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# Teacher Turnover in the Coles County Public Elementary Schools of Illinois: 1959-60 Through 1963-64

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Teacher Turnover In The Coles County  
Public Elementary Schools of Illinois:

1959-60 Through 1963-64

(TITLE)

BY

Gary L. Howrey

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1965

YEAR

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## CHAPTER I

### INTRODUCTION

Teacher turnover is a problem in many school systems throughout our nation. The public elementary schools of Coles County, Illinois, are not excluded from that group. The question of whether there is a high rate of turnover and the causes thereof might well be raised.

#### Statement of the Problem

It is generally agreed that a high percentage of teacher turnover is undesirable. This study is concerned with determining whether there is a high rate of turnover in the Coles County Public Elementary Schools and the causes of that turnover which does occur.

#### Purpose

"A problem of vital concern to local school officials, educational leaders, and policy makers is the extent to which the need for qualified teachers to staff the classrooms throughout this country is being met and will continue to be met."<sup>1</sup>  
A basic purpose of this study is to consider the association of turnover rates with various characteristics of the Coles County

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<sup>1</sup>Teacher Turnover in Public Elementary and Secondary Schools.  
United States Office of Education OE-23002-60, Circ. No 675  
(Washington: Supt. of Doc., 1963), p. 28.

school systems. To point out the causes of teacher turnover in Coles County and to compare responses made by teachers concerning their Coles County positions with their evaluation of certain aspects of their present positions, if still teaching, will be attempted. It is hoped that the information gained through this study will be useful to community unit district and county administrators who are concerned with the local problems of teacher supply and demand. Data on the number and rate at which teachers leave the Coles County Schools and their reasons for leaving will be presented. More specifically, the following are some of the questions that this study will attempt to answer: What is the percentage of teacher turnover in the county? What reasons do teachers give for leaving their Coles County position? To what extent are teachers qualified according to the amount of education that they have? Are teachers satisfied with their extra-curricular duty load? How do teachers feel about the size of their class? Are administrators a cause of turnover? How do teachers evaluate certain considerations, such as salary, noon-hour duty, and discipline, in their Coles County position and their present position, if still teaching?

#### Justification of the Problem

A study designed to investigate teacher turnover only in the Coles County Public Elementary Schools has not previously been done. Therefore, this study and the questionnaire used may be of some benefit to future related studies. Administrators may gain information which will enable them to improve

upon their relations with teachers. Improved relations will in turn bring better education to the elementary students of Coles County.

### Delimitations and Definitions

#### Delimitations

The sample for this study includes all those full time classroom teachers who left the Coles County public elementary schools of Illinois during a five year period from the 1959-60 school year through the 1963-64 school year. It does not include any of those teachers who taught special subjects such as music, art, speech correction, or physical education.

#### Definitions

Teacher Turnover: The term which describes those staffing changes in the elementary schools which necessitate a replacement, not the filling of a new position.

High Turnover: An annual turnover rate in excess of 10%.

Teacher: A person on the instructional staff who carries a normal work load instructing pupils in a face-to-face situation in one of grades one through six.

Coles County Schools: Only those schools in the county which are public schools, excluding private schools, the Robert G. Buzzard Laboratory School, and any other special non-public schools.

Coles County Position: That position once held by a teacher in one of the Coles County public elementary schools.

No Resp.: An abbreviation for "No Response," indicating that a teacher did not answer the question.

Use of Percentage: Percentages have been rounded to the nearest whole percentage in all of the tables except Table I. Any percentage of .50 or less was reduced to the next lower whole percentage. Any percentage of .51 or more was increased to the next higher whole percentage.

Examples: 10.50% when rounded = 10%  
10.51% when rounded = 11%

## CHAPTER II

### RESEARCH AND SURVEY PROCEDURES

#### Research

Although there are many reasons for teacher turnover and generally more than one reason for any particular case, there are some reasons which are more prevalent. Low salaries are undeniably one of the basic causes of teacher turnover. According to a study by Rosina S. Conville and Stuart A. Anderson, inadequate salary ranked as the number one reason given by teachers for leaving a particular school system. Their study was also of Coles County but it was not limited to elementary schools. Ranking high as reasons were: (1) too many duties other than classroom teaching and (2) large classes.

This is the only study found which pertained to one particular school system; therefore, the tentative hypothesis was based on that information. The tentative hypothesis is, then, that teacher turnover is caused by: (1) low salaries, (2) too many duties other than classroom teaching and, (3) large classes in the Coles County elementary school systems.<sup>2</sup>

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<sup>2</sup>Rosina S. Conville and Stuart A. Anderson, "Teacher Turnover In Coles County, Illinois," Education, Administration, and Supervision, XLII (1956), 10-19.

After a short time, it becomes quite obvious to the researcher that there is a limited amount of material available in regard to teacher turnover. Not until 1959 did the U. S. Office of Education begin to consider seriously the problem of teacher turnover. At that time a report was released which presented ". . . data for teacher turnover in the public schools of the continental United States."<sup>3</sup> This study deals in a general way with teachers entering, re-entering, and transferring from a school district. It did not deal with any of the reasons why there is teacher turnover. However, there are several published articles that throw some light on the problem.

9 According to the Encyclopedia of Education Research in an article written by Roy M. Hall and Antonio M. Vincent, ". . . the general manpower shortage makes teaching less attractive for those already in the profession. The Texas Classroom Teacher's Association reported to the Texas Legislature in 1955 that the major reason teachers are leaving the classrooms of Texas schools are low salaries and poor working conditions."<sup>4</sup>

Teachers are underpaid and ". . . , there is a gap of more than \$1,000 between the beginning salaries for teachers

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<sup>3</sup> Teacher Turnover in the Public Schools: 1957-58, United States Office of Education OE-23002, Circ. No. 608 (Washington: Supt. of Doc., 1959), 38.

<sup>4</sup> Roy M. Hall and Antonio M. Vincent. "Staff-Selection and Appointment," Encyclopedia of Educational Research, ed. Chester W. Harris, (1960), 1375.

and the beginning salaries offered men graduates by business and industry."<sup>5</sup>

Salary is one important reason for a job change and overload is another. Few people, if any, appreciate being overloaded with work, and rare is the man who can produce quality work under these conditions. William Bartram stated that, "It is time teachers came to realize that demands made to lessen work load are not engendered of self-indulgence, but stem from a desire to improve performance."<sup>6</sup> Most teachers will accept an overload and then go home and complain to their spouse. Bartram knew of only one case when a man had refused an extra assignment. He advocates that the teacher refuse extra work that he cannot adequately handle and infers that teachers sometimes create their own unpleasant working conditions by not saying no.

Meta F. Williams listed working conditions as one of the leading reasons causing a teacher to leave a given school system.<sup>7</sup> Since work load and working conditions are closely related, these reasons correlate with one another.

Another factor which seems to have a great influence on teacher turnover is the fact that, when a person prepares to do something, he cannot always be certain that he will be satisfied

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<sup>5</sup>"Financial Rewards of Teaching," Education Digest, XXVI (October, 1960), 32.

<sup>6</sup>William Bartram, "Why Did He Quit Teaching," Education Digest, XXVI, No. 9 (May, 1961), 33.

<sup>7</sup>Meta F. Williams, "To Attract and Hold Good Teachers," The School Executive, LXXIX, No. 1 (September, 1959), 66.

with it. This is as true with teachers as it is with any other profession. "Turnover is believed to be most common among teachers in the first five years of teaching."<sup>8</sup>

"Obviously the process of choosing an occupation, which begins at least in college with decisions about a course of study and continues into the selection of a first job, continues even in the first years of teaching. The relatively high turnover it entails among first-year teachers represents a high cost to employing school systems."<sup>9</sup> New teachers have a great adjustment to make, and they sometimes get into school systems which made adjustment very difficult. They are more prone to change jobs because, due to a lack of experience, they accepted their first position in a school that they later found to be unsatisfactory.

"The annual turnover of teachers throughout the country continues at a rate in excess of ten per cent."<sup>10</sup> Only about two-thirds of those who are prepared to teach ever teach. A very small number, perhaps ten per cent, remain in the classroom as long as ten years. These are among the findings of Willavene and William Wolf of Ohio State University. They also point out that the provision of professional education for so

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<sup>8</sup> Frank Lindenfeld, "Teacher Turnover in the Public Schools, 1959-60," School Life, XLIV, No. 4 (January-February, 1962), 11.

<sup>9</sup> Ibid.

<sup>10</sup> "Teacher Turnover Rate Continues To Be High," Chicago Schools Journal, XLIV, No. 6 (March, 1963), 287.



many people who never use it is an economic waste which should be corrected. This emphasizes the fact that the profession is losing some of its members. What is causing this to occur

"One of the causes of the teacher shortage is the number of teachers who leave teaching after only a few years."<sup>11</sup> Many of these teachers are young married women who leave teaching to devote full time to a family and may return after their children are grown. This is an obvious cause. There are many other less obvious causes. There is a problem of high teacher turnover in any schools due to the fact that the schools are unable to retain beginning teachers more than one or two years. There must be some dissatisfaction or teachers would not change their teaching positions or leave the profession. As previously point out, a great number of those teachers who leave the profession are beginning teachers who have taught only one or two years. If the reasons for beginning teachers' dissatisfactions with their teaching positions can be determined and, if steps are taken to correct these conditions, we will retain more teachers. This could reduce the rate of teacher turnover and help to alleviate the teacher shortage.

It seems to be pertinent at this point to consider what seem to be the causes of teacher turnover. Robert Nelson and Michael Thompson in their article, "Why Teachers Quit," list nineteen factors which influence teachers to leave their classrooms after completing their first year assignments. Some of

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<sup>11</sup>T. M. Butler, "Satisfactions of Beginning Teachers," Clearing House, XXXVI (September, 1961), 11.

the more obvious of the factors were: salary, marriage, better jobs in business and industry, and health. However, of the nineteen factors, six were related directly to administration. Those six factors consisted of problems in regard to: (1) teaching load, (2) assignments beyond regular classroom teaching, (3) inadequate supervision, (4) poor assignments given to first-year teachers, (5) discipline problems placed in classes of beginning teachers, and (6) unfair teacher evaluation.

A new teacher requires more time for classroom preparation than the experienced teacher and therefore the teaching load and assignments outside the classroom should be adjusted to this need. In most instances the new teacher ". . . receives little or nothing at all from the overworked principal in the form of supervision."<sup>12</sup> The lack of adequate supervision leaves the teacher in a state of suspense of not knowing whether he is doing an acceptable job. Beginning teachers are dissatisfied with the little supervision given them and due to this many teachers resign at the end of their first year. The fact that the experienced teachers in a school system take the better teaching assignments and give the poorer ones to new teachers does not help either. In regard to discipline problems, "Principals and superintendents attribute more failures of teachers to this area than to any other cause."<sup>13</sup> Finally, teachers must be evaluated fairly if they

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<sup>12</sup> Robert H. Nelson and Michael L. Thompson, "Why Teachers Quit," Clearing House, XXXVII (April, 1963), 467.

<sup>13</sup> Ibid., 468.

are to be productive and efficient and remain in the classroom. In each of these six areas, the administration could take steps to improve the situation for first or second year teachers.

Further indication of the importance of the administration in regard to teacher turnover is illustrated in a study done each year by the University of Illinois. They send out questionnaires to their graduates at the end of their first year of teaching to get follow-up information. At the end of the questionnaire, the teachers are asked to add any statements they wish concerning why they like or dislike their jobs. The respondents are classified into three groups: most satisfied, middle, and least satisfied. In the study done in 1958, the most satisfied teachers listed twenty-seven positive statements concerning their administrators and supervisors and only two negative statements. The least satisfied group gave fourteen negative and four positive responses concerning their administration.

There were many more replies concerning administrators and supervisors than any other factors in regard to reasons for liking or disliking teaching positions. "The large number of replies that praise or decry administrators and supervisors indicates that the relationship between the beginning teacher and the school administration influences the job satisfaction of the teacher."<sup>14</sup> Some of the negative replies concerned: lack of freedom to try out their own ideas, not being heard

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<sup>14</sup>Butler, op. cit., 12.

on school board policy matters, dissatisfaction with teaching assignments or teaching loads, and dislike of the facilities provided for their instructing. This information reveals that there is a direct relationship between job satisfaction and the retention of beginning teachers. "Unless new teachers feel that understanding and competent administrators accept them as professional people worthy of contributing to the welfare of the school, they will seek acceptance in another school or leave the teaching profession."<sup>15</sup> In light of what has been said, it seems that poor educational administration is one of the causes of teacher turnover.

A working hypothesis may now be stated. The basic causes of teacher turnover, as indicated by related research, are: (1) low salaries, (2) unsatisfactory working conditions (overload and large classes), (3) adjustment to a new situation, and (4) poor educational administration. Point one of the tentative hypothesis is point one of the working hypothesis. Points two and three of the tentative hypothesis combine to form point two of the working hypothesis. Points three and four of the working hypothesis are drawn from consideration of new material.

### Survey Procedures

In the summer of 1964, it was suggested that the problem of teacher turnover in Coles County would be an appropriate topic for a thesis. Upon checking with each of the three community unit districts' administrative officers (Mattoon,

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<sup>15</sup>Butler, op. cit., 113.

Charleston, and Oakland), as well as the Coles County Superintendent of Schools, it was discovered that no records are kept in regard to teachers leaving the county or their whereabouts after leaving. However, by using directories provided by the County Superintendent of Schools, the names of those teachers who had left the Coles County public elementary schools during a five year period from the 1959-60 school year through the 1963-64 school year were determined. With the aid of various teachers, administrators, and the long distance telephone operator, the addresses of 89 (89.89%) of the total 99 turnovers during the five year period were assembled. Death was responsible for 3 of the turnovers leaving 96 teachers in the working universe. After sending a letter accompanied by a questionnaire, which will be discussed momentarily, and later a follow-up letter, 61 of the teachers returned the questionnaire which is 68.54% of the 89 sent. However, of the 61 returned, 7 (7.87% of the 89 sent) were unusable, leaving a usable return of 54 (60.67%) questionnaires. A copy of the cover letter and questionnaire, and follow-up letter may be seen in Appendixes A and B respectively.

After talking with several teachers and professors as well as reading related research, what seemed to be basic causes of teacher turnover were deduced. From these deductions, a questionnaire was constructed which would check to see if what seemed to be causes of turnover in Coles County public elementary schools were the actual causes. Also questions were

included to find out what reasons were responsible for turn-over in each particular case.

The letter attached to the questionnaire simply stated the problem being considered and the purpose for which the study was being conducted. It also solicited the cooperation of the recipient of the questionnaire. The questionnaire was composed of three (3) sections. The first section was constructed to gather general information about the teacher's present situation and most of the questions could be answered with a word or a check mark. Section two was composed of questions that referred particularly to the position which the teacher had held when employed in Coles County. The majority of the questions in section two could be answered with a check mark or a circle, but there were also a few short answer questions. Also in section two, there were twenty questions which could be answered by circling one of five possible responses which were: "Very Poor," "Poor," "Fair," "Good," and "Very Good." Section three was composed of questions which the respondent was directed to answer only if he or she were still teaching. The same twenty questions which were to be answered with a circle in section two composed section three. Questions were asked to determine the teachers' evaluations of certain aspects of the Coles County school in which they were employed as well as their evaluation of the same considerations in their present positions, if still teaching.

