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11

WOMEN TEACHER TURNOVER PROBLEMS IN THE LUTHERAN SCHOOLS
OF THE NORTHWESTERN SECTOR OF THE UNITED STATES

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

In Partial Fulfillment
of the Requirements of the Degree
Master of Education

by
Fred H. Mantey
October 1966

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APPROVED FOR THE GRADUATE FACULTY

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CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS USED

A complex problem exists in the rotation of staff of Concordia Lutheran School where the principal observed a continual women teacher turnover. In an attempt to analyze this problem, he questioned other principals of the eight local area schools. Without exception, each administrator had been and was continuing to experience the same turnover difficulties.

A repeated question emerged from the conversations with these principals and the district educational secretary. "Does this same problem exist in all of the Lutheran schools of the Northwest?" This question stimulated the writer's interest in the research of this staffing problem. He hoped the results of this study might reveal some conditions and facts to substantiate his reports to the school board during the past several years concerning salary, housing, and other benefits for women teachers as being relevant to their short terms of service.

I. BACKGROUND AND IMPORTANCE OF THE STUDY

In his dual experiences, as school board secretary and as teacher-principal, this writer has been confronted with

various problems involving women teachers' contracts in Lutheran schools. As a layman on a Lutheran school board, he repeatedly observed adverse feelings among the women of the faculty because their salaries were below the average of the Lutheran system. The local school paid a lower wage for women than for male teachers and paid salaries for only a nine or a ten month contract to women teachers while men commonly had a twelve month continuous contract. Added to these inequalities, men were usually supplied housing or given a housing allowance on the same basis as the congregation's pastor while women were never given this same or similar benefit.

As a Lutheran principal, the writer experienced similar situations. Occasionally, his board members expressed the conviction that women cannot or will not give as much "total" service as men can or will give. By the same standard, the same congregation lacked personal interest in the welfare of the women beyond the remittance of salary. Seemingly, a definite inequality prevailed which would limit the longevity of women teachers.

The lack of the research of Lutheran schools in this problematic area afforded a challenge to scratch the surface for the factors to alleviate this personnel problem.

II. STATEMENT OF THE PROBLEM

Within the limits of this research, the writer wishes to establish the existence of the problem of women teacher turnover. If such a problem exists, he will suggest possible solutions. It is the researcher's desire to seek the limiting factors within the control of the school. The researcher will explore three possible factors thereby supplying Missouri Synod Lutheran schools several measures to influence the extension of service of their women teachers.

The following fundamental points form the nucleus of the hypothesis of this problem.

1. Women teachers in Lutheran schools are underpaid.
2. The absence of desirable working conditions for women prevails.
3. The absence of desirable working relationships exists.

These contributing factors of women teacher turnover may or may not be true but the writer shall attempt to clarify them by his research.

III. DEFINITION OF TERMS

The following terms are explained to avoid confusion

for the reader and are used for the purposes of this study only.

Christian day school, parochial school and Lutheran school. These terms are used synonymously as schools of the Lutheran Church-Missouri Synod since other Lutheran synods and other denominations also maintain school systems.

Office of the woman teacher. This office is known as the total relationship between the woman teacher and the school and congregation.

Turnover. This term is used to indicate the loss and subsequent replacement of teachers within a given school or district.

District educational secretary or district secretary. This person is comparable to the public school superintendent but this person serves in advisory and public relations capacities only.

IV. SCOPE OF THE STUDY

This study shall include all women teachers in the Lutheran schools of the following states: Alaska, Washington, Oregon, Northern California, Hawaii, Nevada, Utah, Idaho, and Montana. This approximates the accreditation area of the Northwest Association of Secondary and Higher

Schools. Otherwise, the Northwest, the California-Nevada, the Montana and the Utah portion of the Colorado District, which constitute districts of the Lutheran Church-Missouri Synod are included. At the time of this study, one hundred eighty-two women teachers were working in the Lutheran schools of this area. Detailed research procedures will be presented in Chapter III of this study.

CHAPTER II

REVIEW OF THE LITERATURE

Much has been written in regard to the turnover of teachers, dropouts from the profession, and the contributing factors; but only a brief summary of the work done on the problems concurrent or closely related to the one at hand will be given herein.

I. LITERATURE OF LUTHERAN SCHOOLS

Occasionally, the Lutheran Church-Missouri Synod publishes reports pertinent to this turnover survey. A facsimile of such a report shows the average salaries paid in 1960 to the women teachers of the four districts included in this study. The statistics applicable are indicated by an asterisk in Table I on the next page. As tabulated, the salary for women with free housing is higher on the average in the California-Nevada district than the salary paid to those who have no housing furnished. It is also worthy of note that neither the Montana nor the Northwest Districts' schools furnish housing for any of their women teachers. In each case, the districts pay women teachers less than men teachers but this may be due to the fact that many women may be part time teachers while very few

TABLE I

AVERAGE ANNUAL SALARIES PAID AS TABULATED
BY DISTRICTS - 1960

District	Men		Women	
	Free Housing	No Housing	Free Housing	No Housing
Atlantic	\$3645	\$4104	\$3128	\$3233
*California-Nevada	3838	4840	*3600	2998
Central	3658	4388	2360	3002
Central Illinois	3845	4067	2211	2533
*Colorado	3763	5403	*2228	2525
Eastern	3627	4597	2750	3027
English	3774	4609	-	2839
Florida-Georgia	4120	4360	2790	2771
Iowa East	2798	3836	2838	2388
Iowa West	3394	3115	2272	2087
Kansas	3732	3694	2255	2616
Michigan	2992	4629	2350	2742
Minnesota	3524	3800	2375	2383
*Montana	3880	-	* -	2287
North Dakota	3791	4100	-	2147
North Wisconsin	3611	3512	2410	2325
Northern Illinois	3900	4296	2547	2839
Northern Nebraska	3399	2720	2175	2257
*Northwest	3601	3932	* -	2537
Oklahoma	3343	-	2525	2502
South Dakota	3120	3225	2250	2365
South Wisconsin	3815	4336	2570	2699
South Eastern	3869	4180	2796	2995
Southern	3076	3899	2100	2737
Southern California	3992	4815	2162	3145
Southern Illinois	3766	3683	3540	2426
Southern Nebraska	3463	3600	2280	2322
Texas	3720	3865	2564	2564
Western	3766	4097	2315	2529
Totals	3733	4310	2714	2502

Fringe benefits, such as free utilities, travel allowance, conference expenses, summer study, etc., have been included in this tabulation.

* Districts included in this study

men serve in a part time capacity. This comparison would lower the average for women teachers.

In a synod wide survey, Dr. William A. Kramer, was concerned about a stable teaching force in Lutheran schools. He encouraged more married women to re-enter the profession to supply the necessary teachers in the schools and to increase the needed stability.

Dr. Kramer states in his impressions of his survey:

"Since high standards ordinarily attract recruits to a profession, there is a further likelihood that higher standards would prove a financial asset by providing a more stable teaching force and by increasing the number of married women who could return to teaching after rearing their children." (12:16)

He closed by saying:

". . . our women teachers are presently teaching satisfactorily. But we must meet the standards of the society of which we are a part." (12:17)

These standards not only include teaching ability but salary and working conditions as well.

II. LITERATURE OF PUBLIC SCHOOLS

According to various writers for public education, many factors are prevalent to limit tenure or cause turnover. In the area of stability of the teaching profession in general, a troubled note is sounded by a supervising principal in Pennsylvania:

". . . a sinister condition has entered the

picture. In increasing instances, it seems to me, teachers and other professional school employees have been subjected to political pressures by political groups within the school districts." (16:31)

When unqualified persons become school board members, they contribute to situations which result in pressures, administrative problems and teacher turnover. Finally, even fewer qualified individuals will consider becoming board members. Eventually, this creates a vicious cycle.

