Why Teachers Leave Secondary Education: a Descriptive Analysis of the 1997 National Center for Education Statistics from 1987 to 1995

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WHY TEACHERS LEAVE SECONDARY EDUCATION: A DESCRIPTIVE ANALYSIS OF THE 1997 NATIONAL CENTER FOR EDUCATION STATISTICS FROM 1987 TO 1995

BY

ANTOINE M. JONES

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Submitted in Partial Fulfillment of the Requirements for the Degree Doctor of Education Seton Hall University

2005
This study explores the main areas of dissatisfaction with teaching and the stated reasons why all teachers left secondary education from 1987 through 1995. In 1997, the National Center of Education Statistics data showed that 20 percent of teachers would abandon their teaching profession within the first three years, while 9 percent will leave within the first year of teaching (Said, 1999). Others scholars (Darling-Hammond and Scian, 1996) estimated that as many as 50 percent of new teachers leave the teaching profession within the first five years. At the same time, the teacher turnover crisis among minority teachers in secondary education began. Research data from the National Center of Education Statistics (NCES, 1990) has shown significant disparities between the number of non-white teachers and students of color in secondary education (Lewis, 1996). Although more teachers of color are completing education degrees, the numbers are not keeping pace with the demographic changes in X-12 enrollments. Donnelly (1988) reported that the decline in the number of minority teachers appeared as a result of increased career opportunities in other fields, a decline in higher education enrollment rates by minorities, the growing use of teacher testing (failure rates for blacks and other minorities are higher than for whites) and dissatisfaction with teaching as a profession. Therefore, this study conducted a trend analysis to examine the major areas of dissatisfaction with teaching and the stated reasons why all teachers left secondary education from 1987 through 1995. This study selected three teacher characteristics (age, gender, and race) to help guide and identify whether there were differences relating to demographic profiles. The statistical data of this study originated from the National Center of Education Statistics (1997) latest dataset versions of all SASS and Teacher Follow-Up Survey (TFS) cycles. Variables from the SASS 1993-94 and TFS 1994-95 cycles were computed and added to the SASS 1987-88, 1990-91, and 1991-92 files, to match the SASS 1993-94 and TFS 1994-95 specifications. This study’s findings concluded that, regardless of age, gender or race, all secondary school teachers left the teaching profession for similar reasons. There were no apparent differences within the demographic profiles regarding why all teachers left secondary education from 1987 to 1995.
ACKNOWLEDGEMENTS

To my Heavenly Father and Savior Jesus Christ, whom my strength comes from (Psalm 131). Thank you Father, for your love, mercy and certainly your grace all the days of my life.

To my Soror Hall committee members, my mentors Dr. Walker, Dr. Gutmore and Dr. Meahan, thank you for your support, commitment and guidance. Thank you for helping me attain this goal; I am ever so grateful.

To my mother, Georgia Marie Jones, my Cheerleader- thank you for always restoring my confidence, encouraging me to do my best and most of all for your love and life-sacrifices for me and my sister. I love you dearly.

To my Dad, Darnell Henry Johnson, thank you for your support, encouragement and love. Thank you for helping me soul search. And reminding me of the Serenity Prayer. You were right! If you do your best, God will do the rest.

To my sister, Keysha Laryse Jones, thank you for making my life bearable with your laughter and your love. You are truly an amazing mom and sister. May God bless you and your family always.

And to my nephews Xavier and Sterling Jr. (Peanut), I love you both. Always aim high, stretch high for your dreams, while never forgetting to reach back to help others.

To my aunts, uncles and cousins, Geneva, Ruby, James-Curtis, Roland, Sabrina, Trina, and Michael, thank you for all your love, friendship and continued support. I am so grateful to have all of you in my life.

To Derrick and Pamela Johnson, thank you for your words of encouragement, wisdom and most important your love and support. May God Bless both of you.
To Dr. Dietra D. Hawkins, thank you for your love and support. You were with me throughout this ordeal and I am eternally grateful to you. Thank you so much.

To Dr. Yasser Arafat Payne, thank you for all your support, courage and dedication, as we both continue to uplift and raise the consciousness of racial justice and humanity for all.

To my extended Families: Davis, Garland, Hawkins, Pegues, Frankin, and the Warren family, thank you for the comfort of your homes, all of the love and support I received from each of you. All of you were God’s gifts to me and I could not have accomplished my dream without all of you. God Bless all of you.

To all of my friends, thank you for your friendship, love and support. All of you made it possible for me to reach my dream and I will forever be grateful. Eternal friends forever.

To Merrily Brannigan, thank you for your love and support. And for instilling the important value of reading. The first book I read from cover to cover was entitled To Kill a Mockingbird.

To Carole Robertson Center for Learning, 10,000 Mentors and the North-West Council administrators and staff members, thank you for your support, love, commitment to children advocacy, and the development of strong, conscious and community servants throughout the years.

To my Gamma Epsilon Brothers of 91: Aliston Thomas, Howard Allen, and Derek Holmes, thank for your brotherhood, spiritual uplift and love. 06!
DEDICATION

This dissertation is dedicated on behalf of my grandmothers Euleen Southall and Clemente Hardin and my uncle Walter Phillip Hardin and my good friend Robert Squires. All were very instrumental throughout my life and I will always cherish their wisdom, guidance and most of all the loving moments we shared together.
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CHAPTER 1

INTRODUCTION

Teacher quality is one of the most important factors influencing student learning. This is so much so that the issue of teacher quality in our primary and secondary schools has galvanized our federal government, the Senate, and state legislatures to sign into law the No Child Left Behind Act of 2002. In addition, the National Education Association (NEA), local school board districts, administrators, teachers, and parents also are actively concerned with the state of education in our schools, and understand that schools must do a better job in the recruitment, hiring, and retention of highly qualified teachers. Our nation’s public school system is handicapped by an increasing demand for qualified teachers. As Curran (2000) noted,

“This situation will become worse as student enrollment in public and private elementary and secondary schools is projected to increase from 53.2 million to 54.3 million by 2008. Student enrollment, among public schools, will rise from 47 million in 1999 to 48 million in 2008, while there are about 3.1 million teachers in public and private elementary and secondary schools—2.7 million in public schools” (p.2).

Studies conducted by the U.S. Department of Education (as cited in Curran, 2000) show that within the next 10 years school districts will need to hire a total of 2.2 million public elementary and secondary school teachers to accommodate increased student enrollment.
enrollment and to replace teachers who will retire or leave the teaching profession for other reasons. Conventional wisdom holds that teacher attrition is directly related to a teacher’s level of satisfaction or dissatisfaction with the teaching profession. This truism is largely supported by recent governmental data. The National Center for Education Statistics (NCES, 1997) reports show that fewer teachers are returning to the teaching profession; as a result, vacancies are available within private and public classrooms. Grissmer and Kirby (1997) have concentrated on researching and adequately reporting on the dynamics of teachers leaving and returning to the teaching profession. Their research is collaborated by data presented in the U.S. Department of Education’s Schools and Staffing Survey (SASS) (Grissmer & Kirby, 1995), the Baccalaureate and Beyond Longitudinal Survey and state data on teachers.

The results of these studies, however, are not unexpected. By the early 1980s, education researchers began reporting on the impending crisis in secondary education (Ingersoll, 1995). Although the data and modeling techniques necessary to forecast teacher turnover were not readily available, it was clear that the high rate of teacher attrition would be a problem in the years ahead. Ingersoll (1995) explained that “originally these predictions of teacher shortages took many by surprise; throughout the 1970’s, there were surpluses of teachers, layoffs were common in many states and teaching jobs were hard to come by” (p. 42). By the late 1980s, three trends had appeared: an increase in student enrollments, a decrease in the number of college graduates, and an increase in teacher retirement plans. As Ingersoll (1995) noted, “As these trends converged, analysts predicted that eventually there would simply be too few qualified teachers available to adequately staff all the nation’s classrooms” (p. 42). In
addition, Grissmer and Kirby (1987, 1992) explained, "What followed over the next ten years was the production of some of the best data available on any occupational group in the nation and associated research that had revealed the complex patterns inherent in the teacher labor market" (Grissmer and Kirby, 1995 p. 45). This was possible because "the U.S. Department of Education’s Schools and Staffing Survey (SASS) provided the basic data for describing the dramatic changes in the teacher labor market and identified the basis for the planning and policies necessary to navigate through these changes" (Grissmer and Kirby, 1995 p. 45). The SASS would provide the statistical data for scholars and analysts to predict drastic shifts in student enrollments and teacher attrition and shortages in the field of education.

This problem was particularly exacerbated for minority teachers. In 1988, according to Lewis (1996), a Metropolitan Life study revealed that teachers of color were leaving the teaching profession in disproportionately greater numbers than their White counterparts (p. 2). Harris and Associates (1988) agreed, citing the fact that "Forty percent of the minority teachers indicated that they were more likely to leave teaching within five years as compared to 25 percent of non-minority teachers, and the less experienced teachers were most likely to say they were leaving as well. Fully 55 percent of minority teachers with less than five years of teaching experience also reported that they too were likely to leave" (Lewis, 1996, p. 2).

By the late 1980s, minority teachers, in particular African American and Hispanic Americans, were among the leading groups to leave secondary education.
Studies conducted between 1990 and 1991 revealed that the high turnover of minority teachers had led to significant disparities between the number of teachers of color and students of color in urban public schools. Statistic provided by Synder and Hoffman (1994) indicated that 86 percent of public elementary and secondary school teachers were White, 9.2 percent were African American, 3.1 percent were Hispanic, and 1 percent was Asian/Pacific Islander (p.2). The need for more teachers of color became evident when the enrollment patterns of students of color in public secondary schools began altering the makeup of the classrooms. Lewis (1996) indicated that from 1976 to 1990 the percentage of White students enrolled in public secondary schools decreased by 17 percent (p.1). At the same time, the enrollment of African Americans decreased about 2 percent to a total of 16 percent; the enrollment of Hispanics increased by 68 percent to a total of 12 percent; and the percentage of Asian/Pacific Islanders enrolled increased approximately 158 percent to a total of 3 percent (Smith, T., Rogers, G., Alsalam, N., Peric, M., Manoney, R and Martin, V., 1994, p.2).

Several researchers (Darling-Hammond, Fittman, Ottinger, 1987; Diworth, 1984, 1990) believed there were a number of explanations for these decreases, including the effects of competency testing and increased opportunities in other professional fields for African American and other people of color (Lewis, 1996, p. 2). Since 1987, public secondary school student figures have increased, with White enrollment growing by 19.7 percent, African American 18.6 percent, Hispanic 28.7 percent, and American Indian/Alaskan Native 30.9 percent. The only ethnic group to see a decline has been Asian/Pacific Americans, whose enrollment has decreased by 10.5 percent (Snyder & Hoffman, 1994, p. 2).
According to data collected by the American Association of Colleges for Teacher Education (AACTE), enrollments for teacher education students of color increased since 1996, but these increases were not enough to keep pace with the dramatic changes in K-12 classrooms (Lewis, p. 2). The organization of schools, colleges, and departments of education (SCDE) reported from 1989 to 1991 that enrollment in teacher education programs by Hispanics increased by 44.1 percent, Native Americans/Alaskan Natives by 29 percent, Asian/Pacific Islanders by 22 percent, and Black/African American enrollment by 11.9 percent (AACTE, 1994, p. 2). Teacher education enrollment as a whole, however, only has increased by 10 percent since 1989. In 1991, approximately 85 percent of teacher education students were White, 7 percent were Black, 4 percent were Hispanic, 1 percent was international/non-resident, 0.5 percent was Native American/American Indian, and less than 1 percent was Pacific Islander and Alaskan Native (p.2). The teacher attrition crisis within secondary education points to an urgent need for more teachers (especially African American and Hispanic American teachers) in our public schools.

Problem Statement

This study focuses on teacher attrition in U.S. public secondary schools between 1987 and 1995. Specifically, this investigation will examine the major areas of dissatisfaction expressed by experienced teachers, and it will identify the stated reasons why these teachers left the public educational school system during this time period. This study uses national longitudinal data available from the 1997 National Center of Education Statistics.
Research Questions

The following research questions were addressed in the study. The first question of this study was what were secondary school teachers' main areas of dissatisfaction with teaching and; was dissatisfaction related to age, gender and race? The second research question was what were the reasons why secondary school teachers left the field of education and did these reasons differ with age, gender and race?

Purpose Statement

The purpose of this study is to explore secondary school teachers' main areas of dissatisfaction with the profession and to identify the reasons why these secondary school teachers left the field of education. Since the 1970s and early 1980s, research has shown a significant increase in attrition among teachers in secondary education. This study was designed to examine the teacher attrition crisis within secondary education between 1987 and 1995. The study used data provided by the National Center for Education Statistics (NCES, 1997) to identify the areas of secondary school teachers' dissatisfaction and the reasons why these secondary school teachers left the field of education.

The rationale for this study was based on the availability and comprehensive nature of the 1997 National Center of Education Statistics database. In particular, this 1997 NCES data originated from the Schools and Staffing Surveys (SASS) and its supplement, the Teacher Follow up Surveys (TFS) of 1987-1988, 1991-1992 and 1994-1995. This research strives not only to provide statistical information for school administrators and politicians regarding the challenges of teacher attrition and teacher
dissatisfaction within the field of education, but also to understand why teachers leave the field of secondary education.

**The Significance of this Study**

The impetus for this study derives from what scholars suggest is an overlooked teacher attrition crisis among minority teachers in secondary education (Grissmer & Kirby, 1995). The literature has been limited regarding minority teachers and issues of diversity among teachers in the past twenty years. Our nation has experienced increases in minority student enrollments and students with limited English proficiency (Curran, 2000). The supply of minority teachers is not keeping pace with these demographic changes. By 2010, Latino, African American, Asian American, and Native American from the ages of five to nineteen will make up 40 percent of our student population (Curran, 2000). These students bring unique challenges to teachers because their social and economic backgrounds include high-risk factors such as poverty, low parent education level, and limited English proficiency (Curran, 2006, p. 2). Due to increases in a diverse student population and a decrease among teachers of color, this dissertation focuses on two related issues: general teacher attrition as well as minority teacher attrition. This disparity serves as the foundation of this study. Moreover, there are gaps in the literature related to the issue of teacher attrition and diversity in secondary education. This research aims to contribute to the knowledge base concerning teacher attrition among all teachers in secondary education. In addition, this study provides relevant data about practices of hiring and retention of secondary school teachers.
Delimitation

There were several delimitations of this study. First, the origins of this research data originated from the 1997 National Center for Education Statistics database. The participants of this study were all secondary education teachers, ranging from the ages of 20-29, 30-39 and 40-49. This research study was only restricted for secondary education teachers who were participants in the 1987-88, 1991-92 and 1994-95 teacher follow-up survey. And finally, this research study was restricted by the small respondent's numbers of non-White teachers in secondary education who were surveyed about the main areas of dissatisfaction with teaching and reasons for leaving the teaching profession within 1987-88, 1991-1992 and 1994-1995 follow-up surveys.

Definition of Terms

Attrition: Patterns of teacher mobility or a reduction in numbers as a result of resignations or retirements. Salary, working conditions, and learning environment are the dominant factors affecting teacher attrition.

Teacher Attrition: A component of teacher turnover. Teacher turnover may include teachers exiting the profession, but also may include teachers who change fields (i.e., leaving the field of special education to enter

NCES: National Center for Education Statistics is the federal entity for collecting, analyzing and reporting data related to education in the United States. NCES conducts and publishes reports and provides a special analysis of the meaning and significance of statistics.

Out of field teaching: Teachers who teach in fields that do not match their training.
Reserved Pool: Experienced teachers who have previously taught but are not currently teaching.