The survey questions will be discussed in the following pages, and an interpretation of the survey results for each question will be presented.

## CHAPTER III

### THE FINDINGS

Table I, on the following page, shows Coles County information. From the table, it can be seen that the highest turnover for the county occurred in 1962-63 when there was a 15.57% turnover. The lowest turnover for the county was 6.17% in 1961-62. For the five year period considered, the average annual county turnover was 12.14%. Of the three community units in Coles County, the Mattoon Unit had the highest turnover. In 1962-63, Mattoon had a turnover of 21.69% for the highest percentage in the five year period and a low of 9.61% in 1961-62. During the five year period Mattoon averaged a 16.18% turnover. Eighty-four of the total ninety-nine turnovers occurred in the Mattoon Unit.

The Charleston Unit had a high of 10.41% in 1960-61 and a low of 2.00% in 1963-64 with an average turnover for the five year period of 3.73%. Only nine turnovers occurred in the Charleston Unit during the period considered.

Table 1

Number And Percentage Of Yearly Turnover Of Teachers  
In The Coles County Elementary Schools

| Year         | County |       | Mattoon Unit<br>#2 |       | Charleston Unit<br>#1 |       | Oakland Unit<br>#5 |       |
|--------------|--------|-------|--------------------|-------|-----------------------|-------|--------------------|-------|
|              | No.    | %     | No.                | %     | No.                   | %     | No.                | %     |
| 1959-60      | 23     | 14.11 | 19                 | 17.92 | 2                     | 4.26  | 2                  | 20.00 |
| 1960-61      | 22     | 13.75 | 16                 | 15.68 | 5                     | 10.41 | 1                  | 10.00 |
| 1961-62      | 10     | 6.17  | 10                 | 9.61  | 0                     | 00.00 | 0                  | 00.00 |
| 1962-63      | 26     | 15.57 | 23                 | 21.69 | 1                     | 2.08  | 2                  | 15.38 |
| 1963-64      | 18     | 11.04 | 16                 | 15.84 | 1                     | 2.00  | 1                  | 8.33  |
| Total        | 99     |       | 84                 |       | 9                     |       | 6                  |       |
| Average<br>% |        | 12.14 |                    | 16.18 |                       | 3.73  |                    | 10.90 |

A high of 20.00% in 1959-60 and a low of 00.00% in 1961-62 represent the range of turnover in the Oakland Unit. The average for that unit was 10.90%. Six turnovers occurred in the Oakland Unit.

Table 1 shows that the Mattoon Unit is responsible for nearly all (84.84%) of the turnover in Coles County for the period under consideration. Charleston (9.09%) and Oakland (6.07%) are responsible for the other 15.16% of the total county turnover.

Of the ninety-nine turnovers, twenty-three or 23.23% were men and the remaining seventy-six or 76.77% were women. There were over three female turnovers for every one male. All of the following statements will be based on data derived from the fifty-four usable questionnaires returned except where otherwise indicated. Of that fifty-four, eighteen or one-third of the teachers were men and that eighteen was 78.26% of all the men in the total ninety-nine turnovers. Thirty-six or two thirds



of the fifty-four were women and that thirty-six composed 47.47% of the women in the total (99) study. As can be seen from these figures, the returns ran two women for every man.

Table 2

## Present Age of Teachers

| Age        | Total Group |    |    |    | Those Still Teaching |    |    |    | Those Not Teaching |    |    |   | Males and Females |    |
|------------|-------------|----|----|----|----------------------|----|----|----|--------------------|----|----|---|-------------------|----|
|            | M           | %  | F  | %  | M                    | %  | F  | %  | M                  | %  | F  | % | No.               | %  |
| 20-29      | 6           | 11 | 18 | 33 | 4                    | 7  | 13 | 24 | 2                  | 4  | 5  | 9 | 24                | 44 |
| 30-39      | 8           | 15 | 4  | 7  | 5                    | 9  | 2  | 4  | 3                  | 6  | 2  | 4 | 12                | 22 |
| 40-49      | 0           | 0  | 3  | 6  | 0                    | 0  | 2  | 4  | 0                  | 0  | 1  | 2 | 3                 | 6  |
| 50-59      | 1           | 2  | 2  | 4  | 0                    | 0  | 0  | 0  | 1                  | 2  | 2  | 4 | 3                 | 6  |
| 60-65      | 1           | 2  | 2  | 4  | 0                    | 0  | 0  | 0  | 1                  | 2  | 2  | 4 | 3                 | 6  |
| Over 65    | 0           | 0  | 3  | 6  | 0                    | 0  | 0  | 0  | 0                  | 0  | 3  | 6 | 3                 | 6  |
| No Resp.   | 2           | 4  | 4  | 7  | 1                    | 2  | 2  | 4  | 1                  | 2  | 2  | 4 | 6                 | 11 |
| Sub-totals | 18          |    | 36 |    | 10                   |    | 19 |    | 8                  |    | 17 |   |                   |    |
| Totals     |             | 54 |    |    |                      | 29 |    |    |                    | 25 |    |   |                   | 54 |

By looking at Table II, it can be seen that the majority (66%) of teachers who left their Coles County positions were under forty years of age and that nearly half (44%) were under thirty years of age. The greatest proportion under thirty were women (33%) while only 11% of the group were men of that age. However, a greater proportion of men (15%) than women (7%) were in the 30-39 bracket. It might be pointed out here that these teachers were from one to five years younger at the time they left their Coles County positions. It can also be seen in this table that, of those who left their Coles County positions, twenty nine teachers (54%) remain in teaching and twenty-five (46%) are no longer teaching. In each case, the women outnumber the men almost exactly two to one.

Of those teachers answering the question on marital status, forty-seven were married (17 of the men and 30 of the women), three women were single, two women were divorced and one of each sex did not answer the question.

Table 3

## Educational Qualifications Of The Teachers

|                        | B.S. |    | M. S. |    | Adv. Cert. |   | No Degree or No. Resp. |    |
|------------------------|------|----|-------|----|------------|---|------------------------|----|
|                        | No.  | %  | No.   | %  | No.        | % | No.                    | %  |
| Male                   | 7    | 13 | 8     | 15 | 1          | 2 | 2                      | 4  |
| Female                 | 24   | 44 | 7     | 13 | 0          | 0 | 5                      | 9  |
| Total                  | 31   |    | 15    |    | 1          |   | 7                      |    |
| % Of<br>Whole<br>Group |      | 57 |       | 28 |            | 2 |                        | 13 |

Table 3 shows that over half of the teachers had received only their Bachelor's degree, a little over a fourth had received the Master's degree, and one had received his Advanced Certificate. Half of the men had received a degree beyond the Bachelor's while only about one-fifth of the women were as well qualified. Seven teachers (13%) out of fifty-four either had not received a degree or did not respond to the question.

Table 4

## Certificates Held by Teachers

|                    | No. Male |    | No. Female |    | Total |    |
|--------------------|----------|----|------------|----|-------|----|
|                    | No.      | %  | No.        | %  | No.   | %  |
| Elementary         | 9        | 17 | 27         | 50 | 36    | 67 |
| Elem. + Special    | 0        | 0  | 2          | 4  | 2     | 4  |
| Elem., Sec., + Sp. | 0        | 0  | 1          | 2  | 1     | 2  |
| Elem. + All G.S.   | 2        | 4  | 1          | 2  | 3     | 6  |
| Secondary          | 3        | 6  | 1          | 2  | 4     | 7  |
| Other Combination  | 4        | 7  | 3          | 6  | 7     | 13 |
| No. Resp.          | 0        | 0  | 1          | 2  | 1     | 2  |

Of the seven people classified under Other Combinations, six held an elementary certificate in conjunction with one or more other certificates. The seventh person held a secondary and an all grade supervisory certificate. With this information it can be seen with certainty that all except six (4 with secondary, 1 with secondary under "Other Comb.", and possibly the 1 who did not respond) or 89% held an elementary certificate. Half of the men held an elementary certificate only and nearly one-third held an additional certificate while the remaining one-sixth held secondary certificates. Three fourths (27) of the women held only an elementary certificate. Of the remaining nine, one held a secondary certificate, one did not respond, and the remaining seven, about one-fifth of all women, held an elementary certificate in combination with one or more other certificates.

Table 5

## Salary Presently Earned By Teachers

| Annual Salary     | No. Male | % | No. Female | &  | Total No. | %  |
|-------------------|----------|---|------------|----|-----------|----|
| Unemployed        | 1        | 2 | 10         | 19 | 11        | 20 |
| Less than \$4,500 | 0        | 0 | 4          | 7  | 4         | 7  |
| \$4,500 - 4,999   | 0        | 0 | 4          | 7  | 4         | 7  |
| 5,000 - 5,499     | 2        | 4 | 3          | 6  | 5         | 9  |
| 5,500 - 5,999     | 1        | 2 | 4          | 7  | 5         | 9  |
| 6,000 - 6,499     | 2        | 4 | 4          | 7  | 6         | 11 |
| 6,500 - 6,999     | 2        | 4 | 1          | 2  | 3         | 6  |
| 7,000 - 7,499     | 0        | 0 | 1          | 2  | 1         | 2  |
| 7,500 - 7,999     | 3        | 6 | 0          | 0  | 3         | 6  |
| 8,000 - 8,499     | 1        | 2 | 1          | 2  | 2         | 4  |
| 8,500 - 8,999     | 1        | 2 | 0          | 0  | 1         | 2  |
| Over 8,999        | 3        | 6 | 0          | 0  | 3         | 6  |
| No Response       | 2        | 4 | 4          | 7  | 6         | 11 |

Table 5 indicates that a majority of the men earn more than \$7,500 annually while the majority of the women earn less than

that amount. Of the total group, one man and ten women (20%) are presently unemployed. The greatest number of both men and women earning about the same salary is found in the \$6,000-\$6,499 category with a major part of the remainder earning a lesser amount. There were no men earning less than \$5,000 while eight women, nearly one-fourth of all the women, earned less. It might also be pointed out that none of the women were earning over \$8,499 while four men, or nearly one-fourth of all the men, were earning more.

Table 6

**Length Of Time Teachers Have Held Present Positions  
Including The 1964-65 School Year**

| Years   | 1-2 |    | 3-4 |   | 5-6 |   | No<br>Response |    |
|---------|-----|----|-----|---|-----|---|----------------|----|
|         | No. | %  | No. | % | No. | % | No.            | %  |
| Males   | 12  | 22 | 1   | 2 | 2   | 4 | 3              | 6  |
| Females | 17  | 31 | 4   | 7 | 0   | 0 | 15             | 28 |
| Total   | 29  |    | 5   |   | 2   |   | 18             |    |
| %       |     | 54 |     | 9 |     | 4 |                | 33 |

Table 7

**Year Teachers Last Held Their Coles County Position**

|         | Males |    | Females |    | Total |    |
|---------|-------|----|---------|----|-------|----|
|         | No.   | %  | No.     | %  | No.   | %  |
| 1959-60 | 4     | 7  | 4       | 7  | 8     | 15 |
| 1960-61 | 2     | 4  | 5       | 9  | 7     | 13 |
| 1961-62 | 3     | 6  | 2       | 4  | 5     | 9  |
| 1962-63 | 6     | 11 | 12      | 22 | 18    | 33 |
| 1963-64 | 3     | 6  | 13      | 24 | 16    | 30 |

By looking at Table 6, it becomes evident to one that the greatest number of teachers (29 or 54%) have held their present

position only one or two years. This is to be expected since the greatest number of teachers (Table 7, 34 or 63%) who returned the questionnaire left their positions in 1962-63 or 1963-64. Comparing Tables 6 and 7 tends to indicate that the majority of teachers still hold the position that they accepted upon leaving their Coles County position. Perhaps it should also be noted that 33% of the teachers did not answer the question concerning the length of time that they had held their present positions.

Table 8

## Years Spent In Teaching Or Educational Positions

| Years   | Males |    | Females |    | Total |    |
|---------|-------|----|---------|----|-------|----|
|         | No.   | %  | No.     | %  | No.   | %  |
| 1 - 5   | 8     | 15 | 16      | 30 | 24    | 44 |
| 6 -10   | 8     | 15 | 8       | 15 | 16    | 30 |
| 11 -15  | 0     | 0  | 0       | 0  | 0     | 0  |
| 16 -20  | 0     | 0  | 2       | 4  | 2     | 4  |
| 21 -25  | 0     | 0  | 3       | 6  | 3     | 6  |
| 26 -30  | 0     | 0  | 2       | 4  | 2     | 4  |
| Over 30 | 2     | 4  | 5       | 9  | 7     | 13 |

Table 8 shows the amount of time teachers have spent in teaching or education positions. Twenty-four teachers or 44% have had less than six years of practical educational experience. Another 30% of the teachers have had from six to ten years of experience giving a total of forty teachers with less than eleven years of experience. All of the males except two had less than eleven years of experience being evenly split between one to five and six to ten years of experience. The remaining two males had over thirty years of experience. Twenty-four of the

women, with twice as many in the one to five year category as in the six to ten year category, had less than eleven years of experience while two had from sixteen to twenty years, three had from twenty-one to twenty-five years, two had from twenty-six to thirty years, and the remaining five had over thirty years of experience. Of the whole group, seven or 13% of the teachers had over thirty years of experience.

Table 9

## Time Of Completion Of Most Recent Degree

|         | Before 1950 |   | 1950-54 |   | 1955-59 |    | 1960-64 |    | No Degree or Unknown |    |
|---------|-------------|---|---------|---|---------|----|---------|----|----------------------|----|
|         | No.         | % | No.     | % | No.     | %  | No.     | %  | No.                  | %  |
| Males   | 0           | 0 | 0       | 0 | 5       | 9  | 11      | 20 | 2                    | 4  |
| Females | 3           | 6 | 1       | 2 | 10      | 19 | 17      | 31 | 5                    | 9  |
| Total   | 3           |   | 1       |   | 15      |    | 28      |    | 7                    |    |
| %       |             | 6 |         | 2 |         | 28 |         | 52 |                      | 13 |

According to Table 9, all of the male teachers, except two who did not indicate that they had a degree, received their last degree not more than ten years ago. Of that group, over twice as many had received a degree as recently as the 1960-64 period as had in the 1955-59 period. There were no cases in which it had been longer than ten years since a man had received a degree. All of the women except nine had received a degree within the last ten years. Also, in the case of the females, nearly twice as many had received their degrees in the most recent period as had in the next most recent period. However, one woman received her last degree in the 1950-54 period and three others received their most recent degree before 1950. Five females did not indicate that they held a degree. In all, 87%

of the teachers held at least a Bachelor's degree, and 80% of the teachers had been in school within the last ten years. This should indicate that most of the teachers are keeping themselves up to date with fairly recent university experiences.