In a related way, Superintendent Kenneth H. McFarland of Rensselaer, New York said:

"The most important and at the same time the most shameful reason for the lack of good teachers who will remain in the profession is the disrespect in which the profession is held in the United States. If we want good teachers to remain in the profession, it must be lifted to a level of decent respect--- on a par with that afforded physicians and the clergy; pay must be commensurate with education and experience; living conditions must be improved and the right of a teacher as a human being must be admitted." (16:30-31)

On this same subject of stability, Superintendent Tom Hansen of Hobart, Oklahoma asserts:

"Here in Oklahoma, we are working toward the goal of placing all teachers on a twelve months' payroll. This will give some stability to the profession and increase summer study, thereby producing better prepared teachers." (16:31)

Apparently stability has been a factor among administrators for many years. Still the solution of the problem is not at hand nor clearly foreseeable.

In another facet of turnover, five hundred superin-

tendents were polled by an opinionnaire as to the reasons why teachers have been leaving the profession. Although only thirty-four per cent replied to the question asked, the listings in Table II show some distinctive points. These significances are given in two areas of this poll. The low salary opinion ranking first, would seem to indicate that the writer of this study may find the same problem confronting the constituents of his sampling. The write-in replies are relevant to the points of his questionnaire also.

The superintendents' poll is further substantiated by a poll of some six thousand elementary teachers of a selected group of the Los Angeles County School System involved in turnover. Number one on the list of reasons indicated 30 per cent accepted positions elsewhere in the profession. Of the total teaching staff, 19.3 per cent were involved in this group. (17:457). In other words, six out of every one hundred of the 1.3 million public school teachers in the United States during 1958 moved to another teaching job while eleven out of every one hundred left the profession entirely. (8)

In the June, 1963 issue of the Phi Delta Kappan, the editor indicates several startling conditions. According to a California survey, out of seventeen thousand persons

TABLE II

SUPERINTENDENTS' OPINION POLL

In your opinion, what are the reasons why teachers have been leaving the profession?

Questions Asked	Opinions Received
1. Low salaries	80%
2. Better opportunities in other fields . . .	78%
3. Better opportunities in other schools. . .	54%
4. Insecurity of tenure	38%
5. Restriction of social habits	18%
6. Poor living conditions	18%
7. Restrictions on marriage	14%
8. Poor working conditions	6%
*9. Lack of professional status.	3%
*10. Disciplinary problems	2%
*11. Work not appreciated	2%
*12. Unsited to teaching	2%
*13. Restrictions on religion	1%

* Write-in replies

Based on the data from "Why Teachers Leave School," Nation's Schools. XXXIV (September, 1944), 32.

Although this reference is dated 1944, the facts shown are substantially the same at this time.

who left the profession between 1950 and 1959, 12,750 were women. Dissatisfaction with the job, stemming from human relations factors caused 10 per cent to leave. Another 7 per cent of the women and 25 per cent of the men left because of inadequate salaries. (17:457).

In an interview of registered voters of a small community, Frederic Terrien asked, "In the matter of salary, where do you think the school teacher should stand on this list?" In response, 51.6 per cent indicated the professional category, 12.8 per cent the proprietor category, and an additional 2.8 per cent in both professional and proprietor categories. (18:155). In the same report, 51.2 per cent of the respondents said that teachers were underpaid. One respondent was particularly explicit:

"I attribute their (teachers) difficulties to three things: First, the unwillingness of the average person to pay for the cost of good education; second, the lack of public recognition of the importance of education; and, third, the control of education by political groups."

Another remarked: "Teachers are underpaid because they haven't given enough effort to fight for themselves for adequate compensation." Others said: "This is a time of lowered morale -- a lag between material and spiritual achievements." (18:156). On the other hand, 35.2 per cent of the poll refused to give an answer to this question.

For beginning teachers with a bachelor's degree, the

average salary scheduled for the 1963-64 school year is \$4595. The lowest scheduled for the same school year in the one hundred twenty-three systems surveyed was \$3600 while \$5575 was the highest. Starting salaries for beginning teachers of some cities in or near the area of this study, are quoted in Table III. By comparison, the average Lutheran teacher salary shown in Table I, page seven is lower than the beginning salary of the teachers shown in Table III. Therefore, more than fifty per cent of the women teachers receive less than this beginning salary. Although these teachers do not expect Lutheran

TABLE III

STARTING SALARIES FOR BEGINNING TEACHERS
WITH BACHELOR'S DEGREES

City	Salary
Hawaii	\$4224
Seattle, Washington	4800
Sacramento, California	4875
Portland, Oregon	5000
San Diego, California	5100
Long Beach, California	5325
San Francisco, California	5575
Anchorage, Alaska	6620

National Education Association Research Bulletin,
vol. 41, October, 1963, p. 79.

schools to pay a salary equal to the local public school, experience and dedication do not pay the costs of living.

In summary, it is interesting to note the similarity between the pertinent issues of the review of statistics and the background of the writer's experiences. Apparently, the problems of Lutheran educational systems are not dissimilar to the conditions and problems of the public schools and their teaching personnel. Drop outs, turnover, and limited service have been caused by poor relationships on the basis of salary, personal associations, working conditions, teaching load, opportunity for advancement, insecurity of position, and numerous others. The analysis of these problems in Lutheran schools will be reported in the findings and summary of this research.

CHAPTER III

ACCUMULATION AND ORGANIZATION OF THE DATA

This chapter contains an outline of the processes used to research the hypothesis. All procedures, information, and materials were used in accordance with the limits of this study.

I. PROCEDURES AND TOOLS OF RESEARCH

The data to complete this research study was gathered with a questionnaire. Letters, by the respective district educational secretary which urged individual cooperation, were enclosed with the writer's introductory letter and questionnaire in the initial mailing. A response of sixty-eight per cent of the one hundred eighty-two women teacher sample was received in one mailing. A second mailing of reminders to the teachers who did not answer was made directly by the respective district secretaries. This additional help raised the total response to seventy-five per cent. The results of all returns by the constituents were tabulated and summarized. Copies of the questionnaire and various letters used as tools of research are contained in Appendix A of this study.

II. RELATIONSHIP OF THE QUESTIONNAIRE TO THE HYPOTHESIS

In the following manner, the individual questions are related to the three points of the hypothesis and to the survey problem.

<u>Points</u>	<u>Questions</u>
I.	4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15a, 15b, 15c, 18.
II.	6, 15d, 15e, 18.
III.	16, 17(all), 18.
Teacher Turnover . . .	1, 2, and 3.

Although question 18 supports three points, it is also by nature of its construction a cross-check on the individual questions. As for question 19, it extends additional support to the total information obtained through the survey. In this manner the questionnaire was used to secure the accumulated data.

III. PRESENTATION OF NUMERICAL DATA

All responses are given by total number and translated into percentages of the total. All percentages are rounded off to the nearest whole number. In so doing, total percentages vary from ninety-eight to one hundred

two per cent. This deviation does not modify the findings of this study, however. In the tables, number and percentage columns are labeled with the number abbreviation (No.) and with the per cent sign (%), respectively; for example, in Table V, and in all similar tables, the abbreviation (No.) stands for the number of respondents. All percentages are ratios between the number of responses for the item and the total number of responses listed for the same vertical column. Each column is a separate tabulation and has no direct relationship except as part of the total number and/or for comparison.

IV. TABULATION

One hundred thirty-six responses are recorded from the one hundred eighty-two constituents included in the geographical area of the study. These returns are broken down into synodical districts in Table IV on the following page.

Master sheets incorporating responses from all questionnaires were used to formulate the thirty-one tables of Chapter IV. This step simplified the cumbersome task of handling each questionnaire repeatedly to formulate each table.