Teacher: Any full time or part time school staff member who teaches one or more regularly scheduled classes in any of grades K-12 (or comparable upgrade levels).

Leavers: Teachers who left the teaching profession after the 1994-95 school year.

Movers: Teachers who were still teaching in the 1994-95 school year but had moved to different school after the 1993-94 school year.

Stayers: Teachers who were teaching in the same school in the 1994-95 school year as in the 1993-94 school year.

School, elementary: A school is classified as elementary if it has one or more of grades 1-6 and does not have any grade higher than grade 8.

School, secondary: A school is classified as secondary if it has one or more of grades 7-12 and does not have any grades lower than grade 7.

School, public: An institution that provides educational services for at least one of grades 1 through 12, has one or more teachers, is located in one or more buildings, and is supported primarily by public funds.

Experience: (New/Experienced Teacher indicator) New teachers who had three years or less teaching experience at the end of the 1993-94 school year.

Experienced: Teachers who had more than three years of experience at the end of the 1993-94 school year.
CHAPTER II
REVIEW OF LITERATURE

"Even if every minority who graduated from college enters teaching, minorities would still be underrepresented."
Martin Haberman (1987)

This chapter presents a review of the literature about teacher attrition and teacher dissatisfaction in public education and the reasons why teachers leave secondary education. In order to adequately highlight the important factors that comprise both these categories, the researcher has divided the chapter into five sections: (a) teacher attrition-teacher dissatisfaction among qualified teachers; (b) the National Teachers Examination (NTE) as a factor in the reasons for a shortage of teachers of color—especially African Americans; (c) general teacher characteristics: (e.g., gender, teaching experience); (d) the teaching environment and (e) reasons teachers leave the teaching profession.

Teacher Attrition-Teacher Dissatisfaction Among Qualified Teachers

Since the early 1980’s, teacher attrition and teacher dissatisfaction among teachers in both primary and secondary education have been a common phenomenon in the field of education. Ingersoll (1995) explained, “Throughout the 70’s and early 80’s, there had been surpluses of teachers, low %s were common in many states, and teaching jobs were hard to come by” (p. 42). After a closer examination of the issue, several analysts concluded these predictions of teacher shortages were realistic. (p. 42)
As Ingersoll (1995) further noted:

Suddenly, three trends had emerged increasing student enrollments; decreasing numbers of college graduates; especially women, choosing to become teachers; and increasing teacher retirements due to a graying teaching workforce....If these trends did indeed continue, then eventually there would simply be too few qualified teachers available to adequately staff all the nation's classrooms....Until recently, however, it was impossible to empirically examine these claims because of a lack of data, especially at the national level, on the demand for teachers, the supply of teachers and, the gap between the two (p. 42).

In order to address these shortcomings, the National Center for Education Statistics (NCES) conducted a major survey of schools and teachers in the late 1970's—the Schools and Staffing Survey (SASS). As Ingersoll commented in his analysis of the far-reaching effects of this survey, "Over the past several years, analysts had undertaken a series of research projects, largely sponsored by NCES, using this survey to examine some of the key issues surrounding teacher supply, demand and quality" (Ingersoll, 1995, 1996a, 1996b). This research has proved to be of crucial importance in understanding the trends of teacher attrition within primary and secondary education. These surveys showed that large numbers of our nation's classrooms were not staffed with qualified teachers, and that these problems were not due to a teacher shortage, but were, in fact, the result of several fundamental problems facing the teaching occupation (Ingersoll, 1995, p. 42). The SASS data showed that, consistent with earlier predictions, the demand for teachers had been increasing since the mid-1980. At the same time, student enrollment had steadily increased, teacher retirements had steadily increased, an overwhelming
majority of schools had job openings for teachers, and the size of the teaching workforce (K-12) was steadily increasing. Finally, and most importantly, a substantial number of schools reported having difficulty filling their teaching vacancies with qualified candidates.

Meanwhile, schools simply resorted to a variety of ways to fill teaching positions. Ingersoll (1995) wrote, “Teacher supply and demand analysts had long noted that there were many strategies available to school officials for coping with hiring difficulties, ranging from raising salaries to canceling classes” (p. 42). When faced with difficulties in obtaining suitable candidates, principals commonly did three things: hired less-qualified teachers, assigned teachers trained in another field or grade level to teach in the understaffed area (out-of-field teaching), and made extensive use of substitute teachers.

The most commonly practiced strategy, out-of-field teaching, was described as a “natural” phenomenon. Ingersoll (1995) commented, “Out-of-field teaching included both experienced and inexperienced teachers teaching in fields that did not match their training.” (p. 42). The Staffing and School Survey (SASS) data clearly showed that out-of-field teaching is a common practice in a majority of secondary schools in this country. The SASS documented out-of-field teaching as an ongoing problem in a wide range of schools across this nation. Ingersoll (1995) stated:

For instance, studies have shown that over one-quarter of all secondary school students enrolled in history, English, math and science classes were taught by teachers who had neither a college major nor minor in the specific core classes of those disciplines. (p. 43)
Out-of-field teaching continues to be a major concern in secondary education, and educators believe it would take educational policy changes to discontinue this practice in public school classrooms. Out-of-field teaching neither has reformed nor addressed the severe staffing inadequacies in schools. As the SASS surveys have shown, the reasons for teacher attrition and dissatisfaction in secondary education are multivariate and are mostly associated with four related issues: dramatic shifts in student population, reduction in college/university graduates, teacher early retirement eligibilities, and the decline of the reserve pool of experienced teachers.

Grismer and Kirby (1997) acknowledged that the increase in population that resulted from the birth of the "baby boom" generation lead to the drastic shifts and changes of student enrollments in the secondary public school system during the 1970's and 1980's. (p. 46) They explained:

As the 'baby boom' generation passed out of schools and enrollments declined in the late 1970's and early 1980's, the demand for entry-level teachers plummeted and fell to about 50,000; however, in the early 1980's. However, increasing enrollments in the early 1990's did push the demand higher to about 75,000. (Grismer & Kirby 1997. p.46)

This data illustrates how easily the demand for new teachers could be affected by changes in enrollments and other factors. Grismer and Kirby (1995) further explained, "For instance, enrollments from departments of education have continued to shift over recent years and have made it very difficult to accommodate the changing demand" (p. 46). A report from the Digest of Education Statistics (1996, as cited in Grismer and Kirby, 1997) also reported on drastic cyclical changes in the demand for teachers that
have made it difficult to accommodate vacancies in secondary education (p. 46). School administrators and principals could no longer rely on graduating students from education departments to fill the teaching vacancies within public classrooms in urban school districts.

The second issue involves two elements of teacher attrition—teacher dissatisfaction with teaching: increased retirements and the increasing number of young teachers. Grissmer and Kirby (1997) have indicated "that teacher attrition rates were highest for retirement-eligible teachers and for young teachers—two groups that would grow disproportionately between 1998 and 2013" (p. 49) and that "teacher attrition rates followed a U-shaped curve, high for teachers early in their career, very low during mid-career, and high again for retirement-eligible teachers". They further explained:

Currently about two-thirds of the teaching force is between ages thirty and fifty—mid career—and a small percentage of inexperienced teachers showed that the percentage of teachers who are teaching for the first time has remained low since 1981. (Grissmer & Kirby (1997) p. 49)

Over the next 15 years, the general consensus among the academic community was that the labor market for experienced teachers would decline drastically as well. As Grissmer and Kirby (1997) noted, "Scholars believed there was a growing group of teachers with more than twenty years of experience who will continue to retire, and leave local school officials to fill these vacancies with inexperienced teachers" (p. 49). They envisioned that the teacher attrition problem was a cyclical issue in that the two fastest-growing parts of the teaching force would continue to be retirement-eligible teachers and young teachers—the two highest attrition groups (Grissmer & Kirby, p. 49).
The third issue driving the attrition-dissatisfaction among teachers in secondary education involves “enhanced” early retirement programs. Grissmer and Kirby (1997) noted, “If most teachers decide to retire closer to age 55 rather than 65, this component of the demand for new teachers would arise ten years earlier, pushing the demand for new teachers up much sooner” (p. 50). They also added, “It is uncertain, currently, how many teachers will retire as early as age 55, when retirement eligibility usually begins, or wait until 65 or later” (p. 50). Auereicisman, Cooper and Smith (1992) concurred, stating, “Some states and school districts have already offered early retirement programs in an effort to reduce the burden of the immediate and near term cost of a highly paid teaching staff” (p. 50). Many state districts have implemented early retirement programs for teachers to reduce educational budgets in the near future. To school officials, reasons for implementing early retirement plans have been solely based on budget constraints. As Grissmer and Kirby (1997) stated:

School officials recognize that teachers at the top of the salary scale are costly and to replace them with younger teachers could well put into place salary reductions of 58% or more; an appealing option in periods of austere budgets. Understanding the size and scope of these early retirement programs has been important in estimating the demand for new teachers (p. 51)

The fourth issue driving the attrition-dissatisfaction among teachers involves the decline of the reserve pool of experienced teachers in secondary education. A primary source of satisfying the demand for teachers has been this body of teachers.
As Ingersoll (1996) noted:
These are teachers who previously taught, but who are not currently teaching, and if more of these experienced teachers were available, fewer entry-level teachers would be needed... These returning teachers were approximately 40 percent of all entering teachers in the late 1980's; however, this source of teachers will be declining between 1998 and 2010. The decline of the reserve pool has already begun. "The reserve pool was shrinking because teachers usually drop out of teaching in their early twenties or thirties due to family formation or other factors, but return within a few years. (p. 51)

Griswold and Kirby (1995) concurred with this observation, noting:
The teacher population showed a smaller proportion of teachers returning to secondary education; while fewer teachers over forty drop out and return to teaching within a few years. "Thus, the size of the reserve pool will be larger if most teachers are aged 28 to 38, but will be smaller if most teachers are older. (p. 51)

Clintwell and Villigeras (1998) cited projections for the need of two million new teachers within the ensuing 8 years in order to assure an adequate increase in the teaching pool: "With K-12 enrollments expected to mushroom well into the new century, and the current crop of teachers either retired or left the teaching profession for other jobs, school administrators and local school districts had begun to scramble to ensure an adequate supply of teachers in urban areas, which would hurt the most regarding teacher attrition" (p. 1).
In order to fully understand the social implications of this dearth of qualified teachers, especially among African-American urban communities, it is important to present a brief background on African Americans and teaching in secondary education. In minority, urban communities, these teaching professionals in particular serve as role modeling images and have a profound impact on the lives of their students.

Posey, Sullivan and Richard (1996) addressed the critical problem of the increasing shortage of qualified African American teachers in our nation’s schools. They noted, “As a result of vacancies and opportunities for upward mobility in practically all teaching disciplines in very state, it is important to encourage African American youth to consider teaching as a profession” (p. 2). Although once valued as sterling professionals, African Americans are no longer entering the profession in a significant proportion. Posey et al. (1996) stated,

Today, African American teachers have almost become an endangered species in secondary education… At one time, African American teachers personified what it meant in the community to be someone who had presence, high expectations and impacted the lives of children every day”. (p. 2)

As Posey et al. (1996) continued:

African American teachers were individuals, who were concerned about the health of children and were dedicated to teaching and instilling in their children the importance of learning and competition. The instruction, presence, expectations and impact of African American teachers as positive role models have been felt and known throughout America and the world. Teachers,
physicians, ministers, nurses, dentists, lawyers, business persons, social workers, skilled workers in the trades, government workers, common laborers, and domestic workers have all been touched, guided, taught and evaluated by dedicated and visionary African Americans. (p. 3)

With the declining numbers of African American teachers in secondary education, another emerging concern appeared. Thousands, perhaps millions, of African American children may never have experienced the instruction, guidance, and counseling provided by African Americans (Posey et al. 1990, p. 3). Mays (1974) concurred:

If this situation becomes a reality, many African Americans will grow up believing they cannot be teachers. Children will not benefit from the one guiding force that has taught every imaginable academic discipline; instilled a positive belief in self; encouraged achievement in the midst of social, physical, economic, and mental adversities; and communicated sound lessons for life. (p. 4)

Lewis (1996) agreed, noting that, "A number of national organizations had also consistently stressed the importance of Black, Hispanic, Asian American, and Native American role models for both minority and majority students" (p. 1). In particular, he singled out the American Association of Colleges for Teacher Education (AACTE) and the American Council on Education. He added that because "role models enhance a child’s impression of what he or she is or could be, there is an even more important goal in securing a racially and ethnically balanced teaching population" (Lewis, 1996, p 1). Dibworth (as cited in Lewis, 1996) agreed: "Teachers of color bring with them an
inherent understanding of the backgrounds, attitudes, and experiences of students from
certain groups and therefore can help inform majority teachers on effective ways and
means to communicate with students of color" (p. 1).

Mary Futrell (1999) concurred by stating:
In the early 1960's, teaching was one of the few careers open to African
Americans, Hispanics, Asians, and Native Americans. Communities of
color viewed teaching as a profession of status, especially for students
who were first in their family to go to college. Teaching was a way to
contribute to the community and to make a difference in the lives of
children who would define the future. (p. 36)

Futrell (1999) explained that “teaching was also a way to earn a steady income—
not to get rich, but to have economic stability” (p. 31). This is not the case today.
Although more minorities are attending college, fewer students are going into the
teaching profession (Futrell, 1999, p. 31). According to the National Center for
Education Statistics (1997), in 1971, 21 percent of all college students were enrolled in
education programs. The NCES (1997) continued by 1994, that figure had dropped as 9
percent. Equally important was the decline in the number of minority students enrolled
in teacher education programs in historically Black colleges and universities. These
institutions of higher education lost 40 percent of their teacher education enrollment from
1977 to 1986 (Futrell, 1999, p. 31).

Futrell (1999) elaborated on how the impact of test taking, college entry exams,
state and national tests for licensure has contributed to a teacher attrition crisis among
minority teachers. Futrell stated, “Failure to pass such gatekeeper assessments can be traced to what students did or did not study in elementary and secondary education” (p. 31). Futrell believes one of the issues before us is how to create and sustain a pool of candidates, especially students from minority groups, who can meet the new, more rigorous academic requirements of teacher preparation, licensure and practice (Futrell, 1999, p. 32). This next section addresses how standardized tests in particular the National Teachers Examination have contributed to the crisis in the nation’s teacher attrition rate.

National Teacher’s Examination: “A factor of teacher shortage among African Americans”

“Today, we face a devastating crisis as we approach the 21st Century. A crisis that according to federal, state, and local educational authorities that will not abate. The crisis is the African American teacher is in danger as a species.”

