greater attention to faculty stability and its long-term effects."³⁰

In an unpublished report compiled from statistics taken from the State Department of Education's Michigan Professional Registers from 1967-73, Smith computes the annual attrition rate for these years as follows:

²⁹Alexander W. Austin, Who Goes Where to College? (Chicago: Science Research Associates, Inc., 1965), 55-68.

³⁰Pedersen, The Itinerant Schoolmaster . . . , 124.

1967-68	14%
1968-69	14%
1969-70	13%
1970-72	11.5% (two-year average)
1972-74	10% (" " ")

The figures above show that the most recent trend in Michigan is a drop of about 4 percent in the overall attrition rate. Smith also has estimated that approximately 23 percent of the personnel (teachers and administrators) who leave the public schools in Michigan will return within five years. He reports a high loss of teachers with 0, 1, 2 or 3 years experience, but thereafter the proportion leaving teaching decreases rapidly. There is even a higher loss of out-of-state graduated teachers with 0-3 years experience.³¹

The Rand studies of the Michigan school systems evoked results similar to several previously-cited sources. Young, inexperienced teachers were more likely to leave their school district, either to quit teaching or move to another district, than were more experienced teachers. The results further indicated that young women up to the age of 28 were more likely to terminate than young men. Secondly the probability of terminations of teachers with advanced degrees was significantly less than for less-educated teachers, and teachers who receive their most recent degrees from an out-of-

³¹Gary R. Smith, Study of the Michigan Professional Register 1967-1974, Unpublished report, (Wayne State University, December, 1974.

state college leave the Michigan system with greater frequency than those who attended college within Michigan. A third result, consistent with economic theory, was that the termination behavior of men and women and the interdistrict mobility of males were all inversely related to their salaries; however, the interdistrict mobility of females was not related to the salary variable. It was found that teachers in general displayed a tendency to move away from districts with relatively low-pecuniary returns, especially in regard to student characteristics--i.e., students of low socio-economic status (SES) and cognitive abilities--and that this proved to be a variable that played a more important consideration in decisions to terminate than salary.³²

Teacher Attrition and Student Achievement

Although there is limited research available showing the effects of teacher terminations upon student achievement, a few recent studies have indicated some interesting correlations. The San Diego studies of the Rand Corporation, by developing a simultaneous equation model, showed a small, but significant, relationship between student achievement and teacher experience and longevity within a school system; schools with high achieving students tend to

³²David Greenberg and John McCall, Analysis of the Educational Personnel System: VII. Teacher Mobility in Michigan, The Rand Corporation, R-1343-HEW, February, 1974.

have a more experienced staff, while schools with lower-achieving and social-economic-status students have a continuing occurrence of higher teacher terminations. Reading scores of students in the San Diego inner-city schools were significantly lower in schools with higher teacher turnover (it was accepted, however, that the lower scores were also a result of the students' background).³³

Another correlation of variables analyzed in the San Diego study showed that rather than teaching experience or teacher education affecting student test scores, the average reading ability of a school is a basic determinant of the faculty's average level of experience (this will continue to be inevitable, when positions vacated at low SES schools are filled by new inexperienced teachers--too often a practice in many inner-city school districts--and indicates a dire need for policy changes at administrative and hiring levels).

The Rand studies on Michigan showed similar results in regard to student achievement and turnover in the so-called unattractive schools. Two varying types of rationale have been posed for the above relationships: (1) teacher departures cause students to have reduced reading ability because of the relative inexperience of new teachers being

³³David Greenberg and John McCall, "Analysis of the Educational Personnel System: I. Teacher Mobility in San Diego," The Rand Corporation, R-1071-HEW, (January, 1973), 56-58.

hired and the lack of continuity of a teaching staff; on the other hand (2) reading ability and factors related to it such as the race and class of students may cause or influence teacher departures; in fact, white middle-class schools--where students possess high reading ability--are more attractive to most teachers.³⁴

Other studies have concurred with the above relationships between attrition and achievement. Burkhead,³⁵ Silberman,³⁶ and Guthrie³⁷ all pose the problems and concerns of teacher attrition and lack of teaching experience in large city schools. Faunce, in making a comparative study between middle and low income area schools in Minneapolis also found that the attrition rate was higher in low-income area schools, concluding that "Differences in retention may be attributed to socio-economic status of the school areas studied."³⁸

³⁴Greenberg and McCall, Analysis of the Educational Personnel System: VII. p. 32

³⁵J. Burkhead, T. G. Fox, and J. W. Holland, Input and Output in Large City High Schools, (Syracuse, New York: Syracuse University Press, 1967), 52.

³⁶Charles Silberman, Crisis in the Classroom, (New York: Random House, 1970), 103, 162, 266-67.

³⁷J. W. Guthrie, "A Survey of School Effectiveness Studies," in Do Teachers Make a Difference? HEW OE-58042, (1970).

³⁸R. W. Faunce, Teacher Characteristics in Middle and Low Income Areas (Bethesda, Maryland: U. S. Department of Health, Education and Welfare, March, 1967), p. 99.

Berlowitz, in a study of career patterns in Buffalo, hypothesized that "if the proportion of black and Puerto Rican students is greater in school A than in school B, then the 'quit rate' of teachers in school B will be higher." He obtained a Pearson's correlation coefficient of .25 on the first hypothesis, and a negative correlation of -.25 on the second one. His article remphasizes the general concern of low teacher-stability in low SES inner city schools.³⁹

Summary

A survey of the literature reveals several important relationships between teachers and attrition from the educational profession. The following statements attempt to summarize the conclusions made in the analyses of the various studies.

Although not consistently the case, most studies found that age and sex variables were frequent predictors of teacher turnover. The rate of attrition was greater for married females than for single females and males and married males, and higher for both younger (up to the ages of 27 and 28) males and females.

Length of teaching experience was another predictive

³⁹ Marvin Berlowitz, "Career Patterns of Teachers in an Urban Area of Buffalo," Urban Education, VI, (July, 1971), 262.

factor upon terminations--those who had few years of teaching tended to leave at a greater frequency than those who were more experienced. It was found, also, that the probability of terminations of teachers with advanced degrees is significantly less than for less-educated teachers.

Another factor upon attrition was the home and work background of the teacher; teachers who come from blue-collar homes or had blue-collar work experience prior to teaching tended to remain in teaching longer than white-collar and professionally-oriented teachers. Attitudes of job satisfaction toward the profession among teacher drop-outs were more favorable among teachers who indicated they planned to return to teaching than for those who did not.

One very consistent relationship found between attrition and teaching was size and socio-economic status of school districts. Larger school systems have less turnover than do smaller school systems. However, lower SES schools with lower achieving students have a greater problem of retention of teachers than do middle-income schools where students tend to be higher achievers--the analyses suggest that teacher turnover in large inner-city areas is a serious problem, but that the major reason for the relation between teacher stability and student achievement is the

ability of experienced teachers to get into the schools of high achievers.

Finally, although the greatest single predictor of reasons for leaving the teaching profession is "personal," several studies concluded that economics plays an ever-important role in faculty retention. Men more frequently than women, however, leave teaching for additional salary benefits.

CHAPTER III

METHODOLOGY

This research is concerned with teacher attrition from the educational profession among graduates of Michigan State University. Specifically this study is designed to identify and compare reasons for leaving the teaching profession, and to compare professional attitudes of former teachers in terms of selected variables. This research further attempts to report the impressions of the teacher preparation offered by Michigan State University's College of Education as viewed by the respondents. Included in this chapter are the selection of the subjects, specific procedures of the study, a presentation of the research hypotheses, the instrumentation, data collection and analysis.

Design of the Study

The Population and Sampling

The population from which the sample for this study was drawn has been obtained from the Michigan State Board of Education's Professional Personnel Report #G0453, which

contains the entire listing by social security number of all Michigan public school teachers who taught in 1972-73, but who did not return to Michigan public schools for the school year 1973-74. Each individual's graduating institution was number-coded on the register; Michigan State University's number being '04', it was necessary to manually sort out all such '04' numbers. A final count of the '04' numbers showed that a total of 1442 Michigan State University graduates had terminated their teaching positions in 1972-73 and had not returned to a teaching position in Michigan in 1973-74. It was from this population of 1442 that a random sample of 210 individuals was selected for the study.

Procedure

In December of 1974 permission was given to the writer by the Teacher Certification department of the Michigan's Board of Education to extract the necessary population from the current Professional Personnel Register--an unpublished computer program of raw data--and from that population, which was listed by social security number, the sample was selected.

Authorization was secured from the Dean of Michigan State University's College of Education, and his signature

was added to a cover-letter which accompanied the questionnaire, to give legitimacy and status to the study. The letter explained the purpose of the research and offered to share the findings with those who requested it in return for their cooperation.

Addresses of the 210 individuals included in the sample were procured by the Michigan State University's Alumni Office in April of 1975. The questionnaires were then mailed, and follow-up procedures were employed. The returned data was coded, programmed, and analyzed.

The second dimension of this study involved a series of informal taped interviews of individuals who withdrew from the teaching profession and have since pursued alternative careers and/or ambitions to public school education. The interviews were perceived as a more in-depth approach to the phenomenon of teacher-departure, and attempted to obtain a more accurate appraisal as to what originally motivated these former teachers to prepare for a teaching career, what prompted their decisions to leave the profession and in retrospect, what specific attitudes they generated about classroom teaching.

Major Research Hypotheses

The research hypotheses for this study all pertain to the sample of Michigan State University College of Education graduates who taught in Michigan Public Schools in 1972-73, but not in 1973-74. They are an attempt to determine reasons for leaving the profession and to relate certain characteristics of these teachers with professional attitude and amount of job satisfaction derived from teaching. These hypotheses are presented below.

A. Hypotheses confirming or rejecting certain aspects of attrition in recent studies:

- H-1: Of individuals who have left the teaching profession, there will be a greater number of teachers planning to return--or who have already returned--to teaching than for those who do not.

Instrumentation: Items 8 and 9 of the questionnaire are employed.

Analysis: An estimate of the population proportion for one category is made, and a confidence interval about the proportion is provided.

- H-2: There will not be a significant number of teachers leaving the Michigan Public Schools and accepting a teaching position outside the state of Michigan.

Instrumentation: Item 8, responses 1 and 2, is employed.

Analysis: Same as for H-1.

- H-3: More people will have left the teaching profession for personal reasons (e.g., maternity leave or homemaking, illness, sabbatical leave) than for a change of career, better salary, job dissatisfaction or other selected variables.

Instrumentation: Item 7 categorizes reasons for leaving the teaching profession.

Analysis: Chi-square one-sample test, and Cochran's Q test.

- B. Hypotheses relating to financial support of college education, type of work experience, and amount of experience with young people during undergraduate programs:

- H-4: There will be a more positive attitude toward the educational profession among teachers who were primarily self-supporting while in college, as compared to those who were on scholarship or were supported by their parents.