TABLE IV

RESPONSES BY DISTRICTS

Districts	Total Women Teachers	Responses	Per Cent
California-Nevada	99	72	72
Colorado (Utah only)	8	7	88
Montana	15	12	80
Northwest	60	45	75
Total	182	136	75

In addition, subjective comments, as given, are quoted in Appendix B of this study. Final conclusions and recommendations are based upon the results of the survey.

CHAPTER IV

RESULTS OF THE STUDY

The results of the questions of this survey are arranged according to the points of the hypothesis. Each point is discussed in a separate section of this chapter.

I. POINT I OF THE HYPOTHESIS

The following fifteen tables are used to support Point I of the hypothesis which postulates low salaries. Question 4 was included to establish the educational degrees of the teachers of the study. Table V shows the results of this question. Inspection of the table indicates that the

TABLE V

WOMEN TEACHER TRAINING (Question 4)

	Cal.-Nev.		Northwest		Montana		Utah		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
None	14	20	12	27	2	17			28	20
AA	7	10	6	13	4	33	2	28	19	14
BA	48	67	27	60	6	50	5	72	86	63
MA	3	4							3	2
Total	72		45		12		7		136	

average teacher in every district holds a bachelor's degree. All districts shown, except Montana, have 60 per cent or more degree teachers.

Table VI divides the teachers into two categories according to the amount of time spent in teaching, part time or full time. Observation indicates a greater percentage of part time teachers in the Montana and Northwest districts than in the other two districts polled.

TABLE VI

TEACHING CLASSIFICATION
(Question 5)

	Cal.-Nev.		Northwest		Montana		Utah		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Full	62	85	35	78	9	75	7	100	113	83
Part	10	14	10	22	3	25			23	16
Total	72		45		12		7		136	

Table VII shows the results of Question 7, "Does your school have a salary scale for women?" Although the totals indicate that 54 per cent of the teachers work on a salary scale, the Northwest District has 36 per cent of its teachers with such a schedule. In the same district, 56 per cent have no salary scale and an additional 9 per cent gave no answer.

TABLE VII

WOMEN TEACHER SALARY SCHEDULES
(Question 7)

	Cal.-Nev.		Northwest		Montana		Utah		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	44	61	16	36	8	67	6	86	74	54
No	21	30	25	56	1	8	1	14	48	35
No ans.	7	10	4	9	3	25			14	11
Total	72		45		12		7		136	

In the charting of salaries, the writer constructed three separate tables, VIII, IX, and X to show the complete picture and to divulge additional facts.

Part time teaching positions were charted separately so that salary levels would not be distorted or lowered. Since part time teaching varies in responsibility and time, no significant comments can be written. Table VIII indicates all situations reported.

TABLE VIII

MONTHLY SALARIES OF
PART TIME TEACHERS
(Question 10)

Dollars	Cal.-Nev.		Northwest		Montana		Utah		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Volunteer					1	33			1	4
1-40	1	10	2	18	1	33			4	17
61-80			1	9					1	4
81-100					1	33			1	4
101-120										
121-140	2	20	1	9					3	13
141-160	1	10	2	18					3	13
161-180	1	10							1	4
181-200	5	50	3	27					8	34
201-220										
221-240			1	9					1	4
241-260			1	9					1	4
Totals	10		11		3		-		24	
Median	185		170		70		-		160	
Mean	176		138		70		-		143	

January 1965

Table IX, "Monthly Salaries of Full Time Teachers," indicates that approximately one-half of the salaries range from \$301 to \$360 per month and over three-fourths of them range from \$281 to \$380.

TABLE IX

MONTHLY SALARIES OF
FULL TIME TEACHERS
(Question 10)

Dollars	Cal.-Nev.		Northwest		Montana		Utah		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
No Answer			1	3					1	1
161-180										
181-200			1	3					1	1
201-220	1	2							1	1
221-240										
241-260	1	2	3	9					4	4
261-280			1	3	1	11	1	14	3	3
281-300	2	3	9	26	3	33	3	42	17	15
301-320	7	11	9	26	2	22			18	16
321-340	13	21	2	6	1	11	2	28	18	16
341-360	14	23	6	17	1	11	1	14	22	20
361-380	8	13			1	11			9	8
381-400	2	3							2	2
401-420	6	10	1	3					7	6
421-440	2	3							2	2
441-460	3	5							3	3
461-480	1	2							1	1
481-500	1	2	2	6					3	3
501-520										
521-540										
541-560										
561-580	1	2							1	1
Total	62		35		9		7		113	
Median	350		300		300		300			
Mean	369		326		322		317		January 1965	

Since the annual contract for 56 per cent (see Table XIII, page 28) of the respondents was less than twelve months, a more complete concept of salaries can be seen in Table X.

TABLE X

ANNUAL SALARIES OF FULL TIME TEACHERS
(Question 10)

Dollars	Cal.-Nev.		Northwest		Montana		Utah		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
No Answer			1	3					1	1
1601-1800			1	3					1	1
1801-2000										
2001-2200	1	2							1	1
2201-2400										
2401-2600			3	9					3	3
2601-2800			3	9					3	3
2801-3000					3	33	1	14	4	4
3001-3200	3	5	12	34	2	22			17	15
3201-3400	5	8	2	6	2	22	3	42	12	11
3401-3600	4	6	5	14	1	11	3	42	13	12
3601-3800	2	3	1	3	1	11			4	4
3801-4000	6	10	1	3					7	6
4001-4200	12	20	1	3					13	12
4201-4400	12	20	3	9					15	13
4401-4600	5	8							5	4
4601-4800	1	2							1	1
4801-5000			1	3					1	1
5001-5200	3	5							3	3
5201-5400	2	3							2	2
5401-5600	3	5							3	3
5601-5800	1	2							1	1
5801-6000	1	2	1	3					2	2
6001-6200										
6201-6400										
6401-6600										
6601-6800										
6801-7000	1	2							1	1
Total	62		35		9		7		113	
Median	4180		3100		3200		3400			
Mean	4318		3453		3289		3430			

January 1965

There is a marked difference between the average monthly salary if multiplied by twelve and the average annual salary in each district.

A district by district comparison reveals that 78 per cent of the women teachers in the Northwest District are paid \$3600 or less while 21 per cent are in the same category in the California-Nevada District. In the Montana or Utah areas, 90 to 100 per cent of the teachers are so remunerated. Even with the higher salaries in the California-Nevada District, the average annual salary paid to full time women teachers is only \$4318. The median salary by district shows a difference of one thousand-eighty dollars from high (California-Nevada) to low (Northwest).

The comparison of Tables XI, "Regular Salary Increases," and XII, "Satisfactory Salary Increases," shows a group of substantiating facts also. In the California-Nevada District, 56 per cent will receive a regular salary increase but only 47 per cent are satisfied with the increase. In the same comparison, teachers of the Northwest District registered a greater difference of increase and satisfaction; only 33 per cent will receive a regular increase and 11 per cent of these are satisfied. The tables indicate that the same comparison is true in the other two districts also. In the "total" column, the majority of

TABLE XI

REGULAR SALARY INCREASES
(Question 11)

	Cal.-Nev.		Northwest		Montana		Utah		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	40	56	15	33	8	67	6	69	69	51
No	6	8	8	18	1	8			15	11
Uncertain	26	36	22	49	3	25	1	14	52	38
Total	72		45		12		7		136	

teachers are less than satisfied with their salary conditions as indicated by their "no" and "uncertain" responses.

TABLE XII

SATISFACTORY SALARY INCREASES
(Question 12)

	Cal.-Nev.		Northwest		Montana		Utah		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	34	47	5	11	5	42	5	72	49	36
No	8	11	6	13	3	25	1	14	18	13
Uncertain	29	40	27	60	2	17	1	14	59	43
No Answer	1	1	7	16	2	17			10	7
Total	72		45		12		7		136	

The following facts are shown in Table XIII, "Length of Annual Contract". Sixty-three per cent of the women teachers in the California-Nevada District have continuous or twelve month contracts. But, in the Northwest District, 77 per cent have nine or ten month or less than continuous contracts. Also, 92 per cent are in the same category in the Montana District. Of the total, more than one-half of the teachers are paid for less than twelve months.