Dr. Benjamin Mays (1974)

It is important to realize the National Teacher Examination is a relatively new phenomenon. As Posey et al. (1990) noted “Teaching is one of the oldest professions, and has been re-evaluated and modified to meet new standards and guidelines (adopted by most states) for individuals to take and pass the National Teachers Examination (NTE)” (p. 4). The implementation of the National Teacher Examination (NTE) especially regarding minority teachers (African Americans) has opposed taking the NTE. They have concluded that the examination is biased and serves as one of the major causes for the decline in African American candidates entering the field of education. African Americans have argued that the new standards and guidelines have precluded them from becoming teachers.
On the other hand, state and local officials believe the NTE serves a purpose and ensures that all teachers are demonstrating proficiency in communication skills, general knowledge, and professional preparation. As Posey et al. (1990) note, "If one passes the NTE, the teacher is more effective in a qualitative way in guiding and preparing children to face and contribute to the 21st Century. Many African Americans teachers believed that taking the NTE ensured the elimination of teachers, especially African Americans, who score lower on this standardized test than any other group" (p. 4). Despite many complaints, school officials have not altered or impeded the implementation of the NTE. Posey et al. (1990) explained:

The NTE is a requirement for teacher licensing and admission to the profession phase of a teacher preparation program. Legislators, educational lobbyists, and administrators believed the NTE was the answer to placing highly qualified teachers in teaching positions. Administrators believed passing the NTE would assure high scholastic achievement of American youth and would meet the conditions of public education as described in the U.S. Department of Education Study, A Nation at Risk (p. 5)

Although the NTE attempts to ensure that teachers in classrooms are knowledgeable and meet the conditions of public school educational standards, it also has proved to be a deterrent for minority teachers entering the field of education. Posey et al. (1990) have reported that "since the implementation of the NTE as a requirement for teacher education admission, many African American students on college campuses throughout America have changed their major from education to other fields where demand, pay, and benefits were limited". (p. 6)
Unlike other scholars, such as Dr. Benjamin Mays and Gloria Billings who have
focused on the negative impact of this standardized text, Posey et al. (1990) believe
students should not be discouraged from taking the NTE or other standardized tests.
Posey et al. (1990) noted that "the reality is that the test is the major criterion for teacher
education admission and teacher licensing. While it maybe unfair to some, they believed
in encouraging students and college personnel to be proactive, rather than spending an
inordinate amount of time reacting to the pool of African American teachers, while the
teacher pool dwindles" (p. 7).

In 1992, the Educational Testing Service (ETS) was created to help identify and
provide resources to enable minority teachers to meet the current requirements and
assessments of all standardized tests. School administrators and local state officials also
hoped that this agency would better prepare teachers to pass the National Teachers
Examination and to begin reducing the teaching shortage in our public secondary
education sector (Posey et al. 1990, p. 7).

In 1997, statistical data showed 85% of the teachers’ workforce in secondary
education was White. School administrators realized that public school education was
missing teachers who were aware of, and could understand, analyze, synthesize, and
evaluate children of color (National Center for Education Statistics [NCES], 1997). Posey
et al. (1990) reported:

There were social, physical, and emotional problems minority students
encountered. Schools administrators were unprepared and knew they had an
obligation to provide professional resources and instruction. Today, classrooms
are understaffed and lack cultural diversity among teachers. Many teachers were
unprepared, unwilling, insensitive, or lacked knowledge and experience about how to incorporate a diverse curriculum. The unprepared teachers were frequently noted for having established low expectations; perpetuated negative school climates for students, inculcating activities that support the self-fulfilling prophecy of failure, perpetuated myths of a dysfunctional family, and identified problematic children who will be forever encumbered by poverty. (p. 12)

They continued:

Public schools need African American teachers as role models and conscious partners to reverse the significant decline in the number of African American teachers, especially males. Schools need teachers who can instill within them the strength and fortitude to recognize options, and seize opportunities to redirect their lives and not accept failure. (p. 14)

Meanwhile, school administrators and school principals remain concerned with teacher-student ratio disparities, student disruptions and discipline problems, teacher paranoia, anxiety and most of all, burnout. To help teachers feel more comfortable in the classroom, school administrators and principals have sought of the expertise of Gloria Ladson-Billings, who has written literature comprised of a comprehensive plan and strategies that will help teachers cope with classroom anxiety and inappropriate classroom behavior on the part of students.

Gloria Ladson-Billings (2001) stated, “One of the current concerns plaguing the nation’s schools is how to find teachers who are capable of teaching successfully in diverse classrooms” (p. 12). She reported, “Although teacher education programs throughout the nation purported to offer preparation for meeting the needs of racially,
ethnically, culturally, and linguistically diverse students, scholars have documented the fact that these efforts are uneven and unproven" (p. 13). She elaborated on several factors, which have interfered with the ability of teacher education programs to prepare teachers for diverse classroom settings as one of the factors rarely discussed in the literature is that most of teacher-education faculty is White (Ladson-Billings, p. 13). Ladson-Billings (2001) explained, "Teachers and educators resisted changing teacher education because its current configuration allowed them access to the perks and privileges of the academy which offered status, power (vs-à-vis) and autonomy in the classrooms" (p. 6). Teacher and educators also resisted change because such change is difficult and labor-intensive. Ladson-Billings (2001) indicated, "However, teachers work hard at things that fail to serve the interest of students and families of color or families who lived in poverty" (p. 6). Ladson-Billings addressed how teacher education programs throughout the nation fail to offer preparation for teachers to meet the needs of racially, ethnically, culturally, and linguistically diverse students (p. 12). Billings elaborated on several factors, which had interfered with the ability of teacher education programs to prepare teachers for diverse classroom settings. She concluded, "Teachers often work hard at reproducing the same kinds of teachers they have for decades. The kind of radical change that we need in teacher education means a reorientation of working relations and values" (p. 6). Ladson-Billings explained, "Teacher educators resisted change because of fear that their university colleagues would marginalize them even further from the academic mainstream" (p. 6). They feared the dissolution of teacher education.
Ladson-Billings (2001) stated:

The reforms aimed at teaching and teacher education suggested that prospective teachers needed to concentrate more on liberal studies, and less on professional education and certification regulation. If teacher educators advocated for ‘too much’ change, some colleges and universities may see this as an opportunity for severing education from the academy (p. 7)

For Ladson-Billings (2001), the most important factors include the ideas that “teacher educators resist changing teacher education because there was simply a lot of inertia in the field” (p. 6). Most teacher educators were White; and diversity-training programs were neither a priority, nor was it a topic of discussion (p. 6). Since then, philanthropic corporations and other organizations have provided financial support, co-ops and internships to colleges and universities for the enhancement of teacher education programs. The Carnegie Corporation of New York (2001) and other organizations have forged partnerships with colleges, universities and K-12 schools, particularly in inner cities and rural areas, and in addition have helped build clinical sites (teaching hospitals), in which trained experts provide formal support, supervision and mentoring (p. 4).

A second factor focuses on the concept of diversity and how it is perceived in education today. Ladson-Billings (2001) explained that the diversity teacher’s face today is qualitatively different from what other new teachers faced in the late 1960’s. She commented, “Many students were clearly differentiated by ethnic, cultural, religious, and racial differences during a time when such differences seemed more consequential; today notions of diversity are broader and more complex.” (p. 14) Ladson-Billings (2001)
continued, "Not only were students likely to be multiracial or multiethnic but they are also likely to be diverse along linguistic, religious, ability, and economic lines that matter in today's schools". (p. 14)

Teachers must understand a new era of diversity. Teachers cannot simply walk into urban classrooms without encountering children who represent an incredible range of diversity. Ladson-Billings (2001) stated, "Not only were there students of different races and ethnicity, there were students whose parents were incarcerated or drug-addicted, whose parents have never held a steady job, whose parents are themselves children (at least chronologically), and who are bound from one foster home to the next. And there are children who have no homes or parents". (p. 14) In addition, problems students experienced in their personal lives, such as mental and emotional stress and poor socioeconomic conditions, created a whole new set of problems in the classroom (Ladson-Billings, 2001, p. 14). Most teachers were discouraged by the multiple roles they played in the classroom. Teachers complained about having to be a therapist, nurse, family member, and the other roles minority students needed to assist them. In public classrooms, teachers often spend more time dealing with student discipline and personal problems than what they are paid to do teach. Ladson-Billings (2001) insisted on teachers attending conferences and staff development sessions which focus on coping and working with diverse populations. Workshops and seminars on diversity may help teachers cope better, relieve them from stereotyping and avoid presumptive name tagging, such as the "at-risk" labeling of minority students.

Billings and Haberman (2001) agreed that the use of the term called at-risk has become a code word for students who were perceived by educators and the public as a
"problem" in the schools (p. 15). As these scholars have noted, all too often, teachers devote time and energy to perpetuating stereotypes as defined by race, class, gender and language ability and equating these differences with "at risk-ness." A frustration with the teaching environment is one of the main reasons identified for teacher attrition-teacher dissatisfaction within secondary education. The investigator identified various research studies that explored how gender and teaching experience may act as predictors of teacher attrition. This section intends to explore these findings.

**Teacher Characteristics (Gender and Teaching Experience)**

**Gender**

Heirlieme and Marlow (1987) investigated the relationship between the "likely leaver" and "likely stayer" in secondary education. Prior to this, Bloland and Selby (1980, 1985) were credited for their earlier studies "Factors Associated with Career Change Among Secondary Teachers" and the "Metropolitan Life Company Survey For Former Teachers in America", that concluded that a variety of factors and attitudes regarding the teaching environment tended to cause teachers to leave the teaching field after a brief stay (Bloland and Selby, 1980; Gehrke, Metropolitan Life, 1985; 1987). Heirlieme and Marlow (1987), using the factors identified in the Bloland and Selby (1980) study, constructed a survey that examined the characteristics and areas of dissatisfaction attributed to the "likely leaver-and-stayer" in secondary education. The factors that identified the typical likely leaver fell into two categories: demographic and attitudinal.

Included in the demographic category were those areas describing social standing, such as marriage, age, gender, and socioeconomic status. The attitudinal category
contained the philosophies and expectations that had evolved from training and experience. From a demographic point of view, this research study indicated that the most "likely leavers" were single, male secondary school teachers; the married male secondary school teacher were the next most likely to leave (Marlow & Hierlmeire, 1987, p 3).

Hierlmeire and Marlow (1987) stated:

Whereas, the single male secondary teacher typically left the teaching profession, the married male secondary teacher typically left classroom teaching for a position in counseling or educational administration. Out of 23% of their sample group of secondary education teachers, 6% were either single male secondary teachers, and 17% were married male secondary teachers. Many beginning teachers found that once they faced the reality of the classroom, they felt that the "business world" would offer greater intellectual stimulation. Therefore, males who obtain a second job, usually in a business related field, often left the education profession to continue with their second job on a full time basis (Hierlmeire & Marlow, p. 3).

Marlow and Hierlmeire (1987) continued:
Ten years or less experience in the field, regardless of degree, are possibly more vulnerable to stress and disappointment and perhaps still more flexible in their lifestyle and commitments to consider a change in employment. Although advance degrees generally indicated a higher degree of commitment to the profession, an advanced degree does not ensure loyalty or solidarity to the classroom. Four out of every five respondents felt no such loyalty to the classroom and had held second jobs outside the
school system within the past year. Finally, one out of every three teachers felt that the
business field held the greater intellectual challenge. Therefore, men were more likely to
leave the teaching profession because they felt under-challenged and disengaged by the
teaching profession. (p. 3)

The attitudinal factors identified "several specific sources of disappointment and
discontent: societal perceptions about teaching as a profession, reactions from their
family and friends, and a host of expectations of their principals, colleagues, and
students" (Marlow and Hiermire 1987, p. 5). Hiermire & McCormick (1987) found
that:

'Likely leavers' were teachers who suffered 'culture shocks' upon entering the
classroom, were frustrated and embittered with working conditions, lost support
of closest family members, and looked to the business community for professional
prestige and financial success. Teachers were continually dismayed by public
attitudes toward their chosen profession. Teachers were distressed and
disappointed to discover in their second or third year of teaching that parents,
press, and even peers seemed to have slipped into criticism and complacency.
Many 'leavers' admitted that the low prestige they first experience upon entering
the profession was unexpected.... One-third of the beginning teachers found their
first year a 'surprise' and 58% described the professional image of teachers as
'worse than expected.' The greatest degree of teacher frustration, 51% comes
from the classroom environment, the daily workplace and its inhabitants. (p. 7)
In concurrence with others, Agassi (1979) also examined the main reasons why women and men left the teaching profession. These were divided into the categories of family and non-family: "Family reasons were subdivided into a parenting and childcare subgroup and a second group labeled, other family reasons. For women, family reasons for leaving jobs made up 20% of all reasons given; for men, family reasons comprised only 5%" (Agassi, 1979, p. 62). Over one-half of those women leaving were either pregnant or had childcare issues. For men, parenting and childcare reasons accounted for only 1% out of the 5% who left for family-related issues. Non-family reasons for exiting showed remarkable similarity between men and women in the percentage of different kinds of reasons given within this category. Agassi (1979) examined work hours, and found that the conventional assumption was that:

Women cared much more about work hours because of their obligations which are time-bound; getting children to and from daycare, being at home when children come home...all of these are time bound obligations that are conventionally considered to be exclusively or primarily that of the wife and mother. (p. 63)

The overall indicator of concern for the number of work hours for women was considerably higher than that for men, 95% compared with 59.2%, which supported the assumptions about women's greater need for time flexibility. In support of this, the 1997 NCES statistical data had noted the women who stated one of their main reasons for leaving the teaching profession was due to family or personal move; and depending on the age group, most teachers between the ages of 20 to 30 were more concerned with
establishing a family rather than a teaching career. This next section discusses how first
and second year teaching experiences are significant factors in determining whether
teachers stay or leave teaching as a profession.

Teaching Experiences (First and Second Year Experience)

First Year Experience

Most studies have primarily focused on two teaching year levels: the first year
(beginner) and the second-year. However, recent studies have shown that a positive or
negative experience in the first 3 years of teaching in secondary education is a significant
factor as to whether teachers leave the teaching profession. Brock and Grady (2001)
explained how the first year teaching experience constitutes a self-adjusting stage (p. 6).
First, as a young professional, a teacher must be responsible for defining his or herself.
Second, a teacher must establish and become comfortable with his/her new identity (as a
professional), and then he or she must adjust to leadership expectations and be willing to
make teaching adjustments. The reality is that first year teachers are no longer college
graduates; they are now professionals who are expected to be confident, competent and
professionals at all times (Brock and Grady, p. 6). In addition, the adjustment stage
involves an initial transition from school to work. Brock and Grady (2001) described
“this adjustment stage of a beginning adult as the exploratory stage, which was
characterized with insecurities, false starts, and instability” (p. 6).

Another issue first-year teacher’s face is adjusting to an entirely new situation.
Brock and Grady (2001) explained, “First year teachers who had successful college
experiences look forward to the first-year of teaching. Most move into the role of teacher
with confidence and enthusiasm. Accustomed to academic success, they might not anticipate problem. (p. 7)" They note, "After all that, yearlong responsibilities of teaching, managing students, and relating to colleagues and parents are unlike anything else they have ever experienced". (p. 7) When problems occur, some beginners become dismayed and blame themselves. As a result:

They mistakenly regard typical first-year teacher problems as personal failures; and without support and opportunities to talk with other novices, teachers become discouraged. Unaccustomed to dealing with anything less than success, some beginning teachers assume that they are in the wrong profession and quit. (Brock & Grady, p. 7)

For many new teachers, this is the first time that they have made decisions without the assistance of those people in their formal support network. Often, second-year teacher also are faced with the pressures of teaching such as external pressures such as encountering the unforeseen difficulties of the teaching profession.

Second Year Teaching Experience

Stephen P. Gordon (1991) explained that "the causes of the alarming attrition rate in the early years of teaching are based on the quality of those who enter teaching, while others point to the teacher education programs that prepared them" (p. 1). Gordon (1991) indicated that "many of the difficulties beginners encounter are environmental in nature; they are grounded in the culture of the teaching profession and the conditions of the school workplace" (p. 2). Gordon identifies seven different environmental difficulties beginning teachers face within the teaching profession. The following paragraphs detail these difficulties: (a) difficult work assignments, (b) unclear expectations, (c) inadequate resources, (d) isolation, (e) role conflict, and (f) reality shock.
**Difficult Work Assignments**

Stephen Gordon (2001) quotes Kurtz, who explains how other professions gradually increase the novice’s work responsibilities over time. Gordon acknowledged Kurtz (1983) statement:

“In the teaching profession, beginners often start out with more responsibilities than veteran teachers and are expected to perform all of their duties with the same expertise as experienced professionals. Returning teachers usually choose to teach the best courses, leaving the least interesting and most difficult courses to beginners” (p. 2).