Instrumentation: Items 3(a) and 14 are used.

Analysis: A 1-way ANOVA (Analysis of Variance).

- H-5: There will be a more positive attitude toward the educational profession among teachers who held blue-collar job positions while in college, as compared to those who had white-collar work experience.

Instrumentation: Items 3(b) and 14 are used.

Analysis: A 1-way ANOVA.

- H-6: There will be a more positive attitude toward the educational profession among teachers who had work experience in the schools and/or with young people prior to their degree, as compared to those who had none.

Instrumentation: Items 4 and 14 are used.

Analysis: A 1-way ANOVA.

- C. Hypotheses relating specific variables of teachers to amount of job satisfaction experienced while teaching.

- H-7: There will be a significant relationship between number of years teaching experience and amount of job satisfaction reported about teaching.

Instrumentation: Items 5 and 13 are used.

Analysis: Pearson Product Moment correlational techniques are employed to measure the relationships between number of years teaching experience and amount of job satisfaction.

- H-8: There will be no significant difference between type of degree (Bachelors, Masters, etc.) held, and amount of job satisfaction felt about teaching.

Instrumentation: Items 1 and 13 are employed.

Analysis: ANOVA

- H-9: There will be no significant difference between certification type and amount of job satisfaction felt about teaching.

Instrumentation: Items 2 and 13 are employed.

Analysis: ANOVA

- H-10: There will be no significant difference between sex and amount of job satisfaction felt about teaching.

Instrumentation: Sex and item 13 are employed.

Analysis: ANOVA

- H-11: There will be no significant difference between last location of teaching position (metropolitan-urban, suburban, and rural) and amount of job satisfaction felt about teaching.

Instrumentation: Items 6 and 13 are employed.

Analysis: ANOVA

- H-12: Of those teachers who left the educational profession and are employed in non-educational areas, there will be no significant change of attitude toward job satisfaction.

Instrumentation: Items 10 and 11(a) and (b) are used.

Analysis: A one-sample t-test is employed.

Instrumentation

Upon examination of research related to teacher attrition, an instrument was developed by the writer to measure and compare variables accounted for in the hypotheses. Certain faculty members in the College of Education and Student Placement Services reviewed the items as to their validity for the purposes of this study, and added helpful input to the final draft of the instrument.

The instrument consisted of four pages and 18 items (see Appendix A) which, it was assumed after testing, would not take longer than twenty to thirty minutes to complete.

The instrument included information on sex, certification type and degree attained, source of funds for undergraduate education, type of work experience with young people prior to student teaching, number of years teaching experience, location of school district in which respondent last taught, primary and/or secondary reasons for leaving the teaching profession, current status and type of employment and amount of job satisfaction experienced, reasons for choosing the teaching profession, attitudes felt about the teaching profession generally and specifically, and open-ended items regarding the College of Education's teacher-preparation program at Michigan State University.

Collection of Data

On April 25, 1975, 210 questionnaires which included stamped, self-addressed return envelopes were mailed to all sampled individuals. Follow-up postal-card reminders were mailed on May 9, and finally on May 23 a second mailing of questionnaires was conducted which included all persons

who had not yet responded to the original questionnaire (see Appendix B for copies of the cover-letters and postal-card reminder).

Ten letters were returned for lack of a forwarding address. Of the remaining 200, 145 replies were received--a response of approximately 69 percent.

The interviews were conducted in May and June of 1975, gathered on tapes, and then typed and reviewed as presented in Chapter V.

Analysis

The Control Data Computer 6500 at Michigan State University was used to analyze the data.

As presented with the major research hypotheses, six types of analyses were employed in this study:

- 1) Estimates of the population proportions and providing of confidence intervals for \hat{p}
- 2) Chi-square one-sample test
- 3) Cochran's Q test
- 4) Pearson Product Moment correlations
- 5) Analysis of Variances (ANOVA)
- 6) a one-sample t-test

Summary

The research methodology utilized for conducting this particular follow-up study on teacher attrition of Michigan State University graduates has been presented in this chapter. Both the design of the study and major research hypotheses were included, as well as the development of the instrument, collection of the data, and analysis procedures.

CHAPTER IV

ANALYSIS

A statistical analysis of the data, to accept or reject the hypotheses presented in Chapter III relating to teacher attrition, is discussed in this chapter. In addition an analysis of the written responses to two open-ended items of the questionnaire regarding Michigan State University's College of Education is reported.

I

Analysis of the Data

- A. As a review of the literature revealed relatively few follow-up studies on teacher attrition using population samplings from state-supported universities, it seemed reasonable to attempt to verify particular findings from other recent studies. The following three hypotheses test for aspects of turnover which reveal the professional intentions of former teachers, and seek to identify reasons why people leave the teaching profession.

H-1: Of individuals who have left the teaching profession there will be a greater number of teachers planning to return--or have already returned--to teaching than for those who do not.

Assuming there would be no difference in the population proportions for either groups of those individuals returning or not returning to teaching, the hypothesis was tested as follows:

$$H_0: P \leq .5$$

$$H_1: P > .5$$

where P is the proportion of teachers in the population who have returned or plan to return.

The analysis involved estimating the population proportion of those who returned or planned to return to teaching (p), and providing an interval of confidence. Glass and Stanley's formula was used for determining the confidence interval:¹

$$p \pm .975 \sqrt{\frac{p(1-p)}{n}}$$

Responses to items 8 and 9 of the instrument were combined as shown on Table 1. Of the 145 individuals, 86 (59.3 percent) indicated they have returned or plan to return. The remaining 59 subjects (40.7 percent) had not yet returned, and were either not planning to return or were undecided. The 95% confidence interval is (.513, .673). Since the confidence interval contains only values greater than .5,

¹Gene V. Glass and J. C. Stanley, Statistical Methods in Education and Psychology (Englewood Cliffs, New Jersey: Prentice Hall, 1970), p. 323.

Table 1. Intentions of Respondents toward Returning or Not Returning to Teaching

Variable	Number of Subjects	Percent
1. Have returned or planning to return to teaching	86	59.3 (p = .593)
2. Not returned and not planning to return to teaching	29	20.0
3. Not returned and undecided about returning	30	20.7

Confidence Interval about p: $.593 \pm .07996 \Rightarrow (.513, .673)$

the alternative hypothesis ($H_1: p > .5$) was accepted. Therefore the results of this analysis support the major hypothesis.

H-2: There will not be a significant number of teachers leaving the Michigan Public Schools and accepting a teaching position outside the state of Michigan.

Item 8 of the instrument was analyzed to estimate the population proportion of those respondents who indicated they had returned to teaching outside of Michigan and to see whether or not that proportion would be small.

Of the 145 respondents, only 15 ($p = .103$) indicated they had left Michigan to teach elsewhere (see Table 2). Score values for the confidence interval ranged from .05 to .20. As the proportion of the individuals is small, the above hypothesis is accepted.

H-3: More people will have left the teaching profession for personal reasons (e.g., maternity leave or homemaking, illness, sabbatical leave) than for a change of career, better salary, job dissatisfaction or other selected reasons.

The instrument provided for nine separate responses to reasons for leaving teaching: 1) personal, 2) retired, 3) left Michigan to teach elsewhere, 4) spouse moved to another locality, 5) returned to college, 6) changed careers, 7) disillusioned or dissatisfied with teaching, 8) needed a better salary, and 9) other. It was recognized from the onset of the study that individuals might have more than one

Table 2. Results for Number of People Returning to Teaching in Michigan against those who Returned Outside of Michigan

Variable	Number of Subjects	Percent
1. Returned to teaching in Michigan	41	28.3
2. Returned to teaching outside of Michigan	15	10.3 (p = .103)
3. Not returned to teaching (not planning to return or undecided about returning)	59	40.7
4. Not returned, but planning to return	30	20.7
Total:	145	

*Confidence Interval about p: (.05, .20)

*Glass and Stanley--Table P/Appendix A (page 553)

reason for leaving the field of teaching. Therefore subjects who selected more than one response were requested to double-check their primary reason for leaving the profession.

In order to test the hypothesis, two types of analyses were employed. The first analysis, using only the primary reason for leaving teaching, made use of a Chi-square One-Sample test.² The second analysis, using all reasons given for leaving teaching employed the Cochran Q test. Both analyses tested for whether or not the responses were equally selected.

The data showed (see Table 3) a significance level of .0001 for both tests, showing an unequal proportion of responses across the reasons, thus indicating that teachers do leave for different reasons.

The table further shows that the largest percentage (31.5) of respondents left teaching for personal reasons, as indicated by both "primary" and "individual" selection categories, supporting the major hypothesis which verifies other recent studies.

Regrouping of some variables according to similarity of choice reveals other significant reasons for leaving the teaching profession. Combined responses to "decided-to-change-careers" and "dissatisfied-with-teaching" variables

²Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences (New York: McGraw Hill, 1956), p. 42.

Table 3. Tabulation of Responses to Reasons for Leaving the Teaching Profession

Variable	<u>χ^2 1-Sample Test</u>		<u>Cochran's Q</u>
	(Primary Reasons)		(Individual Reasons)*
	(n)	(%)	(n)
1. Personal	45	31.5	55
2. Retired	6	4	6
3. Left Michigan to teach elsewhere	4	3	5
4. Spouse moved to another locality	20	14	29
5. Returned to college	10	7	15
6. Changed Careers	17	11	20
7. Disillusioned or dissatisfied with teaching	12	8	22
8. Needed a better salary	0	0	6
9. Other	18	12.5	42
10. Moved to an administrative position	13	9	(Included in <u>other</u>)
Total: <u>145</u>			

$$\chi^2 = 96.5862$$

$$\text{Cochran } Q = 117.6175$$

$$\text{D. F.} = 9$$

$$\text{D. F.} = 8$$

Significance Less than .0001

Significance Less Than .0001

*More than 1 reason could be checked, so that the total number of individual responses is greater than the number of sampled subjects

show 29 persons (20 percent) who chose not to continue in the teaching field. Important to note also was the number of persons (17 percent) who moved, either to teach outside of Michigan or because their spouses had relocated.

Thirteen persons (9 percent) sampled had not actually left the profession, but had moved from a teaching position to an administrative role within the school system. Another 7 percent of the respondents had returned to college, and none of the subjects selected "needed-a-better-salary" as a primary reason for leaving teaching.

A tabulation of the "individual" reasons (which included both primary and secondary reasons) showed similar distributions, with the exception to "other;" thirteen of the 42 responses to "other" reflected those persons who moved to administrative positions, and the rest gave such reasons as: 1) laid-off (pink-slipped) and currently looking for another teaching position; 2) moved (not with spouse) to a different locality, 3) incompatibility with specific requirements of job, and 4) tired of teaching and living in the inner city.