Table 10

## Work Beyond Last Degree

| Years             | Males |   | Females |    | Total |    |
|-------------------|-------|---|---------|----|-------|----|
|                   | No.   | % | No.     | %  | No.   | %  |
| 1/4 or less       | 4     | 7 | 6       | 11 | 10    | 19 |
| Not more than 1/2 | 2     | 4 | 4       | 7  | 6     | 11 |
| Not more than 3/4 | 2     | 4 | 1       | 2  | 3     | 6  |
| Not more than 1   | 4     | 7 | 3       | 6  | 7     | 13 |
| 1 year +          | 1     | 2 | 1       | 2  | 3     | 4  |
| None or Unknown   | 5     | 9 | 21      | 39 | 26    | 48 |

The first category in Table 10 includes all those teachers who have taken at least one course beyond their last degree but who have not completed more than one-quarter year of graduate study beyond their last degree. The other categories are self-evident. It can be seen in this table that a little over half of the teachers have done some post-graduate study while the remainder (48%) of the teachers have done none or made no indication of such study. As far as the men are concerned, thirteen out of eighteen, or 72% of the men, have done work beyond their last degree. Only fifteen out of thirty-six or 42% of the women have done any graduate work beyond their last degree

Table 11

Number of Different School Systems in Which Each Teacher Has Taught Including The 1964-65 School Year

| No. of School Systems | Males |   | Females |    | Total |    |
|-----------------------|-------|---|---------|----|-------|----|
|                       | No.   | % | No.     | %  | No.   | %  |
| 1                     | 3     | 6 | 4       | 7  | 7     | 13 |
| 2                     | 4     | 7 | 16      | 30 | 20    | 37 |
| 3                     | 5     | 9 | 7       | 13 | 12    | 22 |
| 4                     | 4     | 7 | 4       | 7  | 8     | 15 |
| 5                     | 1     | 2 | 0       | 0  | 1     | 2  |
| Over 5                | 1     | 2 | 4       | 7  | 5     | 9  |
| No Response           | 0     | 0 | 1       | 2  | 1     | 2  |

As is indicated by Table 11, the greatest number of males have taught in three different school systems while the greatest number of females had taught in only two. Two males and four females have taught in five or more different systems. The average number of different school systems in which the total group has taught is 2.83. Of the whole group, 72% have taught in three or fewer school systems while 9% have taught in more than five. Twenty teachers (37%) who have taught in two different school systems composed the largest group in any one category of Table 11. Only 13% of the teachers have taught in just one system.

Table 12

Number Of Years Spent in Coles County Positions

| Years       | Males |    | Females |    | Total |    |
|-------------|-------|----|---------|----|-------|----|
|             | No.   | %  | No.     | %  | No.   | %  |
| 1- 5        | 14    | 26 | 24      | 44 | 38    | 70 |
| 6-10        | 1     | 2  | 4       | 7  | 5     | 9  |
| 11-15       | 0     | 0  | 4       | 7  | 4     | 7  |
| 16-20       | 1     | 2  | 0       | 0  | 1     | 2  |
| 21-35       | 1     | 2  | 0       | 0  | 1     | 2  |
| 26-30       | 0     | 0  | 2       | 4  | 2     | 4  |
| Over 30     | 1     | 2  | 2       | 4  | 3     | 6  |
| No Response |       |    |         |    |       |    |



Table 12 contains the data concerning the length of time teachers spent in their Coles County position. Fourteen of the men, composing 26% of the total group (78% of the men), taught in Coles County five or fewer years. A group of twenty-four women, or 44% of the total group (67% of the women) also taught five or fewer years. Of the whole group then, 70% taught in Coles County five or fewer years. Another 9% and 7% taught from six to ten and eleven to fifteen years respectively. There were only two teachers who taught in Coles County for more than thirty years. Of the remaining two teachers, one taught from sixteen to twenty years and the other taught from twenty-one to twenty-five years. No one was in the twenty-six to thirty year category.

Table 13

## Salaries Earned By Teachers While In Coles County

| Annual Salary     | Males |    | Females |    | Total |    |
|-------------------|-------|----|---------|----|-------|----|
|                   | No.   | %  | No.     | %  | No.   | %  |
| Less than \$4,500 | 4     | 7  | 5       | 9  | 9     | 17 |
| \$4,500 - 4,999   | 6     | 11 | 17      | 31 | 23    | 43 |
| 5,000 - 5,499     | 5     | 9  | 6       | 11 | 11    | 20 |
| 5,500 - 5,999     | 3     | 6  | 2       | 4  | 5     | 9  |
| 6,000 - 6,499     | 0     | 0  | 2       | 4  | 2     | 4  |
| 6,500 - 6,999     | 0     | 0  | 2       | 4  | 2     | 4  |
| No Response       | 0     | 0  | 2       | 4  | 2     | 4  |

Information concerning teachers' salaries while employed in Coles County has been tabulated in Table 13. A larger number of males (11% of the whole group) were concentrated in the \$4,500-\$4,999 bracket than any other with five men (9% of the whole group) in the higher bracket of \$5,000-\$5,4999. Four men, 7% of the whole group, earned less than \$4,500 while

the remaining three men, 6% of the whole group, earned from \$5,500-\$5,999. None of the men earned more than \$5,999. The greatest number of women, seventeen or 31% of the whole group, earned from \$4,500-\$4,999. Five women, as compared to four men, earned less than \$4,500. An additional six women (11% of the whole group) earned between \$5,000-\$5,499. Two others earned from \$6,000 to \$6,999. There were no teachers who made more than \$6,999 per year in Coles County. Of the whole group, forty-three out of fifty-four teachers (80%) made less than \$6,000 annually. The average salary for the whole group was about \$5,250 per year.

Table 14

## Salaries Of The 29 Teachers Still Teaching During 1964-65

| Annual Salary     | Males |    | Females |    | Total |    |
|-------------------|-------|----|---------|----|-------|----|
|                   | No.   | %  | No.     | %  | No.   | %  |
| Less than \$4,500 | 0     | 0  | 3       | 10 | 3     | 10 |
| \$4,500 - 4,999   | 0     | 0  | 4       | 14 | 4     | 14 |
| 5,000 - 5,499     | 1     | 3  | 2       | 7  | 3     | 10 |
| 5,500 - 5,999     | 1     | 3  | 4       | 14 | 5     | 17 |
| 6,000 - 6,499     | 2     | 7  | 4       | 14 | 6     | 21 |
| 6,500 - 6,999     | 2     | 7  | 0       | 0  | 2     | 7  |
| 7,000 - 7,499     | 0     | 0  | 0       | 0  | 0     | 0  |
| 7,500 - 7,999     | 3     | 10 | 0       | 0  | 3     | 10 |
| 8,000 - 8,499     | 1     | 3  | 3       | 3  | 2     | 7  |
| No Response       | 0     | 0  | 3       | 3  | 1     | 3  |

Table 14 deals with the salaries of the twenty-nine teachers who were still teaching during the 1964-65 school year. As mentioned on page seventeen, the other twenty-five teachers no longer teach. This paragraph will compare some of the data in Table 13 with that in Table 14. It may be seen in Table 13 that none of the males earned over \$5,999

in their Coles County position while of those presently teaching only two men (20% of the men still teaching) earned less than \$6,000. Of the remaining eight males, four earned between \$6,000 and \$6,999 while three others earned from \$7,500 to \$7,999 and the eighth man earned between \$8,000 and \$8,499. In Coles County, twenty-eight out of thirty-six women (78% of the women or 52% of the whole group) earned less than \$5,500 annually. Of the nineteen women still teaching, nine (47% of the women) earned less than \$5,500 annually while an equal number earned more. Four of the nine women earned between \$5,500 and \$5,999, four more earned between \$6,000 and \$6,499, and the ninth woman earned between \$8,000 and \$8,499. One woman did not respond to the question. Of the whole group, thirteen out of twenty-nine teachers (45%) earned \$6,000 or over as compared to four out of fifty-four (7% of all the teachers) who earned as much while employed in Coles County. This is a considerable increase in salaries when it is considered that most of the increases occurred during about a two year period. It is important to note that the majority of the returns (34 teachers or 63%) were from those teachers who left their Coles County position after the 1962-63 school year was completed (refer to Table 7).

In regard to a question asking whether the teacher received an increase in salary upon accepting a new position, thirty-three (61%) of the teachers said yes and only eight (15%) said no. Of the remaining thirteen teachers, eleven (20%) are unemployed and two (4%) did not respond to the question. The information in

this paragraph is for the whole group and not only those who remained in teaching.

Table 15

## Work Beyond Last Degree Since Leaving Coles County Positions

| Years                       | Males |    | Females |    | Total |    |
|-----------------------------|-------|----|---------|----|-------|----|
|                             | No.   | %  | No.     | %  | No.   | %  |
| $\frac{1}{2}$ or less       | 5     | 9  | 7       | 13 | 12    | 22 |
| Not more than $\frac{1}{2}$ | 2     | 4  | 3       | 6  | 5     | 9  |
| Not more than $\frac{3}{4}$ | 1     | 2  | 0       | 0  | 1     | 2  |
| Not more than 1             | 3     | 6  | 0       | 0  | 3     | 6  |
| 1 year +                    | 1     | 2  | 1       | 2  | 2     | 4  |
| None or Unknown             | 6     | 11 | 25      | 46 | 31    | 57 |

In Table 10, twenty-eight teachers (13 of the men and 15 of the women) indicated that they had done work beyond the last degree. However, Table 15, only twenty-three teachers (12 of the men and 11 of the women) indicated that they had done graduate work since leaving Coles County. These figures show that five more teachers did graduate study while employed in Coles County than after accepting employment elsewhere. The fact that five fewer teachers answered the question for Table 15 than answered the question for Table 10 may explain the difference in the number of teachers who had done graduate study. It might be noted that only one of the nine teachers who retired had ever done any graduate study. The remaining thirty-one teachers (57%) had not done work beyond their last degree since leaving Coles County or did not indicate such study, and only about half of the teachers, as indicated in both tables, had done any work beyond their last degree.

Table 16a

## Average Number Of Hours Spent By Teachers Doing Administrative-Appointed Extra-Curricular Duties

| Hours       | Males |    | Females |    | Total |    |
|-------------|-------|----|---------|----|-------|----|
|             | No.   | %  | No.     | %  | No.   | %  |
| 0-2         | 5     | 9  | 14      | 26 | 19    | 35 |
| 2-4         | 4     | 7  | 7       | 13 | 11    | 20 |
| 4-6         | 1     | 2  | 1       | 2  | 2     | 4  |
| Over 6      | 1     | 2  | 2       | 4  | 3     | 6  |
| No Response | 7     | 13 | 12      | 22 | 19    | 35 |

Very few teachers did more than four hours of administrative appointed extra-curricular duties according to Table 16. The majority, 35% of the teachers, spent two hours or less doing those duties while an additional 20% of the teachers spent between two and four hours at such tasks. Another 35% of the teachers did not respond to the question on this matter. Based on this table, it would seem that teachers were not overburdened with administrative-appointed extra-curricular duties.

Table 16b

## Average Number Of Hours Spent By Teachers Doing Self-Appointed Extra-Curricular Duties

| Hours       | Males |    | Females |    | Total |    |
|-------------|-------|----|---------|----|-------|----|
|             | No.   | %  | No.     | %  | No.   | %  |
| 0-2         | 2     | 4  | 12      | 22 | 14    | 26 |
| 2-4         | 2     | 4  | 5       | 9  | 7     | 13 |
| 4-6         | 5     | 9  | 1       | 2  | 6     | 11 |
| Over 6      | 2     | 4  | 5       | 9  | 7     | 13 |
| No Response | 7     | 13 | 13      | 24 | 20    | 37 |

Table 16b shows the amount of time spent by teachers doing self-appointed extra-curricular duties. This table indicates that 26% of all the teachers spent two

hours or less at such duties, 13% spent from 2 to 4 hours, 11% spent from 4 to 6 hours, and 13% spent over 6 hours while the remaining 37% did not respond to the question. Seven men (39% of all men) spent over 4 hours doing these tasks while only six women (17% of all women) did as much. By comparing Table 16a with Table 16b, it is indicated that teachers spent a greater amount of their time doing self-appointed extra-curricular duties than administrative-appointed ones. Nevertheless, these tables show that the teachers spent a considerable amount of time doing both types of curricular duty throughout the week.

Table 17

## Number Of Pupils Teachers Had In Their Classes

| Class Size   | Males |    | Females |    | Total |    |
|--------------|-------|----|---------|----|-------|----|
|              | No.   | %  | No.     | %  | No.   | %  |
| Less than 20 | 0     | 0  | 1       | 2  | 1     | 2  |
| 21-26        | 8     | 15 | 16      | 30 | 24    | 44 |
| 27-32        | 8     | 15 | 15      | 28 | 23    | 43 |
| 33-38        | 2     | 4  | 3       | 6  | 5     | 9  |
| Over 38      | 0     | 0  | 1       | 2  | 1     | 2  |

Only one teacher (2% of all teachers), a woman, had less than 20 pupils in her class according to Table 17. Twenty-four teachers (44% of all teachers) had from 21 to 26 pupils and another 43% of the teachers had from 27 to 32 pupils. Five more teachers had 33 to 38 pupils in their classes and one teacher had over 38 pupils. None of the men had less than 20 or more than 38 pupils, and only one woman was in each of these categories. Two men had between 33 and 38 pupils while the remaining 16 men were evenly split between 21 to 26 and 27 to 32 pupils. Sixteen women had 21 to 26 pupils while fifteen

others had from 27 to 32 pupils. Three women had classes of 33 to 38 pupils. The great majority of the teachers (87%) had more than 20 but fewer than 33 pupils.

Table 18

## Special Subjects Taught By Teachers

| Special Subject    |     | Males |    | Females |    | Total |    |
|--------------------|-----|-------|----|---------|----|-------|----|
|                    |     | No.   | %  | No.     | %  | No.   | %  |
| Music              | YES | 11    | 20 | 28      | 52 | 39    | 72 |
|                    | NO  | 7     | 13 | 7       | 13 | 14    | 26 |
| Art                | YES | 14    | 26 | 34      | 63 | 48    | 89 |
|                    | NO  | 4     | 7  | 2       | 4  | 6     | 11 |
| Physical Education | YES | 18    | 33 | 35      | 65 | 53    | 98 |
|                    | NO  | 0     | 0  | 1       | 2  | 1     | 2  |

Regarding Table 18, one woman did not answer the question concerning whether or not she taught music; therefore, only 53 teachers are included in the figures concerning the number of teachers who did or did not teach music. All 54 teachers responded to the questions about art and physical education. Of the three special subjects considered, fewer teachers taught music than either art or physical education. All of the teachers, with the exception of one woman, taught physical education, all but six (4 men and 2 women) taught art, and 39 of 54 teachers (11 men and 28 women) taught music. However, a smaller percentage of men (11 or 61% of the men) than women (28 or 78% of the women) taught music. The majority of both men and women taught art as only 4 men and 2 women did not have that responsibility.

One question asked the teachers how much time they had for their school noon-hour. There were two possible responses: less than 30 minutes and 30 minutes or more. Only one of the

teachers, a woman, indicated that she had less than 30 minutes.

Another question asked the teachers whether or not they had noon-hour duty. Twenty-nine of the teachers (16 men and 13 women or 54% of all teachers) said that they had noon-hour duty. The remaining two men and twenty-three women replied in the negative. Therefore, the percentages in the next two tables will be derived using the 29 teachers who had noon-hour duty as the base rather than all 54 teachers in the study.