**Unclear Expectations**

Schools have myriad formal rules and procedures that are new and unclear to beginning teachers. Beyond formal expectations, there are many informal routines and customs that are even more difficult for new teachers to absorb. To make matters still more complicated, different groups expected different things from beginners. Conflicting expectations of administrators, other teachers, students, and parents contribute to what Corcoran (1981) has referred to as the “condition of not knowing”. (p. 2)

**Inadequate Resources**

Entry-level teachers often find their classrooms lacking instructional resources and materials. In many cases, this is due to the traditional summer raids on classrooms that belonged to teachers who had recently resigned. The effects of such raiding on beginning teachers’ classrooms can be frustrating and harmful. While new teachers are
most in need of quality instructional resources and materials, they often have the worst in
the school. (Gordon 2001, p. 2)

Isolation

Beginning teachers often suffer from emotional isolation when they are assigned
to the most physically isolated classrooms (Kurtz, 1983). They also suffer from social
and professional isolation. Experienced teachers are not likely to offer assistance to
beginning teachers, even when beginners are clearly experiencing severe difficulties
avoid assisting new teachers? Some believe that beginning teachers needed to go through
their rites of passage alone, just as the veterans did in their first years (Ryan 1979).
Others would have liked to assist new teachers, but felt their efforts would have been
viewed as interference.

Role Conflict

Gordon et al. (2001) observed that although a growing numbers of adults in their
late 20's, 30's, and beyond were now entering or re-entering teaching, the majority of
beginning teachers continued to be young adults. Conflict often existed between the roles
of teacher and young adult. The conflicts between these roles often lead new teachers to
perceive that neither role is being given sufficient time and attention. This perception
may have resulted in strong feelings of guilt and unhappiness (p. 3).

Reality Shock

Gordon et al. (2001) wrote that the "reality shock" new teachers face is the result
of the collapse of the missionary ideals they formed during teacher training (p. 143). It is
caused by the beginning teachers' realization of the harsh and rude reality of classroom life and their lack of preparation for many of the demands and difficulties of that world. Many beginners embarked on their first teaching assignments with highly idealized perceptions of teaching; they tended to envision themselves spending the entire day fostering their students' academic growth. Early on, they found that teaching actually included a wide range of nonacademic duties, including disciplining students, collecting money and forms, completing administrative paperwork, and serving as parent-substitute (p. 3).

In concurrence, Broge (1972) also explained, "Additionally, teachers who had looked forward to being autonomous found their orientation toward teaching in conflict with prescribed curriculums, instructional programs, textbooks, or material" (Veenman, p. 3). The discrepancy between the beginning teachers' vision of teaching and the real world of teaching caused serious disillusionment (Veenman, 1984, p. 3). Corcoran (1981) also found that "transition shock" lead to a state of paralysis, which rendered teachers unable to transfer to the skills they learned during teacher education" (Veenman, 1984, p. 3). This next section reports on the common problems beginning teacher face in secondary education.

**Common Problems Beginning Teachers Face**

Veenman (1984) focused on the common problems beginning teachers faced in the classroom. He stated, "Although beginning teachers typically master their problems gradually, classroom discipline has by far the most serious challenge they face" (p. 47). Veenman identified: (a) classroom discipline (with-it-ness and presence) and (b) dealing
with individual differences as primary problems beginning teachers face within the teaching profession.

Classroom Discipline

Good and Trophy (1987) wrote, 'With-at-neas' is a concept used by researchers to describe teachers who were fully aware of what was happening in their classrooms and who, through continuous monitoring, let their students know that they always knew what was going on in their classroom' (p. 260). Initially, teachers had some difficulty being 'with it' reading the classroom and determining what was actually taking place and how they should respond during instruction. Veenman (1984) explained that this was an extraordinarily complex skill (p. 260). He stated, "being 'with it' requires the ability to simultaneously attend to a variety of stimuli and then to appropriately categorize what is observed and quickly respond in a way that will prevent disruption and maintain the flow of the lesson" (p. 47). This kind of skill takes time to develop, as the beginning teacher must learn what kinds of student actions are fitting for what kinds of teaching activity.

Presence

Veenman (1984) also states that teacher's sense of presence was determined by how they moved about the classroom. Often the temptation of a beginning teacher was to hide. Veenman (1984) explained, "Teachers need to move about the room energetically, seeking signs of confusion or inattentive students, occasionally presenting a lecture from time to time". (p. 49) He noted that an additional advantage of a teacher's circulating throughout the room was that close proximity made it more likely that those students who
were having difficulties, but were unlikely to raise their hands to ask for assistance, would obtain the help needed and not disrupt. (p. 49) This final section looks at dealing with individual differences teachers may encounter while teaching within a diverse classroom.

Dealing with Individual Differences

Veenman (1964) also discussed two initial problems teachers faced with regard to dealing with individual student differences. He reported:

Once a teacher becomes aware of it, it is simply too overwhelming to deal with at an instructional level; differences seemed to multiply. The longer one teaches, the better one gets to know their students, and the more likely teachers can plow ahead trying to maintain class order and keep the classes and students in stride… the second problem concerns teachers relying on ad hoc approaches, only to find exceptions proliferated beyond a manageable level (p. 59).

In effect, while trying to establish a reasonable level of expectations inexperienced teachers may realize they have missed the mark with unhappy results. This next section focuses on a research study that focused on the second year of teaching experiences. Pagano, Weiner, and Rand (1997) explained how 2 years of teaching affected the motivation of graduates of a teacher preparation program at Jersey City State College. Teachers were all part of an earlier study, which examined their career motivations during student teaching (Pagano, Weiner, Obi & Swearingen, 1995). This study builds on earlier findings and explores how 2 to 3 years of teaching affected this cohort’s motivation to continue teaching. These researchers reported that much of the
research supports a renewed focus on the second year of teaching by the educational community.

Pagano, Weiner and Rand (1997) conducted a study that showed that for those teachers who were motivated, their motivation stayed the same or increased. This study pinpointed those teachers whose level of motivation was based on the intrinsic value of working hard to make a difference in young peoples' lives. This study also found that there was no indication that these teachers saw urban youth as deficient, but rather saw them as a product of a difficult environment (Pagano, et al p. 5). Teachers also reported that their levels of motivation stayed high because they knew what to expect because of their previous experience in an urban school and/or having grown up in an urban environment (Pagano, et al. p. 5).

On the other hand, the Pagano et al. (1997) study also found there were teachers with decreased motivation, who believed that the urban students were problematic. They alleged that the students had no respect or did not want to learn. For two of the teachers, motivation decreased because of lack of institutional support. Teachers (cited in Pagano et al, 1997) spoke candidly:

Teachers were disillusioned about the teaching profession mainly due to the fact they felt no support (even with a mentor) and that they had many problems with getting everything done, such as lesson plans, paper work and correcting papers. Teachers reported disappointment arose from the lack of respect by administrators of their opinions concerning classroom policy, curriculum, discipline and personal issues. Teachers also mentioned how principals and school administrators look to
teachers to perform an outstanding job while offering no support, funds, or prep time. (p. 6)

This outcry of dissatisfaction with teaching from teachers of secondary education only perpetuates the inevitability of teachers leaving the teaching profession. The next section addresses the primary reasons teachers leave the field of secondary education.

Reasons Teachers Leave

"Four in 10 new teachers leave the profession within five years. The reasons for their departure range from low salaries to a lack of support. (Stephen Wollmer)

In his 1997, State of the Union address, President Clinton (as cited in Croasman, Hampton, Hermann (1997) remarked, “We must be able to recruit and hire qualified teachers and keep them in the profession”, (p. 1) In their article, Teacher Attrition: "Is Time Running Out? " (1997) Croasman, Hampton, and Hermann described several forces that influence teacher attrition: salaries, level of education, marital status, experience, beginning teachers and special education.

Salaries

Salaries were the most important force driving secondary education teacher attrition. Some teacher left the profession because they were dissatisfied with their salaries. Teachers left for higher paying jobs in other professions. Although teachers' salaries have improved in recent years, they remain low compared to those of other similarly-educated workers (Croasman, 1997, et. al. p. 3)
Level of Education

Level of education was the second factor driving teacher attrition. Teachers who attended a 2-year county teachers’ college or received a bachelor’s degree unrelated to their degree were less likely to continue in the field. However, teachers who completed graduate work or obtained a master’s degree continued to teach longer than other teachers (Crosman, 1997, et. al., p. 5).

Marital Status

Marital status was the third factor driving the issue of teacher attrition. Marital status was related more strongly to attrition than any other variable for which data was available. Ninety percent of unmarried teachers continued in the field, but only 45.8% of married teachers were still working after the early 1990’s... A husband’s occupation appeared to have an impact on whether a married woman teacher stayed in the profession. As Marso and Pygge (1995) have reported, women married to men in higher status business occupations may work temporarily while their husbands were recuperating from the financial strain of graduate or professional school or establishing a clientele or business. (p. 3)

Increasing Experience

Increasing experience was the fourth issue driving teacher attrition. Kirby and Grissmer (1993) explained that the human capital approach offered a partial explanation for teacher attrition (p. 4). Teacher attrition tended to be higher during the early part of a teaching career because the teacher accumulates less specific capital (knowledge specific to occupation and that which is non-transferable). Teacher attrition tended to diminish
later in the career because capital that is more specific exists, (Croasman, et al. 1997, p. 4)

Beginning Teachers

Beginning teachers was the fifth issue driving teacher attrition. First year teachers were 2.5 times more likely to leave the profession than their more experienced counterparts. An additional 15% of beginning teachers left after their second year and still another 10% left after their third year. Of all beginning teachers who entered the profession, 40-50% left during the first 7 years of their teaching career, and in excess of two-thirds of those did so in the first 4 years of teaching (Huling-Austin, 1986). Many new teachers found that they were unprepared for the reality of the classroom.

Henry (1986) found that beginning teachers who left the teaching field lacked the ability to cope with teaching problems. Discipline, difficulties with students' parents, and lack of sufficient or appropriate teaching materials were among the problems experienced by beginning teachers (Croasman, et al. 1997, p. 4). Beginners were often given the most difficult teaching assignments. Once they left the university setting, novice teachers often received little or no support and found that their teaching education programs ill-prepared them for the realities of teaching (Croasman, et al. 1997 p. 4).

Another reason why teachers left the teaching profession was based on the inadequate development of a systematic way to induct beginners gradually into the complexities of a job that demands hundreds of management decisions every day. Another possible factor involved in the higher attrition rate for beginning teacher was the initial level of commitment to the teaching profession. (Croasman, et al. 1997 p. 4) Some perspective teachers enter the profession with a positive attraction for teaching and plus
to make it a long-term career. Others entered the profession with the intent of staying only a few years and plan to quit working altogether, or to use the skills gained from their education to pursue interest in other fields (Yee, 1990, p. 4).

Special Education

Special education was the final issue driving teacher attrition. The National Association of State Directors of Special Education (NASDSE) has noted that teacher attrition in special education was one of the most troublesome issues facing public schools (NASDSE, 1990, p. 5). Special education teachers left the profession at higher rates than general education teachers (Croasmum, et al. 1997, p. 5). Only bilingual education had a greater personnel shortage than special education. The number of school-aged children needing special education services continued to increase (U.S. Department of Education, 1990), while the number of graduates receiving bachelor's degrees in special education was declining (NASDSE, 1996, p. 5). Among other specific groups of special educators, attrition rates were particularly high for teachers of students with emotional and behavior disorders (Croasmum, et al. 2003, p. 5). George (1990) reported, after studying the career intentions of 96 teachers of students with emotional and behavioral disorders, that 36.5% planned to leave the field of teaching within the next year and an additional 18.4% were unsure about their future in the career. (Croasmum, et al. 1997, p. 5)
CHAPTER III
METHODOLOGY AND PROCEDURE

Introduction

This chapter includes the following six major topics: (a) an overview of the National Center for Education Statistics, (b) a description of the 1997 May edition of National Center of Education Statistics (NCES)-CD-ROM database, (c) the research design of the study, (d) the criteria used for the selection of subjects, (e) data collection, and (f) data analysis.

An Overview of the National Center for Educational Statistics

The National Center for Education Statistics (NCES) is the primary federal entity for collecting, analyzing, and reporting data related to education in the United States and other nations. The center fulfills a Congressional mandate to collect, collate, analyze and report full and complete statistics on the condition of education in the United States. The NCES also conducts and publishes reports and specialized analyses of the meaning and significance of such statistics, assists state and local education agencies in improving their statistical systems, and reviews and reports on education activities in foreign countries. NCES activities are designed to address high priority educational data needs, provide consistently reliable, complete and accurate indicators of education status and trends, and report timely, useful and high quality data to U.S. Department of Education, the Congress, the states, other education policymakers, practitioners, data users, and the
The 1997 National Center for Education Statistics Database (CD-ROM Dikette)

The National Center for Education Statistics CD-ROM diskette (1997) includes the Schools and Staffing Survey (SASS), an integrated set of surveys of public and private schools, principals, teachers, and school districts throughout the United States. This CD-ROM contains the latest versions of the data for all SASS and Teacher Follow-Up Survey (TFS) cycles. Variables from the SASS 1993-94 and TFS 1994-95 cycles were computed and added to the SASS 1987-88, 1990-91, and 1991-92 files, to match the SASS 1993-94 and TFS 1994-95 specifications. These surveys were designed to collect data on, among other issues, the educational qualifications of teachers and principals, and the working conditions of teachers.

All three cycles of SASS consisted of four separate surveys administered simultaneously to linked samples of respondents. These surveys were: the Teacher Demand and Shortage Survey (TDS: school district data), the School Principal Survey, the School Survey, and the School Teacher Survey. The TDS questionnaire used data from local education agencies (LEAs) that measured the supply and demand for public school teachers and examined policies concerning teacher salary, retirement plans, and incentive plans that influenced teacher supply and demand. This study primary source for data was the Teacher Follow-up Survey (TFS). The Teacher Follow-up Survey (TFS) was a 1-year follow-up of a sample of teachers who were originally selected for the teacher questionnaire in the SASS. This survey was designed to collect data on "stayers"
teachers who remain teaching at the same school from year to year; “movers” teachers who move from one school to another; and “leavers” teachers who left the profession between one school year and the next.

Data from the TFS compared public and private secondary school teachers' job satisfaction, as well as movement within and out of the teaching profession. The TFS asked respondents who had left the profession about their occupational status (working or retired), whether the desire for further education was a reason for leaving their teaching, as well as their recommendations for how schools might retain teachers. Those who remained in teaching were asked about changes in teaching assignment, their opinions about retaining teachers, and retirement plans.

Design

The study employed a descriptive approach. Based on the 1988-89, 1991-92 and 1994-95 Teacher Follow-Up Surveys, the investigator's primary focal groups were all teachers of secondary education. A stratified analysis was conducted between 1988 and 1995 with regard to the main areas of dissatisfaction with teaching and the stated reasons why all teachers left secondary education. In addition, several teacher characteristics were presented to assist in identifying at what age racial and gender-specific groups left the teaching profession.