- B. The analysis for the following three hypotheses attempts to measure former teachers' attitudes toward the teaching profession with independent variables relating to: 1) type of financial support of undergraduate education, 2) type of work experience engaged in while attending college, and 3) type and amount of work experience with young people during undergraduate program. For each of the independent variables above, the sample is separated into two groups (levels).

Item 14 (responses a, c and d) of the instrument was used to measure whether attitudes were or were not favorable, using a Likert-type scale from 1 to 5. The higher score values indicated positive or more favorable attitudes.

The analysis involved testing

$$H_0: \mu_1 = \mu_2$$

$$H_1: \mu_1 \neq \mu_2$$

where μ_1 is the population mean of teachers' attitudes for one level of the independent variable and μ_2 is the population mean for the second level of the independent variable.

The .05 level of significance was selected as being sufficient to reject the null hypothesis. A one-way Analysis of Variance test was employed. The ANOVA

results, Tables 11 to 13 in Appendix C, contain the mean squares between groups and within groups.

H-4: There will be a more positive attitude toward the educational profession among teachers who were primarily self-supporting while in college, as compared to those who were on scholarship or were supported by their parents.

An examination of the data (Table 4) indicates no significant mean difference in professional attitudes of former teachers when considering the type of financial support they received for their undergraduate preparation. The ANOVA procedure produced an F ratio of .134, which has a probability value of .715 with 1, 129 degrees of freedom.

The major hypothesis was not confirmed.

H-5: There will be a more positive attitude toward the educational profession among teachers who held blue-collar job positions while in college, as compared to those who had white-collar work experience.

Only those individuals who held primarily one type of job position or the other were included in the testing of this hypothesis.

An examination of the data (Table 5) indicates no significant mean difference in professional attitudes of former teachers when considering the type of job positions they held while in college. The ANOVA procedure produced an F ratio of 1.507, which has a probability value of .223 with 1, 89 degrees of freedom.

The major hypothesis was not confirmed.

Table 4: A comparison of Professional Attitudes Toward Teaching in terms of Type of Financial Support for Undergraduate Preparation

Variable	Number of Subjects	Mean	Standard Deviation
1. Parental and/or Scholarship	80	3.776	.766
2. Self-supported	51	3.827	.799
Total:	131		

Table 5: A Comparison of Professional Attitudes Toward Teaching in terms of Type of Work Experience Engaged in while Attending College

Variable	Number of Subjects	Mean	Standard Deviation
1. Blue-collar work experience (e.g., custodial, cafeteria, carpentry/painting)	48	3.783	.815
2. White-collar work experience (e.g., office/clerical, camp counselors)	43	3.988	.772
Total:	91		

Table 6. A Comparison of Professional Attitudes Toward Teaching in terms of Type and Amount of Experience Working with Young People Prior to Student Teaching

Variable	Number of Subjects	Mean	Standard Deviation
1. Had sufficient experience	58	3.810	.848
2. Had insufficient or no experience	87	3.861	.765
Total:	145		

H-6: There will be a more positive attitude toward the educational profession among teachers who had work experience in the schools and/or with young people prior to their degree, as compared to those who had none.

In order to test this hypothesis, it was necessary to develop criteria for determining what kinds and what quantity of experience working with young people would be adequate for belonging to one group and not the other. Interpretations of the respondents' written answers to questionnaire-item 4 (b) had to be made. Experience was considered adequate if direct contact with groups of young people was indicated, and that contact involved a minimum of at least two hours per week for ten weeks or more. Such contact could have involved work with students in classroom situations, work with organized youth groups such as the YMCA, 4-H, and church-related activities, or summer camp counseling, and other recreational or educational youth programs.

An examination of the data (Table 6) indicates no significant mean difference in professional attitudes of former teachers when considering work experience with young people prior to their degree. The ANOVA procedure produced an F ratio of .173, which has a probability value of .678 with 1, 143 degrees of freedom.

The major hypothesis was not confirmed.

C. Hypotheses 7 through 11 attempt to relate specific independent variables of former teachers (i.e., number of years teaching experience, type of degree, certification type, sex, and last location of teaching position) to amount of job satisfaction experienced while teaching.

Job satisfaction was measured by item 13 of the instrument, which listed several aspects of the teaching profession which could be viewed in terms of satisfaction derived from teaching: 1) salary and benefits, 2) curriculum, 3) discipline, 4) support from the administration, 5) support from fellow teachers, 6) student attitude, 7) community involvement, 8) grading, 9) other. Respondents were asked to indicate the extent to which they felt satisfied or not satisfied with each aspect, and a number-value from 1 (least-satisfaction) to 4 (most-satisfaction) was then given to their response.

The hypotheses were tested for overall satisfaction (combined mean-score values of all aspects), as well as for singular score-values of each aspect of teaching.

With the exception of Hypothesis 7--which employed Pearson Product Moment Correlations, all were tested by a One-way Analysis of Variance. The significance level of .05 was selected to reject the null hypothesis

$$H_0 : \mu_1 = \mu_2.$$

H-7: There will be a significant relationship between number of years teaching experience and amount of job satisfaction felt about teaching.

Using Pearson Product Moment correlations, the formal statements of the hypothesis are

$$H_0: \rho = 0.0$$

$$H_1: \rho \neq 0.0$$

where ρ equals the population correlation between number of years teaching experience and amount of job satisfaction.

The sample correlation (r)³ of .12 (for overall satisfaction) based on 145 subjects has a significance level of .081. Therefore we cannot reject H_0 . The major hypothesis is not confirmed.

Further examination of each dependent variable of job satisfaction with years of experience showed all correlations to be small. (See correlations and test-results Table 14 in Appendix C.)

H-8: There will be no significant difference between type of degree (Bachelors or Masters, etc.) held, and amount of job satisfaction felt about teaching.

As there was a significant distribution of subjects only in degree types of Bachelors and Masters, all other types were not included in the testing of this hypothesis.

An examination of the data (Table 7) indicates no significant mean difference between overall job satisfaction

³Glass and Stanley, p. 308.

Table 7. A Comparison of Overall Job Satisfaction Derived from Teaching and Type of Degree Obtained

Variable	Number of Subjects	Mean	Standard Deviation
1. Bachelors	86	2.780	.548
2. Masters	48	2.664	.467
Total: 134			

Table 8. A Comparison of Overall Job Satisfaction Derived from Teaching and Certification Type

Variable	Number of Subjects	Mean	Standard Deviation
1. Provisional	51	2.674	.573
2. Permanent	84	2.778	.521
Total: 135			

felt about teaching and type of degree obtained. The ANOVA procedure produced an F ratio of 1.515, which has a probability value of .221 with 1, 132 degrees of freedom. As H_0 cannot be rejected, the major hypothesis is confirmed.

Further examination of mean scores for each dependent variable of job satisfaction with degree type shows no significant differences (see Table 15, Appendix C).

H-9: There will be no significant difference between certification type and amount of job satisfaction felt about teaching.

Most sampled-subjects specified their certification type as either provisional or permanent. Any other type was not included in the testing of this hypothesis.

An examination of the data (Table 8) indicates no significant mean differences between overall job satisfaction and certification type. The ANOVA procedure produced an F ratio of 1.173, which has a probability value of .281 with 1, 133 degrees of freedom. As H_0 cannot be rejected, the hypothesis is confirmed.

Further examination of mean scores for each dependent variable of job satisfaction with certification type shows no significant differences (see Table 16, Appendix C).

H-10: There will be no significant difference between sex and amount of job satisfaction felt about teaching.

An examination of the data (Table 9) indicates a significant difference between overall job satisfaction and sex, where females scored higher than males--showing a higher degree of overall job satisfaction for females.

The ANOVA procedure produced an F ratio of 13.493, which has a probability value of .001 with 1, 144 degrees of freedom. As the H_0 is rejected, the major hypothesis is not confirmed.

Further examination of the mean scores for singular dependent variables of job satisfaction (see Table 17, Appendix C) shows females more satisfied with salary (.001), curriculum (.003), support of fellow teachers (.003) and community and parental involvement (.045).

H-11: There will be no significant difference between last location of teaching position (metropolitan-inner-city versus rural and suburban) and amount of job satisfaction felt about teaching.

This hypothesis was tested for three levels of the independent variable "district": rural, suburban, and urban (inner-city) areas.

An examination of the data (Table 10) indicates there are mean-score differences between overall job satisfaction and location of school district last taught in. Those subjects who had taught in suburban communities show a higher mean score than for those who taught in rural or urban areas.

Table 9. A Comparison of Overall Job Satisfaction Derived from Teaching and Sex of Respondents

Variable	Number of Subjects	Mean	Standard Deviation
1. Males	47	2.521	.554
2. Females	98	2.851	.481
Total:	145		

Table 10. A Comparison of Overall Job Satisfaction Derived from Teaching and Last Location of Teaching Position

Variable	Number of Subjects	Mean	Standard Deviation
1. Rural	43	2.627	.578
2. Suburban	71	2.891	.484
3. Urban (inner-city)	31	2.567	.463
Total:	145		

The ANOVA procedure produced an F ratio of 5.931, which has a probability value of .003 with 2, 142 degrees of freedom. H_0 is rejected, and the major hypothesis is not confirmed.

The singular dependent variables of job satisfaction which show mean-score differences (see Table 18, Appendix C) are curriculum (.011), discipline (.030), administrative support (.040) and community and parental involvement (.010).

D. The final hypothesis attempts to determine the extent to which employment outside of the field of education is more or less satisfying and challenging to former teachers. All subjects who indicated they were re-employed in areas other than education were asked to respond to items which tested for five levels of satisfaction and degree of challenge which they felt about their new occupations in relation to their former teaching position. A score value from 1 to 5 was given to these responses as follows: 1--much less satisfying/challenging; 2--less s / c; 3--about the same (as teaching); 4--more s / c; and 5--much more s / c.

A one-sample t-test⁴ was employed in the analysis of the responses. The variables of "satisfying" and "challenging" were tested separately.

⁴
Glass and Stanley, page 293 ff.

H-12: Of those teachers who left the educational profession and are employed in non-educational areas, there will be no significant change of attitude toward job satisfaction.

The formal statements of the hypothesis are

$$H_0: \mu = 3$$

$$H_0: \mu \neq 3.$$

The value which must be exceeded in size in order to reject H_0 is $.975 t_{34} = 2.04$ ⁵ (For calculation of t values, see Table 19 of Appendix C).

The sample mean value of attitude of those employed outside of education, comparing present position to teaching position (35 persons), is shown to be 3.543 for the "satisfaction" variable with a standard deviation of 1.319, and 3.114 for the "challenging" variable with a standard deviation of 1.530.

