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IOWA VOCATIONAL-TECHNICAL TEACHER
RETENTION STUDY

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This report of the study titled "Iowa Vocational-Technical Teacher Retention Study" (Project No. 72-132) is hereby certified to be in accordance with the Standards for Survey Research and Reports of the Center for Business and Behavioral Research, University of Northern Iowa, Cedar Falls, Iowa.



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INTRODUCTION

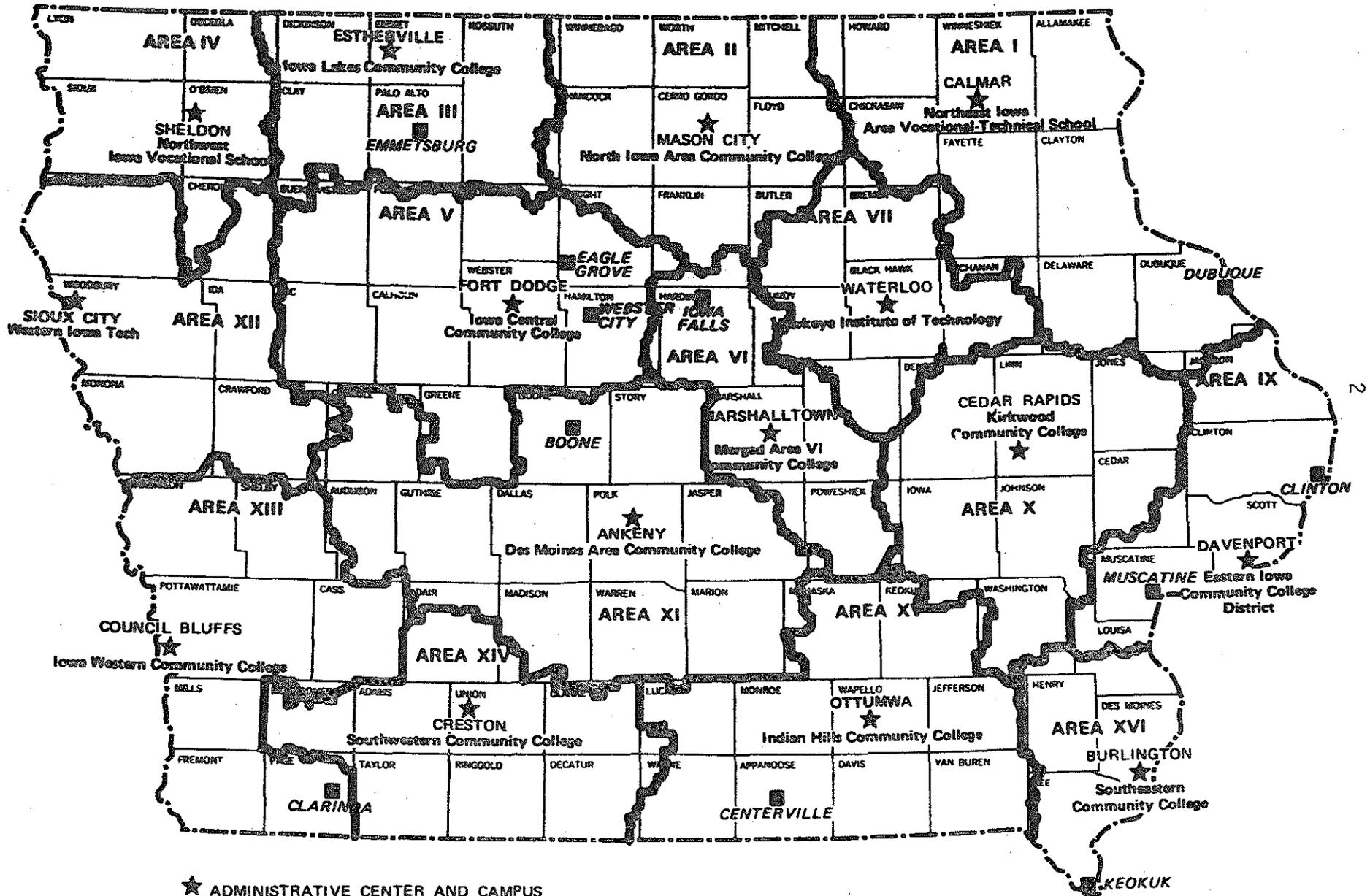
In the fall of 1975, the Center for Business and Behavioral Research (hereinafter referred to as the Center) became involved in assisting the Iowa Department of Public Instruction in determining the reason(s) for what appeared to be a relatively high turnover rate among vocational-technical teachers in Iowa's 15 Area Schools. The Iowa Department of Public Instruction had observed that the turnover rate among post-secondary vocational-technical instructors exceeded the turnover rate among instructors teaching college parallel courses within the same institutions (Area Schools). The purpose of this study was to identify and interpret the reason(s) for the vocational-technical teacher turnover rate.

Iowa Area Schools

An Area School is a public institution designed to provide educational opportunities in the arts, sciences, and/or vocational-technical areas. In Iowa, such Area Schools constitute a statewide system of 15 public two-year post-secondary institutions. Each Area School serves a multi-campus merged area which varies in size from approximately four to 11 counties. Figure 1 is a map showing the service areas and locating the 15 Area Schools in Iowa.

Regarding the administrative structure of the Area Schools, each school is headed by a superintendent. There are usually four directors who report to the superintendent, each of whom heads one of the following divisions: 1) Vocational-technical education; 2) Arts and sciences education; 3) Adult and continuing education; and 4) Student personnel

IOWA MERGED AREA SCHOOLS



★ ADMINISTRATIVE CENTER AND CAMPUS

■ OTHER CAMPUS (AREA SCHOOLS WITH MORE THAN ONE MAJOR CAMPUS)

services. The four directors have separate but equal responsibilities. Various department heads within each division report to their division director, while instructors report to department heads.

The purpose of the vocational-technical education division is to offer, as its curriculum or part of its curriculum, education, training, or retraining to: 1) persons who have completed or left high school and who are preparing to enter the labor market; 2) persons who are attending high school and who would benefit from such education or training and whose high school does not have the necessary facilities for such education; 3) persons who have entered the labor market and who are in need of upgrading or learning a skill; and 4) persons who, due to academic, socio-economic, or other handicaps, are prevented from succeeding in regular vocational or technical education programs.

Since this study focuses on the vocational-technical instructor, it is important to understand that not all such teachers at the Area Schools have come to these positions with a uniform set of basic competencies. For example, it is not a requirement for employment in a vocational-technical program that the teachers have earned a baccalaureate degree. Although many teachers do have, and others are working toward a baccalaureate degree, the primary prerequisite to employment is successful work experience in the area of the program in which they would be employed. Therefore, it is accurate to say that some vocational-technical teachers have had little or no formal preparation for their responsibility as a teacher, but are rather recognized for their high competence in the technical or skill area they will teach. Teacher preparation is provided to these instructors through vocational teacher education departments at the state universities. This education usually consists of "pre-service

training workshops" which are taken during the first academic year of employment of new teachers. Such teacher training is, of course, more costly when the turnover rate is high; a factor which precipitated this study.

Teacher Retention Studies

A review of the literature, by both manual and computer retrospective searches, revealed a dearth of information regarding reasons for turnover among vocational-technical instructors. Most research concerning turnover has focused on other occupational classifications.

Originating no later than with Maslow (1943), turnover has been theoretically defined as a potential alternative for an individual in an unsatisfactory work environment. Herzburg (1957) found turnover to be negatively associated with positive job attitudes. This was later expanded into studies attempting to uncover sources of satisfaction and dissatisfaction as they relate to turnover. For example, Friedlander and Walton (1964) concluded that the sources of satisfaction and the sources of dissatisfaction were independently related. That is, those factors which they found as potential sources of job dissatisfaction (e.g., salary, promotional opportunities, etc.) did not, regardless of their level, produce satisfying motivations to remain in the job. On the other hand, those factors which they found as potential sources of job satisfaction (e.g., degree of intellectual challenge, feelings of accomplishment, etc.) did not, by their absence, produce reasons for leaving employment.

Athanasiou (1969), and Peay and Wernander (1969), reviewed numerous studies which attempted to further develop this approach. Both reports concluded that these studies often produced contradictory findings.

Generally, this may be seen as the result of treating separate aspects of the work environment as either positive or negative motivators, regardless of the occupation or of differences between individual workers (i.e., age, length of employment, etc.). Contradictions in findings arose when similar aspects of the work environment produced different motivations among members of different occupations and/or among different groups of workers.

Anderson (1974) and Price (1975) attempted to delimit correlates of turnover and (through various statistical methods) construct a probability model for predicting turnover. Although some difficulty existed in determining both the degree of positive correlation as well as the identification of factors independently related to turnover, factors studied included: length and location of employment, local unemployment rates and the availability of other employment, education, age, sex, race, marital status, and home ownership.

However, correlates of turnover should not be confused with causes of turnover, and such correlates are usually insufficient in explaining motivations to leave employment. Probably for such reasons more recent attempts have sought to include certain attitudinal measures (Anderson, 1976).

The value of reviewing these approaches to turnover is to realize the limitations of each approach. The present study was constructed to include a variety of approaches, hopefully avoiding the limitations of each utilized separately. The present study may be seen as an attempt to uncover reasons for turnover within one occupational classification, while sensitive to possible differences among individual and identifiable groups of workers.

Finally, regarding studies dealing directly with vocational-technical teachers, Adams and Morton (1974) undertook a survey to determine why such teachers chose to quit the teaching profession or move from their present community. They concluded that

. . . the main reasons vocational-technical teachers left their positions were that salary was too low compared to the number of hours worked and they desired work with fewer hours and more time for their families. Many teachers also cited too many non-teaching duties, lack of interest and cooperation from administration, too many extra-curricular activities and a desire for more personal freedom as important reasons for leaving their jobs (p. 3).

METHODS AND PROCEDURES

In order to meet the objectives of this study, the Center first collected background information on all Iowa Area School vocational-technical teachers employed since 1971. This information was supplied to the Center by the Iowa Department of Public Instruction in the form of computer tapes, and reflected information reported on the "Iowa Professional School Employees Data Sheet" (hereinafter referred to as EDS). These data consisted of, among other things, the name, age, sex, race, education, related work experience, salary, and vocational-technical subject area(s) taught for all vocational-technical teachers working in each of the 15 Area Schools for the period 1971 through 1975.*

The purpose in collecting this information was to generate a "background information profile" for all those teachers who had left the vocational-technical program (hereinafter referred to as former teachers) and a similar "profile" for all teachers who remained with the program (hereinafter referred to as current teachers). It was thought at the time that such a "profile" would provide insight into possible reasons why former teachers left their positions. An extensive analysis of this profile proved inconclusive as a valid means for determining reasons for the turn-over rate.**

*A complete listing of information contained on the EDS is shown in Appendix A, p. A-1.

**Additional discussion regarding the EDS profile and its limitations is found in the "Analysis of the Findings" section which follows.

Survey of Current and Former Teachers

Because of the limitations of the EDS profile method, the Center decided to conduct a mailed survey of former teachers regarding their reasons for leaving the vocational-technical teaching program. For comparative purposes, it was also decided to conduct a survey of a representative sample of current vocational-technical teachers regarding their reasons for remaining with the program. The discussion which follows provides an overview of the methods and procedures used in these two surveys.

Research Instrument

Two mailed questionnaires were designed; one for former teachers, the other for current teachers. The two questionnaires were virtually identical with the exception that the wording in the former teachers questionnaire was in the past tense, while the wording for some of the questions in the current teachers questionnaire was in the present tense. Another exception, which is discussed below, was the inclusion of additional questions for current teachers which were not included in the former teachers questionnaire.

The questionnaires, which are reproduced in Appendix A, pp. A-2 through A-9) consisted of three sections: statements regarding pre-service training workshops and other aspects of their employment; a job satisfaction scale; and a series of open-ended questions. The first section of the questionnaire consisted of 24 positively worded statements concerning selected aspects of pre-service and in-service training, such as instructional and non-instructional responsibilities, compensation, support from administrators and colleagues, and school policies. Survey partici-

pants were asked to indicate their degree of agreement or disagreement to each of these types of statements.

The second section consisted of 32 phrases which were designed to measure job satisfaction. These phrases were selected from a job satisfaction scale developed by Schetzer (1965; see Appendix A, p. A-10, for a brief resume of the scale). These phrases dealt with things such as job prestige, administrative details of the job, time for study, demands of supervisors, feelings of achievement, and so forth. Survey participants were asked to react to each phrase by indicating if they were satisfied, dissatisfied, or uncertain.