Selection of Subjects

The selected subjects were all respondents to Teacher Follow-Up Surveys. These subjects were all secondary school teachers who completed either the 1988-89, 1991-92 or 1994-95 Teacher Follow-Up Survey.
Data Collection

The data collection is based on the National Center of Education Statistics CD-ROM, "Schools and Staffing Survey (SASS) and Teacher Follow-up Survey (TFS) CD-ROM: Electronic Codebook and Public-Use Data for Three Cycles of SASS and TFS" (U.S. Department of Education, 1995). All three cycles of SASS consisted of four separate surveys administered simultaneously to linked samples of respondents. These surveys were: the Teacher Demand and Shortage Survey (TDS: School District data), the School Principal Survey, the School Survey and the School Teacher Survey. Data was collected from the Teacher Follow-up Survey (TFS), which was a one-year follow-up of a sample of teachers who were originally selected for the teacher questionnaire in the SASS. These surveys were designed to collect data on "stayers", teachers who remain teaching at the same school from year to year; "movers", teachers who move from one school to another; and "leavers", teachers who leave the profession between one school year and the next. This CD-ROM contained the results of all three data collections (1987-88, 1991-92 and 1994-95). The results of this study will be presented categorically by the respondents' age, gender and race/ethnicity. The following criteria were assigned to the data categories: (a) age, (b) gender, (c) race, and (d) teacher attrition.

Data Analysis

From the 1997 NCES CD-ROMs raw data, two research questions helped guide this study as it investigated teacher attrition and job dissatisfaction among all teachers in secondary education. They were (a) What are the main areas of job dissatisfaction among secondary school teachers? Are there any differences within the demographic
profiles of age, gender and race? And (b) What are the primary reasons why teachers leave the field of education? Did these reasons differ within demographic profiles?

The first question was presented in conjunction with the year in which the raw data originated. Each demographic profile was accompanied by a trend analysis that displayed the differences within the years and among the groups. Tables were followed with an explanation and a summary of the findings within each of the demographic profiles. The second question was presented along with the year in which the raw data originates. The 199* NACES lists of independent questions (areas of dissatisfaction with teaching and reasons for leaving the teaching profession) were displayed, and a trend analysis was conducted to show the most prevalent to the least prevalent areas of dissatisfaction with teaching and the reasons why teachers leave the teaching profession. Tables and a summary of the findings were presented.
CHAPTER IV
FINDINGS AND RESULTS

Introduction

This chapter reports on the findings of the two research questions identified in Chapter I: it provides an analysis of teacher dissatisfaction with teaching among all teachers in secondary education, and why they leave secondary education. This research data originated from the 1997 National Center of Education Statistics database and the Teacher Follow-Up Surveys of all teachers who left the field of secondary education during the years of 1987 through 1995. Three major teacher characteristics: age, gender and race were selected to guide this study in analyzing at which age, which gender and ethnic groups reported areas of dissatisfaction with teaching and their reasons for leaving secondary education. Within the race category, a cohort group (non-White teachers) was created due to the small sample size of each ethnic group. Nevertheless, all teachers did report on their main areas of dissatisfaction with teaching and reasons why they left secondary education from 1987 through 1995.

First, this study will investigate whether there were differences in the areas of dissatisfaction among all teachers in secondary education. This study will focus on the demographic profiles of all secondary education teachers who were dissatisfied with teaching in secondary education from 1987 to 1995. Differences in the age groups, 20-29, 30-39, and 40-49 will be presented and analyzed to determine whether there were
members of a particular age groups who were especially disenchanted with teaching in secondary education. Gender (female and male) differences will be reviewed to answer whether there were gender differences in secondary education, and why teachers of different genders were dissatisfied with teaching in secondary education. Finally, data within ethnic groups such as American Indian, Aleut, Eskimo, Asian, African American and Hispanic were all combined as one cohort as non-white teachers due to the small number of respondents when reporting about the main areas of dissatisfaction with teaching in secondary education.

Second, this study will also focus on the primary reasons why all teachers in secondary education leave the field of secondary education. Did these reasons differ within the demographic groups? All charts, tables, numbers and percentages are presented as they are based on each group’s responses to the Teacher Follow-Up Survey questions: what were the main areas of dissatisfaction with teaching, and what were the main reasons for leaving the teaching profession?

Research Question 1:

What are the main areas of dissatisfaction with the teaching profession? Are there differences related to demographic characteristics? In this section, the data examines age groups (20-29, 30-39, and 40-49), gender and race to determine what the main areas of dissatisfaction with teaching among each group were. From each major group, only the top five major areas of dissatisfaction with teaching will be discussed. The age cohort groups were the first to discuss their main areas of dissatisfaction with teaching in secondary education from 1987-1995.
Age Category

1987-1988 age cohorts: Main areas of dissatisfaction with teaching. Among members of the first age group, the 20-29 (n=40), 35% of respondents who were surveyed in 1987-1988 stated inadequate support from administration as the main area of dissatisfaction with teaching in 1987-1988. A second reason identified by members of this group was their lack of influence over school policies (17.5%). This was followed by a third reason which was poor opportunity for advancement (15%).

The data for the age group 30-39 (n=89), showed a similar pattern. Inadequate support from administration (29%) was the main area of dissatisfaction with teaching. However, poor student motivation to learn (19%) was the second most important factor for their dissatisfaction, followed by poor salary (14.6%) and poor opportunity for advancement (12.3%). Finally, members in the 40-49 age group, (n=60), indicated that inadequate support from administration (30%) was the main area of dissatisfaction with teaching in secondary education. The fourth reason identified by this group was poor student motivation to learn (21.6%), followed by poor opportunity for advancement (13%) and poor salary (10%).

1991-1992 age cohorts: Main areas of dissatisfaction with teaching. Within the members of the 20-29 age groups (n=24), 50% of respondents who were surveyed in 1991-1992 cited inadequate support from administration as the main area of dissatisfaction with teaching. The second reason given by this group was poor student motivation to learn, (19%). This is followed by the third reason which was lack of control
over classroom (16.2%), then a fourth reason of class size too large (8.3%) and a fifth reason of lack of control over classroom (8.3%).

Among the 30-39 age groups (n=39), respondents reported that inadequate support from administration and poor student motivation to learn (25.6%) as the main areas of dissatisfaction with teaching in 1991-1992. The second reason identified by this group was poor opportunity for advancement (15.3%), followed by lack of influence over school policies (12.8) and poor salary (7.6%).

Finally, among the 40-49 age groups (n=37), the data showed that inadequate support from administration and poor student motivation to learn (24.3%) were the main areas of dissatisfaction with teaching in 1991-1992. A second area identified by this group was poor opportunity for advancement (16.2%). This was followed by a third reason which was student discipline problems (10.8%). The fourth reason was class size too large (8.1%). This was followed by poor salary, lack of control over classroom and lack of influence over school policy (5.4%).

1994-1995 age cohorts: Main areas of dissatisfaction with teaching. Among the members of the 20-29 age groups (n=34), 26.4% of respondents who were surveyed in 1994-1995 reported inadequate support for administration as the main area of dissatisfaction with teaching. The second reason cited was poor student motivation to learn, and a student discipline problem (23.5%) was the third main areas of dissatisfaction with teaching. The fourth reason reported was lack of recognition and support (17.6). This was followed by lack of influence over school policies (9%), class size too large (2.9%) and poor salary (2.9%).
Within the members of the 20-39 age group (n=48), 29% of respondents who were surveyed in 1994-1995 identified poor student motivation to learn as the main area of dissatisfaction with teaching. However, inadequate support from administration was the second area of dissatisfaction with teaching (20.8%). This was followed by lack of recognition and support (12.5%), student discipline problems (12.5) and finally lack of influence over policies (8.3%).

Finally, among members of the 40-49 age group (n=53), 22.6% of respondents stated that lack of recognition and support was the main area of dissatisfaction with teaching in 1994-1995. The second reason identified by members of this group was student discipline problem (18.1%). The third reason was poor student motivation to learn (15%). This was followed by inadequate support from administration (13.2%), lack of influence over school policies (11.3%) and poor salary (7.5%).
Table 1

(Age) What are the main areas of dissatisfaction with teaching?
Cross tabulation (Age, grade level, main area of dissatisfaction with teaching)

Secondary Level

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>(8) 0-29 (8) 30-39 (8) 40-49</td>
<td>(8) 0-29 (8) 30-39 (8) 40-49</td>
</tr>
<tr>
<td>Poor opportunity for advancement</td>
<td>(6) 15% (11) 12.3% (8) 13%</td>
<td>(0) 0% (6) 15.3% (6) 16.2%</td>
</tr>
<tr>
<td>Inadequate support from administration</td>
<td>(14) 35% (26) 29% (18) 30%</td>
<td>(12) 50% (10) 25.6% (9) 24.3%</td>
</tr>
<tr>
<td>Lack of influence over school policies</td>
<td>(7) 17.5% (3) 3% (3) 5%</td>
<td>(1) 4.1% (5) 12.8% (2) 5.4%</td>
</tr>
<tr>
<td>Lack of support from colleagues</td>
<td>(1) 2.5% (3) 3% (2) 3%</td>
<td>(1) 4.1% (2) 2.5% (0) 0%</td>
</tr>
<tr>
<td>Poor student motivation to learn</td>
<td>(4) 10% (17) 19% (13) 21.6%</td>
<td>(4) 16.2% (18) 25.6% (9) 24.3%</td>
</tr>
<tr>
<td>Class size too large</td>
<td>(1) 2.5% (2) 2% (3) 5%</td>
<td>(2) 8.3% (0) 0% (3) 8.1%</td>
</tr>
<tr>
<td>Student discipline problems</td>
<td>(2) 5% (9) 10% (3) 5%</td>
<td>(1) 4.7% (2) 5.1% (4) 10.8%</td>
</tr>
<tr>
<td>Poor salary</td>
<td>(4) 10% (13) 14.6% (6) 10%</td>
<td>(1) 4.1% (3) 7.6% (2) 5.4%</td>
</tr>
<tr>
<td>Total</td>
<td>(40) (89) (60)</td>
<td>(24) (59) (37)</td>
</tr>
</tbody>
</table>

Including all of the ethnic racial groups
### Table 2

**What are the main areas of dissatisfaction with teaching?**

Cross tabulation (Age, grade level, main area of dissatisfaction with teaching)

<table>
<thead>
<tr>
<th>Secondary Level Years</th>
<th>1992-97 to 94-95</th>
<th>(1) 1.8%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>(#) 6-29</td>
<td>(2) 4.1%</td>
</tr>
<tr>
<td>Poor Opportunity for advancement</td>
<td>(0) 0%</td>
<td>(1) 1.8%</td>
</tr>
<tr>
<td>Lack of Recognition and support</td>
<td>(6) 17.6%</td>
<td>(6) 12.5%</td>
</tr>
<tr>
<td>Lack of resources and materials</td>
<td>(0) 0%</td>
<td>(0) 0%</td>
</tr>
<tr>
<td>Inadequate support from administration</td>
<td>(9) 26.4%</td>
<td>(10) 20.8%</td>
</tr>
<tr>
<td>Lack of influence over policies</td>
<td>(1) 9%</td>
<td>(4) 8.3%</td>
</tr>
<tr>
<td>Lack of control over classroom</td>
<td>(0) 0%</td>
<td>(2) 4.1%</td>
</tr>
<tr>
<td>Intrusion on teaching</td>
<td>(0) 0%</td>
<td>(3) 6.25%</td>
</tr>
<tr>
<td>Inadequate time for planning</td>
<td>(0) 0%</td>
<td>(1) 2%</td>
</tr>
<tr>
<td>Poor student motivation</td>
<td>(8) 23.5%</td>
<td>(14) 29.1%</td>
</tr>
<tr>
<td>Class size too large</td>
<td>(1) 2.9%</td>
<td>(1) 2%</td>
</tr>
<tr>
<td>Student discipline problems</td>
<td>(8) 23.5%</td>
<td>(6) 12.5%</td>
</tr>
<tr>
<td>Poor salary</td>
<td>(1) 2.9%</td>
<td>(1) 2%</td>
</tr>
<tr>
<td>Total</td>
<td>(34) (48) (53)</td>
<td></td>
</tr>
</tbody>
</table>

Including all of the ethnic racial groups
In summary, each category was represented, a descriptive analysis of this data was summarized, and it identified those areas of dissatisfaction with teaching among the cohort groups in secondary education from 1987 through 1995. The first demographic profile to be discussed was the age group cohorts and the following results were presented.

The age category was the first demographic profile to report on the areas of dissatisfaction with teaching from 1987 through 1995. Findings indicated that inadequate support from administration was the overall main area of dissatisfaction with teaching across all age groups. The other main areas of dissatisfaction with teaching included: poor opportunity for advancement, lack of influence over school policies, poor student motivation to learn, student discipline and poor salary.

Gender Category

1987-1988 Gender (men) cohorts: Main areas of dissatisfaction with teaching.

Among males (n=138), 30% of respondents who were surveyed in 1987-1988 reported inadequate support from administration as the main area of dissatisfaction with the teaching profession. A second reason identified by this group was poor student motivation to learn (18.8%). The third reason cited was poor opportunity for advancement (13%). This was followed by poor salary (11.5%), student discipline (9.4%), general working conditions (6.5%) and lack of influence over school policies (5%).


Among males (n=99), 26% of respondents who were surveyed in 1991-1992 reported
poor student motivation to learn as the main area of dissatisfaction with teaching. The second reason identified by this group was inadequate support from administration (24%). Poor opportunity for advancement with (10%) was the third area of dissatisfaction with the teaching profession. This was followed by lack of influence over school policies (10%), student discipline problems (7%), poor salaries (7%), lack of control over own classroom (5%) and class size too large (5%).

1994-1995 Gender (men) cohorts: Main areas of dissatisfaction with teaching.
For males (n=87), 28.7% of respondents who were surveyed in 1994-1995 revealed that poor student motivation to learn was the main area of dissatisfaction with teaching. A second reason identified by members of this group was student discipline problems (19.5%). The third reason reported was inadequate support from administration with (18%). Lack of influence over school policies (12.6%) and poor salaries (12.6%) were reported as the other remaining areas of dissatisfaction with teaching among males in 1994-1995.

1987-1988 Gender (women) cohorts: Main areas of dissatisfaction with teaching.
For women, (n=182), 30% of respondents who were surveyed in the 1987-1988 stated that poor opportunity for advancement was the main area of dissatisfaction with teaching. The second reason identified was inadequate support from administration (21.9%). A third reason for dissatisfaction was poor student motivation to learn (19.2%). Lack of influence over school policies was cited as the fourth reason (7.6%). This was followed by student discipline (4.9%) as the fifth area of dissatisfaction with teaching among women in secondary education.
1991-1992 *Gender (women)* cohorts: Main areas of dissatisfaction with teaching.

Among women (n=113), 24.7% of the respondents who were surveyed in 1991-1992 reported that poor student motivation to learn was the main area of dissatisfaction with teaching for women in secondary education. The second reason identified was inadequate support from administration (23.8%). The third reason reported was student discipline problems (15%). This was followed by the fourth reason of poor opportunity for advancement (8.8%), and finally lack of influence over school policies (7.9%) as the fifth and final area of dissatisfaction with teaching for women in 1991-1992.

1994-1995 *Gender (women)* cohorts: Main area of dissatisfaction with teaching.