For "satisfaction", the calculated t value is 2.45, implying that present employment is viewed as being more satisfying than teaching. As H_0 is rejected, Hypothesis 12 is not supported for the satisfaction variable.

However, the calculated t value for "challenging" is shown to be .440, implying that present employment is not more nor less challenging than teaching. Therefore we cannot reject H_0 , and Hypothesis 12 is confirmed for the "challenging" variable.

⁵Glass and Stanley, "Percentile Points of t distributions," Table D, page 521.

II

Reported Analysis of Written Responses to Questionnaire Items
Relating to the Teacher Preparatory Program at
Michigan State University

This section of the analysis primarily attempts to report information obtained from two open-ended questions regarding the strengths and weaknesses of Michigan State University's College of Education program as viewed by the sampled subjects. The items, presented at the end of the questionnaire (Appendix A), were written as follows:

- a) What did you experience as the strengths of the program?
- b) What did you experience as the weaknesses of the program?

It is felt that perhaps some of the more important findings of this study, particularly for those interested in assessing and reviewing teacher-preparatory programs, are dealt with in these next few pages--especially in view of the extent and quality of input which the subjects themselves gave to the questions. There was some anticipation in the beginning of the study as to whether or not the respondents would take the time to answer such open-ended questions, and some concern as to how genuine and representative the written response would be of the subjects true

feelings. It is believed, however, that the responses were freely given by the subjects (the majority of whom optionally included their names on the questionnaires), and due to the consistencies and similarities among the responses, they are possibly representative of many teacher graduates of Michigan State University; as the data indicated that approximately 59 percent of these individuals have already returned or plan to return to teaching, it could be assumed that most of the respondents do not harbor unusually negative feelings toward the educational profession or their graduating institution. Upon close review of the written responses, it is also believed that they may contain constructive positive and negative criticisms, many of which indicated a great deal of concern and sensitivity for future teachers and offered suggestions for their preparatory programs.

Of the 145 subjects involved in the study, only ten elected not to respond to the open-ended items. The remaining 135 gave a fairly clear indication of what they perceived to be strengths and/or weaknesses of their educational preparation at Michigan State University. It was the author's responsibility to sort the written responses into categories and tabulate the number of occurring similarities among them.

Before actual reporting of the incidence of responses among and within the categories, however, special note should be made of the fact that the sampled individuals were prepared for a variety of teaching levels and positions, and thus did not all receive the same kinds of preparatory experience; at Michigan State the subject area methods courses and amount of intern or classroom-assignment experiences for elementary majors tend to be more comprehensive than for secondary majors, and the responses do, to a certain extent, reflect the degree and quality of these experiences.

A second observation should also be made. There were more responses given to the "weaknesses" of the program; however these were not necessarily negative in nature, nor should they be regarded as such. Rather, many of the responses were written as suggestions which could perhaps help to produce a stronger and more meaningful teacher-education program; in general they seem to represent what the sampled subjects felt was lacking in their own preparation to become teachers.

A. Strengths of the Program

The foremost strength of the teacher-preparatory program, as indicated by 36 respondents, was the student

teaching experiences they received (although there were some suggestions that there should be more observation and help by both college coordinators and supervising teachers).

Another 24 respondents who participated in the Elementary Intern Program (EIP--formerly STEP/Student Teaching Experimental Program) and the MICI (Mott Institute for Community Improvement) program, were highly pleased and satisfied with their internship experiences, and expressed their appreciation of the effective consultant services they received and the supportive coordinators with whom they worked. Most of these 24 individuals cited the personalized nature of their experiences in the EIP program as helping them become more able and confident teachers.

Second to student teaching and intern experiences, the most frequently cited strength was the content of a variety of education courses. Twenty-three persons commended the methods classes (some, however, stated a need for more emphasis on teacher-student relationships and a more concentrated reading methods program).

Ten subjects were pleased with the overall curriculum content instruction, and 15 individuals indicated much satisfaction with courses in child-development (including mental health, child psychology and the exceptional child);

seven of those who were special education majors praised the preparation and additional classroom experiences they obtained in their special area.

Thirteen persons cited the personal contact and excellence of some of their education professors as a real strength of the program.

Additional strengths were expressed as follows:

- 1) Outstanding placement services (8 respondents)
- 2) Excellent audio-visual training and resource centers (5)
- 3) Good variety of courses offered (5)
- 4) Excellent facilities for resource materials (5)

B. Weaknesses of the Program

The major weaknesses cited by the respondents fell largely into three general areas of concern: 1) the overall content and instruction of education courses; 2) classroom exposure or actual teaching (intern) experience; and 3) instructional emphasis on particular topics of educational and professional concern. A fourth category, listed simply as "other", represents a small proportion of responses, yet may be of some interest and value. Each of these areas have been sub-categorized into

more specific topics of concern as generated by the respondents.

The first and most repeatedly cited weakness of the teacher-preparatory program was that of educational content and instruction, to which a total of 93 tabulations was recorded. Following is a listing of the sub-categories for content and instruction, with the number of responses given in parentheses.

- 1) Classes dealt too much with theory and were too generalized, as compared to the need for more practical and specific knowledge and types of experiences (41)
- 2) Not enough basic methods courses were included in the program (28)
- 3) The professors and/or instructors need more current access to the public schools and young people (16)
- 4) The classes lacked relevancy and credibility (8)

Secondary education majors emphasized that methods courses should include more methods of "how-to-teach" rather than "what-to-teach," and should offer more techniques on preparing objectives and lesson plans, advice on evaluation,

and practice presenting lessons and other such operational techniques within classroom situations. It was also suggested that students be taught how to apply and adapt the theory that one learns in the methods or education courses.

Lack of adequate classroom exposure or teaching experience seemed to be the second most frequently expressed concern of the respondents (70 tabulations). Although there is an obvious overlap in the following groupings, some precise differences may be implied from the manner in which they are worded.

- 1) Not enough student teaching or classroom experience (31)
- 2) Students were not placed in a classroom situation soon enough or often enough prior to student teaching (13)
- 3) Not enough contact with young people was provided by the college (13)
- 4) More field experience should be provided throughout the program (6)

The majority of the subjects who responded to the above were secondary education majors; elementary majors who were

involved in a year of internship were much more satisfied with their program and expressed much more confidence in themselves as beginning teachers.

The third area of concern involved several responses and suggestions emphasizing the need for more instruction on specific topics and problems related to teaching and educational professionalism. A total of 77 responses were tabulated for the following sub-categories.

- 1) More instruction relating to classroom management and discipline (22)
- 2) More instruction on methods of teaching reading--to be required for all subject and grade level teachers (16)
- 3) More instruction about the politics of schools and laws relating to teachers (14)
- 4) More child-development courses dealing with "how children learn," "how to motivate children," "children's needs--both affective and cognitive," and how to work with the "special" child (14)
- 5) More emphasis on the realities of the inner-city teacher (8)
- 6) More emphasis on the realities of being a teacher--including the degree of commitment and extent of

work, time and energy which teaching requires (7)

- 7) More emphasis on individualized instruction,
creativity and flexibility (6)
- 8) More instruction on how and where to select textbooks
and resource materials (6)

Many of these individuals consistently expressed the view that they were unprepared for the initial "shock" of the amount of responsibility and organizational procedures to which new teachers are subjected, finding it difficult to relate to the behavior of administrators, teacher unions and strikes, apathy among both students and professional staff, and the heavy amount of "paper work" they encountered.

Listed under "other" responses are the following:

- 1) Classes were too large and impersonal (13)
- 2) (a) Better screening of prospective teachers--less
emphasis on high grades as compared to the
quality of one's teaching ability (7)
- (b) More accurate information as to availability of
teaching positions (7)
- 3) More financial assistance should be made available
to prospective teachers (4)

Final mention should be made regarding the responses given to questionnaire item 15, which asked the respondents if they felt Michigan State University had adequately prepared them for classroom teaching. The tabulation of responses are reported below:

	<u>(n)</u>	<u>Percent</u>
1. Very much so	27	18.6
2. Somewhat	53	36.6
3. Did not prepare me enough	54	37.2
4. Undecided	3	2.1
5. Other	8	5.5

The majority of subjects seemed to feel that Michigan State did somewhat or did quite adequately prepare them for teaching. However more than one-third indicated that they felt they were not adequately prepared.

It may be of further interest to report the results of a question regarding the intentions of the sampled subjects when they originally chose teaching as a profession: 13.8 percent indicated they intended to teach for a short time and then leave education; 11 percent indicated they intended to teach for a short time and then go on to an administrative position in education; 41.4 percent indicated they intended classroom teaching to be a life-long career; 21.4 percent were undecided about teaching; and 12.4 percent gave an assortment of other intentions

about teaching. These results may well indicate the need for an entirely different set of references for viewing teacher turnover.

Summary

This chapter dealt with a statistical analysis of the data to confirm or not confirm the major hypotheses of the study relating to teacher attrition. Hypotheses 1, 2, 3, 8 and 9 were confirmed. Hypotheses 4, 5, 6, 7, 10 and 11 were not confirmed. Hypothesis 12 compared two variables--"challenging" and "satisfying"--to former teaching position and new occupation outside of the field of education; the variable for "challenging" was confirmed, but the "satisfying" variable was not confirmed.

The chapter further reported the analysis of written responses to questionnaire items which asked the subjects to provide input as to the strengths and weaknesses of Michigan State University's teacher-education program as they perceived them. Most positively viewed were the student teaching experiences and internships, and the variety of education and methods courses. The most frequently cited weaknesses of the program were the theoretical nature of the instructional courses, too-limited and delayed classroom exposure and contact with young people, and not enough

instructional emphasis upon methods of teaching reading,
as well as instruction devoted to more practical concerns
of teachers.

CHAPTER V

INTERVIEWS

Introduction

This chapter contains excerpts from taped interviews of persons who pursued teaching as a career, and for various reasons identified in the following pages, voluntarily left their positions in the public schools.¹ Although it is difficult to generalize from what was recorded and written, it is believed that the interviews provided some very useful and unusual insight to the profession of education, particularly in relation to the roles and commitments of teachers and their peculiar status within an intricately-woven--and frequently inflexible--social structure.

The purpose for the interviews was to seek more realistic and genuine responses and attitudes from individuals who, after having taught at least four years, decided to leave the profession. It was found that the

¹See Studs Terkel's book Working (New York: Pantheon Books, 1972) for one of the largest and most recent literary contributions employing interview reporting.

subjects were generally extremely receptive to being interviewed, and all verbalized with enthusiasm and sensitivity about their experiences, their goals and regrets, and their feelings and convictions about education.

Specific kinds of questions directed to the interviewees involved why they chose teaching as a profession and the degree of commitment they had intended to give to it; how they viewed their educational preparation; their overall feelings about teaching; their personal and professional reasons for leaving teaching; and the kinds of changes which would have to take place--either in their personal lives, or in education--if they were to decide to return.