The third section consisted of a series of open-ended questions such as primary reasons for leaving their position (former teachers); primary reasons that would cause current teachers to leave; primary reasons for continuing their position (current teachers); and the most rewarding and least rewarding aspects of their post-secondary vocational-technical teaching experience.

Sampling Plan

It was decided by the Center to mail the survey questionnaire to all former teachers, and a sample of current teachers. Analysis of the EDS tapes revealed that between the period 1971 and 1975 there was a total of 1,212 full-time vocational-technical teachers working at the various Area Schools, and that of that number, 487 (40.2%) had left the program since 1971.

In order to validate the status of these 487 former teachers (i.e., that these persons were in fact no longer teaching in the vocational-technical programs, as opposed to being transferred to an administrative

position and/or another program (e.g., college parallel)), the Center prepared lists of the former teachers by Area School, and sent these lists to each respective Area School Director. The Directors validated the lists and provided the last known mailing addresses, if known, for all former teachers.

Of the 487 former teachers, the Center was able to secure mailing addresses for 262 (53.8%) teachers. A like number of current teachers (N=262) were selected, using the systematic random sampling plan, proportionate to the size of the full-time vocational-technical staff at each Area School. The total number of teachers selected for purposes of surveying was 524, representing 43.2 percent of all full-time vocational-technical teachers employed in the Area Schools since 1971.

Contact with Survey Population and Follow-Up Procedures

On July 1, 1976, 524 questionnaires were mailed to both current and former teachers via first class postage. Accompanying each questionnaire was a covering letter (see Appendix A, p. A-11) and a business reply envelope. Approximately two weeks later, on July 27, a follow letter (see Appendix A, p. A-12) was sent to those survey participants who had not responded to the original letter. The findings for this survey as well as EDS profile are presented in the "Analysis of the Findings" section which follows.

ANALYSIS OF THE FINDINGS

As the reader will recall, the purpose of this study was to investigate the reasons why former instructors left the vocational-technical teaching program at the 15 Area Schools in Iowa. The following discussion provides information on the vocational-technical instructors turnover rate, the EDS profile, and the results of the survey of current and former teachers.

Turnover Rate

Faculty turnover rates by Area School and year are shown in Table 1 (see p. 12). As these data indicate, the overall rates between 1971 and 1975 range from 7.2 for Area School V to 25.4 percent for Area IX. Analysis of these data with regard to size of staff (at each Area School) revealed no statistically significant differences. Data regarding turnover rates by subject areas are shown in Table 2 (see p. 13). As the reader will note, the overall turnover rate ranged from 12.6 in the "Technical" subject area to 36.2 percent in "Home Economics."

EDS Profile Results

As was indicated earlier in this report, the Center was provided with selected background information on all current and former teachers. These data were analyzed in an attempt to isolate categories of people most likely to leave (or remain with) the vocational-technical teaching program. Through special computer programs, it was possible to combine

TABLE 1
 VOCATIONAL-TECHNICAL TEACHER TURNOVER RATE BY AREA SCHOOL BY YEAR

Area School	School Year				Overall Rate	1974-75 Staff Size
	1971-72	1972-73	1973-74	1974-75		
I	6.1	9.8	10.9	11.5	9.7	61
II	4.2	24.1	3.7	.	7.6	39
III	15.0	3.8	6.7	22.9	12.6	35
IV	14.8	9.7	31.4	15.0	18.0	40
V	9.3	4.3	6.1	8.9	7.2	56
VI	17.4	17.9	19.2	8.3	15.8	24
VII	21.4	9.3	7.2	11.8	12.1	85
IX	23.6	30.9	27.4	18.6	25.4	59
X	21.6	22.3	21.4	16.0	20.3	100
XI	17.6	23.2	12.6	12.6	16.4	127
XII	7.3	10.7	16.7	8.9	11.2	56
XIII	11.5	7.3	31.9	23.2	19.3	56
XIV	20.0	33.3	7.7	.	14.8	18
XV	16.4	25.8	14.8	18.0	19.0	50
XVI	12.0	9.7	12.5	6.9	10.3	29

TABLE 2

VOCATIONAL-TECHNICAL TEACHER TURNOVER RATE BY SUBJECT AREA TAUGHT BY YEAR

Subject Area	School Year				Overall Rate	1974-75 Staff Size
	1971-72	1972-73	1973-74	1974-75		
Agriculture	16.3	19.8	22.9	11.7	17.7	111
Distributive Education	25.0	12.1	17.6	11.4	16.4	35
Health Occupations	15.3	11.9	19.8	17.2	16.2	198
Home Economics	33.3	60.0	18.2	22.2	36.2	9
Office Occupations	20.2	12.4	14.8	15.9	15.9	107
Technical	14.3	21.1	9.6	4.0	12.6	50
Trades and Industries	12.8	17.4	13.3	12.1	13.9	281
Multiple	3.8	23.1	12.5	9.1	12.8	44

and contrast these separate profiles in a variety of ways. By identifying each teacher as either current or former, it was possible to generate an encompassing profile of all teachers who left their positions; statewide or by school, by subject area taught or as a whole, in any given year or as a composite; and contrast that profile with a similarly generated profile of teachers who did not leave their positions.

This comparative analysis provided some insight into identifying certain factors which reflect differential rates of turnover among all teachers. That is, given any level of turnover, certain types of teachers appear more "prone" to turnover than others. Their differential rates of turnover appear to be consistent between schools, between subject areas, and over the four-year period available for comparison.

Briefly, these may be generalized as follows: 1) The younger the teachers, the higher the rate of turnover; 2) The fewer years of working and teaching experience, and especially the years experience at the area school, the higher the rate of turnover; and 3) The lower the salary, the higher the turnover rate.

Presented below is a summary of selected EDS items and their relationship to turnover rates.

Age	Turnover rate higher among those who are younger.
Sex	Same occurrence of turnover for both males and females.
Race	Turnover twice as high for non-white as whites; however, only 1.0 percent of the teachers studied were non-white.
Education (semester hours and highest degree held)	Same occurrence of turnover at each level of education.
Related work experience	Turnover rate slightly higher for those with less work experience.

Total teaching experience	Turnover rate slightly higher for those with less teaching experience.
District teaching experience	Turnover rate higher for those with fewer years at area school.
Salary	Difficult to independently analyze; probably more indicative of other factors, i.e., experience; turnover rate higher for those with lower salary.

Because of the limitations of the EDS Profile in providing "reasons" for leaving, a survey research plan was developed. What follows is the results of that survey.

Survey Results

Response Rate and Representativeness of Sample

As the reader will recall, 524 questionnaires were mailed to current and former teachers. Of this number, 282 (53.8%) were returned; 158 (56.0%) from current teachers and 124 (44.0%) from former teachers. Statistical analysis of selected background information* of the survey respondents in comparison with existing knowledge of the survey population revealed that both the former and current teachers who participated in this study were--with the exception noted below--a representative sample of the survey population. Specifically, survey respondents were a representative sample of the survey population with respect to race, gender, age groups, number of college semester hours earned, type of college degree earned (if any), vocational-technical subject area(s) taught, years of subject area experience, years teaching in Area School District, years total teaching; and

*Background information for each survey respondent was obtained from the EDS file.

Area School representation. The exception to the above was that current teachers with less than two years, or 17 or more years subject area experience tended to be underrepresented.

Profile of Survey Respondents

Approximately 70 percent of the respondents were male, 30 percent female; these proportions were identical for both current and former teachers. The mean age for all respondents was 40.9 years. Current teachers tended to be older (mean age 42.7 years) than former teacher (mean age 38.7 years).

With regard to educational background, approximately 42 percent of each group of teachers (i.e., current and former) did not have a college degree. Four percent of the current teachers had an associate degree (4.8% for former teachers); 38.0 percent had a bachelors degree (33.9% for former teachers); while 15.8 percent had higher degrees (18.5% for former teachers).

The total number of years teaching experience for all respondents ranged from 0 to 35 years, with the mean being 6.91, and the median 5.80 years. Both groups of respondents averaged 10.3 years working experience in their subject area. Working experience should not be confused with teaching experience. The former is experience in the subject area and does not include teaching experience.

Job Satisfaction

The analysis which follows is based on the 56 statements and phrases describing selected aspects of the teachers' current or former position. Responses to the 24 positively worded statements were measured on the following five-point scale: "Strongly Agree" = 1; "Agree" = 2;

"Uncertain" = 3; "Disagree" = 4; and "Strongly Disagree" = 5. The remaining 32 items, which were originally developed by Schletzer (1965), were measured using the following three-point scale: "Satisfied" = 1; "Uncertain" = 2; and "Dissatisfied" = 3. Items within each scale were combined to obtain a general measure of job satisfaction. Frequencies for each item are reported in Appendix B.

Analysis of the data revealed significant differences in overall responses between current and former teachers, with current teachers expressing greater job satisfaction on both scales. The mean response for current teachers on the five-point scale was 2.680, while the mean for former teachers was 2.946 ($t=3.28$, $df=182$, $p<.01$). Likewise on the Schletzer job satisfaction scale, the mean response for former teachers was 1.545 as compared to 1.430 for current teachers ($t=2.41$, $df=215$, $p<.05$).

Pre-Service Workshops

Ten of the items on the five-point scale were designed to measure satisfaction with the pre-service workshops (including in-service training and training requirements). Again, a significant difference was noted between the responses of current and former teachers, with former teachers showing a greater degree of dissatisfaction with such training. The mean response for former teachers was 2.976 as compared with 2.691 for current teachers ($t=2.71$, $df=188$, $p<.01$).

Salary and Fringe Benefits

Generally speaking, both current and former teachers expressed dissatisfaction with their salary and fringe benefits. Former teachers were more dissatisfied ($\bar{X}=3.144$) than current teachers ($\bar{X}=2.889$); the

observed mean responses by category of teachers were the highest for all categories of job satisfaction. The differences noted between current and former teachers were statistically significant ($t=2.07$, $df=274$, $p<.05$).

School Administration and School Policies

Former teachers tended to be more dissatisfied with school administrators and school policies than current teachers. On the five-point scale, the mean response was 2.996 for former teachers and 2.615 for current teachers ($t=3.35$, $df=276$, $p<.01$). Likewise, on the three-point scale, former teachers had a mean response of 1.832 as compared with 1.620 for current teachers ($t=2.64$, $df=270$, $p<.01$).

Internal Working Conditions

Eight items on the five-point scale and 24 items on Schletzer's scale concerned the respondents' attitudes toward working conditions within the school. Included in this category were all references to time requirements and teacher satisfaction with class responsibilities and related duties. Items on the Schletzer scale referred to rewards and pressures of teaching.

Consistent with the findings reported thus far, former teachers showed greater dissatisfaction with internal working conditions than did current teachers. The observed "t" on the Schletzer scale was 2.67 ($df=255$, $p<.01$). Although former teachers were slightly more dissatisfied with internal working conditions as measured on the five-point scale, the observed difference between former and current teachers on this scale was not statistically significant ($p>.05$).

External Working Conditions

This category included items intended to measure the respondents'

attitudes toward the community in which they lived. There tended to be general satisfaction for both former and current teachers on this dimension of employment. Although there was general agreement between the two groups of teachers, former teachers tended to be less satisfied ($\bar{X}=1.585$) than current teachers ($\bar{X}=1.448$); the differences noted though were not statistically significant ($p>.05$).

Student Relations

Both current and former teachers were generally satisfied with their relations with students. The differences noted in mean responses between current and former teachers for items dealing with student relations were not statistically significant ($p>.05$).

Other Teachers

Both groups were generally satisfied with their relations with fellow teachers although current teachers tended to be slightly more satisfied than former teachers. The differences though were not statistically significant ($p>.05$).

Least and Most Rewarding Aspects of Teaching

As the reader will recall, survey participants were asked to indicate the most and least rewarding aspects of their post-secondary vocational-technical teaching experience. Table 3 (see p. 22) provides, among other things, the findings of these two open-ended questions. To aid the reader in his interpretation of Table 3, the following response categories are defined.

Contract, Salary and Benefits

Any reference to contract, salary, salary increases, benefits, promotional opportunities, length of work year and/or vacations; any comparison with other employees regarding salary and benefits; any reference to methods of determining individual salaries, salary increases and/or promotions.

Students

Any reference to working with or helping students; feedback from students, or student attitudes and/or behavior.