For women (n=105), 28.5% of respondents who were surveyed in 1994-1995 identified that poor student motivation to learn was the main area of dissatisfaction with teaching in secondary education. The second reason reported was inadequate support from administration (26.6%). Student discipline problems (23.8%) was the third area of dissatisfaction with teaching among women. The fourth reason reported was lack of influence over school policies (9.5%). This was followed by poor opportunity for advancement (5.7%) as the fifth and final area of dissatisfaction with teaching among women in 1994-1995.
Table 3

**Gender (Male/Female) what was your main area of dissatisfaction with teaching?**

_Cross Tabulation (Gender, teachers level, main area of dissatisfaction)_

<table>
<thead>
<tr>
<th>Gender</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>From 87-88 to 88-92</td>
<td>From 87-88 to 88-92</td>
</tr>
<tr>
<td></td>
<td>18%</td>
<td>10%</td>
</tr>
<tr>
<td>Poor opportunity</td>
<td>13%</td>
<td>10%</td>
</tr>
<tr>
<td>For advancement</td>
<td>42%</td>
<td>28%</td>
</tr>
<tr>
<td>Inadequate support</td>
<td>5%</td>
<td>8%</td>
</tr>
<tr>
<td>Lack of influence</td>
<td>5%</td>
<td>8%</td>
</tr>
<tr>
<td>Over school policies</td>
<td>3%</td>
<td>5%</td>
</tr>
<tr>
<td>Lack of control over Own classroom</td>
<td>26%</td>
<td>18.8%</td>
</tr>
<tr>
<td>Poor student Motivation to Learn</td>
<td>6.5%</td>
<td>4.4%</td>
</tr>
<tr>
<td>Generally poor Working condition</td>
<td>2%</td>
<td>5%</td>
</tr>
<tr>
<td>Class sizes Too large</td>
<td>9.4%</td>
<td>7%</td>
</tr>
<tr>
<td>Student discipline Problems</td>
<td>11.5%</td>
<td>7%</td>
</tr>
</tbody>
</table>

Including all of the ethnic racial groups

The gender category was the second demographic profile to report on the areas of dissatisfaction with teaching between men and women from 1987 through 1995. Males reported that inadequate support from administration and poor student motivation were
the main areas of dissatisfaction with teaching in secondary education. Statistical data also indicated that poor opportunity for advancement, poor salaries, student discipline, lack of influence over school policies and class size were other areas of dissatisfaction with teaching in secondary education. For these reasons, many became disenchanted and unsatisfied with the teaching profession.

For women, poor opportunity for advancement was chosen as the main areas of dissatisfaction with teaching among women in 1987-1988. Reports indicated that poor student motivation to learn showed gradual increases from year to year among men and women. In addition, men and women reported that inadequate support from administration became another main area of dissatisfaction with teaching among women from 1987 through 1995. Other notable concerns of poor student motivation to learn, student discipline problems, and lack of influence over school policies were areas of dissatisfaction with teaching among women in secondary education.

**Race Category**

1987-1988 non-White teacher cohorts: Main areas of dissatisfaction with teaching. Among non-white teachers (n=19), 26.3% of respondents who were surveyed in the 1987-1988 stated that inadequate support from administrators was the main area of dissatisfaction with teaching. The second reasons identified were poor student motivation to learn (21%) and poor salary (21%). This was followed by a third reason, which was poor opportunity for advancement (15.7%). Generally poor working condition was cited as the fourth reason (10.5%), followed by lack of competence of
colleagues (5.2%) as the fifth and final area of dissatisfaction with teaching among women in secondary education.

1991-1992 non-White teacher cohorts: Main areas of dissatisfaction with teaching. Among non-white teachers (n=42), 40% of respondents who were surveyed in the 1991-1992 reported that student discipline problems was the main area of dissatisfaction with teaching. The second reason identified by this group was class size too large (19%). The third area of dissatisfaction with teaching for non-white teachers was poor salary (14.2%). Poor student motivation to learn was recorded as the fourth reason (11.9%), followed by inadequate support from administration (9.5%) as the fifth area of dissatisfaction with teaching among non-white teachers in secondary education in 1991-1992.

1994-1995 non-White teacher cohorts: Main areas of dissatisfaction with teaching. Among non-white teachers (n=17), 23.5% of respondents who were surveyed in the 1994-1995 reported that poor student motivation to learn was the main area of dissatisfaction with teaching. Inadequate support from administration (17.6%) and poor salary (17.6%) were recorded as the second areas of dissatisfaction with non-white teachers in 1994. In addition, lack of influence over school policy (11.7%) and student discipline problems (11.7%) were reported as the third areas of dissatisfaction with teaching, followed by poor opportunity for advancement (5.8%), lack of control of own classes (5.8%) and poor student motivation to learn as the final areas of dissatisfaction with teaching among non-white teachers in 1994-1995.
Table 4
(Non-White) What was your main area of dissatisfaction with the teaching profession?
Cross tabulation (Race, teachers level, main reasons for leaving the teaching profession)

<table>
<thead>
<tr>
<th>Non-White Teachers</th>
<th>1987-88 to 88-89</th>
<th>1990-91 to 91-92</th>
<th>1993-94 to 1994-95</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor opportunity</td>
<td>(3) 15.7%</td>
<td>(1) 2.3%</td>
<td>(1) 5.8%</td>
</tr>
<tr>
<td>For advancement</td>
<td>(5) 26.3%</td>
<td>(4) 9.5%</td>
<td>(3) 17.6%</td>
</tr>
<tr>
<td>Inadequate support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>From administration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of influence</td>
<td>0%</td>
<td>9%</td>
<td>(2) 11.7%</td>
</tr>
<tr>
<td>Over school policies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of control of</td>
<td>0%</td>
<td>0%</td>
<td>(1) 5.8%</td>
</tr>
<tr>
<td>Own classroom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of competence</td>
<td>(1) 5.2%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Of colleagues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of Recognition</td>
<td>0%</td>
<td>0%</td>
<td>(1) 5.8%</td>
</tr>
<tr>
<td>Poor student</td>
<td>(4) 21%</td>
<td>(5) 11.9%</td>
<td>(4) 27.5%</td>
</tr>
<tr>
<td>motivation to learn</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generally poor</td>
<td>(2) 10.5%</td>
<td>(1) 2.3%</td>
<td>0%</td>
</tr>
<tr>
<td>working conditions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class sizes too large</td>
<td>0%</td>
<td>(8) 19%</td>
<td>0%</td>
</tr>
<tr>
<td>Student discipline</td>
<td>0%</td>
<td>(17) 40%</td>
<td>(2) 11.7%</td>
</tr>
<tr>
<td>problems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor salary</td>
<td>(4) 21%</td>
<td>(6) 14.2%</td>
<td>(3) 17.6%</td>
</tr>
<tr>
<td>Total</td>
<td>(19)</td>
<td>(42)</td>
<td>(17)</td>
</tr>
</tbody>
</table>

Including all of the ethnic racial groups.
In summary, non-white teachers overwhelmingly reported that inadequate support from administration was the main area of dissatisfaction with teaching from 1987 through 1995. The second area of dissatisfaction with teaching among non-white teachers was poor student motivation to learn. Also, the non-white teachers in secondary education identified poor salary as the third area of dissatisfaction with teaching during 1987 through 1995. The data indicated that poor opportunity for advancement and student discipline was reported as areas of dissatisfaction with teaching among non-white teachers in secondary education from 1987 through 1995.

1987-1988 (White) cohorts: Main areas of dissatisfaction with teaching. For white teachers (n=231), 32.6% of respondents who were surveyed in 1987-1988 cited that inadequate support from administration was the main area of dissatisfaction with teaching in secondary education for White Americans in 1987-1988. The second reason identified by this group was poor student motivation to learn (24.4%) as an area of dissatisfaction with teaching in secondary education for this group. A third reason was identified by this group was poor opportunity for advancement (11.1%). A fourth reason identified by this group was poor salary (10.3%). This was followed by student discipline problems (9.4%) and generally poor working conditions (3.8%) as areas of dissatisfaction with teaching in secondary education for White Americans in 1987-1988.

1991-1992 (White) cohorts: Main areas of dissatisfaction with teaching. Among white teachers (n=186), 26.3% of respondents who were surveyed in 1991-1992 stated that poor student motivation to learn was the main area of dissatisfaction with teaching in secondary education for White Americans in 1991-1992. A second group of reasons
identified by this group was inadequate support from administration (25.2%). A third group of reasons identified by this group was lack of influence over school policies and student discipline problems (9.1%). This was followed by a fourth reason which was poor opportunity for advancement (8%), followed by intrusion of teaching time (6.4%) and class size too large (4.3%) as the remaining areas of dissatisfaction with teaching in secondary education for White Americans in 1991-1992.

1994-1995 (White cohort: Main areas of dissatisfaction with teaching) For White teachers (n=198), 25.7% of respondents who were surveyed in 1994-1995 stated that poor student motivation to learn was the main area of dissatisfaction with teaching in secondary education in 1994-1995. Inadequate supports from administration and student discipline problems (20.2%) were reported as the second area of dissatisfaction with teaching in secondary education for this group. A third reason identified by this group was lack of influence over school policies and intrusion on teaching time (9.5%). This was followed by poor salary (6%) and lack of control over classroom (3%).
Table 5
(White Teachers) What was your main area of dissatisfaction with the teaching profession? Cross-tabulation (Race, teachers level, main area of dissatisfaction with teaching)

<table>
<thead>
<tr>
<th>Area of Dissatisfaction</th>
<th>1987-88 to 88-89</th>
<th>1990-91 to 91-92</th>
<th>1993-94 to 1994-95</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor opportunity for advancement</td>
<td>(26) 11.1%</td>
<td>(15) 8%</td>
<td>(5) 2.5%</td>
</tr>
<tr>
<td>Inadequate support from administration</td>
<td>(76) 32.6%</td>
<td>(47) 25.2%</td>
<td>(40) 20.2%</td>
</tr>
<tr>
<td>Lack of influence over school policies</td>
<td>0%</td>
<td>(17) 9.1%</td>
<td>(19) 9.3%</td>
</tr>
<tr>
<td>Lack of control of own classroom</td>
<td>(7) 3%</td>
<td>(6) 3.2%</td>
<td>(6) 3%</td>
</tr>
<tr>
<td>Lack of competence of colleagues</td>
<td>(6) 2.5%</td>
<td>(4) 2.2%</td>
<td>0%</td>
</tr>
<tr>
<td>Interference from others</td>
<td>0%</td>
<td>(6) 3.2%</td>
<td>0%</td>
</tr>
<tr>
<td>Intrusion on teaching time</td>
<td>0%</td>
<td>(12) 6.4%</td>
<td>(19) 9.5%</td>
</tr>
<tr>
<td>Poor student motivation learn</td>
<td>(57) 24.4%</td>
<td>(49) 26.7%</td>
<td>(51) 25.7%</td>
</tr>
<tr>
<td>Generally poor working condition</td>
<td>(9) 3.8%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Class sizes too large</td>
<td>(6) 2.5%</td>
<td>(8) 4.3%</td>
<td>(4) 2%</td>
</tr>
<tr>
<td>Student discipline problems</td>
<td>(22) 9.4%</td>
<td>(17) 9.1%</td>
<td>(40) 20.2%</td>
</tr>
<tr>
<td>Poor salary</td>
<td>(24) 16.3%</td>
<td>(5) 2.6%</td>
<td>(12) 6%</td>
</tr>
<tr>
<td>Total</td>
<td>(233)</td>
<td>(186)</td>
<td>(198)</td>
</tr>
</tbody>
</table>

Including all of the ethnic racial groups
In summary, white teachers reported that poor student motivation to learn and inadequate support from administration were the main areas of dissatisfaction with teaching in secondary from 1987 to 1995. The data also indicated that poor opportunity for advancement; poor salary and lack of influence over school policy were also recorded as a second group of areas of dissatisfaction with teaching for white teachers in secondary education. The third area of dissatisfaction with teaching among white teachers was student discipline problems, which increased year-to-year from 1987 to 1995. The fourth group of areas of dissatisfaction with teaching among white teachers was poor salary followed by intrusion on teaching time and lack of influence over classroom policy.

RESEARCH QUESTION 2:

What are the stated reasons teachers leave the field of education? Do these reasons differ within the demographic profiles? Each cohort group (age, gender and race) will be presented, and a description of the five major reasons why all teachers left the teaching profession in secondary education from 1987 through 1995 will be discussed.

Age category

1987-1988 age group cohorts: Main reasons for leaving the teaching profession. Within the 20-29 age group (n=154), 17.6% of respondents who were surveyed in 1987-1988 stated that school staffing and layoffs was the main reason for leaving the teaching profession. Family or personal move with 16.8% of respondents was reported as the second main reason for leaving the profession. A third reason identified by this group was pregnancy (16.3%). The fourth reason identified by this group was to pursue another
career (13%). Finally, dissatisfied with teaching with 5.4% was reported as the fifth reason for leaving the teaching profession for the 20-29 age group in 1987-1988.

Within the 30-39 age group (n=267), 16.4% of respondents who were surveyed in 1987-1988 identified pregnancy as the main reason for leaving the teaching profession. A second group of reasons identified by this group was dissatisfied with teaching and to pursue another career (13%). A third reason identified by this group was family or personal move (12.3%), followed by the fourth group of reasons which was school staffing and layoffs and for better salaries and benefits (11.9%). The fifth reason identified by this age group was for better salaries and benefits (9.3%).

Within the 40-49 age group (n=170), 16% of respondents who were surveyed in 1987-1988 reported to pursue another career as the main reason for leaving the teaching profession. School staffing and layoffs with 15.8% was reported as the second reason for leaving the teaching profession. A third group of reasons identified by this age group was for better salaries and benefits and sabbatical (21%). The fourth reason cited by this group was dissatisfied with teaching (11.7%), followed by further education as the fifth reason members of this age group left the teaching profession in secondary education during 1987-1988.

**1991-1992 age groups cohorts: Main reasons for leaving the teaching profession**

For the 20-29 age groups (n=128), 19.5% of respondents who were surveyed in 1991-1992 identified pregnancy as the main reason this group left the teaching profession. A second reason reported by this age group was to pursue another career (13%). A third group of reasons revealed by this age group was family or personal move, further education, and school staffing and layoffs (10.5%). Finally, this age group reported the
fourth and fifth reasons were further education (outside profession), dissatisfied with teaching, and other family or personal move (3.1%).

Within the 39-39 age group (n=178), 21.3% of respondents who were surveyed in 1991-1992 revealed that to pursue another career was the main reason why they left the teaching profession. A second reason identified by this age group was pregnancy (14%). A third reason cited by members of this age group was family or personal move (12.9%). A fourth group of reasons was identified by this age group was for better salaries and benefits, further education. Dissatisfied with teaching (10.4%) was recorded as the fifth reasons why members of this age group left the teaching profession in 1991-1992.

Within the 40-49 age group (n=172), 26% of respondents who were surveyed identified to pursue another career as the main reason why they left the teaching profession. A second group of reasons identified by members of this age group was for better salaries and school staffing or layoffs (12.4%). A third reason reported by members of this age group was dissatisfaction with teaching (10%). A fourth reason cited by members of this age group was sabbatical (8.8%), followed by retirement with 7% as the fifth reason why they left the teaching profession in 1991-1992.

1994-1995 age groups cohorts: Main reasons for leaving the teaching profession. In the 20-29 age group (n=140), 15.7% of respondents who were surveyed in 1994-1995 reported that pregnancy and further education were the main reasons why they left the teaching profession. A second group of reasons identified by this age group was family or personal move and further education (outside) (15%). A third reason reported by this age group, was to pursue another career (13.5%). A fourth reason cited by members of this
age group was dissatisfied with teaching (12.8%). The final group of reasons reported by member of this age group was for better salaries and benefits (10%), school staffing and layoffs (5%), other family or personal reason (5%) and sabbatical (5%).

For the 30-39 age group (n=231), 19.4% of respondents who were surveyed in 1994-1995 identified pregnancy as the main reason for this age group to leave the teaching profession. A second reason revealed by members of this age group was to pursue another career (15.5%). A third reason identified by members of this age group was for better salaries and benefits (12.5%). A fourth reason reported by members of this age group was further education (10.3%), followed by dissatisfied with teaching career (9.5%) as the fifth reasons why they left the teaching profession in 1994-1995.