Interview Subject 1

Presented here are the feelings of a young man who, after teaching for $4\frac{1}{2}$ years, left to attend law school, and is presently clerking for an attorney in the Detroit area. Although he has not entirely dismissed the notion of returning to teaching, chances are he will continue with law.

* * * * *

I guess I had a utopian view of teaching in undergrad school. I was somewhat unsure that teaching would be my "bag", but I thought that getting into the schools would

remove my doubts. But in fact, it did the opposite. Working with the kids was great! I had a solid communications methods class at State, and it wasn't difficult to relate my subject to the students. If teaching entailed only involvement with one's students, and other teachers exhibited the same kinds of concern and pride that I had for my profession, I could have stayed in teaching.

But the teachers! The real problem in education, as I see it, exists in teachers' attitudes toward themselves. The education courses don't prepare teachers to act, work, and view themselves as PROFESSIONALS. Teaching is tough, demanding work, as it should be; but the teachers I worked with behaved and approached the profession like factory workers at Oldsmobile--one more fender--one more day's work.

The lack of pride, dedication, and ambition of other teachers was disgusting and disgraceful. No wonder students become apathetic and lazy--they have no leadership or models to follow.

Students in college must be taught to be professionals, and prepared for the lack-luster, dull, day-in day-out job of teaching. The missionary zeal that my education classes tried to instill in me fades quickly to the shock of the amount of effort and time demanded of a full-time teacher.

I've been much more content in law school--yet, I still feel that possibly teaching is worth another try. The students need help, and someone has to push for more professionalism in teaching. In a way I copped out--the students can't really do the same, can they?

Interview Subject 2

Bonnie taught for two years in high school, and three years in the elementary grades. A young, attractive and extremely verbal woman, she had been undecided about teaching while in college, although she professed a great deal of commitment to her years of teaching. Her reason for leaving teaching partly involved that commitment--she decided to pursue the career of clinical psychology, and is currently a counselor in Flint while working toward certification in the area of psychology.

* * * * *

While teaching, I often felt the need to reach for something more; not that teaching wasn't challenging--it was, definitely. But sometimes I felt stifled; you know--the attitudes of administrators toward teachers and students were so repeatedly arrogant. I felt I was doing a darn good job of teaching, and I believe the students gave me a maximum amount of support--but not the administration. They

continually played the game of politics with teachers and parents--such a phony game--and I found myself resenting the salaries they drew for all their arrogance and insensitivity.

I love working with children, and always would. But so little recognition is given to a hard day's work--one needs to have a real (tangible, if you will) sense of accomplishment and be acknowledged more frequently than teachers are. The system just isn't set up for personal rewards (other than what the unions fight for, and which, I feel, often fails to consider the welfare of students). It's obvious to me why so many teachers fall into the same routine year-after-year, having to face the same discouragement and frustrations all the time. But I don't blame the kids for this--they're the most real part of the whole system.

I thought teaching would allow for so much creativity, but instead I found myself inundated with bookwork, stupid red-tape, schedules to keep, and hours of paper work at home. I feel that more people should become involved to help relieve teachers of the small, but necessary, details which take away from the art of teaching--hiring of more lay personnel, allowing older students to participate with and teach younger ones. So much more could be done to facilitate the learning process within the school framework.

I'm really not as "down" on education as it must seem. I just simply felt the need to make room for my personal priorities and motivations, and teaching wasn't helping me get anywhere with them. I would never have merely "endured" five years of teaching--I enjoyed the challenges and small satisfactions; and the contact with young people was phenomenal. But I decided I should get out and try something I really wanted to do before it was too late. Perhaps I'm over-ambitious. But actually counselling isn't so far removed from teaching; 90% of my time in the schools could have been spent performing many of the same kinds of counseling services which I am presently assigned to.

It is my feeling that education needs to change from where it begins--the universities. Michigan State has a fine potential to provide a good, practical type of education program. But if I hadn't been encouraged at home by my mother who was a teacher, I would never have decided upon teaching on the basis of my education courses--they were too large, stressing quantity rather than quality, the professors were too far removed from public school classrooms, and the subject matter lacked practical content. I would recommend that colleges and school systems have continual contact, that they exchange teachers and professors, and provide meaningful inservice training and create constant enthusiasm within all levels of the teaching profession.

Interview Subject 3

This particular interviewee, an art major, has experienced many frustrations in her personal life and in the field of teaching, yet has not given up on the career altogether. A young divorcee, she has taught for $6\frac{1}{2}$ years, left teaching to relocate in another part of the state, and has since been trying to find a system which will consider both her marital status and the salary her experience demands under union contract.

* * * * *

I once believed that discrimination against divorced women was only an historical commentary in the field of teaching. However, I've found rural school districts particularly insensitive to my experience and to my rather good former teaching recommendations; instead they seem to view me as an undesirable person to have teaching their children.

I've applied to several areas in Northern Michigan, and in fact have interviewed for several positions. I suppose I could easily find a job in an inner-city school, but I really don't want that hassle. My student teaching experience supplied me with enough reasons for avoiding the city. I guess you could call me strictly middle-class oriented, with middle-class expectations.

I have considered changing careers. I enjoyed teaching for five years. But after a while much of the glamor and enthusiasm begins to wear off--at least it did for me. The kids were okay, but so many other things interfered with the actual teaching. It was hard to constantly keep in touch with the kids and develop that necessary rapport--which in itself, is a full-time job. You see kids messed-up in drugs or coming to school high on pot, and then wonder where they're going to fit in the scheme of your classroom.

You feel so helpless at times. You see injustices done by principals and other teachers; you know you've failed many times to adequately assess and handle problems with students; and you look for answers which, when found, never seem to apply to the next situation.

Maybe I really don't belong in teaching. My ex-husband used to say I over-reacted to student problems, although I believed it was more empathy than over-reaction.

I've always maintained that no-one can teach or prepare someone else to teach or to deal with people--such preparation is only learned by actual doing or teaching. Which gets back to my education courses in college--all of the testing in theory and unrelated educational terminology was, I feel, wasted and irrelevant. Only my student teaching assignment prepared me at all for the real thing. My major, art, provided at least some flexibility and options

for getting-through-to-the-kids. It offered a constructive outlet for both them and myself.

If I don't land a teaching job soon, I guess I'll have to use my art background for a career in advertising, or else end up back in school . . . Yes, I've missed the students, but not the problems. I'm still looking; but I'm beginning to feel the impact of being turned down and not having a stable income.

Interview Subject 4

The impressions of a former Detroit inner-city school teacher are poignantly presented in the following interview. Although now pursuing an advertising career in Indiana, he has much to say about his experiences and struggles in an urban environment.

* * * * *

For five years I fought it out in an inner-city school--in the middle of the "toe" [ghetto]--five years attempting the impossible. We [the teachers] were all in the same boat--black, white, it doesn't make any difference. We all had to cope with the same problems--you can't feed every kid who comes to school hungry; you can't resolve the bitterness, the apathy, the fights, the lack of understanding; the struggles for bare survival. I once thought that's

what school-teaching was all about; but it just isn't so. These kids' total environment is anti-education. What they really need from school is their basic fundamentals--teaching of reading, writing, and 'rithmetic. But who teaches these things anymore? Why, I never even had a reading methods course in college to help me work with all my poor readers. And the rest of the courses were totally irrelevant preparation for an inner-city position--all were geared toward a panacean environmental situation; not the real thing.

I must have learned a life-time of experiences with people in only a few months my first year of teaching. If you don't learn it all that fast, you just won't survive. Living in the city helped; you pick up the "jive" terminology which, brother, you really need! But for how long can one beat his head against the same brick wall. I was never prepared or equipped in school to deal with the lack of facilities, space, instructional materials, and overall motivation. Oh, new programs passed through our schools every year, supported by Federal or State funds. But they left little impact--there is so little carry-over of these programs. Only small groups of students benefit, and each year a different group is involved.

You've got all the mess here: poverty, drugs, the rackets and numbers games, the hustlers; and a completely

reverse concept of ethics and morality--being ethical is "not stabbing your brother in the back, but making sure it's someone else's brother" (that's a slight exaggeration, of course). You've got kids who, in spite of the lack of any type of formal education, are far wiser and more worldly than you--they could rap and jive most suburban kids out of their last dime, and have them feel good about it. The intelligence is really there--in the ghetto--but it's a matter of acknowledging that intellect and developing it for constructive and more positive purposes.

These students could have so much to offer, if only everyone's time wasn't consumed by menial and disciplinarian tasks, and if teachers and administrators wouldn't give up so easily. People's attitudes have to change--school and learning should not be separated from the social and physical environments of these kids, but should instead be integrated (I'm not referring to racial integration, incidentally) into the total life scheme of things. Can you picture trying to "teach" kids with cops patrolling the halls and doors!? Imagine what kinds of perceptions they have of learning! and of the system and their place within it!

No, I'd never give up those years of teaching; not for anything! I've never been so completely enlightened, and they certainly changed my viewpoints about people and life

in general.

What affect I had on my students, I don't suppose I'll ever know. I fought many of their battles, but you can't win them all. And there are plenty of times when you can't side with them--and they know and can respect that.

I guess what's most discouraging is that you know you can escape when things get too heavy, but the kids have no place to go. It's "back to the streets" for them. And they accept this as a fact of life. A few get lucky--make it through school, and go on to something better. But most are captives of a system that refuses to change--a system that strives to push them under; it's amazing how much vitality and strength these people maintain--perhaps the key to their endurance lies in their very struggle to survive--it keeps them alive and aware and contemporary. They're beautiful, really!

If I could have made as much money in teaching as in advertising, and received more respect and support from the "system" and school administrators, I might still be there.

Interview Subject 5

This next interview expresses the feelings of an energetic, vivacious woman who began teaching later in life, after having brought-up four children. Her experiences with

her own children and their friends convinced her that teaching would fulfill a personal need to launch into a career other than homemaking. She went back to college, and upon graduating, taught for nine years, accepting, however, an early retirement rather than continue for another several years.

* * * * *

Going back to school was difficult; everyone else seemed so young, and it was hard to get back in the swing of studying after all those years. I really felt a sense of accomplishment in getting my secondary certification. I found many supportive instructors at State who shared a wealth of information and ideas.

I began teaching in a school system where I knew many of the students--friends of my own teenagers. I guess I had a lot of advantages. Who could ask for more educationally-gearred children than one finds in a college town? And the schools have all the advantages that money can produce. So do many of the students--a fact which doesn't always reflect a better value-system, unfortunately.

My first few years were exciting--I learned more from my students, I think, than they learned from me. For the most part, we got along very well together--sharing ambitions and picking each other's brains. I tried to operate a flexible classroom, which in the beginning was difficult

for all of us. Most of the students weren't ready for all the ideas I had in mind. But later things changed--education changed--and many of my students began to set up their own goals and time schedules.