Administrators, Supervisor, School Policies

Any reference to administrative personnel or treatment by administrators and/or supervisors; any reference to structure of power and authority within school and/or school policies.

Other Instructors

Any reference to working with other instructors or personality difficulties with other instructors.

Other Relationships

Any reference to school personnel (other than administrators, supervisors, and other teachers) and/or parents or people in general.

Teaching and Working Conditions

Any reference to teaching as an occupation and/or reference to subject matter being taught; personal rewards and/or pressures of teaching; any reference to facilities and/or freedom in establishing classroom activities.

External Work Setting

Any reference to community, social and/or geographic setting or location. Any reference to public opinion regarding "career education" in Iowa.

Training

Any reference to training requirements and/or in-service and pre-service training and opportunities for such training.

Alternatives

Any reference to alternative employment within or outside the school system; returning to school for additional education; geographical location.

As Table 3 indicates, the most rewarding aspects of teaching for both current and former teachers was relationships with students (71.5% and 63.0% respectively) while the least rewarding for both groups (38.0% and 45.1% respectively) were activities associated with administrators, supervisors, and/or school policies.

Reasons for Leaving*

Former teachers were asked to cite their reason(s) for leaving while current teachers were asked to indicate reasons that would cause them to leave the vocational-technical teaching program. As the data indicate (see Table 3), former teachers most frequently (31.3%) cited relationships with administrative personnel and supervisors or problems with school policies as a primary reason for leaving their position. Other reasons given for former teachers were "contract, salary and benefits" (22.5%), and "teaching and working conditions" (22.1%). "Alternatives" (references

*Excludes "non-voluntary" reasons (e.g., health, retirement, etc.). See page 23 for definition of "non-voluntary" turnover.

TABLE 3

MOST REWARDING AND LEAST REWARDING ASPECTS OF TEACHING AND REASONS
OR POTENTIAL REASONS FOR LEAVING THE VOCATIONAL-
TECHNICAL TEACHING PROGRAM

Response*	Most Rewarding		Least Rewarding		Leaving (or Cause to Leave)		For Continuing
	Former Teachers	Current Teachers	Former Teachers	Current Teachers	Former Teachers	Current Teachers	Current Teachers
Contract, salary, benefits	. . %	1.8%	5.7%	7.8%	22.5%	28.7%	13.4%
Students	63.0	71.5	8.2	13.9	1.7	7.5	19.8
22 Administrators, supervisors, school policies	2.2	.9	45.1	38.0	31.3	22.0	1.7
Other Instructors	8.1	2.7	7.4	4.8	3.8	4.2	3.9
Other Relationships	3.7	1.4	1.6	. .	. .	. .	2.8
Teaching and working conditions	23.0	20.4	23.8	28.9	22.1	26.9	52.7
External work setting	. .	1.4	4.9	4.8	2.5	2.8	1.7
Training	. .	. .	3.3	1.8	0.8	0.7	. .
Alternatives	. .	. .	. .	. .	15.4	13.6	4.2

*See text (pp. 20, 21) for definition of response.

to other employment, return to school, or geographical location for any reason) accounted for 15.4 percent of the reasons why former teachers left their positions.*

Current teachers' estimations of what might cause them to leave were somewhat similar to the reasons given by former teachers (see Table 3). Ranked as a potential reason to leave by 28.7 percent of the current teachers was "contract, salary," and/or "benefits," followed by "teaching and working conditions" (26.9%). Problems with administrators, supervisors, and/or school policies was the third most prominent potential reason for leaving. When asked for their reasons for continuing in the vocational-technical teaching program, the majority (52.7%) of current teachers cited "teaching and working conditions" and "students" (19.8%).

Analysis of Turnover Rate in Relation to Findings of Survey

The relatively high correlation of turnover and dissatisfaction does not necessarily indicate a causal relationship between the two measures. More precisely, responses indicating dissatisfaction are incidental to certain types of turnover; dissatisfaction may exist without turnover, and turnover may exist without dissatisfaction. The explanation of this pattern involves considering different "types" of turnover.

The first type is best described as an "action which is necessary" (and perhaps the only alternative available for a teacher). This type of turnover may be defined as "non-voluntary" and caused by such things as retirement, illness, or other health reasons (e.g., pregnancy leave),

*Appendix C provides verbatim responses of a sample of former teachers regarding their reasons for leaving for three selected categories.

family obligations, program discontinuation or reduction, or being fired or otherwise forced to leave.

The second type of turnover is here defined as "voluntary" and is associated with specific aspects of the teachers' employment. Included are such things as length of employment, salary, working conditions, and associations with superiors and colleagues.

Based on the teachers' survey, approximately one-fourth of the turnover rate in the vocational-technical teaching program can be attributed to "non-voluntary" reasons. Regarding the "voluntary" turnover rate, approximately one-third can be attributed to personnel problems between the teachers and their superiors and/or school policies, while approximately one fourth may be attributed to problems associated with the teachers' contract, salary, and/or fringe benefits.

SUMMARY AND CONCLUSIONS

The purpose of this study was to identify the reasons for the high turnover rate among post-secondary vocational-technical teachers in Iowa's 15 Area Schools.

Methods and Procedures

Two techniques were used in an attempt to identify the reasons for the turnover rate. One technique consisted of comparing background information* for all former and current teachers for the period 1971 through 1975; herein referred to as an EDS profile. The second technique consisted of asking former instructors, by use of a mailed questionnaire, to relate their reasons for leaving the vocational-technical teaching program. For comparative purposes, a like number of current teachers were asked to indicate their reasons for remaining in the program, and to relate reasons which would cause them to leave the program.

Findings

EDS Profile

The EDS profile failed to provide any conclusive insight into the reason for the turnover rate. Although the profile was of limited value, the following "tendencies" were observed.

1. The turnover rate was higher among younger teachers.

*Such as age, sex, race, education, related work experience, salary, related work experience, and so forth.

2. There were no differences in turnover rate between males and females.
3. The educational level of the teacher had no effect on turnover.
4. The turnover rate was slightly higher among those teachers with less work and/or teaching experience.
5. The turnover rate was higher among teachers with fewer years experience at the Area Schools.

Survey of Former and Current Teachers

Analysis of the data from the survey of current and former teachers revealed the following:

1. Former teachers showed greater dissatisfaction with "pre-service workshops" than did current teachers.
2. Both groups expressed dissatisfaction with "salary and fringe benefits," with former teachers being more dissatisfied than current teachers.
3. Former teachers tended to be less satisfied with "external working conditions" than did current teachers, yet the differences noted were not statistically significant.
4. Former teachers were more dissatisfied with "internal working conditions" than were current teachers.
5. Both current and former teachers found relationships with students to be the most rewarding aspects of their teaching experience.
6. Both current and former teachers found interaction with administrators and supervisors to be the least rewarding aspect of their teaching experience.

Finally, regarding their stated reasons for leaving the vocational-technical teaching program, former teachers reported they left the program primarily because of problems they experienced with administrators and/or supervisors, and school policies. Current teachers were more likely to cite "contract and salary problems" as possible reasons for leaving the program.

APPENDIX A
(EDS File; Survey Research Materials)

INFORMATION ON EDS FILE

Area School Number
County Number
School District Number
Social Security Number
Name
Total semester hours of college earned
Undergraduate declared majors
Graduate declared majors
Year of degree
Highest degree granting institution
Salary (September)
Contract type (1 = full; 2 = part)
Contract days
Position title
Sex
Year of birth
Years experience this district
Years experience total
Race
Highest degree earned description

The record then continues with space for ten assignments. Assignment data consist of the following: assignment name, grades, and assignment code.

Center for Business and Behavioral Research
University of Northern Iowa
Cedar Falls, Iowa

VOCATIONAL TEACHER'S RETENTION SURVEY

Below are some statements relating to Vocational Technical teaching in Iowa with which some people agree while others disagree. Please read each statement carefully and indicate your degree of agreement or disagreement by circling whether you Strongly Agree (SA), Agree (A), are Uncertain (U), Disagree (D), or Strongly Disagree (SD).

STATEMENTS REGARDING PRE-SERVICE TRAINING WORKSHOPS

The workshops provided an opportunity for me to reevaluate my decision to become a career education instructor. SA A U D SD

The workshops strengthened my teaching skills as an instructor. SA A U D SD

The workshops provided a realistic overview of my responsibilities as an instructor. SA A U D SD

The workshops provided sufficient "competency development" to enable me to successfully survive the first few months of employment as an instructor. SA A U D SD

The workshops recognized my capabilities and limitations as a newly employed instructor. SA A U D SD

The workshops provided opportunities for the development of instructional skills (e.g., demonstrations, lectures, questioning, test construction, etc.). SA A U D SD

STATEMENTS REGARDING OTHER ASPECTS OF YOUR EMPLOYMENT

The university course requirements I need to meet Iowa Department of Public Instruction certification are relevant to my role and duties as a teacher. SA A U D SD

My immediate supervisor has supported me in my endeavor to acquire in-service training. SA A U D SD

My in-service training has been generally balanced with respect to "technical training" (special content areas taught) and "teaching skills" (the art of teaching). SA A U D SD

My immediate supervisor has provided adequate technical training updating experiences for me. SA A U D SD

The instructional responsibilities at the Area School are appropriately distributed among the staff. SA A U D SD

The instructional responsibilities at the Area School are <u>equally distributed</u> among the staff.	SA	A	U	D	SD
There exists sufficient freedom at the Area School to enable me to discharge my instructional responsibilities as I see fit.	SA	A	U	D	SD
My instructional responsibilities are logically related to the duties I perform.	SA	A	U	D	SD
The non-instructional responsibilities at the Area School are <u>appropriately distributed</u> among the staff.	SA	A	U	D	SD
The non-instructional responsibilities at the Area School are <u>equally distributed</u> among the staff.	SA	A	U	D	SD
There exists sufficient freedom at the Area School to enable me to discharge my non-instructional responsibilities as I see fit.	SA	A	U	D	SD
My non-instructional responsibilities are logically related to my instructional duties.	SA	A	U	D	SD
My salary at the Area School is commensurate with my duties and responsibilities as a vocational-technical teacher.	SA	A	U	D	SD
My salary at the Area School is commensurate with other occupations for which I am qualified.	SA	A	U	D	SD
The fringe benefits offered are attractive incentives for me to remain teaching at the Area School.	SA	A	U	D	SD
The Area School administrators are fully supportive of my attempts to fulfill my duties and responsibilities as a teacher.	SA	A	U	D	SD
My colleagues (other than school administrators) are fully supportive of my attempts to fulfill my duties and responsibilities as a teacher.	SA	A	U	D	SD
School policies relating to students (e.g., attendance, discipline, selection of students, etc.) are compatible to what is expected of me in my teaching position.	SA	A	U	D	SD

Below are some items which deal with aspects of your position as an instructor teaching in an Area School. Please circle the "S" if you are satisfied with the item, the "D" if dissatisfied, or "U" if uncertain whether satisfied or dissatisfied.

S	D	U	Time for family activities and/or recreation
S	D	U	Community in which you live
S	D	U	Your prestige in the community
S	D	U	Your prestige on the job

S	D	U	Prestige in your profession
S	D	U	Administrative details of job
S	D	U	Committee work required
S	D	U	Written reports necessary
S	D	U	Routine activities of the job
S	D	U	Time for study in your field
S	D	U	Opportunity to "talk shop" with colleagues
S	D	U	Opportunity to direct work of others
S	D	U	Opportunity to be your own boss
S	D	U	Interesting co-workers
S	D	U	Demands of supervisors
S	D	U	Intellectual challenge
S	D	U	Variety of activities required
S	D	U	Pressures of the job
S	D	U	Opportunity to use learned skills
S	D	U	Fulfillment of personal needs
S	D	U	Feeling of achievement
S	D	U	Feeling of being needed
S	D	U	Feeling of accomplishment
S	D	U	Thanks from those you benefit
S	D	U	Recognition from your supervisor
S	D	U	Personal satisfaction of job well done
S	D	U	Evaluation of your work by supervisors
S	D	U	Opportunity to use initiative
S	D	U	Freedom to make decisions
S	D	U	Personal autonomy
S	D	U	Freedom to use own judgment
S	D	U	Opportunity to help others find success or happiness

(OVER, PLEASE)

Center for Business and Behavioral Research
University of Northern Iowa
Cedar Falls, Iowa

VOCATIONAL TEACHER'S RETENTION SURVEY

Below are some statements relating to Vocational Technical teaching in Iowa with which some people agree while others disagree. Please read each statement carefully and indicate your degree of agreement or disagreement by circling whether you Strongly Agree (SA), Agree (A), are Uncertain (U), Disagree (D), or Strongly Disagree (SD).