TABLE XIII

LENGTH OF ANNUAL CONTRACT
(Question 13)

Months	Cal.-Nev.		Northwest		Montana		Utah		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
9 or 10	27	38	35	77	11	92	4	58	77	56
12	45	63	10	22	1	8	3	42	59	48
Total	72		45		12		7		136	

Table XIV which lists the results of Question 14, "Do you expect another contract offer?" indicates a majority of the teachers have received or will receive a new contract offer for next year.

TABLE XIV

NEW CONTRACT OFFER
(Question 14)

	Cal.-Nev.		Northwest		Montana		Utah		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	53	74	35	78	6	50	7	100	101	74
No	11	15	5	11	2	17			18	13
Uncertain	8	11	5	11	4	33			17	13
Total	72		45		12		7		136	

In the total column, more than one-fourth of the teachers will not receive or are uncertain of receiving a new contract.

In the total column of Table XV, 17 per cent of the women indicated their salaries were equal to the men teachers in their respective schools. Fifty per cent of the women know that their salaries are lower than the men of the same school. For unknown reasons, 33 per cent did not answer.

TABLE XV

SALARIES COMPARED - WOMEN VERSUS MEN
OF THE SAME SCHOOL
(Question 15a)

	Cal.-Nev.		Northwest		Montana		Utah		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Higher	1	2							1	1
Equal	13	20	6	17			1	17	20	17
Lower	27	40	22	63	7	59	4	66	60	50
No Answer	26	39	17	20	5	41	1	17	39	33
Sub-total	67		35		12		6		120	
Schools with No men	5		10				1		16	
Total	72		45		12		7		136	

Note - Percentages are calculated from the sub-total figures.

In schools with no men, the teachers were asked not to answer this question.

In Table XVI, concerning salary comparison of other women teachers of the same school, the majority opinion in all districts indicates equality.

TABLE XVI

SALARIES COMPARED - WOMEN VERSUS WOMEN
OF THE SAME SCHOOL
(Question 15b)

	Cal.-Nev.		Northwest		Montana		Utah		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Higher	6	10	2	7			1	17	9	9
Equal	41	65	22	79	8	72	3	50	74	69
Lower	9	14	4	14					13	12
No Answer	7	11			3	27	2	33	12	11
Sub-total	63		28		11		6		108	
Schools with one woman	9		17		1		1		28	
Total	72		45		12		7		136	

Note - Percentages are calculated from the sub-total figures.

In schools with only one woman teacher, the respondents were asked not to answer this question.

In Table XVII, 80 per cent or more in every district indicated a lower salary than the local public school paid to the women of like experience and education. Total-ly, 9 per cent did not know or did not answer the question.

TABLE XVII

SALARIES COMPARED - WOMEN VERSUS WOMEN
OF THE PUBLIC SCHOOL
(Question 15c)

	Cal.-Nev.		Northwest		Montana		Utah		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Higher	2	3	2	4					4	3
Equal	3	4	2	4	1	8			6	5
Lower	62	86	36	80	10	83	6	86	114	84
No Answer	3	4	3	7	1	8	1	14	8	6
Don't Know	2	3	2	4					4	3
Totals	72		45		12		7		136	

Tables XVIII and XIX which show the responses to the two questions covering the supply of housing indicate that 88 per cent or more do not receive this form of remuneration. Some of the respondents who gave positive answers said, "Yes, because my husband is a called teacher in the school." This added note would increase the percentage of "no" answers.

TABLE XVIII

FURNISHED HOUSING
(Question 8)

	Cal.-Nev.		Northwest		Montana		Utah		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Yes			1	2					1	1
No	71	99	44	98	11	92	7	100	133	98
No Answer	1	1			1	8			2	1
Total	72		45		12		7		136	

It is interesting to note that if totals of both tables are added together only 9 per cent receive housing in some form.

TABLE XIX

HOUSING ALLOWANCE
(Question 9)

	Cal.-Nev.		Northwest		Montana		Utah		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	4	5	4	10			3	42	11	8
No	68	95	40	88	11	92	4	57	123	90
No Answer			1	2	1	8			2	2
Total	72		45		12		7		136	

Considering the evidence displayed in Tables V through

XIX, the researcher has positively supported the first point of the hypothesis; women teachers are underpaid as compared to all other teachers. Recommendations to alleviate this problem are contained in Chapter V.

II. POINT TWO OF THE HYPOTHESIS

The following three tables are used to support Point II of the hypothesis which postulates undesirable working conditions.

According to Table XX, the women teachers are satisfied with their teaching loads by a broad majority. By districts, the percentages vary from the high of 100 per cent (Utah) to the low of 88 per cent (Northwest).

TABLE XX

SATISFACTORY TEACHING LOAD (Question 6)

	Cal.-Nev.		Northwest		Montana		Utah		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	68	95	39	88	11	92	7	100	125	92
No	3	4	5	11	1	8			9	7
No Answer	1	1	1	2					2	1
Total	72		45		12		7		136	

The responses reported in Tables XXI and XXII for

Questions 15d and 15e are similar with regard to magnitude in all three categories; "Good", "Fair", and "Poor".

TABLE XXI

TEACHER EVALUATION OF PLANT FACILITIES
(Question 15d)

	Cal.-Nev.		Northwest		Montana		Utah		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Good	31	43	20	44	8	67	4	58	63	46
Fair	33	46	17	39	4	33	3	42	57	42
Poor	8	11	8	19					16	12
Total	72		45		12		7		136	

In most responses, teachers placed their evaluations of plant and of supplies and equipment in the same category.

TABLE XXII

TEACHER EVALUATION OF SUPPLIES AND EQUIPMENT
(Question 15e)

	Cal.-Nev.		Northwest		Montana		Utah		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Good	34	47	17	39	8	67	5	72	64	47
Fair	30	42	20	44	4	33	2	28	56	41
Poor	8	11	8	19					16	12
Total	72		45		12		7		136	

Tables XX through XXII do not give conclusive evidence to support the second point of the hypothesis, "the absence of desirable working conditions for women". However, it is evident that improvements could be made. Necessary recommendations for changes are contained in Chapter V.

III. POINT THREE OF THE HYPOTHESIS

The following seven tables are used to support Point III of the hypothesis which postulates the absence of desirable working relationships.

By teacher acclamation, the majority of schools do have a satisfactory working relationship with the congregation as shown in Table XXIII but the percentage could be a much higher plurality than currently exists. Seven to thirty-three per cent in various districts indicated that they did not experience or were uncertain of their experience of good working relations.

TABLE XXIII

SATISFACTORY WORKING RELATIONSHIP
 BETWEEN SCHOOL AND CONGREGATION
 (Question 16)

	Cal.-Nev.		Northwest		Montana		Utah		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	58	81	27	60	5	42	7	100	97	71
No	5	7	7	16	4	33			16	12
Uncertain	9	13	11	24	3	25			23	17
Total	72		45		12		7		136	

Personal relationships with parents, fellow teachers, principals, school boards and pastors were polled. Tables XXIV through XXVIII on the following three pages indicate that a majority of teachers experience satisfactory personnel relations, as shown by their responses in the "Well satisfied" and "Moderately satisfied" categories.

Consider the total columns of the same five tables individually. The majority of teachers indicated parents as their first choice in personal relationships. By adding the first two percentages in the total column, 97 per cent of the teachers were well and moderately satisfied (Table XXIV).

TABLE XXIV

PERSONAL RELATIONSHIP
WITH THE PARENTS
(Question 17e)

	Cal.-Nev.		Northwest		Montana		Utah		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Well Satisfied	54	75	37	82	9	75	6	86	106	78
Mod. Satisfied	17	24	6	13	2	17	1	14	26	19
Not Satisfied					1	8			1	1
Uncertain	1	1							1	1
No Answer			2	5					2	2
Total	72		45		12		7		136	

Fellow teachers are next in order at 88 per cent total of the well and moderately satisfied (Table XXV).