My greatest frustration was grades. I must have tried every grading system imaginable--I even contemplated writing a book about it; but after struggling with the possibility of an equitable system for all students, I guess I gave up the idea. Nothing I ever tried was completely satisfactory--to me or to the students.

Even more trying were the mounds of paperwork I had; journalism involves constant writing, and probably I spent more hours late at night with papers than time spent in the classroom. I hope no-one ever underestimates the problems of dedicated English teachers--their work is demanding and too-frequently goes unrewarded. You get one set of themes done, only to find two or three more staring you in the face. I tried all the ways I could think of to relieve myself of this chore, but somehow I still ended up "burning the midnight oil," staring helplessly at those papers. I don't think I assigned an unreasonable amount of work--the students didn't complain; it's just a typical trap of the journalism teacher.

I could have stayed in teaching for many more years,

but when the time came that I wasn't any longer fired-up for teaching in the fall--that my summer vacation had slipped away too soon, and that the job no longer held the same degree of excitement and involvement, I decided it would be better for me and my students not to return. I think a lot of teachers would like to do the same, but feel they can't afford to. That's sad; more teachers should take advantage of sabbaticals--teaching is so energing-consuming, that unless a period of time is taken to rejuvenate the mind and body, teachers can do more harm than good to their students.

Teaching has boundless joys; you see young people mature and blossom, and you feel a sense of wonder in the natural abilities and potentialities of kids. I feel I made some small differences as a teacher. There are many things I miss about teaching, but not enough to lure me back. I would if I financially had to; but for now, I feel confident the younger generation can handle the problems of schools. If they can't, who can?

Interview Subject 6

A most exciting and unusual personality is revealed in the following interview. The individual involved has spent several committed years in teaching, but is now a

member of the Michigan Legislature. He has always been totally immersed in his students' lives, as well as in the welfare of their community--relating effectively with Chicanos, Blacks, and the working classes. Although currently a political figure, he appeared in the interview to be a down-to-earth and enthusiastically concerned citizen rather than epitomizing the "politician" image.

* * * * *

Nothing is more satisfying to me than working with kids! They're where all the action is. They're sensitive, vibrant, and are trying to cope with the mess of social problems the "system" has inflicted upon everyone. They're tough, but vulnerable. Their biggest problem is a lack of identification. There are so few adults who look upon teenagers as human beings--not many teachers do; the administrators certainly don't; and the parents are often so involved in their own problems that they just can't take the time (they expect the schools to whip their kids in shape, which is not only an impossibility, but a joke).

The public schools are strange entities. More time is wasted haggling over such things as "who is going to patrol the halls tomorrow morning" or "who will condescend to chaperon Friday night's dance." I don't know--I view the schools as humorless, dry, punitive and rejecting. Don't we know by now that if we treat young people like rejects,

they will perform like rejects--kids really dig role-playing anyway. Teenagers need as much love, respect and encouragement as do our senior citizens--yet neither group ever seems to get accommodated in that regard.

It's true--I worked with a lot of "cast-offs"--kids nobody else would allow in their classroom. And we accomplished a lot together. I've gotten several boys into college who, after having come out of rotten reform schools, were given a last chance to "make-it" in my class. I don't have a complete file of success stories--who does? You just can't wipe out the past; they still have to face multiple social and home-life problems. But you can try to redirect their goals and ambitions; make them feel more comfortable or useful in their personal "jungles."

There are both poor kids and rich kids who have problems you'd never believe. Young girls making it out on the streets, anybody and everybody pushing or using drugs. Ah, I've learned to take that all in stride. If it's no big thing to the kids, why should the teachers get so up-tight? Not that they shouldn't set the better example--they should! The example is far more effective than a lecture, especially when the lecture usually degrades, intimidates, or rejects the student out-right. I guess a problem is also the attitudes teachers tend to have--a sort of looking-down on what is actually most real or most interesting--which tries

to suppress the natural inquisitiveness of youth. For how long, now, have we attempted drug-education in our schools? Has it worked; has it resolved the problem? Of course it hasn't. Drugs still exist--in our schools and everywhere else. We talk about sex-education in the schools! Good Lord! We'll really mess that one up, won't we? What I'm trying to say is that the more the schools try to make students aware of something, the more their curiosity gets aroused, and the more they go out and try it. The academic approach is all wrong. We institute a "Right to Read" program nationwide, insinuating we all have reading problems, and now nobody can read! [The writer at this point took the liberty of editing the following statement.] Man, the entire system is all [messed] up. If I didn't have so much blind faith, I'd believe it was all a direct conspiracy against the most potent age-group in our society.

I suppose the reason the administration let me open up an "alternative" school was because they wanted to get rid of me. The irony of that is, in doing so, I was able to get them off my back, and really get down to the job of teaching and working with kids. We had a lot of struggles together--begging and borrowing (who knows; maybe even stealing) for equipment. At least we were given a facility, inadequate as it was. We set up a neighborhood store--usually it only broke even. The kids set up their own schedules, came when

they could, worked on-the-job, completed course requirements on their own time. They got into photography, movies, radio. Most of them were over sixteen. Some were girls, but most were guys. We seldom had thirty students in class at once. But most of them eventually earned their high school diploma--although that was another one of the hassles with the board of education. I don't know how many times they tried to give me the run-around before they'd finally accept the hard-earned requirements of these kids and grant them their diplomas.

All my people didn't make it; but a significant number did, and now have good-paying jobs in the community; or some attended the local community college; some even got placed in various universities. I don't take credit for the successes; these kids struggled like H--- through many personal problems, and made it on their own initiative and drive. Some of these people had no self-concept or self-respect when they first arrived [at the alternative school].

To run for a state office, I suppose, was a natural outgrowth from my own involvement in the community. So many persons encouraged me; and I guess I'm rather well-known for taking stands against the inequities of the "system." I love this community and these people--it's been my life, and my wife's (she's somethin' else), and my own

kids'. We're all out here together, fighting the same uncertainties. Now I can deal with people from the inside, fighting for the educational and social reforms I see as necessary. If I find I can't make any headway--that I can't help my constituency--I'll get out and let someone else try. I just feel that this way I can cover more ground--effect changes for more people who need them.

My school out here is larger; I'm still trying to teach--but to a much stranger and hardened student body.

My doors are open--all the time!

Conclusion

Several additional interviews took place, but presented in this chapter were those considered to be the most representative, yet diverse. It seems rather anti-climactic to attempt a summary of what transpired. Perhaps it is sufficient to say that all educators who are deeply concerned about the professional involvements and the social norms and discrepancies within the system of schooling ought to be able to empathize with the perceptions and feelings purported by these individuals. There was much that was positive, and much that was negative. To what extent the inquiry conveys a message depends largely upon the experiences and perceptual capacities of the readers.

CHAPTER VI

SUMMARY, FINDINGS, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

The primary purpose of this chapter is to review the design and analysis, and to report findings and discuss the results of the study. Implications and recommendations for future research are also briefly summarized.

Summary of the Study

Purpose

The major purpose of this study was to determine reasons for teachers leaving the educational profession, and whether certain variables such as sex, years of teaching experience, amount and type of work experience and extent of experience working with young people while in college, degree type, certification, and size of school district last-taught-in can be shown to provide significant relationships to departure from teaching. The study also contained information regarding

the strengths and weaknesses of Michigan State University's teacher-education program as viewed by the respondents through both questionnaire and interview methods, as well as assessing the factors which motivated these individuals to choose teaching as a profession and determining whether or not these factors involved a permanent commitment to the career of teaching.

Design of the Study

On April 25, 1975, an instrument developed by the writer was mailed to a random-sample of 210 former graduates of Michigan State University who taught in Michigan public schools in 1972-73, but did not return to a teaching position in Michigan in 1973-74.

The collection of data included 145 persons who had responded to the questionnaires (approximately 69 percent of the sample).

The taped interviews, conducted informally in May and June of 1975, involved some persons who had replied to the questionnaire and other individuals who were referred to the writer as having left the field of teaching and might be interested in participating in the study.

The instrument supplied data for testing the major hypotheses 1-12. Additional information regarding the

preparation of teachers and overall impressions of teaching as a profession was reported from open-ended written responses, and from the interviews.

Analysis

Seven of the hypotheses employed a one-way Analysis of Variance test. Others utilized Pearson Product Moment Correlations, a one-sample t-test, a Chi-square one-sample test and Cochran Q, and estimates of population proportions.

Findings

H-1: Of individuals who have left the teaching profession there will be a greater number of teachers planning to return--or have already returned--to teaching than for those who do not.

The results from the data supported this hypothesis. More subjects (59.3%) indicated they had already returned or plan to return to teaching. However the 40.7% who stated they were not returning or were undecided about returning is a large enough proportion to elicit some degree of concern, and perhaps indicates a lack of adequate preparation prior to teaching.

H-2: There will not be a significant number of teachers leaving the Michigan Public Schools and accepting a teaching position outside of the state of Michigan.

The hypothesis was accepted, as only 15 persons (10%) indicated they had left Michigan and were currently teaching

elsewhere. Some of these persons moved out-of-state because their spouses had relocated. Other reasons were not supplied by the respondents. In general, it would appear that the Michigan school systems per se cannot be attributed to reasons why teachers leave.

H-3: More people will have left the teaching profession for personal reasons (e.g., maternity leave or homemaking, illness, sabbatical leave) than for a change of career, better salary, job dissatisfaction or other selected reasons.

Data indicated that teachers do leave for different reasons. The results further showed that the primary reason for leaving teaching is personal (31.5%). However, the next primary reason was given by those who indicated they had either changed careers or were dissatisfied with teaching (about 20%).

None of the subjects indicated leaving primarily because of a need for a better salary (although as recently as eight years ago, research showed "salary" to be a major reason for teacher-attrition).

H-4: There will be a more positive attitude toward the educational profession among teachers who were primarily self-supporting while in college, as compared to those who were on scholarship or were supported by their parents.

H-5: There will be a more positive attitude toward the educational profession among teachers who held blue-collar job positions while in college, as compared to those who had white-collar work experience.

H-6: There will be a more positive attitude toward the educational profession among teachers who had work experience in the schools and/or with young people prior to their degree, as compared to those who had none.

The results from the Analysis of Variance tests did not support any of the above three hypotheses. Professional attitude--which was measured in terms of agreement or non-agreement about enjoyment of, flexibility/creativity of, and preference to teaching--was shown to have no relationship to type of college support, type of college employment, or work experience with young people prior to graduation.

H-7: There will be a significant relationship between number of years teaching experience and amount of job satisfaction felt about teaching.

The results of the analysis did not confirm this hypothesis. No relationship was shown between job satisfaction in teaching to amount of teaching experience. The mean score for number-of-years-teaching was 5.7.