Table 19  
Frequency Of Noon-Hour Duty

| Frequency            | Males |    | Females |    | Total |    |
|----------------------|-------|----|---------|----|-------|----|
|                      | No.   | %  | No.     | %  | No.   | %  |
| Everyday             | 14    | 48 | 1       | 3  | 15    | 52 |
| Every other week     | 0     | 0  | 1       | 3  | 1     | 3  |
| On 2 wks., off 1 wk. | 1     | 3  | 0       | 0  | 1     | 3  |
| Twice a week         | 0     | 0  | 2       | 7  | 2     | 7  |
| Once every 6-10 days | 1     | 3  | 6       | 21 | 7     | 24 |
| Twice a month        | 0     | 0  | 1       | 3  | 1     | 3  |
| Once every 5 wks.    | 0     | 0  | 2       | 7  | 2     | 7  |

Table 19 shows how often teachers had noon-hour duty. Of the 29 teachers who had noon-hour duty, fourteen men and one woman (52%) had duty everyday. Seven teachers, one man and six women (24%), had this duty once every six to ten days. There were no more than two teachers in any of the other categories. Fourteen of the sixteen men (90%) had noon-hour duty everyday. One man had two weeks of duty and one week off while the remaining man had duty once every six to ten days. Of the thirteen women who had noon-hour duty, the greatest percentage (6 of the women or 46%) had duty once every 6-10 days. One woman had duty everyday, one had duty every other week and two



had duty twice a week. Of the remaining three women, one had duty twice a month, and the other two had duty once every five weeks.

One question asked the teachers whether or not they were paid extra for noon-hour duty. Seventeen of the teachers (14 of the men and 3 of the women) responded affirmatively and the remaining twelve (2 of the men and 10 of the women) responded negatively. Of all the teachers who had noon-hour duty, 58% were paid extra and 42% were not.

Table 20

Amount Of Time Teachers Had For Lunch  
When They Had Noon-Hour Duty

| Number of<br>Minutes | Males |    | Females |    | Total |    |
|----------------------|-------|----|---------|----|-------|----|
|                      | No.   | %  | No.     | %  | No.   | %  |
| 0-10                 | 3     | 10 | 1       | 3  | 4     | 14 |
| 11-15                | 5     | 17 | 3       | 10 | 8     | 28 |
| 16-20                | 5     | 17 | 2       | 7  | 7     | 24 |
| 21-25                | 1     | 3  | 2       | 7  | 3     | 10 |
| 26-30                | 1     | 3  | 3       | 10 | 4     | 14 |
| Over 30              | 1     | 3  | 2       | 7  | 3     | 10 |

The amount of time those teachers who had noon-hour duty had for lunch is shown in Table 20. Four out of twenty-nine teachers (14%) indicated that they had ten minutes or less for lunch. Twice as many teachers checked the 11-15 minute category and another seven selected the 16-20 minute category. Over half of the teachers (15 or 52%) were in these two categories. Of the ten remaining teachers, three had from 21-25 minutes, four had from 26-30 minutes and three had over 30 minutes. Ten of the sixteen men (62%) were evenly split between the 11-15 and the 16-20 minute categories. Three men had 10 minutes or less,

and there was one man in each of the three remaining categories. The women were nearly evenly distributed throughout all of the categories. There were two or three women in each category except one. Only one woman indicated having 10 minutes or less for lunch.

Table 21

Amount Of Free Time Teachers Had During The Class Day Not Including The Noon-Hour

| Number of Minutes | Males |    | Females |    | Total |    |
|-------------------|-------|----|---------|----|-------|----|
|                   | No.   | %  | No.     | %  | No.   | %  |
| 0                 | 8     | 15 | 19      | 35 | 27    | 50 |
| 1-10              | 1     | 2  | 1       | 2  | 2     | 4  |
| 11-20             | 7     | 13 | 10      | 19 | 17    | 31 |
| 21-30             | 2     | 4  | 3       | 6  | 5     | 9  |
| 31-40             | 0     | 0  | 1       | 2  | 1     | 2  |
| 41-50             | 0     | 0  | 0       | 0  | 0     | 0  |
| Over 50           | 0     | 0  | 1       | 2  | 1     | 2  |
| No Response       | 0     | 0  | 1       | 2  | 1     | 2  |

Table 21 shows the amount of free time teachers had during the day for such things as class preparation or a coffee break. The teachers were instructed not to include any of the free time that they had during the noon-hour. As may be seen by looking at the table, twenty-seven teachers (50% of all the teachers) had no free time. The next largest group of seventeen teachers (31%) had from 11-20 minutes free. The third largest group, five teachers or 9% of all the teachers, had 21-30 minutes of free time. There were no more than two teachers in any of the other categories, and no one checked the 41-50 minute category. Only one teacher, a woman, did not respond to the question. Considering the males, not a single man had more than thirty minutes of free time. Eight men (44%

of the men) indicated that they had no free time. Of the remaining ten men, seven had from 11-20 minutes free, one had from 1-10 minutes and two had from 21-30 minutes. Over half of the women, 19 out of 36 or 53%, indicated no free time. Ten women (28% of the women) had from 11-20 minutes and three others had from 21-30 minutes of free time. There was not more than one woman in any of the remaining categories.

Table 22 contains teachers responses to five questions concerning their relationship with their principal. The questions are: Did your principal:

- A. help you with teaching problems
- B. Help you with discipline problems
- C. observe and evaluate your teaching
- D. ask your opinion on school policy
- E. delegate extra duties to you

These questions are referred to in Table 22 by the capital letter beside them (above).

Table 22

## Teacher-Principal Relationships

| Question | Males     |    | Females |    | Total |    |    |
|----------|-----------|----|---------|----|-------|----|----|
|          | No.       | %  | No.     | %  | No.   | %  |    |
| A.       | YES       | 15 | 28      | 27 | 50    | 42 | 78 |
|          | NO        | 3  | 6       | 8  | 15    | 11 | 20 |
|          | No Resp.  | 0  | 0       | 1  | 2     | 1  | 2  |
| B.       | YES       | 12 | 22      | 27 | 50    | 39 | 72 |
|          | NO        | 5  | 9       | 8  | 15    | 13 | 24 |
|          | No Resp.  | 1  | 2       | 1  | 2     | 2  | 4  |
| C.       | YES       | 15 | 28      | 30 | 56    | 45 | 83 |
|          | NO        | 2  | 4       | 6  | 11    | 8  | 15 |
|          | No. Resp. | 1  | 2       | 0  | 0     | 1  | 2  |
| D.       | YES       | 11 | 20      | 24 | 44    | 35 | 65 |
|          | NO        | 6  | 11      | 10 | 19    | 16 | 30 |
|          | No. Resp. | 1  | 2       | 2  | 4     | 3  | 6  |
| E.       | YES       | 16 | 30      | 18 | 33    | 34 | 63 |
|          | NO        | 2  | 4       | 13 | 24    | 15 | 28 |
|          | No. Resp. | 0  | 0       | 5  | 9     | 5  | 9  |

Forty-two teachers (78%) stated that their principal did help them with teaching problems in answer to question A. Eleven teachers (20%) said that the principal did not help, and one woman did not answer this question. In regard to the sexes, fifteen of the men (83% of all men) and twenty-seven of the women (75% of all women) answered the question affirmatively.

In answering question B, thirty nine teachers (72%) agreed that the principal had been helpful with discipline problems. Of the remaining fifteen teachers, thirteen (24%) responded in the negative, and one of each sex did not answer the question. Only twelve men (67% of the men) answered the question in the affirmative. The women gave the same responses, proportionally, to question B as to A. There was a greater positive response to question C than to any of the others. Forty-five of the teachers (83%) said that the principal had observed and evaluated their teaching. Two men and six women answered in the negative while one man abstained from answering the question.

To the question (D.) whether the principal had asked their opinion on school policy, eleven men and twenty-four women teachers (65%) agreed that the principal had asked. Six men and ten women (30%) did not indicate that they had been consulted. The three remaining teachers, one man and two women, did not answer the question.

Thirty-four teachers (64%, the smallest positive response to any of the questions) said that their principal (Question E)

did delegate extra duties to them. Two men and thirteen women (28%) said that they were not delegated extra duties. The remaining five teachers, all women, did not answer the question.

According to the information in Table 22, the principal was helpful in most cases with teaching and discipline problems. In 83% of the cases, the principal observed and evaluated teachers. However, the principal was concerned about teachers opinions in only 65% of the cases and delegated extra duties to thirty-four (63%) of the teachers.

Table 23 contains reasons given by the teachers for leaving their Coles County elementary positions. The reason most often given was the reason given by eleven women (19%). They stated that they left their positions due to the fact that their husbands accepted a position elsewhere or were transferred. Two men and nine women (12%) gave retirement as their reason. This was the second most frequently stated reason. The third most frequent reason given was marriage. Six women (11%) gave this reason. Salary was the fourth most frequent reason given by teachers. Five men (9%) gave salary as their reason for leaving. However, if it is considered that in reasons number 6, 9, 12, 13, 14, and 15, salary is also the partial reason, there are then fourteen teachers (26%) who indicate salary as a reason for leaving their Coles County position. Five women (9%) indicated pregnancy as their reason for leaving which composed the fifth most frequent reason given. Death took three women (5%) from the teaching profession and that accounts for the seventh reason (the sixth reason was referred to previously)

Table 23

Reasons Given By Teachers For Leaving  
Their Coles County Positions

|   | Males |   | Females |    | Total |    |
|---|-------|---|---------|----|-------|----|
|   | No.   | % | No.     | %  | No.   | %  |
| 1. Husband accepted position elsewhere or was transferred . . . . .                   | .0    | 0 | 11      | 19 | 11    | 19 |
| 2. To retire . . . . .  | .2    | 3 | 5       | 9  | 7     | 12 |
| 3. Marriage . . . . .   | .0    | 0 | 6       | 11 | 6     | 11 |
| 4. Low salary . . . . .   | .5    | 9 | 0       | 0  | 5     | 9  |
| 5. Pregnancy . . . . .  | .0    | 0 | 5       | 9  | 5     | 9  |
| 6. Opportunity for advancement and more money . . . . .                               | .4    | 7 | 0       | 0  | 4     | 7  |
| 7. Death . . . . .  | .0    | 0 | 3       | 5  | 3     | 5  |
| 8. Husband went to another university to continue study . . . . .                     | .0    | 0 | 2       | 3  | 2     | 3  |
| 9. Low salary and school board . . . . .  | .1    | 2 | 0       | 1  | 1     | 2  |
| 10. To be with friends in California . . . . .  | .0    | 0 | 1       | 2  | 1     | 2  |
| 11. To move to California . . . . .   | .1    | 2 | 0       | 0  | 1     | 2  |
| 12. To become an administrator and more money . . . . .                               | .0    | 0 | 1       | 2  | 1     | 2  |
| 13. To teach departmental 7th grade and more money . . . . .                          | .1    | 2 | 0       | 0  | 1     | 2  |
| 14. Low salary and lack of parental support . . . . .                                 | .1    | 2 | 0       | 0  | 1     | 2  |
| 15. Extra duties, fighting teachers, low pay and threat of oversize classes . . . . . | .1    | 2 | 0       | 0  | 1     | 2  |
| 16. For better position and lower cost of living . . . . .                            | .1    | 2 | 0       | 0  | 1     | 2  |
| 17. To become a high school counselor . . . . .                                       | .0    | 0 | 1       | 2  | 1     | 2  |
| 18. Looking for a school good enough for my child . . . . .                           | .1    | 2 | 0       | 0  | 1     | 2  |
| 19. Health reasons . . . . .  | .0    | 0 | 1       | 2  | 1     | 2  |
| 20. Personal reasons . . . . .  | .0    | 0 | 1       | 2  | 1     | 2  |
| 0. No Response . . . . .  | .0    | 0 | 2       | 3  | 2     | 3  |

listed. Of the remaining reasons, excluding those which concern salary and have been previously mentioned, not more than one teacher selected each. As far as the men are concerned, five gave salary, four gave opportunity for advancement and more money, and two gave retirement as their reason for leaving. The remaining six each gave different reasons. The six major reasons given by women, beginning with the most frequent, were: (1) husband accepted position elsewhere or was transferred, (2) marriage, (3) to retire, (4) pregnancy, (5) death, and (6) the husband went to another university to study. Two teachers, both women, did not respond to the question.

The following tables will be based on teachers evaluations of various considerations concerning their teaching position in Coles County and their present position if they are now teaching. The previously stated five point evaluation scale used in the following tables is: 1. (VP) Very Poor, 2. (P) Poor, 3. (F) Fair, 4. (G) Good, and 5. (VG) Very Good. The letters in parenthesis will be used in the tables to conserve space. Data in the tables concerning their present position will be based on the responses of those teachers still teaching who answered the questions in Section III of the questionnaire.

Table 24

Teachers' Evaluation Of Salaries In Coles  
County Positions and Present Positions

| Evaluation | Coles Position |                  |                | Present Position |                  |                |
|------------|----------------|------------------|----------------|------------------|------------------|----------------|
|            | Males<br>No. % | Females<br>NO. % | Total<br>No. % | Males<br>No. %   | Females<br>No. % | Total<br>No. % |
| VP         | 1 2            | 1 2              | 2 4            | 0 0              | 0 0              | 0 0            |
| P          | 7 13           | 5 9              | 12 22          | 1 3              | 7 17             | 8 17           |
| F          | 8 15           | 19 35            | 27 50          | 0 0              | 5 17             | 5 17           |
| G          | 2 4            | 11 20            | 13 24          | 5 17             | 8 28             | 13 28          |
| VG         | 0 0            | 0 0              | 0 0            | 4 14             | 4 14             | 8 28           |

Table 24 represents the information concerning how teachers evaluated their salaries in their past Coles County positions as well as in their present positions. In regard to the Coles County positions, the majority of the men (16 out of 18) evaluated their salaries as less than "Good" while nearly one-third of the women (11 of 36) indicated that their salary was "Good". Only two teachers, one of each sex, rated their salary as "Very Poor" and no one indicated a "Very Good" rating. In their present positions, the majority of the teachers (21 out of 29) evaluated their salary as "Good" or "Very Good", while five teachers described their salary as "Fair", three selected "Poor", and not a single teacher indicated a "Very Poor" salary. According to this table, the teachers are considerably more satisfied with their present positions. This is substantiated by the fact that 14% of the teachers rated their Coles County salaries as "Poor" or "Very Poor" while only 3% indicated those ratings in their new positions. Nine men (90% of the men) rated their salaries in their new positions as better than "Fair" while only two men rated their Coles County salaries as well.

Table 25

Teachers' Evaluation Of Extra-Curricular Duty Load  
In Coles County Positions And Present Positions

| Evaluation | Coles Position |    |         |    |       |    | New Position |    |         |    |       |    |
|------------|----------------|----|---------|----|-------|----|--------------|----|---------|----|-------|----|
|            | Males          |    | Females |    | Total |    | Males        |    | Females |    | Total |    |
|            | No.            | %  | No.     | %  | No.   | %  | No.          | %  | No.     | %  | No.   | %  |
| VP         | 0              | 0  | 1       | 2  | 1     | 2  | 0            | 0  | 0       | 0  | 0     | 0  |
| P          | 1              | 2  | 4       | 7  | 5     | 9  | 1            | 3  | 0       | 0  | 1     | 3  |
| F          | 8              | 15 | 8       | 15 | 16    | 30 | 3            | 10 | 6       | 21 | 9     | 31 |
| G          | 6              | 11 | 17      | 31 | 23    | 43 | 2            | 7  | 11      | 38 | 13    | 45 |
| VG         | 3              | 6  | 6       | 11 | 9     | 17 | 4            | 14 | 2       | 7  | 6     | 21 |



The teachers evaluation of extra-curricular duty load in both positions is contained in Table 25. Considering the total percentages in each group, there is little difference to be noted. However, one man and five women (11%) rated this area of consideration below "Fair" in their Coles County positions, and only one male (3%) teacher gave his new position such a low rating. So it seems that the teachers were a little more satisfied with extra-curricular duties in their present positions.