TABLE XXV

PERSONAL RELATIONSHIP
WITH OTHER TEACHERS
(Question 17a)

	Cal.-Nev.		Northwest		Montana		Utah		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Well Satisfied	55	76	31	69	8	67	3	43	97	71
Mod. Satisfied	12	17	5	11	3	25	3	43	23	17
Not Satisfied	2	3	1	2			1	14	4	3
Uncertain	3	4	1	2					4	3
No Answer			7	16	1	8			8	6
Total	72		45		12		7		136	

Eighty-four per cent is the third highest percentage and is shown in two relationships; with the principal (Table XXVI) and with the school board (Table XXVII).

TABLE XXVI

PERSONAL RELATIONSHIP WITH THE PRINCIPAL
(Question 17b)

	Cal.-Nev.		Northwest Montana		Utah		Total			
	No.	%	No.	%	No.	%	No.	%		
Well Satisfied	53	74	25	56	10	83	4	57	92	68
Mod. Satisfied	7	10	10	22	1	8	3	42	21	16
Not Satisfied	4	6	3	7					7	5
Uncertain	8	11	1	2					9	7
No Answer			6	13	1	8			7	5
Total	72		45		12		7		136	

TABLE XXVII

PERSONAL RELATIONSHIP WITH THE SCHOOL BOARD
(Question 17d)

	Cal.-Nev.		Northwest Montana		Utah		Total			
	No.	%	No.	%	No.	%	No.	%		
Well Satisfied	52	72	30	67	5	42	5	72	92	68
Mod. Satisfied	12	17	6	13	2	17	1	14	21	16
Not Satisfied	8	11	3	7	1	8			12	9
Uncertain			6	13	4	33	1	14	11	8
Total	72		45		12		7		136	

In personal relationships with teachers, the pastors (Table XXVIII) rated the lowest according to the teachers polled. In the total column, the difference from high (parents) to low (pastors) is 16 per cent if the well satisfied and moderately satisfied percentages are added in each respective table.

TABLE XXVIII

PERSONAL RELATIONSHIP WITH THE PASTOR
(Question 17c)

	Cal.-Nev.		Northwest		Montana		Utah		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Well Satisfied	55	76	21	47	8	67	6	86	90	66
Mod. Satisfied	10	14	8	18	2	17			20	15
Not Satisfied	3	4	1	2	1	8			5	4
Uncertain	4	6	4	9					8	6
No Answer			11	24	1	8	1	14	13	10
Total	72		45		12		7		136	

Almost one-fourth of the teachers express somewhat less than moderate satisfaction in the area of extra congregational required work (Table XXIX). In the Northwest District, 36 per cent or more than one in three were not satisfied in this requirement.

TABLE XXIX

PERSONAL RELATIONSHIP WITH THE CONGREGATION
AND EXTRA REQUIRED WORK
(Question 17f)

	Cal.-Nev.		Northwest		Montana		Utah		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Well Satisfied	45	63	22	49	7	59	4	57	78	57
Mod. Satisfied	15	21	7	16	2	17	3	42	27	20
Not Satisfied	1	1	3	7					4	3
Uncertain	4	4	7	16	1	8			12	9
No Answer	7	10	66	13	2	17			15	11
Total	72		45		12		7		136	

However, according to Table XXX, only 4 to 10 per cent of the teachers would like to improve personal relationships with the various personnel of the school as shown by Questions 16 through 17f. The greater percentages are indicated for Question 10, "Salary"; Question 15c, "Salary Compared to Public School Women Teachers"; Question 15d, "School Plant Facilities"; and Question 15e, "School Supplies and Equipment". In these areas, 18 to 24 per cent wished to improve conditions. As a cross check, refer to Tables VIII through XII and XVII, pages twenty-two to twenty-six and thirty-one for salary conditions and Tables XXI and XXII on page thirty-four for plant and supplies evaluations respectively.

TABLE XXX

DESIRED CONDITION CHANGES
(Question 18)

Question	Cal.-Nev.		Northwest		Montana		Utah		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
6**	4	6	5	11	1	8	1	14	11	8
7	2	3	5	11	2	17	2	28	11	8
8	2	3	1	2					3	2
9	6	8	4	9			1	14	11	8
10	9	13	11	24	2	17	3	42	25	18
11			5	11			1	14	6	4
12	3	4	7	16			1	14	11	8
13	1	1	5	11	1	8	2	28	9	7
14										
15a	5	7	3	7			2	28	8	6
15b	2	3	1	2	2	17	1	14	6	4
15c	8	11	13	29	1	8	2	28	24	18
15d	15	21	11	24	1	8	1	14	28	20
15e	14	20	15	33	1	8	2	28	32	24
16	2	3	10	22	1	8			13	10
17a	4	6			1	8	1	14	6	4
17b	6	8	6	13			1	14	13	10
17c	4	6	4	9	1	8			9	7
17d	3	4	4	9	2	17	1	14	10	10
17e	4	6	3	7			1	14	8	6
17f	4	6	8	18	2	17			14	10
Total	72*		45*		12*		7*		136*	

* Number used to calculate the percentage in each column.

** See the following insert for a listing of each question.

In cross checking with Question 6, "Teaching Load" in Table XX on page thirty-three, 4 to 11 per cent by district are not satisfied with their teaching load, as compared to 4 to 14 per cent who would change it if they could (Table XXX).

REFERENCE LIST OF QUESTIONS FOR TABLE XXX
(Quoted from Questionnaire)

Question

- 6 Is the size of your daily teaching load satisfactory?
- 7 Does your school have a salary scale for women?
- 8 Is your housing furnished?
- 9 Do you receive a housing allowance?
- 10 Range of your total monthly salary including housing allowance before deductions.
- 11 Will your salary increase regularly?
- 12 Will your salary increase satisfactorily?
- 13 What is the length of your yearly contract?
- 14 At the end of this year, do you expect another contract offer?
- 15a How does your salary compare with that of men teachers of the same experience and training in your school?
- 15b How does your salary compare with that of other women teachers of the same experience and training in your school?
- 15c How does your salary compare with that of public school women teachers having the same experience and training in your city?
- 15d Your school plant facilities, compared to the latest educational standards.
- 15e Your school supplies and equipment compared to the needs of an effective classroom.
- 16 Does a satisfactory working relationship exist between the school and the congregation?

Question

17

In order to determine the degree of satisfaction which you feel in your present position, please respond to the following questions.

- a. Your relationship with the other teachers.
- b. Your relationship with the principal.
- c. Your relationship with the pastor.
- d. Your relationship with the school board.
- e. Your relationship with the parents.
- f. Your relationship with the people of the congregation concerning other congregational work such as Vacation Bible School, Sunday School, choir, organ, youth work, etc..

By districts, Table XXX indicates a large percentage in the Northwest District who would like to increase their salary as shown in the responses to numbers 10, 11, 12, 13, and 15c. The improvement of plant facilities (15d), and school supplies and equipment (15b) are other areas of teacher concern and dissatisfaction. (With respect to percentages in each column, each item is shown as a per cent of the total number of respondents in each district.)

Quotations of individual comments for the previous six tables which tabulate personal relationships and desired change responses are contained in Appendix B of this study. Question 17g is not tabled in this chapter since it contains random comments only. Therefore, the respondents quotations are given in Appendix B also.

Since so few of the teachers chose to answer Question 19, "The Reasons for Leaving Your Previous School" the number of responses only is given because percentages would be of no value and individual moves or school changes were not calculated. The most prevalent reasons for these changes are "Opportunity for Advancement", "Left Public School to Teach in a Lutheran School", and "Working Conditions". The first and last reasons confirm the hypothesis of this study. The second one indicates a personal choice or preference.