STATEMENTS REGARDING PRE-SERVICE TRAINING WORKSHOPS

The workshops provided an opportunity for me to reevaluate my decision to become a career education teacher.	SA	A	U	D	SD
The workshops strengthened my teaching skills as an instructor.	SA	A	U	D	SD
The workshops provided a realistic overview of my responsibilities as an instructor.	SA	A	U	D	SD
The workshops provided sufficient "competency development" to enable me to successfully survive the first few months of employment as an instructor.	SA	A	U	D	SD
The workshops recognized my capabilities and limitations as a newly employed instructor.	SA	A	U	D	SD
The workshops provided opportunities for the development of instructional skills (e.g., demonstrations, lectures, questioning, test construction, etc.).	SA	A	U	D	SD

STATEMENTS REGARDING OTHER ASPECTS OF YOUR EMPLOYMENT

The university course requirements I needed to meet Iowa Department of Public Instruction certification were relevant to my role and duties as a teacher.	SA	A	U	D	SD
My immediate supervisor supported me in my endeavor to acquire in-service training.	SA	A	U	D	SD
My in-service training was generally balanced with respect to "technical training" (special content areas taught) and "teaching skills" (the art of teaching).	SA	A	U	D	SD
My immediate supervisor provided adequate technical training updating experiences for me.	SA	A	U	D	SD
The instructional responsibilities at the Area School were <u>appropriately</u> distributed among the staff.	SA	A	U	D	SD

The instructional responsibilities at the Area School were <u>equally</u> distributed among the staff.	SA	A	U	D	SD
There existed sufficient freedom at the Area School to enable me to discharge my instructional responsibilities as I saw fit.	SA	A	U	D	SD
My instructional responsibilities were logically related to the duties I performed.	SA	A	U	D	SD
The non-instructional responsibilities at the Area School were <u>appropriately</u> distributed among the staff.	SA	A	U	D	SD
The non-instructional responsibilities at the Area School were <u>equally</u> distributed among the staff.	SA	A	U	D	SD
There existed sufficient freedom at the Area School to enable me to discharge my non-instructional responsibilities as I saw fit.	SA	A	U	D	SD
My non-instructional responsibilities were logically related to my instructional duties.	SA	A	U	D	SD
My last salary at the Area School was commensurate with my duties and responsibilities as a vocational-technical teacher.	SA	A	U	D	SD
My last salary at the Area School was commensurate with other occupations for which I was qualified.	SA	A	U	D	SD
The fringe benefits offered were attractive incentives for me to remain teaching at the Area School.	SA	A	U	D	SD
The Area School administrators were fully supportive of my attempts to fulfill my duties and responsibilities as a teacher.	SA	A	U	D	SD
My colleagues (other than school administrators) were supportive of my attempts to fulfill my duties and responsibilities as a teacher.	SA	A	U	D	SD
School policies relating to students (e.g., attendance, discipline, selection of students, etc.) were compatible to what was expected of me in my teaching position.	SA	A	U	D	SD

Below are some items which deal with aspects of your previous position as an instructor teaching in an Area School. Please circle the "S" if you were satisfied with the item, the "D" if dissatisfied, or "U" if uncertain whether satisfied or dissatisfied.

S	D	U	Time for family activities and/or recreation
S	D	U	Community in which you lived
S	D	U	Your prestige in the community
S	D	U	Your prestige on the job

S	D	U	Prestige in your profession
S	D	U	Administrative details of job
S	D	U	Committee work required
S	D	U	Written reports necessary
S	D	U	Routine activities of the job
S	D	U	Time for study in your field
S	D	U	Opportunity to "talk shop" with colleagues
S	D	U	Opportunity to direct work of others
S	D	U	Opportunity to be your own boss
S	D	U	Interesting co-workers
S	D	U	Demands of supervisors
S	D	U	Intellectual challenge
S	D	U	Variety of activities required
S	D	U	Pressures of the job
S	D	U	Opportunity to use learned skills
S	D	U	Fulfillment of personal needs
S	D	U	Feeling of achievement
S	D	U	Feeling of being needed
S	D	U	Feeling of accomplishment
S	D	U	Thanks from those you benefit
S	D	U	Recognition from your supervisor
S	D	U	Personal satisfaction of job well done
S	D	U	Evaluation of your work by supervisors
S	D	U	Opportunity to use initiative
S	D	U	Freedom to make decisions
S	D	U	Personal autonomy
S	D	U	Freedom to use own judgment
S	D	U	Opportunity to help others find success or happiness

(OVER, PLEASE)

Please list the primary reason(s) for your leaving your position as a post-secondary vocational-technical teacher in an Iowa Area School.

- 1. _____
- 2. _____
- 3. _____
- 4. _____

What do you feel were the most rewarding aspects of your post-secondary vocational-technical teaching experience?

What do you feel were the least rewarding aspects of your post-secondary vocational-technical teaching experience?

Would you consider returning to post-secondary vocational-technical teaching in Iowa at some future date?

Yes _____ No _____ Not sure _____

What was the name of the last Iowa Area School at which you taught? _____

So as not to bother you with follow-up letters, we would appreciate your providing the following optional information. We would like to remind you the information you provide on this questionnaire will be held in the strictest of confidence and will be used only for statistical purposes. If you elect not to provide the following information, please leave the items blank and return this questionnaire in the postage-paid envelope provided.

Please print your full name on the line below.

_____ (_____) _____
Last Maiden First Initial

What is your social security number? _____

THANK YOU FOR YOUR COOPERATION

SCHETZER'S JOB SATISFACTION SCALE*

Variable	This instrument attempts to measure general job satisfaction by tapping a number of job components, not all of which are applicable to each person's job. Inapplicable items are then disregarded in the person's final score.
Description	In all, the respondent is asked to rate 62 aspects of his job as to whether he is satisfied, not satisfied, not sure about an aspect, or whether he feels the aspect is not applicable. The final score is determined by taking the percentage of satisfied responses, subtracting the number of dissatisfied responses, dividing this total by the number of relevant items, and then adding 100 to each score (to prevent negative scores).
Sample	One hundred professional people constituted the sample. The average score for the group was 162 with a standard deviation of 29.
Reliability/ Homogeneity	No information of this kind is reported in the materials available to us, although it may appear in the original dissertation.
Validity	The instrument correlates moderately with Brayfield and Rothe's measure and Hoppock's index.
Location	Schletzer, V. "A study of the predictive effectiveness of the Strong Vocational Interest Blank for Job Satisfaction" (Unpublished doctoral dissertation, University of Minnesota, 1965).

*As reported in John P. Robinson, Robert A. Athanasiou, and Kendra B. Head, Measures of Occupational Attitudes and Occupational Characteristics, Ann Arbor, Michigan: University of Michigan, 1969, p. 126.

center for business and behavioral research



COLLEGE OF BUSINESS AND BEHAVIORAL SCIENCES
UNIVERSITY OF NORTHERN IOWA
CEDAR FALLS, IOWA 50613
(319) 273-2105

Dear Educator:

We have been asked by the Iowa Department of Public Instruction to conduct a survey of former Iowa vocational-technical teachers in order to determine their reason(s) for leaving their former position. Your name appeared on a list of instructors who no longer teach in an Area School in Iowa.

We are asking your assistance in completing the enclosed questionnaire and returning it in the postage-paid envelope provided. The questions are designed to ascertain your attitudes toward selected aspects of vocational-technical teaching in Iowa. The information you provide will be used in an attempt to improve teacher-related aspects of the vocational-technical program in the Area Schools. How you personally respond to the questions will be held in strict confidence; only statistical findings will be reported to the Iowa Department of Public Instruction.

I would like to take this opportunity to thank you for your assistance in this survey. Your opinions and observations on the subject of vocational-technical teaching will be of great value to our study. Thank you again.

Sincerely,

Robert E. Kramer
Associate Director

REK/b

Enclosures (2)

A-11

RESEARCH AND SERVICE THROUGH THE DEPARTMENTS OF:

BUSINESS · BUSINESS EDUCATION · ECONOMICS · GEOGRAPHY · HISTORY · HOME ECONOMICS
POLITICAL SCIENCE · PSYCHOLOGY · SOCIOLOGY, ANTHROPOLOGY, AND SOCIAL WORK

319 273-2105

Dear Educator:

Approximately two weeks ago our Center for Business and Behavioral Research mailed you a questionnaire regarding Vocational-Technical teaching in Iowa. The purpose of the survey is to provide the Iowa Department of Public Instruction with information which can be used to improve teacher-related aspects of the Vocational-Technical program in Iowa Area Schools.

Knowing that you may have been busy at the time, we are enclosing another questionnaire for your consideration. How you personally respond will be held in strict confidence; only statistical findings will be reported.

Your opinions on what it was like to be a Vocational-Technical teacher in an Iowa Area School is the focus of our study, and your relating your experiences to us is extremely important. So please, won't you take just a few minutes of your time to help us in this study? Your participation would be greatly appreciated. If you have already returned your questionnaire, please accept our thanks and excuse the inconvenience of bothering you with this follow-up letter.

Sincerely,

Robert E. Kramer
Associate Director

REK/b

Enclosures

APPENDIX B
(Tables of Findings for Survey)

Note.--The designation "NA/ND" on all tables is an abbreviation for "Not Applicable and/or No Data." The "NA/ND" were excluded when calculating mean responses and percents.

TABLE 4

THE STATEMENT, "THE WORKSHOPS PROVIDED AN OPPORTUNITY FOR ME TO REEVALUATE MY DECISION TO BECOME A CAREER EDUCATION INSTRUCTOR," BY ABSOLUTE FREQUENCY AND RELATIVE FREQUENCY (%) FOR FORMER AND CURRENT TEACHERS AND TOTAL

Response	Former Teachers	Current Teachers	Total
Strongly agree	2 (2.1%)	3 (2.7%)	5 (2.4%)
Agree	31 (32.6%)	53 (47.3%)	84 (40.6%)
Uncertain	20 (21.1%)	27 (24.1%)	47 (22.7%)
Disagree	26 (27.4%)	21 (18.8%)	47 (22.7%)
Strongly disagree	<u>16 (16.8%)</u>	<u>8 (7.1%)</u>	<u>24 (11.6%)</u>
TOTAL	95 (100.0%)	112 (100.0%)	207 (100.0%)
Mean Response	3.242	2.804	3.005
NA/ND	29	46	75

TABLE 5

THE STATEMENT, "THE WORKSHOPS STRENGTHENED MY TEACHING SKILLS AS AN INSTRUCTOR," BY ABSOLUTE FREQUENCY AND RELATIVE FREQUENCY (%) FOR FORMER AND CURRENT TEACHERS AND TOTAL

Response	Former Teachers	Current Teachers	Total
Strongly agree	12 (12.6%)	14 (12.3%)	26 (12.4%)
Agree	41 (43.2%)	62 (54.4%)	103 (49.3%)
Uncertain	18 (18.9%)	24 (21.1%)	42 (20.1%)
Disagree	12 (12.6%)	10 (8.8%)	22 (10.5%)
Strongly Disagree	<u>12 (12.6%)</u>	<u>4 (3.5%)</u>	<u>16 (7.7%)</u>
TOTAL	95 (99.9%)	114 (100.1%)	209 (100.0%)
Mean Response	2.695	2.368	2.517
NA/ND	29	44	73

TABLE 6

THE STATEMENT, "THE WORKSHOPS PROVIDED A REALISTIC OVERVIEW
OF MY RESPONSIBILITIES AS AN INSTRUCTOR," BY
ABSOLUTE FREQUENCY AND RELATIVE FREQUENCY
(%) FOR FORMER AND CURRENT TEACHERS
AND TOTAL

Response	Former Teachers	Current Teachers	Total
Strongly agree	3 (3.2%)	10 (8.8%)	13 (6.3%)
Agree	44 (46.8%)	47 (41.2%)	91 (43.8%)
Uncertain	15 (16.0%)	27 (23.7%)	42 (20.2%)
Disagree	23 (24.5%)	24 (21.1%)	47 (22.6%)
Strongly Disagree	<u>9 (9.6%)</u>	<u>6 (5.3%)</u>	<u>15 (7.2%)</u>
Total	94 (100.1%)	114 (100.1%)	208 (100.1%)
Mean Response	2.904	2.728	2.808
NA/ND	30	44	74