Table 26

Class Size For Teachers In Coles County  
Positions And Present Positions

| Evaluation | Coles Position |    |         |    |       |    | New Position |    |         |    |       |    |
|------------|----------------|----|---------|----|-------|----|--------------|----|---------|----|-------|----|
|            | Males          |    | Females |    | Total |    | Males        |    | Females |    | Total |    |
|            | No.            | %  | No.     | %  | No.   | %  | No.          | %  | No.     | %  | No.   | %  |
| VP         | 1              | 2  | 1       | 2  | 2     | 4  | 0            | 0  | 1       | 3  | 1     | 3  |
| P          | 7              | 13 | 5       | 9  | 12    | 22 | 1            | 3  | 5       | 7  | 6     | 21 |
| F          | 8              | 15 | 19      | 35 | 27    | 50 | 2            | 7  | 3       | 10 | 5     | 17 |
| G          | 2              | 4  | 11      | 20 | 13    | 24 | 4            | 14 | 8       | 28 | 12    | 41 |
| VG         | 0              | 0  | 0       | 0  | 0     | 0  | 3            | 10 | 2       | 7  | 5     | 17 |

Teachers evaluation of class size in their past Coles County positions as well as their present positions is presented in Table 26. Two men and eleven women (24%) evaluated their Coles County class size as "Good," and no one indicated a "Very Good" rating. Half of the teachers selected the "Fair" rating, and 26% indicated a rating of less than "Fair". How does this compare to those presently teaching Four men and eight women (41% of those now teaching) rated class size in their present positions as "Good," and another 17% indicated a "Very Good" rating. Only 17% of those still teaching circled the "Fair" rating while about

the same proportion of the teachers indicated a less than "Fair" rating in both positions. Proportionally, there were over twice as many teachers who evaluated class size as "Good" or "Very Good" in their new positions as there were who used the same rating in regard to their Coles County positions.

Table 27

Teachers' Evaluation Of The Quantity And Quality Of Instructional Materials Available in Coles County Positions and Present Positions

| Evaluation | Coles Position |                |            |              | New Position |            |              |                |            |              |              |            |
|------------|----------------|----------------|------------|--------------|--------------|------------|--------------|----------------|------------|--------------|--------------|------------|
|            |                |                |            |              | QUANTITY     |            |              |                |            |              |              |            |
|            | Males<br>No.   | Females<br>No. | Males<br>% | Females<br>% | Total<br>No. | Total<br>% | Males<br>No. | Females<br>No. | Males<br>% | Females<br>% | Total<br>No. | Total<br>% |
| VP         | 0              | 2              | 0          | 4            | 2            | 4          | 0            | 1              | 0          | 3            | 1            | 3          |
| P          | 4              | 4              | 7          | 7            | 8            | 15         | 1            | 2              | 3          | 7            | 3            | 10         |
| F          | 8              | 12             | 15         | 22           | 20           | 37         | 3            | 2              | 10         | 7            | 5            | 17         |
| G          | 5              | 13             | 9          | 24           | 18           | 33         | 3            | 6              | 10         | 21           | 9            | 31         |
| VG         | 1              | 5              | 2          | 9            | 6            | 11         | 3            | 8              | 10         | 28           | 11           | 38         |
|            |                |                |            |              | QUALITY      |            |              |                |            |              |              |            |
| VP         | 0              | 2              | 0          | 4            | 2            | 4          | 0            | 1              | 0          | 3            | 1            | 3          |
| P          | 2              | 2              | 4          | 4            | 4            | 7          | 2            | 2              | 7          | 7            | 4            | 14         |
| F          | 9              | 11             | 17         | 20           | 20           | 37         | 1            | 2              | 3          | 7            | 3            | 10         |
| G          | 6              | 16             | 11         | 30           | 22           | 41         | 4            | 5              | 14         | 17           | 9            | 31         |
| VG         | 1              | 5              | 2          | 9            | 6            | 11         | 3            | 9              | 10         | 31           | 12           | 41         |

Table 27 contains teachers' evaluation of two considerations, quantity and quality of instructional materials, due to the fact that they are closely related. In regard to the Coles County position, more teachers (37%) rated the quantity of instructional materials as "Fair". Only two women (4%) selected a "Very Poor" rating and eight teachers (15%) circled "Poor". Of the remaining twenty-four, eighteen teachers (33%) evaluated quantity of materials as "Good" and six teachers (11%) indicated a rating of "Very Good". None of the men used a "Very Poor" rating and only one gave a "Very Good" response. Concerning

the quantity of instructional materials in the new position, proportionally, there were 6% fewer teachers who indicated a less than "Fair" rating and 25% more who used a better than "Fair" rating.

The only difference between ratings given quantity and those given quality of instructional materials was 8% fewer "Poor" ratings and 8% more "Good" ratings for quality of materials in Coles County. Overall, teachers gave the quality of materials a little higher rating than quantity of materials.

How did ratings of quality of materials in Coles County compare with those in the teachers' present positions. Teachers gave, proportionally, 6% more "Poor" and "Very Poor" ratings in regard to their present positions, 17% fewer "Fair" ratings and 10% fewer "Good" ratings. However, there were 30% more "Very Good" ratings for quantity of materials in the present positions. In other words, 52% of the teachers credited Coles County with a better than "Fair" rating in regard to quantity of instructional materials while 72% of those still teaching gave the same consideration in their present positions a better than "Fair" rating.

Table 28

Teachers' Evaluation Of Classroom Appearance, Size and Equipment In Coles County Positions And Present Positions

| Evaluation | Coles Position |     |         |     |       |     | Present Positions |     |         |     |       |    |
|------------|----------------|-----|---------|-----|-------|-----|-------------------|-----|---------|-----|-------|----|
|            | Males          |     | Females |     | Total |     | Males             |     | Females |     | Total |    |
| No.        | %              | No. | %       | No. | %     | No. | %                 | No. | %       | No. | %     |    |
| VP         | 0              | 0   | 2       | 4   | 2     | 4   | 0                 | 0   | 0       | 0   | 0     | 0  |
| P          | 1              | 2   | 2       | 4   | 3     | 6   | 1                 | 3   | 0       | 0   | 1     | 3  |
| F          | 5              | 9   | 18      | 33  | 23    | 43  | 4                 | 14  | 5       | 17  | 9     | 31 |
| G          | 11             | 20  | 9       | 17  | 20    | 37  | 3                 | 10  | 7       | 24  | 10    | 34 |
| VG         | 1              | 2   | 5       | 9   | 6     | 11  | 2                 | 7   | 7       | 24  | 9     | 31 |

  

| Evaluation | CLASSROOM SIZE |    |     |    |     |    |
|------------|----------------|----|-----|----|-----|----|
|            | No.            | %  | No. | %  | No. | %  |
| VP         | 0              | 0  | 1   | 2  | 1   | 2  |
| P          | 1              | 2  | 5   | 9  | 6   | 11 |
| F          | 6              | 11 | 7   | 13 | 13  | 24 |
| G          | 10             | 19 | 17  | 31 | 27  | 50 |
| VG         | 1              | 2  | 6   | 11 | 7   | 13 |

  

| Evaluation | CLASSROOM EQUIPMENT |    |     |    |     |    |
|------------|---------------------|----|-----|----|-----|----|
|            | No.                 | %  | No. | %  | No. | %  |
| VP         | 1                   | 2  | 2   | 4  | 3   | 6  |
| P          | 1                   | 2  | 3   | 6  | 4   | 7  |
| F          | 8                   | 15 | 9   | 17 | 17  | 31 |
| G          | 8                   | 15 | 20  | 37 | 28  | 52 |
| VG         | 0                   | 0  | 2   | 4  | 2   | 4  |

Three considerations (classroom appearance, classroom size, and classroom equipment) are presented in Table 28 as they are all concerned with the classroom. Each consideration will be discussed separately first, and then they will be compared. In regard to classroom appearance, 10% of the teachers indicated a "Poor" or "Very Poor" rating for this consideration in Coles County. Twenty-three teachers (43%) used the "Fair" rating, twenty (37%) circled "Good", and the remaining six teachers (11%) gave a "Very Good" evaluation. Forty-eight percent of the teachers gave appearance a better than "Fair" rating. In evaluating their new positions, none of the teachers gave a "Very Poor" rating

and only 3% gave a "Poor" rating. The remaining 96% of the teachers were split nearly evenly among "Fair", "Good", and "Very Good" ratings. In regard to Coles County, 48% of the teachers used "Good" or "Very Good" ratings and 65% used these ratings in regard to their new position.

Next, classroom size will be considered. Teachers evaluations of both positions vary only slightly in regard to this consideration. There were 3% fewer ratings of less than "Fair" in regard to the present position than there were for Coles County, 7% more "Fair" ratings and 5% fewer "Good" or "Very Good" ratings. Teachers responses indicate greater satisfaction with classroom size in Coles County than in the new position.

The third consideration in this table is classroom equipment. Proportionally, there were twice as many teachers who gave "Very Poor" ratings for Coles County as there were for the present position. In addition, there were 7% more "Poor" ratings and 14% fewer "Fair" ratings for the new position. While over half of the teachers (52%) gave equipment a "Good" rating in Coles County, 38% of the teachers used this rating in regard to their present positions. The major difference is that only 4% of the teachers used a "Very Good" rating for Coles County while 28% indicated that evaluation of their present positions. However, this may be somewhat misleading as the difference between the sum of "Good" and "Very Good" ratings in both positions is just 10% in favor of the present position. Also, it might be noted that there are fewer less than "Fair" ratings for Coles County.

Looking at the whole picture, teachers indicated a greater satisfaction with classroom appearance in their new position. Classroom size was given a higher rating by teachers in regard to their Coles County positions and classroom equipment was rated about equally in each position with Coles County holding a slight edge.

Table 29 contains teachers' evaluation of arrangements for teaching music, art, and physical education in their Coles County positions as well as their present positions. In regard to music, seventeen teachers (32%) gave "Good" or "Very Good" ratings and twenty-one teachers (39%) indicated a "Fair" evaluation. Of the remaining sixteen, fifteen teachers (28%) used either a "Poor" or "Very Poor" rating, and one woman did not answer the question. The majority of the teachers (67%) gave "Fair" or "Good" as their evaluation for this consideration. Proportionally, 11% fewer teachers gave a less than "Fair" rating in regard to arrangements for teaching music in their present position, and only 3% used "Fair". Seventy-two percent of those still teaching (24% "G" and 48% "VG") indicated better than "Fair" ratings for arrangements for teaching music in their present position. In other words, proportionally, 40% more teachers gave these ratings to their present positions than to their Coles County positions.

The second consideration is that of arrangements for teaching art. None of the teachers rated the situation in regard to this subject as "Very Good" in Coles County. Ten teachers (19%) did use a "Good" rating and nineteen teachers (35%)

Table 29

**Teachers' Evaluation Of Arrangements For  
Teaching Music, Art, And Physical Education  
In Coles County Positions And Present Positions**

|            | Coles Position                               |    |         |    |       |    | Present Position |    |         |    |       |    |
|------------|--|----|---------|----|-------|----|------------------|----|---------|----|-------|----|
|            | ARRANGEMENTS FOR TEACHING MUSIC              |    |         |    |       |    |                  |    |         |    |       |    |
| Evaluation | Males  |    | Females |    | Total |    | Males            |    | Females |    | Total |    |
|            | No.  | %  | No.     | %  | No.   | %  | No.              | %  | No.     | %  | No.   | %  |
| VP         | 2  | 4  | 4       | 7  | 6     | 11 | 1                | 3  | 1       | 3  | 2     | 7  |
| P          | 3  | 6  | 6       | 11 | 9     | 17 | 1                | 3  | 2       | 7  | 3     | 10 |
| F          | 9  | 17 | 12      | 22 | 21    | 39 | 1                | 3  | 0       | 0  | 1     | 3  |
| G          | 4  | 7  | 11      | 20 | 15    | 28 | 2                | 7  | 5       | 17 | 7     | 24 |
| VG         | 0  | 0  | 2       | 4  | 2     | 4  | 4                | 14 | 10      | 34 | 14    | 48 |
| No. Resp.  | 0  | 0  | 1       | 2  | 1     | 2  | 1                | 3  | 1       | 3  | 2     | 7  |
|            | ARRANGEMENTS FOR TEACHING ART                |    |         |    |       |    |                  |    |         |    |       |    |
| VP         | 2  | 4  | 6       | 11 | 8     | 15 | 1                | 3  | 0       | 0  | 1     | 3  |
| P          | 6  | 11 | 10      | 19 | 16    | 30 | 1                | 3  | 3       | 10 | 4     | 14 |
| F          | 7  | 13 | 12      | 22 | 19    | 35 | 2                | 7  | 2       | 7  | 4     | 14 |
| G          | 3  | 6  | 7       | 13 | 10    | 19 | 1                | 3  | 8       | 28 | 9     | 31 |
| VG         | 0  | 0  | 0       | 0  | 0     | 0  | 4                | 14 | 6       | 21 | 10    | 34 |
| No. Resp.  | 0  | 0  | 1       | 2  | 1     | 2  | 1                | 3  | 0       | 0  | 1     | 3  |
|            | ARRANGEMENTS FOR TEACHING PHYSICAL EDUCATION |    |         |    |       |    |                  |    |         |    |       |    |
| VP         | 0  | 0  | 4       | 7  | 4     | 7  | 0                | 0  | 1       | 3  | 1     | 3  |
| P          | 4  | 7  | 12      | 22 | 16    | 30 | 0                | 0  | 2       | 7  | 2     | 7  |
| F          | 6  | 11 | 10      | 19 | 16    | 30 | 0                | 0  | 3       | 10 | 3     | 10 |
| G          | 8  | 15 | 10      | 19 | 18    | 33 | 4                | 14 | 8       | 28 | 12    | 41 |
| VG         | 0  | 0  | 0       | 0  | 0     | 0  | 5                | 17 | 5       | 17 | 10    | 34 |
| No Resp.   | 0  | 0  | 0       | 0  | 0     | 0  | 1                | 3  | 0       | 0  | 1     | 3  |

indicated a "Fair" evaluation. Forty-five percent of the teachers (15% "VP" and 30% "P") gave this consideration a less than "Fair" rating in Coles County. For their present positions, teachers gave 31% of their ratings as less than "Good" as opposed to 80% less than "Good" for Coles County. Proportionally, there were 46% more ratings above "Fair" for the present positions than for the Coles County positions.