TABLE XXXI

REASONS FOR LEAVING YOUR PREVIOUS SCHOOL
(Question 19)

	Cal.-Nev.	Northwest	Montana	Utah	Total
	No.	No.	No.	No.	No.
Salary	2	2			4
Relation-Principal	1	1			2
Relation-School Board		2			2
Relation-Other Teachers					
Plant Facilities		1			1
School Supplies & Equipment	1	2			3
Working Conditions	4	2			6
Teaching Load	2	2			4
Opportunity for Adv.	9	3	1	2	15
Other Congr. Work	2	2	1		5
*Left Public School to teach in a Lutheran School	4	6	2	1	13
*Health	2	1		1	4
*Decreased Enrollment	2	2			4
*Grade Level	2	1		1	4
*Return to College	4	1			5

* Written in under "Other"

Tables XXIII through XXXI which support the third point of the hypothesis; "the absence of desirable working relationships in the schools" do not give conclusive evidence of wide spread existence of poor relationships. Conclusions and recommendations are given in Chapter V of this study.

IV. TEACHER TURNOVER

Although it is impossible to prove by the statistics of this study, there seems to be a definite relationship between the facts presented in the first three parts of this chapter and the implications shown in the next four tables.

Not readily noticeable in Table XXXII is the fact that

TABLE XXXII

YEARS TAUGHT IN THE PRESENT SCHOOL
(Question 1)

Years	Cal.-Nev.		Northwest		Montana		Utah		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
1	25	35	13	29	4	33	3	43	45	33
2	16	22	14	31	3	25	1	14	34	25
3	10	14	4	9	2	17	2	28	18	13
4	4	6	5	11	2	17	1	14	12	9
5	3	4	2	5					5	4
6	1	1	1	2	1	8			3	2
7	5	7	2	5					7	5
8			1	2					1	1
9	1	1	2	5					3	2
11	1	1							1	1
13	2	3							2	1
15	2	3							2	1
17	1	1	1	2					2	1
19										
21	1	1							1	1
Total	72		45		12		7		136	

58 per cent of the women teachers in the total column are teaching for the first or second year only. An additional 26 per cent are teaching in the same school for the third to the fifth year.

As compared to this fact of Table XXXII, 32 per cent of the teachers shown in Table XXXIII have two years experience or less and 62 per cent have five years or less. Totally, 77 per cent of the teachers have had eight years or less experience. Only 12 per cent is added to this figure when the years of experience are doubled to sixteen. By calculation, 20 per cent of the teachers have more than ten years experience. As another comparison, public school elementary teachers average 8.8 years in the system (21:17). Table XXXIII in the totals indicates 6.9 years.

Looking at the table lists individually, one might ask, why are teachers of greater longevity absent from Montana or Utah roles? This is due largely to the fact that Lutheran schools in these districts have been started within the last twelve years. Hence, most of the teachers have been there a lesser number of years than in the other two districts shown.

In the overall totals of Table XXXIV, page forty-eight, 62 per cent of the teachers are serving their first or second school. This fact would normally lead the observer

TABLE XXXIII

YEARS OF TEACHING EXPERIENCE
(Question 2)

Years	Cal.-Nev.		Northwest		Montana		Utah		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
1	10	14	5	11	3	25	1	14	19	14
2	10	14	11	24	3	25	1	14	25	18
3	8	11	5	11			1	14	14	10
4	7	10	4	9	4	33			15	11
5	7	10	4	9			1	14	12	9
6	3	4	4	9			2	28	9	7
7	4	6	1	2			1	14	6	4
8	4	6	2	5					6	4
9					1	8			1	1
10	1	1	1	2					2	1
11	2	3							2	1
12			1	2					1	1
13	3	4	2	5					5	4
14	1	1	1	2					2	1
15	3	4	1	2					4	3
16										
17										
18			1	2					1	1
19	1	1							1	1
20	1	1							1	1
22	1	1	1	2					2	1
24										
26										
27	2	3							2	1
28	1	1							1	1
30	1	1	1	2					2	1
32										
34	1	1							1	1
36										
38	1	1							1	1
40					1	8			1	1
Total	72		45		12		7		136	
Median	5		4		4		5		5	
Mean	7.9		6.0		2.8		4.3		6.9	

to assume stability in teacher placement but the reader must remember 14 per cent are teaching for the first year (Table XXXIII), or only 40 per cent constitutes an accurate figure. This comparison prompted the construction of the

TABLE XXXIV

NUMBER OF SCHOOLS SERVED
(Question 3)

	Cal.-Nev.		Northwest		Montana		Utah		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
1	24	33	20	44	6	50	2	28	52	38
2	21	30	7	16	2	17	3	43	33	24
3	10	14	6	13	3	25	1	14	20	15
4	9	13	7	16	1	8			17	13
5	2	3	3	7			1	14	6	4
6			2	4					2	2
7	3	4							3	2
8	2	3							2	2
9	1	1							1	1
Total	72		45		12		7		136	

next table to find the average longevity.

Careful scrutiny uncovers a hidden fact in Table XXXV. The totalling of the first eight figures shows that 58 per cent of all teachers in this study teach an average of two years or less in any one school. Even more remarkable is the fact that 25 per cent teach only one year or less.

As a special note, the Northwest District has a 63 per cent average longevity on the same "two years or less" basis.

TABLE XXXV

AVERAGE LONGEVITY
(Question 2 over 3)

Years	Cal.-Nev.		Northwest		Montana		Utah		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Less 1			1	2	1	8			2	1
1.0	16	22	10	22	4	33	2	28	32	23
1.25	2	3							2	1
1.35	4	6	1	2					5	4
1.50	4	6	4	9			1	14	9	7
1.67	1	2							1	1
1.75	1	2	2	4					3	2
2.0	8	11	11	24	4	33	1	14	24	18
2.5	3	4	4	9			1	14	8	6
3.0	11	15	4	9	1	8	2	28	18	13
4.0	10	14	3	7	1	8			14	10
5.0	5	7	3	7					8	6
6.0			1	2					1	1
7.0	5	7	1	2					6	4
8.0	2	3			1	8			3	2
Total	72		45		12		7		136	

The teacher turnover data shows the actual record of service. This information certainly substantiates the writer's hypothesis concerning brief longevity.

In general, the results which are tabulated in this chapter clearly indicate that the teacher turnover problem

exists throughout the area of this study. The core of this teacher problem varies from district to district. These variations will be discussed in the general summary and recommendations of Chapter V.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

I. GENERAL SUMMARY

At Concordia Lutheran School, the writer, as principal, experienced a continual women teacher turnover problem. In a search to find a solution, he questioned the principals of other Lutheran schools in the area. Their experiences were the same. Out of these personnel discussions, one repeated question arose; "Does this same problem exist in all of the Lutheran schools of the Northwest?"

From these conversations and his background as a Lutheran school board secretary and as teacher-principal, the writer's interest was stimulated to research the problem of turnover on a three point basis; low salaries, undesirable working conditions, and undesirable working relationships. All women teachers in Lutheran schools of the following states were included: Alaska, Washington, Oregon, Northern California, Hawaii, Nevada, Utah, Idaho, and Montana.

In preparing for this study, the writer reviewed literature that pertained to Missouri Synod Lutheran women teachers. This survey revealed past salary levels of

women teachers in the various synodical districts and the educational preparedness of the same teachers. Related literature, that was reviewed, revealed the problems of teacher turnover in various sections of the United States and the action and opinions of administrators who were forced to deal with the problem.

Questionnaires were distributed to all 182 women teachers within the area of this study. The 136 returned questionnaires were analyzed (1) to determine the actual salary of the teachers involved, (2) to determine the working conditions in their schools, and (3) to survey the opinions or working relationships between themselves and other personnel in their schools and congregations. The results are revealed in Chapter IV.