In the age group of 40-49 (n=238), 21% of respondents who were surveyed in 1994-1995 revealed that to pursue another career was the main reason for leaving the teaching profession. A second reason identified was for better salaries and benefits (14.2%). A third reason cited school staffing and layoffs (10.5%). A fourth reason indicated by this group was dissatisfied with teaching (9.6%), followed by retirement (9.2%) as the fifth reason why they left the teaching profession in 1994-1995.
Table 6

(Age) Main reason for leaving the teaching profession
Cross tabulation (Age, grade level, main reason for leaving the teaching profession)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>(#) 0-29</td>
<td>(#) 0-29</td>
</tr>
<tr>
<td></td>
<td>(#) 30-39</td>
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</tr>
<tr>
<td></td>
<td>(#) 40-49</td>
<td>(#) 40-49</td>
</tr>
<tr>
<td>Family Or Personal</td>
<td>(26) 16.3%</td>
<td>(14) 10.9%</td>
</tr>
<tr>
<td></td>
<td>(33) 12.2%</td>
<td>(23) 12.9%</td>
</tr>
<tr>
<td></td>
<td>(11) 6.4%</td>
<td>(8) 4.7%</td>
</tr>
<tr>
<td>Pregnancy or Child rearing</td>
<td>(25) 16.3%</td>
<td>(27) 19.5%</td>
</tr>
<tr>
<td></td>
<td>(44) 16.4%</td>
<td>(26) 14%</td>
</tr>
<tr>
<td></td>
<td>(6) 3.5%</td>
<td>(5) 2.9%</td>
</tr>
<tr>
<td>Health</td>
<td>(1) 653</td>
<td>(0) 0%</td>
</tr>
<tr>
<td></td>
<td>(5) 1.8%</td>
<td>(2) 1%</td>
</tr>
<tr>
<td></td>
<td>(3) 1.7%</td>
<td>(3) 1.7%</td>
</tr>
<tr>
<td>Retire</td>
<td>(1) 653</td>
<td>(1) 813%</td>
</tr>
<tr>
<td></td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>(6) 3.5%</td>
<td>(12) 7%</td>
</tr>
<tr>
<td>To pursue Another career</td>
<td>(20) 13%</td>
<td>(17) 13%</td>
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<tr>
<td></td>
<td>(35) 13%</td>
<td>(38) 21.3%</td>
</tr>
<tr>
<td></td>
<td>(28) 16%</td>
<td>(46) 26%</td>
</tr>
<tr>
<td>For better Salary or benefits</td>
<td>(9) 16%</td>
<td>(8) 6.5%</td>
</tr>
<tr>
<td></td>
<td>(25) 9.3%</td>
<td>(19) 10.9%</td>
</tr>
<tr>
<td></td>
<td>(21) 12%</td>
<td>(21) 11.8%</td>
</tr>
<tr>
<td>Further Education</td>
<td>(14) 9%</td>
<td>(14) 10.9%</td>
</tr>
<tr>
<td></td>
<td>(23) 8.6%</td>
<td>(19) 10.4%</td>
</tr>
<tr>
<td></td>
<td>(13) 7.6%</td>
<td>(11) 6.5%</td>
</tr>
<tr>
<td>Further Education (outside)</td>
<td>(6) 3.9%</td>
<td>(10) 8.1%</td>
</tr>
<tr>
<td></td>
<td>(5) 1.8%</td>
<td>(2) 1%</td>
</tr>
<tr>
<td></td>
<td>(2) 1%</td>
<td>(2) 1%</td>
</tr>
<tr>
<td>School staffing</td>
<td>(27) 17.6%</td>
<td>(14) 10.9%</td>
</tr>
<tr>
<td></td>
<td>(32) 11.9%</td>
<td>(4) 2.3%</td>
</tr>
<tr>
<td></td>
<td>(27) 15.8%</td>
<td>(21) 12.4%</td>
</tr>
<tr>
<td>Sabbatical (other break)</td>
<td>(3) 9%</td>
<td>(3) 2.4%</td>
</tr>
<tr>
<td></td>
<td>(11) 4%</td>
<td>(8) 4.6%</td>
</tr>
<tr>
<td></td>
<td>(21) 12%</td>
<td>(15) 8.8%</td>
</tr>
<tr>
<td>Dissatisfied w/ Teaching/career</td>
<td>(13) 8.4%</td>
<td>(10) 8.1%</td>
</tr>
<tr>
<td></td>
<td>(36) 13%</td>
<td>(19) 10.4%</td>
</tr>
<tr>
<td></td>
<td>(20) 11.7%</td>
<td>(17) 10%</td>
</tr>
<tr>
<td>Family or personal reason</td>
<td>(9) 5.8%</td>
<td>(10) 8.1%</td>
</tr>
<tr>
<td></td>
<td>(18) 6.7%</td>
<td>(18) 9.8%</td>
</tr>
<tr>
<td></td>
<td>(12) 7%</td>
<td>(11) 6.5%</td>
</tr>
<tr>
<td>Total</td>
<td>(154) (267)</td>
<td>(128) (178)</td>
</tr>
<tr>
<td></td>
<td>(170) (172)</td>
<td></td>
</tr>
</tbody>
</table>

Including all of the ethnic racial group
<table>
<thead>
<tr>
<th>Secondary Level Years</th>
<th>1992-93 to 94-95</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age</strong></td>
<td>(#) 0-29</td>
</tr>
<tr>
<td>Family Or Personal</td>
<td>(21) 15%</td>
</tr>
<tr>
<td>Pregnancy</td>
<td>(22) 15.7%</td>
</tr>
<tr>
<td>Health</td>
<td>(1) .714</td>
</tr>
<tr>
<td>Retire</td>
<td>0%</td>
</tr>
<tr>
<td>To pursue another career</td>
<td>(19) 13.5%</td>
</tr>
<tr>
<td>For better salary or benefits</td>
<td>(14) 10%</td>
</tr>
<tr>
<td>Further education</td>
<td>(21) 15.7%</td>
</tr>
<tr>
<td>Further education (outside)</td>
<td>(2) 1.4%</td>
</tr>
<tr>
<td>School staffing (lay offs)</td>
<td>(7) 5%</td>
</tr>
<tr>
<td>Sabbatical</td>
<td>(7) 5%</td>
</tr>
<tr>
<td>Dissatisfied w/ career</td>
<td>(18) 12.8%</td>
</tr>
<tr>
<td>Other family personal Reason</td>
<td>(7) 5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>(140)</td>
</tr>
</tbody>
</table>

Including all of the ethnic racial groups
The first cohort discussed will be the age groups category. Within the age category, pregnancy was identified (across all age groups) as the main reason why teachers left secondary education in 1987 through 1995. The other notable reasons why members in these age groups left the teaching profession were dissatisfied with teaching as a profession, to pursue another career, family or personal move, and further education from 1987 through 1995.

Gender category

1987-1988 Gender (men) cohort: Main reasons for leaving the teaching profession. For Men (n=388), 23% of the respondents who were surveyed in 1987-1988 reported retirement as the main reason for leaving the teaching profession in secondary education in 1987-1988. A second reason was cited by males was dissatisfied with teaching (15.2%). A third reason identified by males was to pursue another career (12.8%). A fourth reason reported by males was school staffing and layoffs (11%), followed by for better salary or benefits (10.3%) as the fifth reason why men to left the teaching profession in secondary education in 1987-1988.

1991-1992 Gender (men) cohorts: Main reasons for leaving the teaching profession. For Men (n=431), 44.3% of the respondents who were surveyed in 1991-1992 revealed retirement as the main reason why men left the teaching profession in secondary education in 1991. A second reason identified by this group was to pursue another career (14%) A third reason reported by this group was dissatisfied with teaching (8.3%). A fourth reason cited by this group was for better salary and benefits (8%). Finally, school
staffing and layoffs with 6% was the fifth reason why males left the teaching profession in secondary education in 1991-1992.

1994-1995 Gender (men) cohorts: Main reasons for leaving the teaching profession. For men (n=538), 46% of respondents surveyed in 1994-1995 identified retirement as the main reason why men left the teaching profession in secondary education. A second reason reported by this group was to pursue another career (11.8%). For better Salary and Benefits, for 9.4% of respondents, was the third reason for leaving the teaching profession. A fourth reason identified by this group was school staffing or layoffs (6.6%), followed by dissatisfied with teaching with 5.9% as the fifth reason men left the teaching profession in 1994-1995.

1987-1988 Gender (women) cohorts: Main reasons for leaving the teaching profession. Among women (n=466), 19% of respondents surveyed in 1987-1988 reported that retirement as the main reason why women left secondary education. Pregnancy with 16% of respondents was the second reason why women left the teaching profession. School staffing and layoffs with 12% of respondents was the third reason women had for leaving the teaching profession. Family or personal move with 11.3% of respondents was the fourth reason why women left the teaching profession in secondary education. To pursue another career with 9% of respondents was the fifth reason women left the teaching profession in secondary education in 1987-1988.

1991-1992 Gender (women) cohorts: Main reasons for leaving the teaching profession. For women (n=464), 28% of the respondents who were surveyed in 1991-1992 identified retirement as the main reason why women left the teaching profession in
secondary education in 1991. Pregnancy with a 12% response was the second reason why women left the teaching profession in secondary education. A third reason cited by members of this group was to pursue another career (11.4%), followed by dissatisfied with teaching (8.4%) as the fourth reason women left the teaching profession in secondary education in 1991-1992.

1994-1995 Gender (women) cohorts: Main reasons for leaving the teaching profession. Among Women (n=651), 30% of the respondents who were surveyed in 1994-1995 reported retirement as the main reason why women left the teaching profession. A second reason identified by this group was pregnancy (10.4%). To pursue another career with (9.4%) was the third reason why women left the teaching profession in secondary education. The fourth reason reported by this group was family or personal move (8.6%). Finally, dissatisfied with teaching (8.2%) was the fifth reason why women left the teaching profession in secondary education in 1994-1995.
<table>
<thead>
<tr>
<th>Gender: What was your main reason for leaving the teaching profession? Cross tabulation (Age, grade level teacher teaches, main area of dissatisfaction with teaching)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Secondary Level</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Family or Personal</td>
</tr>
<tr>
<td>Pregnancy</td>
</tr>
<tr>
<td>Health</td>
</tr>
<tr>
<td>Retire</td>
</tr>
<tr>
<td>To pursue another career</td>
</tr>
<tr>
<td>For better Salary or benefits</td>
</tr>
<tr>
<td>Further Education</td>
</tr>
<tr>
<td>Further Education (outside)</td>
</tr>
<tr>
<td>School staffing (lay off)</td>
</tr>
<tr>
<td>Sabbatical</td>
</tr>
<tr>
<td>Dissatisfied w/ teaching as a career</td>
</tr>
<tr>
<td>Other family or personal reason</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

Including all of the ethnic racial groups
In the gender category, males reported that retirement was the overall main reason why they left the teaching profession between 1987 through 1995. Men indicated that they left the teaching profession because of their dissatisfaction with teaching as a profession and or a career. Men also reported that school staffing/layoffs, their pursuit of another career and better salaries and benefits were other important reasons for leaving secondary education from 1987 through 1995.

Similarly, in the women category, retirement was also the overall main reason why they left the teaching profession from 1987 through 1995. With the exception of pregnancy and for family or personal moves reported as a reason why women left the field of education, both men and women left the field of education for similar reasons. Both men and women reported leaving the teaching profession based on their dissatisfaction with teaching as a profession and or career; and both were intent on pursuing another career as well.

Race category

1987-1988 non-White teacher cohorts: Main reasons for leaving the teaching profession. Among non-white teachers (n=96), 31% of respondents who were surveyed in 1987-1988 cited that retirement as the main reason why non-white teachers left secondary education in 1987-1988. There were several reasons such as to pursue another career (9%), for a better salary (9%) and sabbatical or other breaks (9%) as the second reasons why non-white teachers left the teaching profession in 1987-1988. Third reasons identified by this group were further education (7%) and school layoffs (7%). A fourth group of reasons identified by this group was pregnancy (6%), followed by dissatisfied
with teaching (6%) and other family or personal reasons (6%) as reasons for secondary education for non-white teachers in 1987-1988.

1991-1992 non-White teacher cohorts: Main reasons for leaving the teaching profession. Within the non-white teachers groups (n=113), 45% of respondents who were surveyed in 1991-1992 also reported retirement as the main reason why non-white teachers left secondary education in 1991-1992. The second main reason recorded by this group was to pursue another career (15.9%) as a reason why non-white teachers left secondary education in 1991-1992. Further education (7%) was described as the third reason why this group left secondary education. Family or personal move (6%) was described as the fourth reason why non-white teachers left secondary education. This was followed by pregnancy (5%) and for better salary and benefits (5%) as other reasons for leaving secondary education.

1994-1995 non-White teacher cohorts: Main reasons for leaving the teaching profession. Within the non-white teachers groups (n=138), 36.9% of respondents who were surveyed in 1994-1995 reported retirement as the main reason for leaving the secondary education. The second reason for leaving the teaching profession in secondary education was to pursue another career (12.3%). A third reason cited further education (10%). Family or personal reasons (6.5%) and Health (6.5%) were identified as the fourth reasons for leaving secondary education. The fifth group of reasons given by this group for leaving secondary education was for better salary and benefits (5.7%) and school staffing layoffs (5.7%).
Table 9

(Non-White: What was your main reason for leaving the teaching profession? Cross tabulation (race, teachers’ levels, main reasons for leaving the teaching profession))

<table>
<thead>
<tr>
<th>Reason</th>
<th>1987-88 to 88-89</th>
<th>1990-91 to 91-92</th>
<th>1993-94 to 1994-95</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family or Personal move</td>
<td>(3) 3%</td>
<td>(7) 6%</td>
<td>(9) 6.5%</td>
</tr>
<tr>
<td>Pregnancy/Child Rearing</td>
<td>(6) 6%</td>
<td>(6) 5%</td>
<td>(3) 2%</td>
</tr>
<tr>
<td>Health</td>
<td>(1) 1%</td>
<td>(4) 3.5%</td>
<td>(9) 6.5%</td>
</tr>
<tr>
<td>Retirement</td>
<td>(36) 31%</td>
<td>(51) 45%</td>
<td>(51) 36.9%</td>
</tr>
<tr>
<td>To pursue another career</td>
<td>(9) 9%</td>
<td>(18) 15.9%</td>
<td>(17) 12.3%</td>
</tr>
<tr>
<td>Better salary or benefits</td>
<td>(9) 9%</td>
<td>(6) 5%</td>
<td>(8) 5.7%</td>
</tr>
<tr>
<td>Further Education</td>
<td>(7) 7%</td>
<td>(8) 7%</td>
<td>(14) 10%</td>
</tr>
<tr>
<td>Further Education (outside)</td>
<td>(3) 3%</td>
<td>0%</td>
<td>(3) 2%</td>
</tr>
<tr>
<td>School staffing action</td>
<td>(7) 7%</td>
<td>(4) 3.5%</td>
<td>(8) 5.7%</td>
</tr>
<tr>
<td>(lay off)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sabbatical or other break</td>
<td>(9) 9%</td>
<td>(2) 1.7%</td>
<td>(3) 2%</td>
</tr>
<tr>
<td>Dissatisfied with teaching</td>
<td>(6) 6%</td>
<td>(5) 4.4%</td>
<td>(7) 5%</td>
</tr>
<tr>
<td>As a career</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other family or Personal reason</td>
<td>(6) 6%</td>
<td>(2) 1.7%</td>
<td>(6) 4.3%</td>
</tr>
<tr>
<td>Total</td>
<td>(55)</td>
<td>(113)</td>
<td>(128)</td>
</tr>
</tbody>
</table>

Including all of the ethnic racial groups
In summary, non-white teachers, who were surveyed from 1988 through 1995, overwhelmingly reported that retirement was the main reason why they left secondary education. Non-white teachers also identified to pursue another career, as the second reason why they left secondary education. The third reason stated by non-white teachers was further education. This was followed by Health, and family or personal move which showed gradual increases from year to year as other reasons why non-white teachers left secondary education.