The third consideration presented in Table 29, which will now be considered, is arrangements for teaching physical

education. Twenty teachers (37%) gave a less than "Fair" evaluation of this consideration for Coles County. Of the remaining 63%, sixteen teachers (30%) indicated a "Fair" evaluation, and the rest (18 teachers or 33%) circled "Good". Proportionally, only 10% of the teachers (27% fewer than for Coles County) gave less than "Fair" ratings for this subject in their present position, and another 10% indicated a "Fair" rating. Seventy-five percent of the teachers (proportionally, 42% more than for the Coles County positions) gave a better than "Fair" rating for this consideration in their present positions.

The data in Table 29 shows that teachers are considerably more satisfied with the arrangements for teaching these subjects in their present positions than they were in Coles County.

Table 30

Teachers' Evaluation Of Noon-Hour Situations In  
Coles County Positions And Present Positions

| Evaluation | Coles Position |    |         |    |       |    | Present Position |    |         |    |       |    |
|------------|----------------|----|---------|----|-------|----|------------------|----|---------|----|-------|----|
|            | Males          |    | Females |    | Total |    | Males            |    | Females |    | Total |    |
|            | No.            | %  | No.     | %  | No.   | %  | No.              | %  | No.     | %  | No.   | %  |
| VP         | 1              | 2  | 2       | 4  | 3     | 6  | 1                | 3  | 0       | 0  | 1     | 3  |
| P          | 2              | 4  | 1       | 2  | 3     | 6  | 2                | 7  | 1       | 3  | 3     | 10 |
| F          | 7              | 13 | 8       | 15 | 15    | 28 | 2                | 7  | 8       | 28 | 10    | 34 |
| G          | 4              | 7  | 14      | 26 | 18    | 33 | 3                | 10 | 2       | 7  | 5     | 17 |
| VG         | 3              | 6  | 11      | 20 | 14    | 26 | 2                | 7  | 8       | 28 | 10    | 34 |
| No Resp.   | 1              | 2  | 0       | 0  | 1     | 2  | 0                | 0  | 0       | 0  | 0     | 0  |

The noon-hour situation is the subject considered in Table 30. Teachers' evaluations of their noon-hour situations in Coles County and their present positions will be discussed and compared in the following paragraphs.



In regard to Coles County, 12% of the teachers used a less than "Fair" ratings, and 28% gave a "Fair" evaluation. Of the better than "Fair" ratings, 33% of the teachers indicated "Good," and 26% indicated "Very Good" ratings. One man (2%) did not respond to the question. This information shows that 12% of the teachers gave less than "Fair" ratings while 59% gave better than "Fair" ratings.

Teachers' evaluations of their noon-hour situations in regard to their present positions showed a proportional increase of 1% more "Poor" and "Very Poor" ratings and 6% more "Fair" responses. However, there were 16% fewer "Good" responses and 8% more "Very Good" responses for their present positions. This shows that there were proportionally 8% more teachers who gave a better than "Fair" evaluation of their Coles County position than for their present position. In other words, more teachers were better satisfied with the noon-hour situations in Coles County than in their present positions. It might be noted that 59% of the teachers gave a better than "Fair" rating for this consideration in Coles County, and 58% of those who had noon-hour duty in Coles County were paid extra.

Table 31

Teachers' Evaluation Of Discipline In Their Class And Building  
In Coles County Positions And Present Positions

| Evaluation | Coles Position      |     |         |     |       |     | Present Position |     |         |     |       |    |
|------------|---------------------|-----|---------|-----|-------|-----|------------------|-----|---------|-----|-------|----|
|            | DISCIPLINE IN CLASS |     |         |     |       |     |                  |     |         |     |       |    |
|            | Males               |     | Females |     | Total |     | Males            |     | Females |     | Total |    |
| No.        | %                   | No. | %       | No. | %     | No. | %                | No. | %       | No. | %     |    |
| VP         | 0                   | 0   | 0       | 0   | 0     | 0   | 1                | 3   | 0       | 0   | 1     | 3  |
| P          | 1                   | 2   | 1       | 2   | 2     | 4   | 0                | 0   | 0       | 0   | 0     | 0  |
| F          | 1                   | 2   | 0       | 0   | 1     | 2   | 1                | 3   | 4       | 14  | 5     | 17 |
| G          | 12                  | 22  | 24      | 44  | 36    | 67  | 6                | 21  | 9       | 31  | 15    | 52 |
| VG         | 4                   | 7   | 11      | 20  | 15    | 28  | 2                | 7   | 6       | 21  | 8     | 28 |

  

| Evaluation | DISCIPLINE IN BUILDING |    |         |    |       |    |       |    |         |    |       |    |
|------------|------------------------|----|---------|----|-------|----|-------|----|---------|----|-------|----|
|            | Males                  |    | Females |    | Total |    | Males |    | Females |    | Total |    |
|            | No.                    | %  | No.     | %  | No.   | %  | No.   | %  | No.     | %  | No.   | %  |
| VP         | 0                      | 0  | 0       | 0  | 0     | 0  | 1     | 3  | 0       | 0  | 1     | 3  |
| P          | 2                      | 4  | 1       | 2  | 3     | 6  | 0     | 0  | 1       | 3  | 1     | 3  |
| F          | 4                      | 7  | 6       | 11 | 10    | 19 | 6     | 21 | 4       | 14 | 10    | 34 |
| G          | 8                      | 15 | 22      | 41 | 30    | 56 | 3     | 10 | 13      | 45 | 16    | 55 |
| VG         | 4                      | 7  | 7       | 13 | 11    | 20 | 0     | 0  | 1       | 3  | 1     | 3  |

Table 31 presents information concerning teachers' evaluation of discipline in their class and their building. In regard to class discipline, only 6% of the teachers used a rating of less than "Good" for Coles County, and none of the teachers indicated a "Very Poor" rating. Of the remaining 95%, 67% of the teachers circled "Good" and 28% circled "Very Good".

So far as class discipline in their present positions is concerned, proportionally, there was a 1% decrease in less than "Fair" ratings but all of those were "Very Poor". There was a 15% increase in "Fair" ratings and an equal decrease in "Good" and "Very Good" ratings. On the basis of this information, teachers were a little more satisfied with class discipline in Coles County than in their present positions.

The second part of Table 31 is concerned with discipline in the building. In regard to Coles County, 6% of the teachers

indicated a less than "Fair" rating, none of which were "Very Poor". Of the teachers, 19% circled "Fair" while 56% circled "Good", and the remaining 20% circled "Very Good". The greatest portion of the teachers (76%) gave a "Good" or "Very Good" rating to building discipline in Coles County.

Building discipline in their present positions was generally given a lower rating. Proportionally, the same number of teachers (6%) gave less than "Fair" ratings. However, half of the 6% were "Very Poor" while there were no "Very Poor" ratings given to Coles County. Teachers' gave 15% more "Fair" ratings and 18% fewer "Good" and "Very Good" ratings to their present positions. Overall, there were proportionally 18% fewer "Good" and "Very Good" ratings given for building discipline in regard to the teachers' present positions. Therefore, this table shows that the teachers were less satisfied with building discipline in their present positions.

Teachers were less satisfied with both class and building discipline in their present positions than they were in Coles County. However, the greater difference in satisfaction between the two positions was with building discipline. Teachers were considerably more satisfied with building discipline in Coles County.

Table 32

Teachers' Evaluation Of the Principals' Helping With Teaching Problems

| Evaluation | Coles Position |         |             |           | Present Position |         |           |         |             |           |           |         |
|------------|----------------|---------|-------------|-----------|------------------|---------|-----------|---------|-------------|-----------|-----------|---------|
|            | Males No.      | Males % | Females No. | Females % | Total No.        | Total % | Males No. | Males % | Females No. | Females % | Total No. | Total % |
| VP         | 1              | 2       | 1           | 2         | 2                | 4       | 1         | 3       | 1           | 3         | 2         | 7       |
| P          | 4              | 7       | 4           | 7         | 8                | 15      | 1         | 3       | 1           | 3         | 2         | 7       |
| F          | 2              | 4       | 5           | 9         | 7                | 13      | 3         | 10      | 4           | 14        | 7         | 24      |
| G          | 8              | 15      | 15          | 28        | 23               | 43      | 4         | 14      | 7           | 24        | 11        | 38      |
| VG         | 3              | 6       | 10          | 19        | 13               | 24      | 1         | 3       | 6           | 21        | 7         | 24      |
| No Resp.   | 0              | 0       | 1           | 2         | 1                | 2       | 0         | 0       | 0           | 0         | 0         | 0       |

The data concerning the teachers' evaluation of the principals' helping with teaching problems is contained in Table 32. Proportionally, there were 5% more teachers who indicated a less than "Fair" rating for Coles County positions than for present positions, and there were 11% more "Fair" ratings given for present positions than for Coles County positions. Coles County positions were given 5% more "Good" ratings than present positions, and each position received the same proportion of "Very Good" ratings. Actually, this table indicates little difference in the teachers' satisfaction with the principals' helping with teaching problems in either position.

Table 33

Teachers' Evaluation Of The Principals' Helping With Discipline Problems

| Evaluation | Coles Position |         |             |           | Present Position |         |           |         |             |           |           |         |
|------------|----------------|---------|-------------|-----------|------------------|---------|-----------|---------|-------------|-----------|-----------|---------|
|            | Males No.      | Males % | Females No. | Females % | Total No.        | Total % | Males No. | Males % | Females No. | Females % | Total No. | Total % |
| VP         | 1              | 2       | 2           | 4         | 3                | 6       | 1         | 3       | 1           | 3         | 2         | 7       |
| P          | 2              | 4       | 2           | 4         | 4                | 7       | 1         | 3       | 1           | 3         | 2         | 7       |
| F          | 3              | 6       | 7           | 13        | 10               | 19      | 5         | 17      | 4           | 14        | 9         | 31      |
| G          | 8              | 15      | 14          | 26        | 22               | 41      | 3         | 10      | 6           | 21        | 9         | 31      |
| VG         | 4              | 7       | 10          | 19        | 14               | 26      | 0         | 0       | 7           | 24        | 7         | 24      |
| No. Resp.  | 0              | 0       | 1           | 2         | 1                | 2       | 0         | 0       | 0           | 0         | 0         | 0       |

How did the teachers' evaluate their principal in regard to his helping with discipline problems Table 33 shows no significant difference in the number of "Poor" or "Very Poor" ratings given to either the Coles County or present positions. However, teachers gave proportionally 12% more "Fair" evaluations to their present positions than to their Coles County positions and 12% fewer "Good" and "Very Good" ratings. This indicates that the teachers were more satisfied with their principals' help with discipline problems in Coles County than they are in their present positions.

Table 34

Teachers' Evaluation Of The Principals' Observing And Evaluating Their Teaching

| Evaluation | Coles Position |         |             |           | Present Position |         |           |         |             |           |           |         |
|------------|----------------|---------|-------------|-----------|------------------|---------|-----------|---------|-------------|-----------|-----------|---------|
|            | Males No.      | Males % | Females No. | Females % | Total No.        | Total % | Males No. | Males % | Females No. | Females % | Total No. | Total % |
| VP         | 0              | 0       | 0           | 0         | 0                | 0       | 2         | 7       | 1           | 3         | 3         | 10      |
| P          | 5              | 9       | 3           | 6         | 8                | 15      | 2         | 7       | 3           | 10        | 5         | 17      |
| F          | 5              | 9       | 7           | 13        | 12               | 22      | 1         | 3       | 4           | 14        | 5         | 17      |
| G          | 6              | 11      | 14          | 26        | 20               | 37      | 4         | 14      | 7           | 24        | 11        | 38      |
| VG         | 2              | 4       | 10          | 19        | 12               | 22      | 0         | 0       | 4           | 14        | 4         | 14      |
| No Resp.   | 0              | 0       | 2           | 4         | 2                | 4       | 1         | 3       | 0           | 0         | 1         | 3       |

The teachers' evaluation of the principals' observing and evaluating their teaching is presented in Table 34. For Coles County, none of the teachers indicated a "Very Poor" evaluation for this particular consideration. However, there were 15% of the teachers who used a "Poor" rating and 22% who used "Fair". Over half of the teachers (59%) used "Good" and "Very Good" ratings. How do these ratings for Coles County positions compare with these for present positions

Of those still teaching, 10% gave a "Very Poor"

evaluation of their principals' observing and evaluating their teaching and an additional 17% gave "Poor" ratings. "Fair" ratings were also given by 17% of the teachers. Proportionally, there were 12% more ratings of less than "Fair" given for present positions and 5% fewer "Fair" ratings. While 52% of the teachers gave "Good" and "Very Good" ratings to their present positions, there were 7% fewer such ratings for present positions than for Coles County positions. Therefore, according to the information in Table 34, teachers were more satisfied with this consideration in Coles County than they are in their present positions.

Table 35

Teachers' Evaluation Of The Principals' Seeking Their  
Opinions On School Policy

| Evaluation | Coles Position |    |     |    |                | Present Position |   |     |   |                |   |    |
|------------|----------------|----|-----|----|----------------|------------------|---|-----|---|----------------|---|----|
|            | No.            | %  | No. | %  | Total<br>No. % | No.              | % | No. | % | Total<br>No. % |   |    |
| VP         | 1              | 2  | 3   | 6  | 4              | 7                | 2 | 7   | 1 | 3              | 3 | 10 |
| P          | 4              | 7  | 3   | 6  | 7              | 13               | 3 | 10  | 2 | 7              | 5 | 17 |
| F          | 4              | 7  | 11  | 20 | 15             | 28               | 2 | 7   | 6 | 21             | 8 | 28 |
| G          | 7              | 13 | 15  | 28 | 22             | 41               | 1 | 3   | 5 | 17             | 6 | 21 |
| VG         | 2              | 4  | 2   | 4  | 4              | 7                | 1 | 3   | 5 | 17             | 6 | 21 |
| No Resp.   | 0              | 0  | 2   | 4  | 2              | 4                | 0 | 0   | 0 | 0              | 0 | 0  |

To what extent were the teachers satisfied with the principals' efforts to secure their opinions on school policy. The teachers' evaluation of this consideration is contained in Table 35. One fifth of the teachers gave Coles County a "Poor" or "Very Poor" rating for this consideration and 28% indicated a "Fair" evaluation. Nearly half of the teachers (48%) gave better than "Fair" evaluations but only 7% used "Very Good" ratings.

In regard to their present position, there were, proportionally, 7% more ratings of "Poor" and "Very Poor" and the same percentage of "Fair" responses. Although there were 20% fewer "Good" ratings, there were 14% more "Very Good" ratings.

Where 82% of the teachers gave "Poor", "Fair" or "Good" ratings for their Coles County positions, only 67% of the teachers gave the same ratings for their present positions. The same number of teachers used "Very Poor" ratings as used "Very Good" ratings for Coles County while over twice as many teachers used "Very Good" ratings as used "Very Poor" ratings for their present positions. Nevertheless, looking at the whole picture, more teachers were better satisfied with this consideration in Coles County than in their present positions.