A review of the results of these three studied points reveal that significance should be attached to the low salaries which are paid to most women teachers. School administrators are acutely aware of the fact that salary is one of the main reasons why many teachers leave the school or the profession. The median of three of the four districts is nearly one thousand dollars below the median of the California-Nevada District.

Additional problems that appear to plague the teachers of this study are inadequately equipped and/or supplied

classrooms. Fifty per cent of the teachers felt that their school plants, equipment, and supplies were only fair or poor as compared to good educational standards. On the other hand, 25 per cent wanted to change these conditions if they were given the right and power to do so. It is certain that education would be greatly impaired by such a shortage.

Because personnel relations are the responsibility of both parties involved, it forms a two-way street. Relevant here is the fact that all schools can improve working relationship regardless of the degree of perfection which may exist. Remember, 12 to 20 per cent on the average were less than moderately satisfied. In some instances with certain personnel, it increased to 35 per cent dissatisfaction. A higher percentage than the writer anticipated is recorded in all districts of the study. These conditions demand immediate attention.

Longevity is a critical problem in the Montana and Northwest districts. This acuteness may have less magnitude in the Montana District because one teacher represents 8 per cent while four teachers represent 8 per cent in the Northwest District. This problem needs prompt attention in the latter district especially.

II. CONCLUSIONS

The researcher finds in the results of this study that point one of the hypothesis, low salaries for women teachers, is the greatest influencing factor of teacher dissatisfaction. Next, in descending order of magnitude, are the personal relationships of the teachers, and the physical working conditions. Specifically, it appears that teachers are dissatisfied in a decreasing order with the following aspects; (1) remuneration including salary and housing, (2) working relationship between school and congregation, (3) relationship with congregation and extra required work, (4) relationship with the pastor, (5) relationship with the school board, (6) relationship with the principal, (7) school supplies and equipment, (8) plant facilities, (9) teaching load, (10) relationship with parents.

Since this study shows that dissatisfactions exist in the schools and that some teachers moved for these reasons, and since the review of literature indicates that these dissatisfactions cause teacher turnover, the writer concludes that the points of his hypothesis contribute to the women teacher turnover problems in the schools of this survey.

III. SPECIFIC RECOMMENDATIONS

The writer feels that it is imperative that various

steps should be taken to rectify the problems which exist according to this survey.

For the welfare of the Lutheran women teachers, the Lutheran elementary schools and Lutheran education for the students of the schools in this study, these recommendations require study and consideration.

1. The constituents of this study:
 - a. Who do not have a bachelor's degree or more, do not have a permanent state teaching certificate, and/or have not attempted to improve themselves educationally, should return to college for additional study.
 - b. Whose salary is insufficient to meet their personal Christian needs and/or whose working conditions or relationships are unreasonable, should make their needs and requests known to the proper authorities in their schools.
2. All Lutheran school boards of education:
 - a. Should encourage and financially aid their teachers to add summer training to their present educational preparation.
 - b. Should review and prayerfully consider their budgets for teachers' salaries so that all teachers are properly remunerated for their

services.

- c. Should review the conditions in their schools which involve the plant conditions, the supplies and equipment, and the total personnel working relationships.
 - d. Should begin a program of total self evaluation by using acceptable criteria (e.g., National Association of Secondary School Principals - Evaluative Criteria for Junior High Schools, Nohl - Instrument for the Evaluation of Lutheran Elementary Schools.)
3. The District boards of parish education:
- a. Should alert the teachers in the schools to the need for better teacher educational preparation and for voluntary state teacher certification.
 - b. Should alert the congregations and schools to the need for better salaries, to the need for improvement of equipment, supplies and facilities, and to the need for cooperative personnel working relationships.
 - c. Should encourage the schools of their district to undertake a self evaluation program.
4. The Synodical Board for Parish Education:

- a. Should alert District boards of parish education outside the area of this study to the results of this research.
- b. Should encourage such districts to establish similar studies for the improvement of educational conditions in all Lutheran schools.

Every individual concerned with school improvement should take the challenge of these recommendations and prepare to implement them in the schools as necessary, but remember the motivating purpose of the Lutheran school system; to place Christ in the center of the child's education and thus place Him in the center of his whole life.

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APPENDIX A

Sample Questionnaire, Letter of Transmittal, and Letters of Introduction by the various District Secretaries of Education.

WOMAN TEACHER QUESTIONNAIRE

Lutheran Schools of the Northwest
Sector of the United States

Spring, 1965

1. How many years have you taught at this school? _____
2. How many years of experience as a teacher do you have? _____
3. How many schools have you served as a teacher? _____
4. What educational degrees do you hold? _____
5. What is your present classification? (Circle one or more)
Full time Part time Temporary Substitute Retired
Other _____
6. Is the size of your daily teaching load satisfactory?
Yes _____ No _____
7. Does your school have a salary scale for women?
Yes _____ No _____
8. Is your housing furnished? Yes _____ No _____
9. Do you receive a housing allowance? Yes _____ No _____
10. Range of your total monthly salary including housing allowance before deductions. (Circle one)
(\$181-200) (\$201-220) (\$221-240) (\$241-260)
(\$261-280) (\$281-300) (\$301-320) (\$321-340)
(\$341-360) (\$361-380) (\$381-400) (\$401-420)
(\$421-440) (\$441-460) Other _____
11. Will your salary increase regularly? Yes _____ No _____
Uncertain _____
12. Will your salary increase satisfactorily? Yes _____
No _____ Uncertain _____

13. What is the length of your yearly contract? (Circle one) 9 month 10 month 12 month Other _____
14. At the end of this year, do you expect another contract offer? Yes _____ No _____ Uncertain _____
15. According to your interpretation, rate the following conditions as they exist in your school:
- | | <u>Higher</u> | <u>Lower</u> | <u>Approx.
Equal</u> |
|--|---------------|--------------|--------------------------|
| a. How does your salary compare with that of men teachers of the same experience and training in your school? (If no men, leave blank.) | _____ | _____ | _____ |
| b. How does your salary compare with that of other women teachers of the same experience and training in your school? (If you're the only woman, leave blank.) | _____ | _____ | _____ |
| c. How does your salary compare with that of public school women teachers having the same experience and training in your city. | _____ | _____ | _____ |
| | <u>Good</u> | <u>Fair</u> | <u>Poor</u> |
| d. Your school plant facilities, compared to the latest educational standards/ | _____ | _____ | _____ |
| e. Your school supplies and equipment compared to the needs of an effective classroom. | _____ | _____ | _____ |
16. Does a satisfactory working relationship exist between the school and the congregation? Yes _____ No _____
Uncertain _____

17. In order to determine the degree of satisfaction which you feel in your present position, please respond to the following questions. (Check one and list comments only if you wish.)

- a. Your relationship with the other teachers:
 Well satisfied _____ Comments: _____
 Moderately satisfied _____
 Uncertain _____
 Not satisfied _____
- b. Your relationship with the principal:
 Well satisfied _____ Comments: _____
 Moderately satisfied _____
 Uncertain _____
 Not satisfied _____
- c. Your relationship with your pastor:
 Well satisfied _____ Comments: _____
 Moderately satisfied _____
 Uncertain _____
 Not satisfied _____
- d. Your relationship with the school board:
 Well satisfied _____ Comments: _____
 Moderately satisfied _____
 Uncertain _____
 Not satisfied _____
- e. Your relationship with the parents:
 Well satisfied _____ Comments: _____
 Moderately satisfied _____
 Uncertain _____
 Not satisfied _____
- f. Your relationship with the people of the congregation concerning other congregational work such as Vacation Bible School, Sunday School, choir, organ, youth work, etc.:
 Well satisfied _____ Comments: _____
 Moderately satisfied _____
 Uncertain _____
 Not satisfied _____

g. Additional comments or relationships not covered in part a - f of this question: _____

18. If you had the privilege to alter the conditions of the items in questions 6 through 17f, which would you change? (Circle appropriate choices.)
 6 7 8 9 10 11 12 13 14 15a 15b
 15c 15d 15e 16 17a 17b 17c 17d 17e
 17f

19 Conditions in your previous school: (Answer only if you have taught in more than one school.) Check those which relate to your reasons for leaving your previous school. (One or more.)
 Salary _____ Relationship with principal _____
 Relationship with school board _____ Relationship with other teachers _____ Plant facilities _____
 School supplies and equipment _____ Working conditions _____ Teaching load _____ Opportunity for advancement _____ Other congregational work _____
 Other _____

202 East 56th Street
Tacoma, Washington 98404
January 2, 1965

Dear

The purpose of this questionnaire is two-fold; to complete the thesis work for my master's degree at Central Washington State College of Ellensburg, Washington and to help improve the office of women teachers in the Lutheran Church-Missouri Synod.