H-8: There will be no significant difference between type of degree (Bachelors or Masters) held, and amount of job satisfaction felt about teaching.

H-9: There will be no significant difference between certification type and amount of job satisfaction felt about teaching.

The data showed no relationship of job satisfaction in teaching to type of degree held or to certification type (provisional or permanent). Thus the hypotheses were con-

firmed. Prior to the study it was suggested that there might be more satisfaction shown by persons who had more completely committed themselves to teaching by means of acquiring graduate credits or by obtaining permanent certification. This apparently is not a predictable assumption.

H-10: There will be no significant difference between sex and amount of job satisfaction felt about teaching.

The analysis results did not confirm this hypothesis. The data indicated that females show a higher degree of overall job satisfaction toward teaching than do males.

H-11: There will be no significant difference between last location of teaching position (inner-city, rural or suburban) and amount of job satisfaction felt about teaching

The analysis results did not confirm this hypothesis. Those respondents who had taught in rural or inner-city areas showed significantly less satisfaction toward teaching than those who had taught in suburban areas. Recent research tends to substantiate the phenomenon that teachers prefer suburban schools (and derive more satisfaction from teaching in them), and frequently move from positions in inner-city or rural areas to schools in middle-class suburbs.

H-12: Of those teachers who left the educational profession and are employed in non-educational areas, there will be no significant change of attitude toward job satisfaction.

Two facets of occupational expectencies were tested in this hypothesis: 1) the new employment is more/less satisfying, and 2) the new employment is more/less challenging.

A one-sample t-test resulted in rejection of the hypothesis relating to the "satisfying" variable, but supported the hypothesis relating to the "challenging" variable.

The subjects who were currently employed outside of education indicated their new jobs were more satisfying than teaching, but not more nor less challenging.

Conclusions

MSU's Teacher-education Program

Reporting of the strengths of the program showed respondents to most favorably react to the student teaching experiences and additional internships they received. Other strengths were perceived to be the variety and content of education and methods courses.

Weaknesses, as indicated by the respondents, were categorized into three general areas: a) overall content and instruction was not adequate; b) not enough classroom

experience and contact with young people was provided soon enough or often enough; and c) more instruction relating to practical teaching methods (particularly in areas of reading and classroom management and discipline) and professional concerns of education is needed. In general, respondents felt that education courses were too theoretical in nature, and could instead provide more practical and instructional techniques for teaching and coping with day-to-day problems and concerns of teachers. Those respondents who had worked in inner-city areas all maintained that the program failed to emphasize or sensitize prospective teachers to the realities and problems of inner-city schools.

In summary, it seems reasonable to conclude that earlier classroom experiences and more frequent classroom exposure would have enhanced the preparation for these individuals. It also appears that they felt strong needs for more practical "how-to-teach" methods courses relating to the realities of the teaching profession, as opposed to theoretical and general knowledge. Perhaps "timing" is the essential key here--theory might be more applicable to students if taught after some amount of classroom experience has been received; and perhaps then the theory could be combined with practical concerns which the students have become aware of through their recent classroom exposure.

Interviews

The interviews did not purvey many similarities among reasons for leaving the field of teaching, since most of the individuals were prompted by their own unique or personal incentives. However, there were some consistencies among attitudes expressed toward the teaching profession.

In general the most satisfying aspect of teaching was the actual working and relating with students. Students were viewed in very positive terms, and a great deal of empathy and awareness of young people's problems was disclosed. Negative attitudes were most frequently verbalized in relation to: 1) the lack of professionalism and sensitivity among both teachers and administrators; 2) the inordinate degree of commitment teaching requires, in view of the small amount of reward received (this perhaps should be qualified to refer to "professional" rather than "personal" reward); 3) the inadequate educational preparation in learning how to deal with hard-core realities, particularly in regard to urban schools; and 4) the multitude of societal inequities and constraints which can make teaching an onerous and formidable (yet challenging) occupation.

Implications of the Study

The study provided some evidence that teachers generally leave the profession for reasons which are personal, and many of these eventually return to teaching. However, a large proportion leave who either do not plan to return, or are not certain about returning. Many of these individuals have had at least five years of teaching experience, but have become dissatisfied with teaching (particularly males). Furthermore, it was found that when former teachers pursue another occupation, they tend to indicate more satisfaction in relation to their new job than to teaching.

One of the significant factors which contributed to job dissatisfaction was the teaching location at which the subjects last taught. Rural and inner-city areas have yet to maintain a stable and satisfied teaching staff, particularly with respect to younger or less-experienced teachers. It would seem that a system of inducements and rewards which increased job-satisfaction might be undertaken, especially if high attrition rates do affect the education of lower social and economic status students (or the reverse, where low socio-economic status affects attrition rate, as some recent research implies).

Also it was found that those respondents who received more classroom exposure and internship experience viewed the profession more positively than those who had contact with students only through their student teaching assignments. Thus one of the considerations in the present educational system, if the intent were to improve the overall satisfaction toward the profession of teaching--thus possibly improving retention, might be a more thorough reassessment of teacher-preparatory programs; information from this study might be useful, as well as involving input from teacher graduates of such programs who have successfully remained within the teaching profession.

Aside from the results of this study, it is also possible that another relationship to job-satisfaction-derived-from-teaching might well be the placement of teachers; i.e., those who taught in areas typical of their own "natural" environments might show more overall satisfaction than those who taught in alien or less-typical environments. Such an hypothesis would need substantiation by further research.

The imposed and implied limitations of this study were the amount of time and money which could be absorbed, the size of the sample which limits the extent to which the results can be generalized, and the necessary use of a questionnaire to obtain information. In addition it was not feasible to attempt to judge or evaluate the competencies of these teachers who had left the profession, a factor which could alter the interpretations of attitudes and opinions

expressed by the respondents. Further it is uncertain whether or not the instrument adequately measured what it attempted to measure, or that respondents accurately expressed their true feelings--although the personal contacts made through the interviews did seem to confirm the information received from the questionnaires.

Recommendations for Future Research

Future studies, geared toward teacher-education assessment, should be a continuing endeavor for evaluation purposes, and should include a large sampling of all graduates, and be extended over a much longer period of time.

An important research contribution could be made in the development of a model for systematically evaluating and up-dating a teacher-education program, utilizing information obtained from this--and similar--studies.

Another possible research project could involve developing a set of criteria which provides for more personal satisfaction in the field of teaching--particularly for teachers in inner-city and/or rural school districts.

Since this study implies that males tend to become more dissatisfied with teaching than females, any research devoted to improved retention of male teachers in the public schools would also be a valuable contribution to the stability and quality of education.

There is an apparent need for devising a better system for recognizing and rewarding teachers other than what is provided by tenure, salary, and other contracted fringe benefits. Thus any research geared toward development of a new concept of viewing and administering such rewards and recognition would be extremely valuable in maintaining a more highly motivated and effective teaching staff.

Closely related to the above is the need for research which critically evaluates current standards (or lack of standards) of professionalism among teachers, with the intent to develop a change-model which elicits more concern, conscientiousness and pride from the ranks of the teaching profession.

Due to the frequent apprehensions and misunderstandings of the roles between administrators and teachers, research should be undertaken to better define these roles in a manner which would help to sensitize both groups toward each other, thereby encouraging more flexibility, respect and long-term stability within the school staff itself.

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APPENDICES

APPENDIX A

QUESTIONNAIRE

Teacher Education
Michigan State University
P. O. Box 806
East Lansing, Michigan 48823

Your Name (Optional) _____ Male _____ Female _____

Name of Institution at which you received your initial educational
Preparation _____

Name of Institution (if not the same) at which you received your provisional
teacher certification _____

DIRECTIONS: Please check the number in each question which most applies to
your situation, and fill in any appropriate blanks.

1. Please indicate your highest degree attained.

- ☐ 1. None
- ☐ 2. BA/BS
- ☐ 3. MA/MS
- ☐ 4. Phd/EdD
- ☐ 5. Specialist

2. Please specify your most recent teacher certification type.

- ☐ 1. Provisional
- ☐ 2. Permanent
- ☐ 3. Other _____

3. What was the primary source of financial support for your college education?

- a)
- ☐ 1. Parent or relative support
 - ☐ 2. Self-supported
 - ☐ 3. Scholarship and/or fellowship

b)
If you worked at all while in college, please describe the type of job
which you held _____

4. Not including your student teaching assignment, did you have experience working
in the classroom situation or with young people prior to your certification?

- a)
- ☐ 1. Yes
 - ☐ 2. No

b)
If you answered Yes, please describe the type and duration of your
experience _____

5. How many years of teaching experience have you had? _____

6. Which type of school district did you last teach in?

- ☐ 1. Rural
- ☐ 2. Suburban
- ☐ 3. Urban (metropolitan or inner-city)

7. What was your major reason(s) for leaving your teaching position in Michigan in 1973? Note: If you check more than one, please double check (XX) the primary reason.

- ☐ 1. Personal reasons (maternity or sabbatical leave, illness, etc.)
 - ☐ 2. Retired
 - ☐ 3. Left the state of Michigan for a teaching position elsewhere
 - ☐ 4. Spouse moved to another locality
 - ☐ 5. Returned to college for an advanced degree in education____ or other subject area____
 - ☐ 6. Decided to change careers
 - ☐ 7. Disillusioned or dissatisfied with teaching as a profession
 - ☐ 8. Needed a better salary
 - ☐ 9. Other (describe)_____
-

8. Have you returned to the teaching profession?

- ☐ 1. Yes, in Michigan
- ☐ 2. Yes, outside of Michigan
- ☐ 3. No

9. If you have not returned to teaching, do you plan to do so?

- ☐ 1. Yes
- ☐ 2. No
- ☐ 3. Undecided

10. If you are not presently teaching, please indicate which of the following applies to you.

- ☐ 1. I am pursuing the career of homemaking (temporarily or permanently)
- ☐ 2. I am looking for employment in education
- ☐ 3. I am looking for employment outside of the field of education
- ☐ 4. I am currently employed outside of the field of education
- ☐ 5. Other_____

11. If you are employed outside of the area of education:

a) The work in your new occupation as compared to when you were teaching is:

- ☐ 1. Much less challenging
- ☐ 2. Less challenging
- ☐ 3. About the same
- ☐ 4. More challenging
- ☐ 5. Much more challenging

b) Your work as compared to when you were teaching is:

- ☐ 1. Much less satisfying
- ☐ 2. Less satisfying
- ☐ 3. About the same
- ☐ 4. More satisfying
- ☐ 5. Much more satisfying

12. Which of the following items best indicates your intentions when you chose teaching as a profession?

- ☐ 1. I intended to teach for only a short time, and then leave education
☐ 2. I intended to teach for a short time, and then go on to an administrative or specialized position in education
☐ 3. I intended classroom teaching to be a life-long career for me
☐ 4. I was undecided about teaching as a career
☐ 5. Other _____

13. In view of your past and/or present teaching experience, please indicate the degree of satisfaction you feel about each of the following aspects of the teaching profession.