Table 36

Teachers' Evaluation Of The Principals' Delegating Extra Duties To Them

| Evaluation | Coles Position |         |             |           |             | Present Position |         |             |           |             |
|------------|----------------|---------|-------------|-----------|-------------|------------------|---------|-------------|-----------|-------------|
|            | Males No.      | Males % | Females No. | Females % | Total No. % | Males No.        | Males % | Females No. | Females % | Total No. % |
| VP         | 0              | 0       | 1           | 2         | 1 2         | 0                | 0       | 1           | 3         | 1 3         |
| P          | 1              | 2       | 1           | 2         | 2 4         | 1                | 3       | 1           | 3         | 2 7         |
| F          | 4              | 7       | 8           | 15        | 12 22       | 4                | 14      | 6           | 21        | 10 34       |
| G          | 9              | 17      | 19          | 35        | 28 52       | 4                | 14      | 9           | 31        | 13 45       |
| VG         | 3              | 6       | 6           | 11        | 9 17        | 1                | 3       | 2           | 7         | 3 10        |
| No Resp.   | 1              | 2       | 1           | 2         | 2 4         | 0                | 0       | 0           | 0         | 0 0         |

Table 36 presents data concerning teachers' evaluation of the principals' delegating extra duties to them. Only 6% of the teachers gave Coles County a rating of less than "Fair" for this consideration. Twelve teachers (22%) used a "Fair" rating, and thirty-seven teachers (69%) gave ratings of better than

"Fair". Two teachers did not respond to the question. Proportionally, there were 4% more teachers who gave "Poor" and "Very Poor" ratings for this consideration in their present positions and 12% more gave "Fair" ratings. However, there were 14% fewer teachers who gave "Good" and "Very Good" ratings. Table 36 shows that more teachers were better satisfied with the principals' delegation of extra duties in Coles County than they were in their present positions.

Table 37

Teachers' Evaluation Of Their Coles County  
Position And Present Position

| Evaluation | Coles Position |    |         |    | Present Position |    |       |    |         |    |       |    |
|------------|----------------|----|---------|----|------------------|----|-------|----|---------|----|-------|----|
|            | Males          |    | Females |    | Total            |    | Males |    | Females |    | Total |    |
|            | No.            | %  | No.     | %  | No.              | %  | No.   | %  | No.     | %  | No.   | %  |
| VP         | 1              | 2  | 1       | 2  | 2                | 4  | 2     | 7  | 0       | 0  | 2     | 7  |
| P          | 0              | 0  | 1       | 2  | 1                | 2  | 0     | 0  | 1       | 3  | 1     | 3  |
| F          | 7              | 13 | 6       | 11 | 13               | 24 | 1     | 3  | 3       | 10 | 4     | 14 |
| G          | 7              | 13 | 19      | 35 | 26               | 48 | 3     | 10 | 6       | 21 | 9     | 31 |
| VG         | 3              | 6  | 7       | 13 | 10               | 19 | 4     | 14 | 8       | 28 | 12    | 41 |
| No Resp.   | 0              | 0  | 2       | 4  | 2                | 4  | 0     | 0  | 1       | 3  | 1     | 3  |

How did the teachers evaluate their Coles County positions as compared with their present positions? Table 37 indicates that only 6% of the teachers gave their Coles County positions a rating of less than "Fair" while 10% of those still teaching gave their present positions a less than "Fair" rating. Proportionally, there were 10% more "Fair" ratings given to Coles County than to present positions. However, where 6% of the teachers gave better than "Fair" ratings to Coles County, 72% of the teachers still teaching gave better than "Fair" ratings to their present positions. Proportionally, there were over twice as many teachers (41%) who gave "Very Good" ratings to



their present positions as there were who gave the same rating to their Coles County positions (19%). This table tends to indicate that more teachers are better satisfied with their present position than they were with their Coles County position. However, it might be pointed out that this information does not show a clear preference of teachers for their present positions over those held in Coles County.

#### Teachers' Comments

Some insight into the teachers' feelings about their teaching experience and education in general may be derived from the following comments which they made at the end of the questionnaire. Their comments follow and are presented without alteration.

"I have pleasant memories of my teaching experience in Mattoon. I had to resign when we moved but do have a desire to return there."

"I was pregnant. I believe I should not work while my children are of pre-school age."

"The time I spent in Coles County was very beneficial. Miss Betty Cole, the principal under whom I taught, deserves a great deal of credit for my success in the education field."

"For a better salary than I was making in teaching, plus the fact Mattoon didn't seem to be 'moving' toward a better salary and working conditions."

"I am leaving the field of education after this year due to the quality of teaching and the atmosphere in general of education. There is a better future in business. There

doesn't seem to be enough concern from the general public concerning education."

"It was a desirable place to teach and I would have remained if my husband had found employment there."

"I'm no longer teaching but am a counselor at Charleston High School. I left elementary teaching because I had training in guidance and wanted to see if I liked the work. I loved teaching but enjoy the more flexible hours of a counselor. Also, I do not have to spend all those evening hours in class preparation."

"I'm presently teaching in a demonstration center which is in direct contrast to my first job in morale, equipment, and every other way."

"I was getting married and found a position closer to where I was going to live and at a higher salary."

"I left my Coles County position because my husband's job dictated our location. I was only in my first year of teaching and did not leave because of the school system's inadequacy!"

"I had the pleasure of teaching in one of Greeley's new schools this year. The physical plan can't be compared to the old building at Oakland (Grade)."

"My impression of Coles County Schools concerning salary and teacher turnover is that they feel they can always replace you. Eastern is full of students who have a husband or wife finishing work, and the other will take a teaching position close at hand whatever the conditions."

"I have been looking for a school system that I feel is fit to send my own child to. As yet I haven't found it."

"My general opinion concerning teachers leaving the profession is that they can't make enough money to support their families (especially men-teachers) and in teaching, it seems that we have lost status with the public. I'm proud to be a teacher and I love children but I feel the impact of lots of training and too little income."

"Now being treated as a professional person, not as a public servant (by the school board)."

## CHAPTER IV

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

This study attempted to determine whether or not there was a high turnover in Coles County and the causes of the turnover that did occur.

Specifically, consideration was given to such questions as the following:

1. What is the percentage of teacher turnover in the county
2. What reasons do teachers give for leaving their Coles County position
3. To what extent are teachers qualified according to the amount of education that they have
4. Are teachers satisfied with their extra-curricular duty load
5. How do teachers feel about the size of their classes
6. Are administrators a cause of turnover
7. How do teachers' evaluate certain considerations, such as salary, noon-hour duty, and discipline, in their past Coles County positions and their present positions, if still teaching

The study was limited to those full time classroom teachers who left the Coles County public elementary schools of Illinois during a five year period from the 1959-60 school year through the 1963-64 school year. It did not include any of those teachers who taught such special subjects as music, art, speech

correction, or physical education. Sixty-one of the eighty-nine teachers (68.54%) to whom questionnaires were sent returned the questionnaire, and fifty-four (60.67%) were usable.

From literature and related research, what seemed to be the basic causes of teacher turnover were determined. It was hypothesized that (1) low salaries, (2) unsatisfactory working conditions, (3) adjustment to a new situation, and (4) poor educational administration were basic causes.

Since the average annual turnover of teachers in the nation is in excess of 10%, the average annual Coles County turnover, for the period considered, of 12.14% is not exceptionally high. However, eighty-four of the turnovers occurred in the Mattoon district which was 84.84% of all the turnover in the county. Furthermore, the average annual turnover for Mattoon of 16.18% would be considered high when compared to the national average. Due to the fact that most of the turnovers occurred in Mattoon, the information secured by the questionnaire was most indicative of the situation in Mattoon and not so indicative of the situation in the rest of the county. Therefore, the information that was secured should be of greatest value to the Mattoon district.

Nearly two-thirds of the teachers (66%) were under forty years of age at the time that the survey was made. Almost half of the teachers (44%) were under thirty years of age. All of the teachers would have been one to five years younger at the time they left their Coles County position.

Of those who returned the questionnaire, thirty-four

teachers (63%) left their Coles County positions at the end of the 1962-63 or 1963-64 school year. Forty teachers (74%) have had less than eleven years of teaching or educational experience, and twenty-four teachers (44%) have had less than six years of experience. The remaining teachers all had over fifteen years of experience.

Men had more education than women, but 87% of all the teachers had a Bachelor's degree. All but six teachers (11%) held an elementary certificate. Three men (one-sixth of all the men) and one woman held secondary certificates.

Forty-three of the teachers (80%) received a degree within the last ten years, and twenty-eight teachers (52%) received a degree within the last five years. Of the remaining 20%, 13% of the teachers did not have a degree or did not answer the question, and the final 7% received their degrees before 1955.

Over half of the teachers (52%) have done some work beyond their last degree, and ten teachers (19%) have done between one-half and one full year's work; sixteen teachers (30%) have done one-half year's work or less but have done some work. Two teachers (4%) have done a full year or more of work, and twenty-six teachers (48%) did not indicate doing any work beyond their last degree. A little over one-fourth of the 48% (13%) did not hold a degree. Of all the men, 72% have done graduate work while only 42% of the women indicated such study beyond their last degree. Almost as many teachers (23) continued to do graduate study after leaving their Coles County positions as did (28) graduate study while holding their Coles County positions.

A little over one-tenth (13%) of the teachers had taught only in a Coles County school system, and 39% had taught in two different school systems which may or may not have been in Coles County. Another 22% of the teachers had taught in more than three different school systems.

Fourteen men (78% of the men) taught five or fewer years in Coles County. Twenty-four women (67% of all women) also taught five or fewer years in Coles County. As can be seen, thirty-eight teachers (70%) taught five or fewer years in their Coles County positions.

Looking at Tables 5, 13, and 14 (all of which pertain to salary), it may be seen that of the whole group, forty-three of fifty-four teachers (80%) made less than \$6,000 annually in Coles County. Presently, eight out of eighteen men are earning \$7,500 or more and only four men earn less than \$6,000 (one is retired). None of the men now earn less than \$5,000 annually. The women's salaries improved but not nearly so much as the men's. Presently, twenty-nine teachers (54%) earn less than \$6,000 annually, and eleven of them (20%) are retired or unemployed. This indicates that twenty-six per cent of the teachers improved their salaries, but most of the improvement was made by the men.

How did the Coles County salaries compare with the salaries of those still teaching? Twenty-nine of the fifty-four teachers (54%) were still teaching at the time of this survey. Of those still teaching, thirteen out of twenty-nine teachers (45%)

earned \$6,000 or over as compared to four out of fifty-four (7% of all the teachers) who earned as much while employed in Coles County. This is a considerable increase when it is considered that most of the increases occurred during an approximate two year period as indicated by the fact that sixty-three per cent of the respondents left their Coles County positions no more than two years prior to the time of this survey.

Thirty-three teachers (61%) stated that they received a raise upon accepting a new position, and eight teachers (15%) said that they did not. Of the remaining thirteen, eleven teachers became unemployed, and two did not answer the question.

Teachers evaluated certain considerations relative to their role as a teacher by selecting one of five possible ratings: (1) "Very Poor," (2) "Poor," (3) "Fair," (4) "Good," and (5) "Very Good." Teachers evaluated these considerations in regard to both their Coles County positions and their present positions, if still teaching. The teachers' evaluations will either be presented along with other pertinent information, or they may be presented separately. Since it is the goal of this study to determine the dissatisfaction of the teachers or their reasons for leaving their Coles County positions, only the ratings of "Very Poor" and "Poor" will be summarized.

In regard to salary, 4% of the teachers gave Coles County a "Very Poor" rating, and 22% gave "Poor" ratings. None of those who remained in teaching gave their present position a



"Very Poor" rating for salary, but 10% of them indicated a "Poor" rating.

Teachers were not held responsible for many administrative appointed extra-curricular duties. However, they spent a considerable amount of time doing self-appointed extra-curricular duties. In regard to Coles County, 2% of the teachers gave the consideration of extra-curricular duties a "Very Poor" rating, and 9% used a "Poor" rating. For their present position, none of the teachers used a "Very Poor" rating and only 3% used a "Poor" rating.

In Coles County, 87% of the teachers had from 21-32 pupils in their class, and 44% of the teachers had only 21-26 pupils. One teacher (2%) had less than twenty pupils, and six teachers (11%) had over thirty-two pupils. For Coles County, 4% of the teachers gave a "Very Poor" rating here and 9% used "Poor". Three per cent of those still teaching used a "Very Poor" rating for their present position, and 21% used a "Poor" rating.

The majority of the teachers (72% taught music, 89% taught art, and 98% taught physical education) taught all three special subjects. In regard to Coles County, 11% of the teachers gave a "Very Poor" rating for music and 17% used "Poor". For the Coles County art program 14% of the teachers gave a "Very Poor" rating and 36% used a "Poor" rating. For physical education, 7% of the teachers gave Coles County a "Very Poor" rating and 30% used "Poor". In regard to their present position, 7% of those still teaching gave the music program

a "Very Poor" rating and 10% used "Poor", 3% gave the art program a "Very Poor" rating and 14% used "Poor", and for the physical education program 37% of the teachers used "Very Poor" and 7% used "Poor".

Twenty-nine of the teachers (sixteen men or 87% of all the men and thirteen women or 36% of all the women) or 54% of all the teachers had noon-hour duty. Of the twenty-nine teachers who had noon-hour duty, 52% had duty every day; 24% of the teachers had duty every six to ten days. The remaining 24% of the teachers had duty assignment ranging from every other week to every five weeks. Nearly all of the men (90%) had noon-hour duty every day. The majority of the women had duty much less often. Fourteen men and three women (58% of those who had duty) were paid extra for noon-hour duty.

Nineteen of the teachers (66%) had twenty minutes or less for lunch when they had noon-hour duty, and four of the nineteen had only ten minutes or less. Of the remaining ten teachers, seven had from twenty-one to thirty minutes, and three had over thirty minutes for lunch. For Coles County positions, 6% of the teachers rated the noon-hour situation as "Very Poor" and another 4% used "Poor". For present positions, 3% of those still teaching gave a "Very Poor" rating for noon-hour situation and 10% used "Poor".

Half of the teachers had no free time excluding the noon-hour. Another 35% of the teachers had not more than twenty minutes of free time, 9% had 21-30 minutes and 4% had over thirty minutes in their Coles County positions.

In regard to teacher-principal relationships in Coles County over 70% of the teachers said that their principals helped with teaching and discipline problems and also observed and evaluated their teaching. Well over half of the teachers (65%) stated that the principal asked their opinions on school policy and 63% of the teachers said that their principal delegated extra duties to them. The teachers evaluated each of these considerations in their Coles County and present positions. In regard to the principals' helping with teaching problems, 4% of the teachers gave "Very Poor" and 15% gave "Poor" ratings to their Coles County positions while 7% of those still teaching gave their present positions a "Very Poor" rating and an equal number used a "Poor" rating. Concerning the principals' helping with discipline problems, Coles County received 6% "Very Poor" and 7% "Poor" ratings, and 7% of the teachers rated their present positions as "Very Poor" with another 7% giving a "Poor" rating. None of the teachers rated their Coles County positions in regard to the principal observing and evaluating their teaching as "Very Poor" but 15% used a "Poor" rating. For their present position, 10% of the teachers gave this consideration a "Very Poor" rating, and 17% gave a "Poor" rating. In Coles County, 7% of the teachers rated the principal's seeking teachers' opinions on school policy as "Very Poor," and another 13% gave "Poor" ratings. For their present positions, 10% of the teachers used "Very Poor" ratings and 17% used "Poor" ratings. In regard to Coles County, 2% of the teachers

rated the delegation of extra duties by their principals as "Very Poor" and 4% used a "Poor" rating. Teachers gave 3% "Very Poor" and 7% "Poor" ratings for this consideration in their present positions.