TABLE 7

THE STATEMENT, "THE WORKSHOPS PROVIDED SUFFICIENT 'COMPETENCY DEVELOPMENT' TO ENABLE ME TO SUCCESSFULLY SURVIVE THE FIRST FEW MONTHS OF EMPLOYMENT AS AN INSTRUCTOR,"
 BY ABSOLUTE FREQUENCY AND RELATIVE FREQUENCY
 (%) FOR FORMER AND CURRENT TEACHERS
 AND TOTAL

Response	Former Teachers	Current Teachers	Total
Strongly agree	3 (3.2%)	9 (8.0%)	12 (5.9%)
Agree	30 (32.3%)	33 (29.5%)	63 (30.7%)
Uncertain	17 (18.3%)	28 (25.0%)	45 (22.0%)
Disagree	25 (26.9%)	31 (27.7%)	56 (27.3%)
Strongly disagree	<u>18 (19.4%)</u>	<u>11 (9.8%)</u>	<u>29 (14.1%)</u>
Total	93 (100.1%)	112 (100.0%)	205 (100.0%)
Mean Response	3.269	3.018	3.132
NA/ND	31	46	77

TABLE 8

THE STATEMENT, "THE WORKSHOPS RECOGNIZED MY CAPABILITIES AND LIMITATIONS AS A NEWLY EMPLOYED INSTRUCTOR," BY ABSOLUTE FREQUENCY AND RELATIVE FREQUENCY (%) FOR FORMER AND CURRENT TEACHERS AND TOTAL

Response	Former Teachers	Current Teachers	Total
Strongly agree	5 (5.3%)	5 (4.5%)	10 (4.9%)
Agree	29 (30.9%)	44 (39.3%)	73 (35.4%)
Uncertain	21 (22.3%)	36 (32.1%)	57 (27.7%)
Disagree	28 (29.8%)	19 (17.0%)	47 (22.8%)
Strongly disagree	<u>11 (11.7%)</u>	<u>8 (7.1%)</u>	<u>19 (9.2%)</u>
TOTAL	94 (100.0%)	112 (100.0%)	206 (100.0%)
Mean Response	3.117	2.830	2.961
NA/ND	30	46	76

TABLE 9

THE STATEMENT, "THE WORKSHOPS PROVIDED OPPORTUNITIES FOR THE DEVELOPMENT OF INSTRUCTIONAL SKILLS (E.G., DEMONSTRATIONS, LECTURES, QUESTIONING, TEST CONSTRUCTION, ETC.),"
 BY ABSOLUTE FREQUENCY AND RELATIVE FREQUENCY
 (%) FOR FORMER AND CURRENT TEACHERS
 AND TOTAL

Response	Former Teachers	Current Teachers	Total
Strongly agree	15 (15.8%)	11 (9.8%)	26 (12.6%)
Agree	36 (37.9%)	61 (54.5%)	97 (46.9%)
Uncertain	11 (11.6%)	18 (16.1%)	29 (14.0%)
Disagree	23 (24.2%)	13 (11.6%)	36 (17.4%)
Strongly disagree	<u>10 (10.5%)</u>	<u>9 (8.0%)</u>	<u>19 (9.2%)</u>
TOTAL	95 (100.0%)	112 (100.0%)	207 (100.1%)
Mean Response	2.758	2.536	2.638
NA/ND	29	46	75

TABLE 10

THE STATEMENT, "THE UNIVERSITY COURSE REQUIREMENTS I NEED(ED)
TO MEET IOWA DEPARTMENT OF PUBLIC INSTRUCTION CERTIFICATION
ARE (WERE) RELEVANT TO MY ROLE AND DUTIES AS A TEACHER,"
BY ABSOLUTE FREQUENCY AND RELATIVE FREQUENCY (%)
FOR FORMER AND CURRENT TEACHERS AND TOTAL

Response	Former Teachers	Current Teachers	Total
Strongly agree	12 (10.0%)	12 (8.1%)	24 (8.9%)
Agree	50 (41.7%)	69 (46.3%)	119 (44.2%)
Uncertain	14 (11.7%)	20 (13.4%)	34 (12.6%)
Disagree	25 (20.8%)	30 (20.1%)	55 (20.4%)
Strongly disagree	<u>19 (15.8%)</u>	<u>18 (12.1%)</u>	<u>37 (13.8%)</u>
TOTAL	120 (100.0%)	149 (100.0%)	269 (99.9%)
Mean Response	2.908	2.819	2.859
NA/ND	4	9	13

TABLE 11

THE STATEMENT, "MY IMMEDIATE SUPERVISOR (HAS) SUPPORTED ME
IN MY ENDEAVOR TO ACQUIRE IN-SERVICE TRAINING," BY
ABSOLUTE FREQUENCY AND RELATIVE FREQUENCY (%)
FOR FORMER AND CURRENT TEACHERS AND TOTAL

Response	Former Teachers	Current Teachers	Total
Strongly agree	19 (15.8%)	39 (24.8%)	58 (20.9%)
Agree	68 (56.7%)	83 (52.9%)	151 (54.5%)
Uncertain	9 (8.0%)	14 (8.9%)	23 (8.3%)
Disagree	17 (14.2%)	14 (8.9%)	31 (11.2%)
Strongly disagree	<u>7 (5.8%)</u>	<u>7 (4.5%)</u>	<u>14 (5.1%)</u>
TOTAL	120 (100.5%)	157 (100.0%)	277 (100.0%)
Mean Response	2.375	2.153	2.249
NA/ND	4	1	5

TABLE 12

THE STATEMENT, "MY IN-SERVICE TRAINING HAS BEEN (WAS) GENERALLY BALANCED WITH RESPECT TO 'TECHNICAL TRAINING' (SPECIAL CONTENT AREAS TAUGHT) AND 'TEACHING SKILLS' (THE ART OF TEACHING)," BY ABSOLUTE FREQUENCY AND RELATIVE FREQUENCY (%) FOR FORMER AND CURRENT TEACHERS AND TOTAL

Response	Former Teachers	Current Teachers	Total
Strongly agree	5 (4.3%)	11 (7.0%)	16 (5.8%)
Agree	47 (40.2%)	71 (44.9%)	118 (42.9%)
Uncertain	16 (13.7%)	25 (15.8%)	41 (14.9%)
Disagree	35 (29.9%)	38 (24.1%)	73 (26.5%)
Strongly disagree	<u>14 (12.0%)</u>	<u>13 (8.2%)</u>	<u>27 (9.8%)</u>
TOTAL	117 (100.1%)	158 (100.0%)	275 (99.9%)
Mean Response	3.051	2.816	2.916
NA/ND	7	--	7

TABLE 13

THE STATEMENT, "MY IMMEDIATE SUPERVISOR (HAS) PROVIDED ADEQUATE TECHNICAL TRAINING UPDATING EXPERIENCES FOR ME," BY ABSOLUTE FREQUENCY AND RELATIVE FREQUENCY (%) FOR FORMER AND CURRENT TEACHERS AND TOTAL

Response	Former Teachers	Current Teachers	Total
Strongly agree	10 (8.5%)	16 (10.1%)	26 (9.4%)
Agree	37 (31.4%)	41 (25.9%)	78 (28.3%)
Uncertain	14 (11.9%)	32 (20.3%)	46 (16.7%)
Disagree	35 (29.7%)	51 (32.3%)	86 (31.2%)
Strongly disagree	<u>22 (18.6%)</u>	<u>18 (11.4%)</u>	<u>40 (14.5%)</u>
TOTAL	118 (100.1%)	158 (100.0%)	276 (100.1%)
Mean Response	3.186	3.089	3.130
NA/ND	6	--	6

TABLE 14

THE STATEMENT, "THE INSTRUCTIONAL RESPONSIBILITIES AT THE AREA SCHOOL ARE (WERE) APPROPRIATELY DISTRIBUTED AMONG THE STAFF," BY ABSOLUTE FREQUENCY AND RELATIVE FREQUENCY (%) FOR FORMER AND CURRENT TEACHERS AND TOTAL

Response	Former Teachers	Current Teachers	Total
Strongly agree	8 (6.6%)	10 (6.3%)	18 (6.4%)
Agree	46 (37.7%)	68 (43.0%)	114 (40.7%)
Uncertain	14 (11.5%)	31 (19.6%)	45 (16.1%)
Disagree	32 (26.2%)	30 (19.0%)	62 (22.1%)
Strongly disagree	<u>22 (18.0%)</u>	<u>19 (12.0%)</u>	<u>41 (14.6%)</u>
TOTAL	122 (100.0%)	158 (99.9%)	280 (99.9%)
Mean Response	3.115	2.873	2.979
NA/ND	2	--	2

TABLE 15

THE STATEMENT, "THE INSTRUCTIONAL RESPONSIBILITIES AT THE AREA SCHOOL ARE (WERE) EQUALLY DISTRIBUTED AMONG THE STAFF," BY ABSOLUTE FREQUENCY AND RELATIVE FREQUENCY (%) FOR FORMER AND CURRENT TEACHERS AND TOTAL

Response	Former Teachers	Current Teachers	Total
Strongly agree	5 (4.2%)	7 (4.4%)	12 (4.3%)
Agree	43 (35.8%)	48 (30.4%)	91 (32.7%)
Uncertain	12 (10.0%)	25 (15.8%)	37 (13.3%)
Disagree	43 (35.8%)	54 (34.2%)	97 (34.9%)
Strongly disagree	<u>17 (14.2%)</u>	<u>24 (15.2%)</u>	<u>41 (14.7%)</u>
TOTAL	120 (100.0%)	158 (100.0%)	278 (99.9%)
Mean Response	3.200	3.253	3.230
NA/ND	4	--	4

TABLE 16

THE STATEMENT, "THERE EXISTS (EXISTED) SUFFICIENT FREEDOM
AT THE AREA SCHOOL TO ENABLE ME TO DISCHARGE MY
INSTRUCTIONAL RESPONSIBILITIES AS I SEE (SAW)
FIT," BY ABSOLUTE FREQUENCY AND RELATIVE
FREQUENCY (%) FOR FORMER AND CURRENT
TEACHERS AND TOTAL

Response	Former Teachers	Current Teachers	Total
Strongly agree	18 (14.8%)	36 (22.9%)	54 (19.4%)
Agree	63 (51.6%)	93 (59.2%)	156 (55.9%)
Uncertain	6 (4.9%)	8 (5.1%)	14 (5.0%)
Disagree	27 (22.1%)	15 (9.6%)	42 (15.1%)
Strongly disagree	<u>8 (6.6%)</u>	<u>5 (3.2%)</u>	<u>13 (4.7%)</u>
TOTAL	122 (100.0%)	157 (100.0%)	279 (100.1%)
Mean Response	2.541	2.108	2.297
NA/ND	2	1	3

TABLE 17

THE STATEMENT, "MY INSTRUCTIONAL RESPONSIBILITIES ARE (WERE)
 LOGICALLY RELATED TO THE DUTIES I PERFORM(ED)," BY
 ABSOLUTE FREQUENCY AND RELATIVE FREQUENCY (%)
 FOR FORMER AND CURRENT TEACHERS AND TOTAL

Response	Former Teachers	Current Teachers	Total
Strongly agree	19 (15.7%)	37 (23.4%)	56 (20.1%)
Agree	84 (69.4%)	110 (69.6%)	194 (69.5%)
Uncertain	5 (4.1%)	7 (4.4%)	12 (4.3%)
Disagree	12 (9.9%)	2 (1.3%)	14 (5.0%)
Strongly disagree	<u>1 (0.8%)</u>	<u>2 (1.3%)</u>	<u>3 (1.1%)</u>
TOTAL	121 (99.9%)	158 (100.0%)	279 (100.0%)
Mean Response	2.107	1.873	1.975
NA/ND	3	--	3

TABLE 18

THE STATEMENT, "THE NON-INSTRUCTIONAL RESPONSIBILITIES AT THE AREA SCHOOL ARE (WERE) APPROPRIATELY DISTRIBUTED AMONG THE STAFF," BY ABSOLUTE FREQUENCY AND RELATIVE FREQUENCY (%) FOR FORMER AND CURRENT TEACHERS AND TOTAL