Although many limiting factors of tenure are common among women teachers, the voice of one or a few cannot indicate the problems of many. In this survey, I am excluding such extenuating circumstances as marriage, pregnancy and spouse occupational change. I shall endeavor to show the existing conditions in an objective manner thereby working toward the improvement of your office as a woman teacher in the Lutheran school. To validate my study, I am soliciting the help of each woman teacher in the following districts or parts thereof which constitute the northwest sector of our country, namely: The Northwest District, The California-Nevada District, The Montana District and the state of Utah. Approximately 175 women teach in Lutheran schools in this area of which you are one.

Upon the completion of this study, you will receive a copy of the summarized results. Your district educational office will also receive copies of this study which can be utilized by your school board if found desirable. All individuals and schools will be kept anonymous. Since I need an answer from each of you, will you please complete the enclosed questionnaire to validate my study and help your profession?

Cordially,
Your co-worker in Christ,

Fred H. Mantey

California and Nevada District
The Lutheran Church - Missouri Synod

District Office
465 Woolsey St.
San Francisco 94134
Ju 5-2336

October 1, 1964

Dear Fellow-teacher:

Mr. Fred Mantey, Principal of Concordia Lutheran School, Tacoma, Washington is making a study of the tenure of women teachers in the schools of our District along with those of other Districts. We will receive the results of this study, which will surely be useful to us in many ways.

Will you kindly cooperate with him in this project by sending him all the information that you can. He will be grateful and so will we.

May the Lord continue to bless you as you work in His kingdom.

In His Service,

(Signature)

Walter H. Hartkopf
Executive Secretary of
Education and Youth

WHH:h

The Northwest District
of the
Lutheran Church - Missouri Synod
1700 N. E. Knott Street
Portland, Oregon

To the Women Teachers of the Northwest District:

Permit me to add a word of endorsement to Fred Mantey's request for the completion of the questionnaire and a word of encouragement to you to take the few moments of time necessary to answer and return it to him. A study of this kind can be very helpful to our church in general and to our congregations in particular. In remedying situations which promote a more rapid turnover in teaching personnel in our schools. Your cooperation is deeply appreciated.

(Signature)

Carl F. Nitz

THE COLORADO DISTRICT OF THE LUTHERAN CHURCH -
MISSOURI SYNOD

4215 E. 14th Ave., Denver, Colo.

Oct. 6, 1964

To the women teachers in the state of Utah:

Dear Co-workers:

Mr. Fred Mantey, the Principal of Concordia Lutheran School, Tacoma, Washington, is making a study of the tenure of women teachers in our schools as part of his Master's thesis.

He has asked permission of all of the District Offices to address a questionnaire to all ladies in Northern California, Utah and Montana. This study will involve approximately 175 women teachers.

I have written a letter to the Executive Secretary of the Northwest District, indicating that I am certain that the ladies of our schools in the state of Utah would be willing to co-operate in this endeavor, since the findings that will result will be of great value to the District as a whole in regard to the work and labor of our women teachers.

It is my sincere hope that you will not take this as an invasion of your time and privacy, but may I encourage you, when you receive this questionnaire, to fill it out to the best of your ability and with due speed, so that this study may be completed.

Thank you for your co-operation and may God richly bless the work that you are doing within the state of Utah, and, most important yet, within the Kingdom of God as you lead the lambs of God to the foot of the Cross.

Cordially.

(Signature)

Executive Secretary

William C. Naatz

a

APPENDIX B

RECORD OF COMMENTS

The comments from respondents have been recorded on the following pages as they appeared on the questionnaire. All comments have been arranged by question numbers corresponding to those employed in the questionnaire contained in Appendix A.

A few words have been omitted due to the uncertainty of interpretation. These words have been indicated by a query enclosed within parentheses as in the following example -- (?).

COMMENTS ADDED TO THE QUESTIONNAIRE

Question

- 15a "I am approx. \$2400 lower than a man with less experience." (Utah)
- "Slightly!" (California-Nevada)
- 15b "There is no difference in the salary level according to one's degrees and hours beyond B.A. level. All women receive same salary regardless of training." (California-Nevada)
- "Our salaries are good for Lutheran schools in the district and much better than the Midwest." (California-Nevada)
- 15c "Very much lower." (California-Nevada)
- Note - Comments were not asked for the above questions but these were added in the margin.
- 17a "We share no ideas or experiences. There is a (?) personality conflict." (Utah)
- "Friendly relationships but feel we need more cooperation especially concerning outside child standards." (California-Nevada)
- "Lack of communications." (California-Nevada)
- 17b "Extremely pleasant and able principal and the main reason I continue in this school." (California-Nevada)
- "Lack of communications." (California-Nevada)
- "Feel he could be more helpful. Spends too little time at school. Last teacher to arrive; first to leave." (Northwest)
- "He needs more experience in administration and more knowledge concerning all grade levels so I could grow professionally." (California-Nevada)

- 17c "Good and respected friend and leader but feel he lacks interest in the school for itself."
(California-Nevada)
- "There is little communication present except for social gatherings." (California-Nevada)
- "He spends too much time in school administration." (California-Nevada)
- "No real close feeling of confidence." (Northwest)
- 17d "No actual experience with the board." (California-Nevada)
- "I have never been introduced to the school board." (Montana)
- "No contact with school board." (California-Nevada)
- "I have never met them." (California-Nevada)
- 17e "Good many are critical in a "quiet way" -- lack of enthusiasm and interest." (California-Nevada)
- "I am not satisfied with parents who are also teachers." (Northwest)
- "Have confidence (?) trust in decisions." (Northwest)
- 17f "Too apt to "push off" or delegate duties to teachers. Men teachers are expected to do too many things. Women are not so "pressured"." (Northwest)
- "No relationship." (California-Nevada)
- "They tend to put the school last." (Utah)
- "The congregation seems to only want the teachers to work with no appreciation involved." (Montana)

17f "Too much congregational work that teachers can do and the demands are great. Teachers should teach." (Northwest)

"I have not been taking part in Congr. work of the above type. I am working toward certification and trying to be effective (?) no more time." (Northwest)

"I feel too much is asked of a teacher in this area. Congregation members could more willingly offer their services." (Northwest)

"I have no other work." (California-Nevada)

"The church expects a lot of outside activities from a teacher such as evangelism etc. for which a teacher has no time." (California-Nevada)

17g "Our faculty is extremely lucky to have the plant and full cooperation of the congregation that we have." (Northwest)

"All of my experience has been in the public schools where there is help through observations by qualified personnel. Feel frustrated somewhat here as to kind of job I am doing - need higher standards to gear to." (California-Nevada)

"The entire situation is excellent." (Montana)

"Sometimes I get the feeling we are the all purpose answer - upper grade girls' sports, Walther League counsellor, Bible Class leader, Choir, organist, plus other various duties do not always leave me with much time for myself. This also hinders an adequate teaching program. (Northwest)