Five major reasons given by teachers for leaving their Coles County positions beginning with the most frequent were: (1) husband accepted a position elsewhere, (2) retirement, (3) marriage, (4) salary (salary would be the number one reason if it were counted every time it was given as a partial reason), and (5) pregnancy. Of these five reasons, all but salary were the most frequent reasons given by women. Only one woman used salary as a reason for leaving, and then it was only a partial reason. The two main reasons given by men were: (1) salary and (2) opportunity for advancement and more money. Thirteen men (72% of all the men) gave salary as the whole or partial reason for leaving their Coles County positions. Some other reasons given by one or two teachers for leaving Coles County were: (1) husband went to another university to continue study, (2) low salary and school board, (3) to move to California, (4) low salary and lack of parental support, (5) extra duties, fighting teachers, low pay and threat of oversize classes, and (6) to become a high school counselor.

In Coles County, 4% of the teachers rated the quantity of instructional materials as "Very Poor" and 15% gave "Poor" ratings. For their present positions, 3% of the teachers evaluated this consideration as "Very Poor," and 10% used

"Poor" ratings. In regard to the quality of instructional materials, 4% of the teachers rated their Coles County positions as "Very Poor" and 7% rated it "Poor." Present positions received 3% "Very Poor" and 14% "Poor" ratings.

One-tenth of the teachers rated classroom appearance as less than "Fair," 13% rated classroom size as less than "Fair," and 13% rated classroom equipment as less than "Fair" in their Coles County positions. Very few teachers (3%) rated classroom appearance as less than "Fair," 10% rated classroom size as less than "Fair," and 17% rated classroom equipment as less than "Fair" in their present position.

For discipline in the class, 4% of the teachers gave less than "Fair" ratings, and, for discipline in the building, 6% of the teachers gave less than "Fair" ratings for Coles County positions. Very few of those presently teaching (3%) rated class discipline as less than "Fair," and 6% rated building discipline in their present position as less than "Fair."

Teachers were asked to evaluate the whole position while employed in Coles County and where presently employed if they were still teaching. Only 4% of the teachers gave their Coles County positions a "Very Poor" rating, and 2% gave it a "Poor" rating. Nearly one-tenth of the teachers (7%) gave their present positions a "Very Poor" rating, and 3% gave it a "Poor" rating.

### Conclusions

Teacher turnover in Coles County is not very high, but the turnover rate in Mattoon is high. Therefore, the information

derived by this study should be reasonably valid for the Mattoon district.

Most of the teachers who left their Coles County positions were under forty years of age, and nearly half of the teachers were less than thirty years old. Also, most of those teachers who changed positions had been in educational positions for fewer than ten years. Finally, 70% of those who left had not taught more than five years in Coles County. This information tends to indicate that the type of person who changes positions is fairly young, has had only a few years of educational experience, and has not taught in once school system more than five years. This is also verified by the fact that most of the teachers had taught in at least two different school systems.

In regard to educational preparation, nearly all of the teachers who left their Coles County positions had at least a Bachelor's degree. Over half of the teachers had done graduate study beyond their last degree. This information indicates that those teachers who left were well prepared in their profession.

The survey information also points out that the teachers could make considerably more money elsewhere than Coles County. Over a fourth of the teachers indicated dissatisfaction with salary. Salary may be one of the keys to the reduction of turnover in Coles County.

It seems reasonable to assume, based on teachers' responses, that teachers were dissatisfied with extra-curricular duties

and class size, and that a considerable number were dissatisfied with the arrangements for teaching special subjects. Teachers were also faced with a full day of teaching with almost no free time.

Teachers indicated some dissatisfaction with their relationships with their principals. The principals evidently were not as helpful with teaching and discipline problems as teachers thought they should have been. They did not observe and evaluate the respondents' teaching as several felt he should, and they did not seek teachers' opinion on school policy to the extent that they might have. However, the principals must have done a good job of delegating extra duties as there was little complaint in that area.

It also seems reasonable to conclude that the majority of the reasons given by teachers for leaving their Coles County positions are not the type that can be eliminated by improving the school system. The reasons referred to are retirement, marriage, and pregnancy. It might be concluded, then, that most of the teachers did not leave their Coles County position due to some critical dissatisfaction but rather due to aspects of life beyond the control of the school.

However, teachers did indicate dissatisfaction that should not be ignored even though it may not be critical. Such things as the quantity and quality of instructional materials and the physical classroom could stand improvement.

In regard to the twenty considerations which teachers<sup>8</sup> were asked to evaluate for both their Coles County positions

and their present positions if they were still teaching, a greater proportion of the teachers were less satisfied with nine of the considerations (salary, extra-curricular duty load, quantity of instructional materials, classroom appearance, classroom size, teaching music, teaching art, teaching physical education, and the principals' help with teaching problems) in their Coles County positions than in their present positions. About an equal proportion of teachers showed dissatisfaction with five considerations (class size, noon-hour situation, class discipline, building discipline, and the principals' help with discipline problems) in both positions. A larger proportion of teachers showed more dissatisfaction with six considerations (quality of instructional materials, classroom equipment, principal observing and evaluating their teaching, principal seeking their opinion on school policy, principal delegating extra duties, and the whole position) in their present positions than in Coles County. Although some aspects of the teaching profession are more satisfactory in Coles County than elsewhere does not mean that no attempt at improvement should be made.

It might also be concluded that two of the causes, salary and poor educational administration, hypothesized to be basic causes of teacher turnover were at least partially applicable to Coles County while the other two, adjustment to a new situation and working conditions, were not concisely shown to be applicable in Coles County. This was probably due to the inadequacies of the survey instrument.



Recommendations

Based on the findings of this study and the knowledge acquired through its development and completion, it seems justifiable to recommend the following:

1. The administrators should make every effort to bring about an increase in the salary schedule.
2. Additional teachers should be added to the staff to reduce class size and to teach the special subjects (music, art, physical education).
3. The administrators might organize a special staff of non-teaching personnel who would handle noon-hour supervision.
4. The administrators and teachers should be involved in a new or improved public relations program to bring about improved parental support.

APPENDIX A  
COVER LETTER AND QUESTIONNAIRE

**EASTERN ILLINOIS UNIVERSITY**  
School of Elementary and Junior High School Teaching  
**CHARLESTON, ILLINOIS** 61920  
**Phone DI 5-2161**

HARRY J. MERIGIS  
Director

ROBERT SHADICK  
Assistant Director

DONALD GILL  
Principal, Laboratory School

April, 1965

TEACHER TURNOVER IN THE PUBLIC ELEMENTARY SCHOOLS  
OF COLES COUNTY ILLINOIS

Dear Teacher:

Teacher turnover is a local as well as a national problem. Why do some school systems annually lose so many teachers while others lose so few? A study on this topic is being conducted at Eastern in conjunction with the graduate program in educational administration. With your help, some of the answers may be found and favorable changes made.

The sample for this study includes all those full time classroom teachers who left the Coles County Illinois public elementary schools during a five year period from the 1959-60 school year through the 1963-64 school year. For the purpose of this study, the elementary school consists of grades one through six.

This questionnaire can be completed in a few minutes. Most questions can be completed with a single check or circle. Although the questionnaire is composed of three (3) sections, you may not need to answer all of them. Please read the directions with each section and then decide whether that section applies to you. It will be very helpful if you will complete and return the questionnaire as soon as possible. A self-addressed envelope has been enclosed for your convenience.

Your cooperation will be sincerely appreciated.

Gary L. Howrey  
Graduate Assistant  
Elementary Education

P.S. Any personal information acquired through this study will be kept confidential. The general information gained from the study will be made available to the school boards and administrators of the Coles County Elementary Schools.

SECTION I

General Information

Male \_\_\_ Female \_\_\_ Age \_\_\_ 2. Single \_\_\_ Married \_\_\_ Other \_\_\_\_\_

What is the highest degree that you hold?

B.S. \_\_\_ M.S. \_\_\_ Adv. Cert \_\_\_ Ph.D. \_\_\_ Other \_\_\_\_\_

What certificate(s) do you hold?

Elem. \_\_\_ Secondary \_\_\_ Special \_\_\_ Other \_\_\_\_\_

What is your present annual salary?

|                         |                       |                       |                       |
|-------------------------|-----------------------|-----------------------|-----------------------|
| Unemployed _____        | \$5,000-\$5,499 _____ | \$6,500-\$6,999 _____ | \$8,000-\$8,499 _____ |
| Less than \$4,500 _____ | 5,500- 5,999 _____    | 7,000- 7,499 _____    | 8,500- 8,999 _____    |
| \$4,500- 4,999 _____    | 6,000- 6,499 _____    | 7,500- 7,999 _____    | Over 8,999 _____      |

How long have you held your present position including the 1964-65 school year? \_\_\_ year

Total years spent in teaching or educational positions: \_\_\_ years

When was your last degree conferred? 19\_\_\_

How many hours of credit do you have beyond your last degree?

semester hours \_\_\_ or quarter hours \_\_\_

In how many different school systems have you taught (including this year if now teaching)? 1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_ More than 5 \_\_\_

SECTION II

THE QUESTIONS IN THIS SECTION REFER ONLY TO YOUR EXPERIENCE IN THE COLES COUNTY PUBLIC SCHOOL SYSTEM (CHARLESTON, MATTOON, OAKLAND, ETC.)

In what year were you last employed in Coles County?

1959-60 \_\_\_ 1960-61 \_\_\_ 1961-62 \_\_\_ 1962-63 \_\_\_ 1963-64 \_\_\_

How long did you teach there? \_\_\_ years

What was your salary when you left that position?

|                         |                       |                       |                       |
|-------------------------|-----------------------|-----------------------|-----------------------|
| Less than \$4,500 _____ | \$5,000-\$5,999 _____ | \$7,000-\$7,499 _____ | \$8,500-\$8,999 _____ |
| \$4,500- 4,999 _____    | 6,000- 6,499 _____    | 7,500- 7,999 _____    | Over 8,999 _____      |
| 5,000- 5,499 _____      | 6,500- 6,999 _____    | 8,000- 8,499 _____    |                       |

**SECTION II Cont'd:**

5. How much time did you have for lunch when you had noon-hour duty?  
 0-10 min. \_\_\_\_\_ 11-15 \_\_\_\_\_ 16-20 \_\_\_\_\_ 21-25 \_\_\_\_\_ 26-30 \_\_\_\_\_ Over 30 \_\_\_\_\_
6. How much free time (for preparation, coffee break, etc.) did you have during the class day, not including the noon hour?  
 0 \_\_\_\_\_ 1-10 \_\_\_\_\_ 11-20 \_\_\_\_\_ 21-30 \_\_\_\_\_ 31-40 \_\_\_\_\_ 41-50 \_\_\_\_\_ Over 50 \_\_\_\_\_
7. Did your principal help you with teaching problems? Yes \_\_\_\_\_ No \_\_\_\_\_
8. Did your principal help you with discipline problems? Yes \_\_\_\_\_ No \_\_\_\_\_
9. Did your principal observe and evaluate your teaching? Yes \_\_\_\_\_ No \_\_\_\_\_
10. Did your principal ask your opinion on school policy? Yes \_\_\_\_\_ No \_\_\_\_\_
11. Did your principal delegate extra duties to you? Yes \_\_\_\_\_ No \_\_\_\_\_
12. Why did you leave your Coles County position? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

As you think of your past position in Coles County circle (0) the number which indicates your evaluation of each of the following considerations:

- 1 - Very poor
- 2 - Poor
- 3 - Fair
- 4 - Good
- 5 - Very Good

|   | VP | P | F | G | VG |
|---|----|---|---|---|----|
| 13. Salary . . . . .  | 1  | 2 | 3 | 4 | 5  |
| 14. Extra-curricular duty load . . . . .                          | 1  | 2 | 3 | 4 | 5  |
| 15. Class size . . . . .  | 1  | 2 | 3 | 4 | 5  |
| 16. <u>Quantity</u> of instructional materials available. . . . . | 1  | 2 | 3 | 4 | 5  |
| 17. <u>Quality</u> of instructional materials available . . . . . | 1  | 2 | 3 | 4 | 5  |

SECTION III

IF YOU ARE NOT NOW TEACHING, YOU MAY OMIT THIS SECTION

As you think of your present position circle (0) the number which indicates your evaluation of each of the following considerations:

- 1. Very Poor
- 2. Poor
- 3. Fair
- 4. Good
- 5. Very Good

|   | VP | P | F | G | VG |
|---|----|---|---|---|----|
| 1. Salary. . . . .  | .1 | 2 | 3 | 4 | 5  |
| 2. Extra-Curricular duty load. . . . .                            | .1 | 2 | 3 | 4 | 5  |
| 3. Class size. . . . .  | .1 | 2 | 3 | 4 | 5  |
| 4. <u>Quantity</u> of instructional materials available . . . . . | .1 | 2 | 3 | 4 | 5  |
| 5. <u>Quality</u> of instructional materials available. . . . .   | .1 | 2 | 3 | 4 | 5  |
| 6. Classroom appearance. . . . .                                  | .1 | 2 | 3 | 4 | 5  |
| 7. Classroom size. . . . .  | .1 | 2 | 3 | 4 | 5  |
| 8. Classroom equipment . . . . .                                  | .1 | 2 | 3 | 4 | 5  |
| 9. Arrangements for teaching music . . . . .                      | .1 | 2 | 3 | 4 | 5  |
| 10. Arrangements for teaching art. . . . .                        | .1 | 2 | 3 | 4 | 5  |
| 1. Arrangements for teaching physical education. . . . .          | .1 | 2 | 3 | 4 | 5  |
| 2. Noon-hour situation . . . . .                                  | .1 | 2 | 3 | 4 | 5  |
| 3. Discipline in your class . . . . .                             | .1 | 2 | 3 | 4 | 5  |
| 4. Discipline in your building . . . . .                          | .1 | 2 | 3 | 4 | 5  |
| 5. Principal helping with teaching problems. . . . .              | .1 | 2 | 3 | 4 | 5  |
| 6. Principal helping with discipline problems. . . . .            | .1 | 2 | 3 | 4 | 5  |

**APPENDIX B**  
**FOLLOW-UP LETTER**

May 10, 1965

## YOUR OPINION IS IMPORTANT

WON'T YOU PLEASE TAKE THE TIME TO EXPRESS IT

Dear Teacher:

During the past few weeks, you should have received a questionnaire concerning teacher turnover in Coles County in grades one through six (1-6). Perhaps you have not had an opportunity to return it as yet. If you haven't, would you please do so at your earliest convenience

At the bottom of this letter are three statements. It would be very helpful if you would (✓) the statement which best fits you and return this letter to me in the stamped, self-addressed envelop provided.

Thank you,

Gary Howrey  
Graduate Assistant  
Elementary Education, EIU

1. I have misplaced the questionnaire, but I would return another copy that you might send. \_\_\_\_\_
  2. I did return the questionnaire. \_\_\_\_\_
  3. I did not return the questionnaire because I am still a full-time teacher in Coles County in one of grades 1-6. \_\_\_\_\_
  4. Other (please specify) \_\_\_\_\_
- 

MY NAME IS: \_\_\_\_\_



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