Response	Former Teachers	Current Teachers	Total
Strongly agree	2 (1.7%)	4 (2.5%)	6 (2.2%)
Agree	55 (45.5%)	62 (39.5%)	117 (42.1%)
Uncertain	30 (24.8%)	46 (29.3%)	76 (27.3%)
Disagree	24 (19.8%)	37 (23.6%)	61 (21.9%)
Strongly disagree	<u>10 (8.3%)</u>	<u>8 (5.1%)</u>	<u>18 (6.5%)</u>
TOTAL	121 (100.1%)	157 (100.0%)	278 (100.0%)
Mean Response	2.876	2.892	2.885
NA/ND	3	1	4

TABLE 19

THE STATEMENT, "THE NON-INSTRUCTIONAL RESPONSIBILITIES AT THE AREA SCHOOL ARE (WERE) EQUALLY DISTRIBUTED AMONG THE STAFF," BY ABSOLUTE FREQUENCY AND RELATIVE FREQUENCY (%) FOR FORMER AND CURRENT TEACHERS AND TOTAL

Response	Former Teachers	Current Teachers	Total
Strongly agree	2 (1.7%)	3 (1.9%)	5 (1.8%)
Agree	43 (35.5%)	36 (22.8%)	79 (28.3%)
Uncertain	30 (24.8%)	48 (30.4%)	78 (28.0%)
Disagree	34 (28.1%)	58 (36.7%)	92 (33.0%)
Strongly disagree	<u>12 (9.9%)</u>	<u>13 (8.2%)</u>	<u>25 (9.0%)</u>
TOTAL	121 (100.0%)	158 (100.0%)	279 (100.1%)
Mean Response	3.091	3.266	3.190
NA/ND	3	--	3

TABLE 20

THE STATEMENT, "THERE EXISTS (EXISTED) SUFFICIENT FREEDOM AT THE AREA SCHOOL TO ENABLE ME TO DISCHARGE MY NON-INSTRUCTIONAL RESPONSIBILITIES AS I SEE (SAW) FIT," BY ABSOLUTE FREQUENCY AND RELATIVE FREQUENCY (%) FOR FORMER AND CURRENT TEACHERS AND TOTAL

Response	Former Teachers	Current Teachers	Total
Strongly agree	10 (8.3%)	16 (10.3%)	26 (9.5%)
Agree	55 (45.8%)	78 (50.3%)	133 (48.4%)
Uncertain	18 (15.0%)	24 (15.5%)	42 (15.3%)
Disagree	29 (24.2%)	32 (20.6%)	61 (22.2%)
Strongly disagree	<u>8 (6.7%)</u>	<u>5 (3.2%)</u>	<u>13 (4.7%)</u>
TOTAL	120 (100.0%)	155 (99.9%)	275 (100.1%)
Mean Response	2.750	2.561	2.644
NA/ND	4	3	7

TABLE 21

THE STATEMENT, "MY NON-INSTRUCTIONAL RESPONSIBILITIES ARE (WERE) LOGICALLY RELATED TO MY INSTRUCTIONAL DUTIES," BY ABSOLUTE FREQUENCY AND RELATIVE FREQUENCY (%) FOR FORMER AND CURRENT TEACHERS AND TOTAL

Response	Former Teachers	Current Teachers	Total
Strongly agree	8 (6.8%)	12 (7.7%)	20 (7.4%)
Agree	63 (53.8%)	90 (58.1%)	153 (56.3%)
Uncertain	28 (23.9%)	35 (22.6%)	63 (23.2%)
Disagree	14 (12.0%)	17 (11.0%)	31 (11.4%)
Strongly disagree	<u>4 (3.4%)</u>	<u>1 (0.6%)</u>	<u>5 (1.8%)</u>
TOTAL	117 (99.9%)	155 (100.0%)	272 (100.1%)
Mean Response	2.513	2.387	2.441
NA/ND	7	3	10

TABLE 22

THE STATEMENT, "MY (LAST) SALARY AT THE AREA SCHOOL IS (WAS) COMMENSURATE WITH MY DUTIES AND RESPONSIBILITIES AS A VOCATIONAL-TECHNICAL TEACHER," BY ABSOLUTE FREQUENCY AND RELATIVE FREQUENCY (%) FOR FORMER AND CURRENT TEACHERS AND TOTAL

Response	Former Teachers	Current Teachers	Total
Strongly agree	4 (3.3%)	13 (8.3%)	17 (6.1%)
Agree	61 (50.4%)	74 (47.1%)	135 (48.6%)
Uncertain	5 (4.1%)	20 (12.7%)	25 (9.0%)
Disagree	29 (24.0%)	28 (17.8%)	57 (20.5%)
Strongly disagree	<u>22 (18.2%)</u>	<u>22 (14.0%)</u>	<u>44 (15.8%)</u>
TOTAL	121 (100.0%)	157 (99.9%)	278 (100.0%)
Mean Response	3.033	2.822	2.914
NA/ND	3	1	4

TABLE 23

THE STATEMENT, "MY (LAST) SALARY AT THE AREA SCHOOL IS (WAS)
 COMMENSURATE WITH OTHER OCCUPATIONS FOR WHICH I AM (WAS)
 QUALIFIED," BY ABSOLUTE FREQUENCY AND RELATIVE
 FREQUENCY (%) FOR FORMER AND CURRENT
 TEACHERS AND TOTAL

Response	Former Teachers	Current Teachers	Total
Strongly agree	4 (3.3%)	9 (5.7%)	13 (4.7%)
Agree	36 (30.0%)	60 (38.2%)	96 (34.7%)
Uncertain	11 (9.2%)	21 (13.4%)	32 (11.6%)
Disagree	42 (35.0%)	38 (24.2%)	80 (28.9%)
Strongly disagree	<u>27 (22.5%)</u>	<u>29 (18.5%)</u>	<u>56 (20.2%)</u>
TOTAL	120 (100.0%)	157 (100.0%)	277 (100.1%)
Mean Response	3.433	3.115	3.253
NA/ND	4	1	5

TABLE 24

THE STATEMENT, "THE FRINGE BENEFITS OFFERED ARE (WERE)
ATTRACTIVE INCENTIVES FOR ME TO REMAIN TEACHING AT
THE AREA SCHOOL," BY ABSOLUTE FREQUENCY AND
RELATIVE FREQUENCY (%) FOR FORMER AND
CURRENT TEACHERS AND TOTAL

Response	Former Teachers	Current Teachers	Total
Strongly Agree	13 (10.7%)	20 (12.7%)	33 (11.8%)
Agree	48 (39.3%)	69 (43.7%)	117 (41.8%)
Uncertain	11 (9.0%)	22 (13.9%)	33 (11.8%)
Disagree	33 (27.0%)	27 (17.1%)	60 (21.4%)
Strongly disagree	<u>17 (13.9%)</u>	<u>20 (12.7%)</u>	<u>37 (13.2%)</u>
TOTAL	122 (99.9%)	158 (100.1%)	280 (100.0%)
Mean Response	2.943	2.734	2.825
NA/ND	2	--	2

TABLE 25

THE STATEMENT, "THE AREA SCHOOL ADMINISTRATORS ARE (WERE)
FULLY SUPPORTIVE OF MY ATTEMPTS TO FULFILL MY DUTIES
AND RESPONSIBILITIES AS A TEACHER," BY ABSOLUTE
FREQUENCY AND RELATIVE FREQUENCY (%) FOR
FORMER AND CURRENT TEACHERS AND TOTAL

Response	Former Teachers	Current Teachers	Total
Strongly Agree	12 (9.8%)	24 (15.2%)	36 (12.8%)
Agree	44 (35.8%)	74 (46.8%)	118 (42.0%)
Uncertain	19 (15.4%)	31 (19.6%)	50 (17.8%)
Disagree	31 (25.2%)	23 (14.6%)	54 (19.2%)
Strongly disagree	<u>17 (13.8%)</u>	<u>6 (3.8%)</u>	<u>23 (8.2%)</u>
TOTAL	123 (100.0%)	158 (100.0%)	281 (100.0%)
Mean Response	2.976	2.449	2.680
NA/ND	1	--	1

TABLE 26

THE STATEMENT, "MY COLLEAGUES (OTHER THAN SCHOOL ADMINISTRATORS) ARE (WERE) FULLY SUPPORTIVE OF MY ATTEMPTS TO FULFILL MY DUTIES AND RESPONSIBILITIES AS A TEACHER," BY ABSOLUTE FREQUENCY AND RELATIVE FREQUENCY (%) FOR FORMER AND CURRENT TEACHERS AND TOTAL

Response	Former Teachers	Current Teachers	Total
Strongly agree	33 (26.8%)	44 (27.8%)	77 (27.4%)
Agree	66 (53.7%)	95 (60.1%)	161 (57.3%)
Uncertain	11 (8.9%)	15 (9.5%)	26 (9.3%)
Disagree	11 (8.9%)	4 (2.5%)	15 (5.3%)
Strongly disagree	2 (1.6%)	-	2 (0.7%)
TOTAL	123 (99.9%)	158 (99.9%)	281 (100.0%)
Mean Response	2.049	1.867	1.947
NA/ND	1	-	1

TABLE 27

THE STATEMENT, "SCHOOL POLICIES RELATING TO STUDENTS (E.G.,
ATTENDANCE, DISCIPLINE, SELECTION OF STUDENTS, ETC.)
ARE (WERE) COMPATIBLE TO WHAT IS (WAS) EXPECTED OF
ME IN MY TEACHING POSITION BY ABSOLUTE
FREQUENCY AND RELATIVE FREQUENCY (%)
FOR FORMER AND CURRENT TEACHERS
AND TOTAL

Response	Former Teachers	Current Teachers	Total
Strongly agree	3 (2.5%)	12 (7.7%)	15 (5.4%)
Agree	57 (46.7%)	75 (48.1%)	132 (47.5%)
Uncertain	16 (13.1%)	18 (11.5%)	34 (12.2%)
Disagree	29 (23.8%)	37 (23.7%)	66 (23.7%)
Strongly disagree	<u>17 (13.9%)</u>	<u>14 (9.0%)</u>	<u>31 (11.2%)</u>
TOTAL	122 (100.0%)	156 (100.0%)	278 (100.0%)
Mean Response	3.000	2.782	2.878
NA/ND	2	2	4

TABLE 28

THE STATEMENT, "TIME FOR FAMILY ACTIVITIES AND/OR RECREATION," BY ABSOLUTE FREQUENCY AND RELATIVE FREQUENCY (%) FOR FORMER AND CURRENT TEACHERS AND TOTAL

Response	Former Teachers	Current Teachers	Total
Satisfied	80 (65.6%)	118 (75.6%)	198 (71.2%)
Uncertain	9 (7.4%)	12 (7.7%)	21 (7.6%)
Dissatisfied	<u>33 (27.0%)</u>	<u>26 (16.7%)</u>	<u>59 (21.2%)</u>
TOTAL	122 (100.0%)	156 (100.0%)	278 (100.0%)
Mean Response	1.615	1.410	1.500
NA/ND	2	2	4

TABLE 29

THE STATEMENT, "COMMUNITY IN WHICH YOU LIVE(D)," BY
 ABSOLUTE FREQUENCY AND RELATIVE FREQUENCY (%)
 FOR FORMER AND CURRENT TEACHERS
 AND TOTAL

Response	Former Teachers	Current Teachers	Total
Satisfied	102 (83.6%)	139 (88.5%)	241 (86.4%)
Uncertain	8 (6.6%)	3 (1.9%)	11 (3.9%)
Dissatisfied	<u>12 (9.8%)</u>	<u>15 (9.6%)</u>	<u>27 (9.7%)</u>
TOTAL	122 (100.0%)	157 (100.0%)	279 (100.0%)
Mean Response	1.262	1.210	1.233
NA/ND	2	1	3

TABLE 30

THE STATEMENT, "YOUR PRESTIGE IN THE COMMUNITY," BY
 ABSOLUTE FREQUENCY AND RELATIVE
 FREQUENCY (%) FOR FORMER
 AND CURRENT TEACHERS
 AND TOTAL

Response	Former Teachers	Current Teachers	Total
Satisfied	99 (81.1%)	131 (83.4%)	230 (82.4%)
Uncertain	15 (12.3%)	16 (10.2%)	31 (11.1%)
Dissatisfied	<u>8 (6.6%)</u>	<u>10 (6.4%)</u>	<u>18 (6.5%)</u>
TOTAL	122 (100.0%)	157 (100.0%)	279 (100.0%)
Mean Response	1.254	1.229	1.240
NA/ND	2	1	3