	<u>Highly</u> <u>Satisfactory</u>	<u>Somewhat</u> <u>Satisfactory</u>	<u>Not</u> <u>Satisfactory</u>	<u>Very</u> <u>Unsatisfactory</u>
a) Salary and benefits . .	_____	_____	_____	_____
b) Curriculum	_____	_____	_____	_____
c) Discipline in the Schools	_____	_____	_____	_____
d) Support from the administration	_____	_____	_____	_____
e) Support from fellow teachers	_____	_____	_____	_____
f) Student attitude . . .	_____	_____	_____	_____
g) Community and parental involvement .	_____	_____	_____	_____
h) Grading of students . .	_____	_____	_____	_____
i) Other _____	_____	_____	_____	_____

14. Please check the degree to which you agree or disagree with each of the following statements about teaching:

	<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> <u>Disagree</u>
a) I personally enjoy teaching.	_____	_____	_____	_____	_____
b) Teaching is difficult work for which one receives inadequate recognition.	_____	_____	_____	_____	_____
c) The teaching profession offers sufficient opportunity for personal creativity and flexibility.	_____	_____	_____	_____	_____
d) I would prefer teaching to any other occupation.	_____	_____	_____	_____	_____
e) Teachers are more often criticized, rather than acknowledged, for their efforts.	_____	_____	_____	_____	_____

15. Do you feel that Michigan State University adequately prepared you for the classroom teaching experience?

- ☐ 1. Very much so
- ☐ 2. Somewhat
- ☐ 3. Did not prepare me enough
- ☐ 4. Undecided
- ☐ 5. Other _____

Note: The last two questions are left open for you to supply input regarding Michigan State University's College of Education program. You may use both sides of this page or add another of your own if you wish.

16. What did you experience as the strengths of the program?

17. What did you experience as the weaknesses of the program?

APPENDIX B
LETTERS TO TEACHERS

Letter Sent with First Copy of the Questionnaire

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48823

COLLEGE OF EDUCATION • BRICKSON HALL

April 8, 1975

Dear Michigan State University Graduate:

We believe that you, as a graduate of Michigan State University, are interested in the future preparation of teachers. We are engaging in a study which we think will make a meaningful contribution to that teacher education program, and would appreciate your help.

This study involves a follow-up of Michigan State University teacher graduates who taught in Michigan Public Schools in 1972-73, but did not return in 1973-74. The purpose of the study is to learn more about the reasons why teachers leave, how many return to teaching, and how you and others view the teacher-education program at Michigan State.

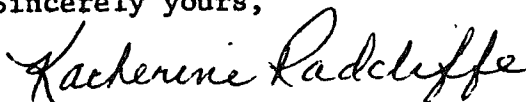
In order to complete this study, we need some information that only you can give us. Would you please fill in the enclosed questionnaire and return it to me in the stamped, addressed envelope we have provided. As with most studies, accuracy is essential to the reliability of the results.

We assure you that all information will be kept confidential. A blank for your name has been included only to eliminate the need for mailing you a follow-up letter. If you have any questions about the questionnaire, please contact me.

If you would like to know the conclusions drawn at the end of this study in return for your contribution, you may sign your name and address at the end of this letter and return it with the questionnaire; we will then send you a copy of the results.

Thank you in advance for your contribution not only to this study, but also to the cause of education, which is of mutual concern to us.

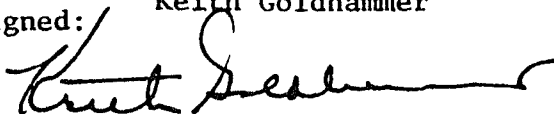
Sincerely yours,



Katherine Radcliffe

This study has the approval of the School of Education.

Signed: Keith Goldhammer



Dean
College of Education

Postal-Card Reminder

Dear MSU Graduate:

We need your help to complete a study we have begun in order to make its findings valid. This note is to ask you to please fill out the questionnaire we recently mailed you.

We know that this is a busy time for many of you, but we wanted to reach you before some of you left for the summer. If you have lost or mislaid your original questionnaire, just notify me at the address below and we will send you another copy.

Thank you for your time and assistance.

Katherine Radcliffe

COLLEGE OF EDUCATION • ERICKSON HALL

May 20, 1975

Dear MSU Alumnus:

We are very grateful for those who have returned the questionnaire we recently sent out. However, we need a greater percentage of returns if our study is to be valid. We know this is a busy time of year for many of you, but we wanted to reach you before summer vacations begin.

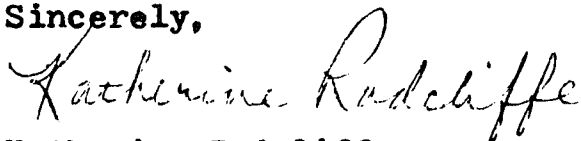
We are enclosing a second copy of the questionnaire and a self-addressed, stamped return envelope, just in case you misplaced your first copy.

This follow-up study will be of value to both the College of Education at the University and to those who share concerns about the quality and effectiveness of public school education. Thus we would greatly appreciate your time and consideration in filling out and returning the questionnaire soon to avoid the delay and expense of an additional follow-up letter.

If you want to know the conclusions drawn from the study, please be sure to sign your name and address to this sheet and return it with the questionnaire.

Thank you so much for your help!

Sincerely,



Katherine Radcliffe
P. O. Box 806
East Lansing, Michigan

APPENDIX C

COMPUTATIONS AND ANALYSIS RESULTS TABLES

Computations for 95% Confidence Interval for Hypothesis 1

$$p \pm z_{.975} \sqrt{\frac{p(1-p)}{n}}$$

$$p = \frac{86}{145} = .593$$

$$.593 \pm 1.96 \sqrt{\frac{(.593)(1-.593)}{145}}$$

$$.593 \pm 1.96 \sqrt{\frac{(.593)(.407)}{145}}$$

$$.593 \pm .07996 \Rightarrow (.513, .673)$$

Table 11. ANOVA Results for Comparing Attitudes Toward Teaching Profession with Type of Financial Support in College (Hypothesis 4)

Source	Degrees of Freedom	Mean Squares	F Ratio	P Value
Between Groups	1	.0816	.134	.715
Within Groups	129	.6076		
Total	130			

Table 12. ANOVA Results for Comparing Attitudes Toward Teaching Profession with Type of Work Experience in College (Hypothesis 5)

Source	Degrees of Freedom	Mean Squares	F Ratio	P Value
Between Groups	1	.9535	1.507	.223
Within Groups	89	.6327		
Total	90			

Table 13. ANOVA Results for Comparing Attitudes Toward Teaching Profession with Type and Amount of Experience with Young People Prior to Graduation (Hypothesis 6)

Source	Degrees of Freedom	Mean Squares	F Ratio	P Value
Between Groups	1	.1103	.173	.678
Within Groups	144	.6389		
Total	145			

Table 14. Pearson Correlation Coefficients Between Number of Years Teaching Experience and Amount of Job Satisfaction Variables (Hypothesis 7)

Variable	Correlation	Number of Subjects	Significance
1. Salary	.0426	145	.305
2. Curriculum	.1524	143	.035
3. Discipline	.0156	145	.426
4. Administrative Support	.1311	144	.059
5. Fellow-Teacher Support	.0687	145	.206
6. Student Attitude	.0726	145	.193
7. Community and Parental Involvement	.1316	145	.057
8. Grading of Students	.0735	144	.191
9. Average of all Variables	.1166	145	.081

Table 15. ANOVA Results of Each Variable for Amount of Job Satisfaction of Former Teachers with Type of Degree Held (Hypothesis 8)

Variable	Degrees of Freedom	F Ratio	P Value
1. Salary	1, 132	.001	.994
2. Curriculum	1, 130	.500	.481
3. Discipline	1, 132	.016	.898
4. Administrative Support	1, 131	3.480	.064
5. Teacher Support	1, 132	.100	.752
6. Student Attitude	1, 132	.100	.752
7. Community and Parental Support	1, 132	.377	.540
8. Grading of Students	1, 131	3.01	.085
9. Average	1, 132	1.515	.221

Table 16. ANOVA Results of Each Variable for Amount of Job Satisfaction of Former Teachers with Certification Type (Hypothesis 9)

Variable	Degrees of Freedom	F Ratio	P Value
1. Salary	1, 133	.012	.912
2. Curriculum	1, 131	2.52	.114
3. Discipline	1, 133	.001	.978
4. Administrative Support	1, 132	.845	.360
5. Teacher Support	1, 133	.072	.789
6. Student Attitude	1, 133	.001	.983
7. Community and Parental Involvement	1, 133	2.755	.099
8. Grading	1, 132	.425	.515
9. Average	1, 133	1.173	.281

Table 17. ANOVA Results of Each Variable for Amount of Job Satisfaction of Former Teachers with Sex of Respondents (Hypothesis 10)

Variable	Degrees of Freedom	F Ratio	P Value
1. Salary	1, 143	14.292	.001 *
2. Curriculum	1, 141	9.118	.003 *
3. Discipline	1, 143	2.53	.114
4. Administrative Support	1, 142	3.183	.077
5. Teacher Support	1, 143	9.412	.003 *
6. Student Attitude	1, 143	3.775	.054
7. Community and Parental Involvement	1, 143	4.06	.045 *
8. Grading	1, 142	1.665	.199
9. Average of all Variables	1, 145	13.49	.001 *

* Indicates Significance at .05 Level

Table 18. ANOVA Results of Each Variable for Amount of Job Satisfaction of Former Teachers with Type of School District (Hypothesis 11)

Variable	Degrees of Freedom	F Ratio	P Value
1. Salary	2, 142	.097	.907
2. Curriculum	2, 140	4.70	.011 *
3. Discipline	2, 142	3.59	.030 *
4. Administrative Support	2, 141	3.306	.040 *
5. Teacher Support	2, 142	1.84	.161
6. Student Attitude	2, 142	2.159	.119
7. Community and Parental Involvement	2, 142	4.77	.010 *
8. Grading	2, 141	1.79	.171
9. Average of all Variables	2, 142	5.93	.003 *

* Indicates Significance at .05 Level

Table 19. Calculations of t values for Hypothesis 12

$$t = \frac{\bar{x} - 3}{Sx / \sqrt{n}}$$

Challenging Variable:

$$t = \frac{3.114 - 3}{1.530 / \sqrt{35}} = \frac{.114}{.259} = .440$$

Satisfying Variable:

$$t = \frac{3.543 - 3}{1.314 / \sqrt{35}} = \frac{.543}{.222} = 2.45$$