TABLE 31

THE STATEMENT, "YOUR PRESTIGE ON THE JOB," BY ABSOLUTE
 FREQUENCY AND RELATIVE FREQUENCY (%) FOR
 FORMER AND CURRENT TEACHERS
 AND TOTAL

Response	Former Teachers	Current Teachers	Total
Satisfied	86 (70.5%)	118 (75.2%)	204 (73.1%)
Uncertain	9 (7.4%)	17 (10.8%)	26 (9.3%)
Dissatisfied	<u>27 (22.1%)</u>	<u>22 (14.0%)</u>	<u>49 (17.6%)</u>
TOTAL	122 (100.0%)	157 (100.0%)	279 (100.0%)
Mean Response	1.516	1.389	1.444
NA/ND	2	1	3

TABLE 32

THE STATEMENT, "PRESTIGE IN YOUR PROFESSION," BY
 ABSOLUTE FREQUENCY AND RELATIVE FREQUENCY (%)
 FOR FORMER AND CURRENT TEACHERS
 AND TOTAL

Response	Former Teachers	Current Teachers	Total
Satisfied	101 (82.1%)	125 (79.1%)	226 (80.4%)
Uncertain	13 (10.6%)	12 (7.6%)	25 (8.9%)
Dissatisfied	<u>9 (7.3%)</u>	<u>21 (13.3%)</u>	<u>30 (10.7%)</u>
TOTAL	123 (100.0%)	158 (100.0%)	281 (100.0%)
Mean Response	1.252	1.342	1.302
NA/ND	1	--	1

TABLE 33

THE STATEMENT, "ADMINISTRATIVE DETAILS OF JOB," BY
ABSOLUTE FREQUENCY AND RELATIVE FREQUENCY (%)
FOR FORMER AND CURRENT TEACHERS
AND TOTAL

Response	Former Teachers	Current Teachers	Total
Satisfied	68 (56.2%)	96 (61.1%)	164 (59.0%)
Uncertain	16 (13.2%)	26 (16.6%)	42 (15.1%)
Dissatisfied	<u>37 (30.6%)</u>	<u>35 (22.3%)</u>	<u>72 (25.9%)</u>
TOTAL	121 (100.0%)	157 (100.0%)	278 (100.0%)
Mean Response	1.744	1.611	1.669
NA/ND	3	1	4

TABLE 34

THE STATEMENT, "COMMITTEE WORK REQUIRED," BY
ABSOLUTE FREQUENCY AND RELATIVE
FREQUENCY (%) FOR FORMER AND
CURRENT TEACHERS AND TOTAL

Response	Former Teachers	Current Teachers	Total
Satisfied	82 (67.2%)	101 (64.3%)	183 (65.6%)
Uncertain	10 (8.2%)	23 (14.6%)	33 (11.8%)
Dissatisfied	<u>30 (24.6%)</u>	<u>33 (21.0%)</u>	<u>63 (22.6%)</u>
TOTAL	122 (100.0%)	157 (99.9%)	279 (100.0%)
Mean Response	1.574	1.567	1.570
NA/ND	2	1	3

TABLE 35

THE STATEMENT, "WRITTEN REPORTS NECESSARY," BY ABSOLUTE
FREQUENCY AND RELATIVE FREQUENCY (%) FOR
FORMER AND CURRENT TEACHERS
AND TOTAL

Response	Former Teachers	Current Teachers	Total
Satisfied	71 (57.7%)	107 (67.7%)	178 (63.3%)
Uncertain	10 (8.1%)	24 (15.2%)	34 (12.1%)
Dissatisfied	<u>42 (34.1%)</u>	<u>27 (17.1%)</u>	<u>69 (24.6%)</u>
TOTAL	123 (99.9%)	158 (100.0%)	281 (100.0%)
Mean Response	1.764	1.494	1.612
NA/ND	1	--	1

TABLE 36

THE STATEMENT, "ROUTINE ACTIVITIES OF THE JOBS," BY
ABSOLUTE FREQUENCY AND RELATIVE FREQUENCY (%)
FOR FORMER AND CURRENT TEACHERS
AND TOTAL

Response	Former Teachers	Current Teachers	Total
Satisfied	97 (79.5%)	135 (86.0%)	232 (83.2%)
Uncertain	4 (3.3%)	9 (5.7%)	13 (4.7%)
Dissatisfied	<u>21 (17.2%)</u>	<u>13 (8.3%)</u>	<u>34 (12.2%)</u>
TOTAL	122 (100.0%)	157 (100.0%)	279 (100.1%)
Mean Response	1.377	1.223	1.290
NA/ND	2	1	3

TABLE 37

THE STATEMENT, "TIME FOR STUDY IN YOUR FIELD," BY
 ABSOLUTE FREQUENCY AND RELATIVE FREQUENCY (%)
 FOR FORMER AND CURRENT TEACHERS
 AND TOTAL

Response	Former Teachers	Current Teachers	Total
Satisfied	41 (33.3%)	46 (29.3%)	87 (31.1%)
Uncertain	9 (7.3%)	18 (11.5%)	27 (9.6%)
Dissatisfied	<u>73 (59.3%)</u>	<u>93 (59.2%)</u>	<u>166 (59.3%)</u>
TOTAL	123 (99.9%)	157 (100.0%)	280 (100.0%)
Mean Response	2.260	2.299	2.282
NA/ND	1	1	2

TABLE 38

THE STATEMENT, "OPPORTUNITY TO 'TALK SHOP' WITH COLLEAGUES,"
 BY ABSOLUTE FREQUENCY AND RELATIVE FREQUENCY (%)
 FOR FORMER AND CURRENT TEACHERS
 AND TOTAL

Response	Former Teachers	Current Teachers	Total
Satisfied	80 (65.0%)	103 (65.2%)	183 (65.1%)
Uncertain	10 (8.1%)	13 (8.2%)	23 (8.2%)
Dissatisfied	<u>33 (26.8%)</u>	<u>42 (26.6%)</u>	<u>75 (26.7%)</u>
TOTAL	123 (99.9%)	158 (100.0%)	281 (100.0%)
Mean Response	1.618	1.614	1.616
NA/ND	1	--	1

TABLE 39

THE STATEMENT, "OPPORTUNITY TO DIRECT WORK OF OTHERS,"
 BY ABSOLUTE FREQUENCY AND RELATIVE FREQUENCY (%)
 FOR FORMER AND CURRENT TEACHERS
 AND TOTAL

Response	Former Teachers	Current Teachers	Total
Satisfied	69 (58.0%)	117 (74.5%)	186 (67.4%)
Uncertain	27 (22.7%)	20 (12.7%)	47 (17.0%)
Dissatisfied	<u>23 (19.3%)</u>	<u>20 (12.7%)</u>	<u>43 (15.6%)</u>
TOTAL	119 (100.0%)	157 (99.9%)	276 (100.0%)
Mean Response	1.613	1.382	1.482
NA/ND	5	1	6

TABLE 40

THE STATEMENT, "OPPORTUNITY TO BE YOUR OWN BOSS," BY
ABSOLUTE FREQUENCY AND RELATIVE FREQUENCY (%)
FOR FORMER AND CURRENT TEACHERS
AND TOTAL

Response	Former Teachers	Current Teachers	Total
Satisfied	76 (62.3%)	118 (74.7%)	194 (69.3%)
Uncertain	10 (8.2%)	19 (12.0%)	29 (10.4%)
Dissatisfied	<u>36 (29.5%)</u>	<u>21 (13.3%)</u>	<u>57 (20.4%)</u>
TOTAL	122 (100.0%)	158 (100.0%)	280 (100.1%)
Mean Response	1.672	1.386	1.511
NA/ND	2	--	2

TABLE 41

THE STATEMENT, "INTERESTING CO-WORKERS," BY ABSOLUTE
 FREQUENCY AND RELATIVE FREQUENCY (%)
 FOR FORMER AND CURRENT TEACHERS
 AND TOTAL

Response	Former Teachers	Current Teachers	Total
Satisfied	103 (85.1%)	142 (89.9%)	245 (87.8%)
Uncertain	10 (8.3%)	8 (5.1%)	18 (6.5%)
Dissatisfied	<u>8 (6.6%)</u>	<u>8 (5.1%)</u>	<u>16 (5.7%)</u>
TOTAL	121 (100.0%)	158 (100.1%)	279 (100.0%)
Mean Response	1.215	1.152	1.179
NA/ND	3	88	3

TABLE 42

THE STATEMENT, "DEMANDS OF SUPERVISORS," BY ABSOLUTE
 FREQUENCY AND RELATIVE FREQUENCY (%) FOR
 FORMER AND CURRENT TEACHERS
 AND TOTAL

Response	Former Teachers	Current Teachers	Total
Satisfied	62 (50.8%)	108 (69.7%)	170 (61.4%)
Uncertain	17 (13.9%)	19 (12.3%)	36 (13.0%)
Dissatisfied	<u>43 (35.2%)</u>	<u>28 (18.1%)</u>	<u>71 (25.6%)</u>
TOTAL	122 (99.9%)	155 (100.1%)	277 (100.0%)
Mean Response	1.844	1.484	1.643
NA/ND	2	3	5

TABLE 43

THE STATEMENT, "INTELLECTUAL CHALLENGE," BY ABSOLUTE
 FREQUENCY AND RELATIVE FREQUENCY (%) FOR
 FORMER AND CURRENT TEACHERS
 AND TOTAL

Response	Former Teachers	Current Teachers	Total
Satisfied	88 (72.1%)	124 (78.5%)	212 (75.7%)
Uncertain	10 (8.2%)	15 (9.5%)	25 (8.9%)
Dissatisfied	<u>24 (19.7%)</u>	<u>19 (12.0%)</u>	<u>43 (15.4%)</u>
TOTAL	122 (100.0%)	158 (100.0%)	280 (100.0%)
Mean Response	1.475	1.335	1.396
NA/ND	2	--	2

TABLE 44

THE STATEMENT, "VARIETY OF ACTIVITIES REQUIRED," BY
ABSOLUTE FREQUENCY AND RELATIVE FREQUENCY (%)
FOR FORMER AND CURRENT TEACHERS
AND TOTAL

Response	Former Teachers	Current Teachers	Total
Satisfied	95 (78.5%)	121 (77.1%)	216 (77.7%)
Uncertain	8 (6.6%)	20 (12.7%)	28 (10.1%)
Dissatisfied	<u>18 (14.9%)</u>	<u>16 (10.2%)</u>	<u>34 (12.2%)</u>
TOTAL	121 (100.0%)	157 (100.0%)	278 (100.0%)
Mean Response	1.364	1.331	1.345
NA/ND	3	1	4

TABLE 45

THE STATEMENT, "PRESSURES OF THE JOB," BY ABSOLUTE
 FREQUENCY AND RELATIVE FREQUENCY (%) FOR
 FORMER AND CURRENT TEACHERS
 AND TOTAL

Response	Former Teachers	Current Teachers	Total
Satisfied	74 (60.7%)	100 (63.3%)	174 (62.1%)
Uncertain	11 (9.0%)	21 (13.3%)	32 (11.4%)
Dissatisfied	<u>37 (30.3%)</u>	<u>37 (23.4%)</u>	<u>74 (26.4%)</u>
TOTAL	122 (100.0%)	158 (100.0%)	280 (99.9%)
Mean Response	1.697	1.601	1.643
NA/ND	2	--	2

TABLE 46

THE STATEMENT, "OPPORTUNITY TO USE LEARNED SKILLS," BY
 ABSOLUTE FREQUENCY AND RELATIVE FREQUENCY (%)
 FOR FORMER AND CURRENT TEACHERS
 AND TOTAL

Response	Former Teachers	Current Teachers	Total
Satisfied	88 (71.5%)	129 (82.2%)	217 (77.5%)
Uncertain	7 (5.7%)	8 (5.1%)	15 (5.4%)
Dissatisfied	<u>28 (22.8%)</u>	<u>20 (12.7%)</u>	<u>48 (17.1%)</u>
TOTAL	123 (100.0%)	157 (100.0%)	280 (100.0%)
Mean Response	1.512	1.306	1.396
NA/ND	1	1	2

TABLE 47

THE STATEMENT, "FULFILLMENT OF PERSONAL NEEDS," BY
ABSOLUTE FREQUENCY AND RELATIVE FREQUENCY (%)
FOR FORMER AND CURRENT TEACHERS
AND TOTAL

Response	Former Teachers	Current Teachers	Total
Satisfied	70 (58.3%)	116 (73.9%)	186 (67.1%)
Uncertain	15 (12.5%)	20 (12.7%)	35 (12.6%)
Dissatisfied	<u>35 (29.2%)</u>	<u>21 (13.4%)</u>	<u>56 (20.2%)</u>
TOTAL	120 (100.0%)	157 (100.0%)	277 (99.9%)
Mean Response	1.708	1.395	1.531
NA/ND	4	1	5

TABLE 48

THE STATEMENT, "FEELING OF ACHIEVEMENT," BY ABSOLUTE
FREQUENCY AND RELATIVE FREQUENCY (%) FOR
FORMER AND CURRENT TEACHERS
AND TOTAL

Response	Former Teachers	Current Teachers	Total
Satisfied	88 (71.5%)	119 (75.8%)	207 (73.9%)
Uncertain	12 (9.8%)	19 (12.1%)	31 (11.1%)
Dissatisfied	<u>23 (18.7%)</u>	<u>19 (12.1%)</u>	<u>42 (15.0%)</u>
TOTAL	123 (100.0%)	157 (100.0%)	280 (100.0%)
Mean Response	1.472	1.363	1.411
NA/ND	1	1	2

TABLE 49

THE STATEMENT, "FEELING OF BEING NEEDED," BY ABSOLUTE
FREQUENCY AND RELATIVE FREQUENCY (%) FOR
FORMER AND CURRENT TEACHERS
AND TOTAL

Response	Former Teachers	Current Teachers	Total
Satisfied	89 (73.0%)	122 (77.2%)	211 (75.4%)
Uncertain	12 (9.8%)	12 (7.6%)	24 (8.6%)
Dissatisfied	<u>21 (17.2%)</u>	<u>24 (15.2%)</u>	<u>45 (16.1%)</u>
TOTAL	122 (100.0%)	158 (100.0%)	280 (100.1%)
Mean Response	1.443	1.380	1.407
NA/ND	2	--	2

TABLE 50

THE STATEMENT, "FEELING OF ACCOMPLISHMENT," BY ABSOLUTE
 FREQUENCY AND RELATIVE FREQUENCY (%) FOR
 FORMER AND CURRENT TEACHERS
 AND TOTAL

Response	Former Teachers	Current Teachers	Total
Satisfied	89 (72.4%)	125 (79.1%)	214 (76.2%)
Uncertain	11 (8.9%)	21 (13.3%)	32 (11.4%)
Dissatisfied	<u>23 (18.7%)</u>	<u>12 (7.6%)</u>	<u>35 (12.5%)</u>
TOTAL	123 (100.0%)	158 (100.0%)	281 (100.1%)
Mean Response	1.463	1.285	1.363
NA/ND	1	--	1

TABLE 51

THE STATEMENT, "THANKS FROM THOSE YOU BENEFIT," BY
 ABSOLUTE FREQUENCY AND RELATIVE FREQUENCY (%)
 FOR FORMER AND CURRENT TEACHERS
 AND TOTAL

Response	Former Teachers	Current Teachers	Total
Satisfied	98 (81.0%)	111 (70.3%)	209 (74.9%)
Uncertain	8 (6.6%)	23 (14.6%)	31 (11.1%)
Dissatisfied	<u>15 (12.4%)</u>	<u>24 (15.2%)</u>	<u>39 (14.0%)</u>
TOTAL	121 (100.0%)	158 (100.1%)	279 (100.0%)
Mean Response	1.314	1.449	1.391
NA/ND	3	--	3

TABLE 52

THE STATEMENT, "RECOGNITION FROM YOUR SUPERVISOR," BY
ABSOLUTE FREQUENCY AND RELATIVE FREQUENCY (%)
FOR FORMER AND CURRENT TEACHERS
AND TOTAL

Response	Former Teachers	Current Teachers	Total
Satisfied	65 (52.8%)	88 (56.4%)	153 (54.8%)
Uncertain	15 (12.2%)	28 (17.9%)	43 (15.4%)
Dissatisfied	<u>43 (35.0%)</u>	<u>40 (25.6%)</u>	<u>83 (29.7%)</u>
TOTAL	123 (100.0%)	156 (99.9%)	279 (99.9%)
Mean Response	1.821	1.692	1.749
NA/ND	1	2	3

TABLE 53

THE STATEMENT, "PERSONAL SATISFACTION OF JOB WELL DONE,"
 BY ABSOLUTE FREQUENCY AND RELATIVE FREQUENCY (%)
 FOR FORMER AND CURRENT TEACHERS
 AND TOTAL

Response	Former Teachers	Current Teachers	Total
Satisfied	101 (82.8%)	139 (89.1%)	240 (86.3%)
Uncertain	10 (8.2%)	8 (5.1%)	18 (6.5%)
Dissatisfied	<u>11 (9.0%)</u>	<u>9 (5.8%)</u>	<u>20 (7.2%)</u>
TOTAL	122 (100.0%)	156 (100.0%)	278 (100.0%)
Mean Response	1.262	1.167	1.209
NA/ND	2	2	4

TABLE 54

THE STATEMENT, "EVALUATION OF YOUR WORK BY SUPERVISORS,"
 BY ABSOLUTE FREQUENCY AND RELATIVE FREQUENCY (%)
 FOR FORMER AND CURRENT TEACHERS
 AND TOTAL

Response	Former Teachers	Current Teachers	Total
Satisfied	62 (50.8%)	91 (58.7%)	153 (55.2%)
Uncertain	21 (17.2%)	21 (13.5%)	42 (15.2%)
Dissatisfied	<u>39 (32.0%)</u>	<u>43 (27.7%)</u>	<u>82 (29.6%)</u>
TOTAL	122 (100.0%)	155 (99.9%)	277 (100.0%)
Mean Response	1.811	1.690	1.744
NA/ND	2	3	5

TABLE 55

THE STATEMENT, "OPPORTUNITY TO USE INITIATIVE," BY
 ABSOLUTE FREQUENCY AND RELATIVE FREQUENCY (%)
 FOR FORMER AND CURRENT TEACHERS
 AND TOTAL

Response	Former Teachers	Current Teachers	Total
Satisfied	79 (65.3%)	120 (75.9%)	199 (71.3%)
Uncertain	10 (8.3%)	16 (10.1%)	26 (9.3%)
Dissatisfied	<u>32 (26.4%)</u>	<u>22 (13.9%)</u>	<u>54 (19.4%)</u>
TOTAL	121 (100.0%)	158 (99.9%)	279 (100.0%)
Mean Response	1.612	1.380	1.480
NA/ND	3	--	3

TABLE 56

THE STATEMENT, "FREEDOM TO MAKE DECISIONS," BY ABSOLUTE
 FREQUENCY AND RELATIVE FREQUENCY (%) FOR
 FORMER AND CURRENT TEACHERS
 AND TOTAL

Response	Former Teachers	Current Teachers	Total
Satisfied	70 (57.4%)	101 (64.7%)	171 (61.5%)
Uncertain	16 (13.1%)	26 (16.7%)	42 (15.1%)
Dissatisfied	<u>36 (29.5%)</u>	<u>29 (18.6%)</u>	<u>65 (23.4%)</u>
TOTAL	122 (100.0%)	156 (100.0%)	278 (100.0%)
Mean Response	1.721	1.538	1.619
NA/ND	2	2	4

TABLE 57

THE STATEMENT, "PERSONAL AUTONOMY," BY ABSOLUTE
 FREQUENCY AND RELATIVE FREQUENCY (%)
 FOR FORMER AND CURRENT TEACHERS
 AND TOTAL

Response	Former Teachers	Current Teachers	Total
Satisfied	75 (62.5%)	113 (73.4%)	188 (68.6%)
Uncertain	20 (16.7%)	29 (18.8%)	49 (17.9%)
Dissatisfied	<u>25 (20.8%)</u>	<u>12 (7.8%)</u>	<u>37 (13.5%)</u>
TOTAL	120 (100.0%)	154 (100.0%)	274 (100.0%)
Mean Response	1.583	1.344	1.449
NA/ND	4	4	8

TABLE 58

THE STATEMENT, "FREEDOM TO USE OWN JUDGMENT," BY ABSOLUTE
 FREQUENCY AND RELATIVE FREQUENCY (%) FOR
 FORMER AND CURRENT TEACHERS
 AND TOTAL

Response	Former Teachers	Current Teachers	Total
Satisfied	73 (59.8%)	112 (71.8%)	185 (66.5%)
Uncertain	18 (14.8%)	25 (16.0%)	43 (15.5%)
Dissatisfied	<u>31 (25.4%)</u>	<u>19 (12.2%)</u>	<u>50 (18.0%)</u>
TOTAL	122 (100.0%)	156 (100.0%)	278 (100.0%)
Mean Response	1.656	1.404	1.514
NA/ND	2	2	4

TABLE 59

THE STATEMENT, "OPPORTUNITY TO HELP OTHERS FIND SUCCESS OR HAPPINESS," BY ABSOLUTE FREQUENCY AND RELATIVE FREQUENCY (%) FOR FORMER AND CURRENT TEACHERS AND TOTAL

Response	Former Teachers	Current Teachers	Total
Satisfied	108 (88.5%)	136 (86.6%)	244 (87.5%)
Uncertain	11 (9.0%)	17 (10.8%)	28 (10.0%)
Dissatisfied	<u>3 (2.5%)</u>	<u>4 (2.6%)</u>	<u>7 (2.5%)</u>
TOTAL	122 (100.0%)	157 (100.0%)	279 (100.0%)
Mean Response	1.139	1.159	1.151
NA/ND	2	1	3

APPENDIX C

(VERBATIM RESPONSES FOR REASONS FOR LEAVING;
SEE pp. 21, 22 FOR DISCUSSION)

ADMINISTRATORS, SUPERVISORS, AND SCHOOL POLICIES

Incompetent administration.

Increased number of administrators-- thus more interference in our job and much more paperwork required to keep them busy.

Supervisor and immediate supervisor (had) lack of qualifications for job.

Too many non-education related administrators trying to run school.

Administrators do not understand vocational positions.

Unfair evaluation techniques for pay purposes without notifying me until all was done.

No communication between instructors and administrators.

Never being told thank you by supervisor.

Low morale of faculty--low self-esteem felt by all (but) upper administration. You are replaceable!

Dissatisfaction with changing policies related to students, i.e., changes in number, type, failure policy, etc.

Disagreed with administration about counseling and guidance for vocational students.

Difference in philosophy. I do not feel every student who wants to be a nurse has the capabilities of being one. This seemed to be the philosophy of the area school and my supervisor.

Friction between divisions within department.

Named committees--faculty to set up evaluation procedures, then claimed all the credit--did not properly evaluate personnel.

A certain amount of administrative "garbage"--usually nonproductive and time wasted.

All administrators were male.

Almost all superiors were ignorant of their lack of education.

Lack of understanding by administration regarding needs of program.

Lack of support of administration.

Very . . . unresponsive . . . administration.

Lack of professional treatment.

Personal abuse when unpopular ideas were expressed.

My input into the future development of the program was ignored by my immediate supervisor.

Lack of support from administration as to whom I kept in class for training.

The administration would lie to the instructor.

Distinct feeling of mistrust for administration.

Infighting and back-biting of all administrative people.

Supervisors ineffective--one-way communication--downward.

TEACHING AND WORKING CONDITIONS

Not enough preparation time for instructional classes during the day.

Ratio of record keeping time to positive teaching time very poor (too many claim records to keep).

No freedom of time (to) visit industry.

Uneven work load--some instructors paid more but required to put forth little effort.

Prospects of a listless figure--uninnovative talking--stagnant action.

Not allowed to build program.

Seeing efforts to motivate students fail.

Teaching were made to feel it was our fault if a student failed (when due to "lack of proper screening of students").

I no longer wanted to be a part of this department which I felt was more and more fouled up and was not meeting student needs.

Lack of proper screening of students. highly accelerated program requires students academically inclined. Some students graduated unqualified . . . because they never should have entered the program.

I was required to teach too many different courses within a twelve-month period.

Number of subjects required to teach.

Forced rigid teaching methods.

Dead-end job--could see no future growth.

Lack of satisfaction in the job done.

Professional stagnation.

Lack of power to discipline and set standards.

Program facing many problems in job placement, enrollment, etc., due to excess of similar programs in the state.

Indifferent attitude on the part of most of the students.

Program not successful in recruiting suitable enrollees.

Was forced to accept students who did not have the ability to complete the program.

Colleagues "liberal arts instructors" looked down on career education.

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