1987-1988 White teacher cohorts: Main reasons for leaving the teaching profession. For White teachers (n=782), 20.2% of the respondents who were surveyed in 1987-1988 reported retirement as the main reason why White Americans left the teaching profession in secondary education. A second reason identified by this group was dissatisfied with teaching (12.2%). A third reason cited by this group was school staffing action (Layoffs) (12%). Whites also reported to pursue another career (11%) as the fourth reason why they left the teaching profession; pregnancy (9.3%), and family or personal move (9%) were the other remaining reasons why White Americans left the teaching profession in secondary education.

1991-1992 White teacher cohorts: Main reasons for leaving the teaching profession. Among White teachers (n=783), 34.6% of the respondents who were surveyed in 1991-1992 revealed that retirement was the main reason why Whites Americans left the teaching profession in secondary education. To pursue another career with 12% was the second reason why White Americans left the teaching profession in secondary education. Dissatisfied with teaching with 8.9% was the third reason for
leaving the teaching profession. This was followed by Pregnancy (6.6%) and for better salary and benefits (6.3%) were other reasons why White Americans left the teaching profession in secondary education.

*1994-1995 White teacher cohorts: Main reasons for leaving the teaching profession.* For White teachers (n=830), 48.1% of the respondents who were surveyed in 1994-1995 reported retirement as the main reason why White Americans left the teaching profession in secondary education. A second group of reasons identified by his group for leaving the teaching profession by white teachers was family or personal move and pregnancy or child rearing (7.8%). These were followed by better salary and benefits (9.1%), and other family or personal reasons (6.7%) as reasons why White teachers left the teaching profession in secondary education.
### Table 10

**Race: What was your main reason for leaving the teaching profession?**

*Cross tabulation (Race, teachers level, main reasons for leaving the teaching profession)*

<table>
<thead>
<tr>
<th>Reason</th>
<th>White American</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1987-88 to 88-89</td>
</tr>
<tr>
<td>Family or Personal move</td>
<td>(71) 9%</td>
</tr>
<tr>
<td>Pregnancy/Child Rearing</td>
<td>(73) 9.3%</td>
</tr>
<tr>
<td>Health</td>
<td>(23) 2.9%</td>
</tr>
<tr>
<td>Retirement</td>
<td>(58) 20.2%</td>
</tr>
<tr>
<td>To pursue another career</td>
<td>(87) 11%</td>
</tr>
<tr>
<td>Better salary or benefits</td>
<td>(53) 6.7%</td>
</tr>
<tr>
<td>Further Education</td>
<td>(47) 6%</td>
</tr>
<tr>
<td>Further Education (outside)</td>
<td>(12) 1.5%</td>
</tr>
<tr>
<td>School staffing action (lay offs)</td>
<td>(94) 12%</td>
</tr>
<tr>
<td>Sabbatical or other break</td>
<td>(33) 4.2%</td>
</tr>
<tr>
<td>Dissatisfied with teaching</td>
<td>(95) 12.2%</td>
</tr>
<tr>
<td>As a career</td>
<td></td>
</tr>
<tr>
<td>Other family or personal reason</td>
<td>(35) 4.4%</td>
</tr>
<tr>
<td>Total</td>
<td>(782)</td>
</tr>
</tbody>
</table>

Including all of the ethnic racial groups
Summary of reasons: leaving

For white teachers, retirement was the main reason why this group left the teaching profession from 1987 to 1995. From 1987 to 1995, statistical data showed retirement as an increasing problem among white Americans. Statistics showed that dissatisfied with teaching as a profession was the second reason why white teachers left secondary education. Reports also identified to pursue another career as a third reason why white teachers left secondary education. Reports showed that the other reasons such that family or personal reasons and other family or personal reasons were other reasons why white teachers left secondary education.
CHAPTER V
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary and discussion

This concluding chapter summarizes the relevant literature, significant findings, and limitations of this study, and makes recommendations for future research development. For decades, scholars have debated the causes and reasons for teacher attrition in both primary and secondary education. Is it an issue of teacher shortage or teacher dissatisfaction? One scholar, Ingersoll (1995) recounts the numerous studies, commissions, and national reports warning scholars about the crisis resulting from widespread teacher shortages that date from the 1970's. Since then, analysts have predicted drastic increases in the demand for new teachers, primarily resulting from two converging demographics trends: an increase in student enrollments and an increase in teacher attrition due to a “graying” of the profession (Ingersoll, 1995). By the early 1990s, the nation had begun a teacher-hiring surge, and teacher demand was easily met with existing well-prepared teachers. Although there were increases in the enrollment of eligible teaching candidates with bachelor’s and master’s degrees entering the field of teaching, very few teachers actually continued the profession. Ford and Grantham (1997) also have discussed “the scarcity of racially and culturally diverse teachers remains a major issue in education nationally, particularly given the projections which indicate that the representation of minority teachers is declining while the number of minority student
is increasing" (p. 1). Although there was a dramatic increase of minority student enrollments in secondary education, few studies show a corresponding increase in minority teachers despite the high demand for teachers in general (Ford & Gaitham 1997, p. 2). Therefore, this dissertation addresses the issue of teacher attrition and job dissatisfaction among all teachers (non-White and White) and examines why these professionals left the field of secondary education between 1987 and 1995.

The statistical data used in this thesis was drawn from the 1997 National Center for Statistics database set. A trend analysis was conducted on the data available for the years between 1987 and 1995 in order to analyze what all teachers (non-White and White) stated as their main areas of dissatisfaction with teaching, and the reasons they gave for leaving secondary education between 1987 and 1995. The subjects of this study were secondary-school teachers. My selected subjects were non-White teachers (Aleut, Eskimo, Asian American, African American, Indian-Native American, and Hispanic American), who were combined as one cohort group due to the relatively small sample size of each ethnic group.

When analyzing this study, the reader must use caution in interpreting the findings and results of this cohort group (non-White teachers) due to its problematic small sample size. Also, the reader must also bear in mind that the statistical data (NCES, 1997) used in this study is over 5 years old. However, this dissertation has presented several important reasons for using this statistical data. First, in the early stages of this dissertation, the 1997 NCES was the only and latest public database available to report on identifying and interpreting the complexities of teacher attrition among all teachers in secondary education. I would recommend, in the interest of
continuing the research topic that the next researcher might follow up with updated statistical data. Second, the original data studied is still relevant. From the literature review search, it is apparent that there has been no research pertaining to the statistic data of teacher attrition and teacher turnover among minority teachers conducted since the 1990s.

Integration of the literature and the Relevant Findings

In the first section of Chapter V, a description of what all teachers (non-White and White) stated as the main areas of dissatisfaction with teaching was presented. In the second section of Chapter V, a description of what teachers stated as the main reasons why non-White teachers and White teachers left secondary education was also presented. In the first section, this study highlighted inadequate support from administration and poor student motivation to learn as the main areas of dissatisfaction with teaching among all teachers (non-White and White) in secondary education. This area of dissatisfaction consistently stood out across age, gender, and race variables. Pagano et al. (1997) have agreed with this analysis and reported that teachers felt disrespected by their students and noted disappointment regarding the lack of respect by administrators for their opinions concerning classroom policy, curriculum, discipline and personal issues (p. 6). In this study addressing the inadequacies perceived among all teachers (non-White and White) in secondary education was included a two-folded. The first referred to the areas of dissatisfaction with teaching, and found that inadequate support from administration and poor student motivation to learn were among the top-five contributors to teacher turnover and teacher attrition. The second examined what non-White teachers and White teachers reported as their primary reasons for leaving secondary education. The 1997 National
Center for Education Statistics database (NCES) also included its own analysis of why all teachers left secondary education. The first reason reported by both non-White teachers and White teachers for leaving was retirement. This finding held for both females and males as a reason for leaving secondary education. While retirement is viewed by many as a noble accomplishment for those who have reached the retirement age requirements, Grissmer and Kirby (1997) reported that early-enhanced retirement packages may have contributed to the teacher attrition crisis of secondary education (p. 51). Early enhancement retirement packages have exploited and undermined the integrity of the teaching profession. Reasons for implementing early retirement programs are solely based on reducing educational budgets for the near future and minimize budgetary constraints (Grissmer & Kirby, 1997 p. 51).

The second reason reported by all teachers for leaving secondary education was dissatisfaction with teaching. Non-Whites, females and males consistently identified this. The NCES (1997) data showed that 20 percent of teachers abandoned their profession within the first three years, whereas nine percent left with the first year of teaching. Other reports estimate that as many as 50 percent of new teachers leave the teaching profession within the first five years. Although approximately 75 percent of students in teacher preparation programs applied for teaching jobs, only 58 percent were employed as teachers by the following year (Darling-Hammond & Scant, 1996).

It is important to understand the 1987 study conducted by Hiermeier & Marlow to see how their data is reflected in the NCES results and findings. In 1987, Hiermeier & Marlow constructed a survey that examined the characteristics and areas of dissatisfaction attributed to the "likely leaver-and-stayer" in secondary education. Results
showed that teachers were disappointed and discontented with teaching. They appeared subsumed by societal "negative" perceptions about the teaching profession and, as a result, became distressed and disappointed (p. 6).

Hiernimeire & Marlow (1987) explained:

While teachers prepared in college to assume a role as a specialist, they also were distressed and disappointed to discover in their second and third year, that parents, the media and even their peers slipped into criticism and complacency. Many leavers admitted that low prestige they first experienced upon entering the profession was unexpected. Teachers were finding that their first year experience was a surprise and described the professional image of teacher as worse than expected. (p. 6)

Overall, this research revealed the greatest degree of teacher frustration with the teaching profession was as followed: (a) negative student attitudes and discipline problems, (b) emotional aspects: boredom, stress, frustration and same routine, (c) low salaries, (d) poor working conditions and (e) little relationship between salary and work productivity and no reward and advancement in the field of education. For these reasons, teachers succumbed to the temptation of leaving the field of education. (Hiernimeire & Marlow, 1987, p. 6)

The third reason reported by non-White teachers and White teachers was to pursue another career. Several analysts have reported as many 50 percent of new teachers leave the teaching profession within the first five years (Darling-Hammond & Scian, 1996). Several authors have provided explanations as to why teachers leave the secondary school system. For example, Stephen A. Gordon (1991b) perceived early-
career teacher attrition as due to the low quality of those recruited to the profession and inadequate teacher education programs. Ladson-Billings (2001) also addressed how universities and colleges fail to offer preparation for teachers to meet the needs of racially, ethically, culturally, and linguistically diverse students in both primary and secondary education. She explained how a resistance by colleges and universities to changing the teacher education curriculum has left teachers unprepared for teaching in our public schools. Brock and Grady (2001) concurred by also writing about the harsh realities of teaching and explained that first year and second year teachers are terrified. Brock and Grady (2001) further explained how teachers step out of a college culture of good friends and supportive professors into an unfamiliar lifestyle as a real teacher (p. 6).

Brock and Grady (2001) reported:

Most teachers move into the role of a teacher with confidence and enthusiasm. Then, the reality of yearlong responsibilities of teaching, managing students, and relating to colleagues and parents are unlike anything else they have ever experienced. When problems occur, some beginners become dismayed and blame themselves. They mistakenly regard typical first-year teacher problems as personal failures. Unless they are provided with support and opportunities to talk with other novices, they will become discouraged and often assume they are in the wrong profession and quit. (p. 7)

In summary, this study has presented both the areas of dissatisfaction with teaching and reasons why all teachers regardless of age, gender, and race have left secondary education between 1987 and 1993. Results showed that inadequate support from administration, poor student motivation to learn, dissatisfaction with teaching (in
general), early retirement packets, and the desire to pursue another career all contributed to the teacher attrition and turnover crisis for all teachers in secondary education.

_Strengths and Limitations of study_

In addition to the results and findings of this dissertation, there were critical limitations to this study. The limitations of this study included the 1997 NCES data set (CD-ROM) and its overwhelming registry of missing and unknown information across age, gender, and race. The small sample size group of minority teachers was also problematic for this dissertation. The investigator had to combine all the ethnic groups into one cohort in order to have a sufficient sample size group and to avoid scrutiny and criticism from other scholars regarding the analysis of areas of dissatisfaction within teaching and the reasons why all teachers—including minorities—have left the field of secondary education.

This dissertation seeks to encourage authors, researchers and doctoral students to research, collect, analyze, and write exclusively and purposefully regarding the concerns of teacher attrition among all teachers. This dissertation also aims to challenge school administrators, politicians, teachers and families to engage in a candid dialogue regarding the improvement of teacher education programs. Billings and Curran (2001) have openly criticized teacher education programs for their resistance to curricular reform and teacher training programs for their inability to meet the needs of a diverse student population.

Strategic planning is paramount for improving the performance of teacher education programs. Philanthropic corporations and some state colleges and universities have begun to draft strategic plans to address improving teacher education programs, in
particular, the Carnegie Corporation of New York and the Higher Education Commission have already committed to establishing partnerships with K-12 and incorporating within the curriculum education on diversity. In an innovative move, it has designated training centers (Professional Development Schools) (PDS) as high-level clinical sites. “In these PDS centers, principals and basic education teachers would work together with a university faculty member to provide a clinical experience in traditional and diverse settings for teachers’ preparation candidates” (Excellence in Teacher Education, 2000, p. 3). These clinical sites are an extension of the preparatory program, and they reflect the conceptual knowledge base of the teacher preparatory program, by providing realistic teaching experience and teacher assistance from teaching experts.

The second strategic step focuses on preparing teacher education students to live and work among a complex and multicultural diverse population (E.T.E. p. 4). A practicum consisting of learning modules on diversity issues and opportunities to work with a broad spectrum of racially diverse students is offered to all teachers working in public and urban districts (E.T.E. 2000, p. 5). This practicum would allow educators to gain access to current knowledge on how to teach a diverse student population. Moreover, teachers will have an opportunity to apply learning strategies and techniques in clinical settings that are representative of the type of diversity students will encounter when they are teachers (E.T.E., 2000).

Although improving teacher education programs are hopefully pragmatic solutions to the teacher attrition and turnover issues in secondary education, additional research must focus on finding solutions for systemic issues with our education system. Between 1987 and 1995, teachers in the field of secondary education stated that their
professional dissatisfaction was the result of inadequate support from administration and poor student motivation. The reasons they gave for leaving the profession dissatisfaction with teaching, early retirement packages and the desire to pursue another career—were all commonly recognized as the five top contributors of teacher attrition regardless of age, gender and race. Teachers left the field of education based on their understanding that the system in which they worked was resistant to change. As a result, they took with them the educational knowledge, expertise, and practical teaching experience they had gained over the course of their careers.

Policy implications of this study

Therefore, this study pinpoints two suggestive policy implications, which might assist in managing the teacher attrition-dissatisfaction, and reasons why teachers leave secondary education in our public schools. Firstly, the Department of Education should mandate state colleges and universities to incorporate diversity education as a core curriculum course of all teacher education programs. Secondly, the U.S. Government should allocate federal funds to higher education institutions for the purpose of expanding partnerships to include involvement from local school districts and K through 12 (inner city and rural) in enhancing teacher practicum and teacher site training, and building teaching clinics for teachers to receive proper training and mentoring from veteran primary and secondary education teachers.

And finally, the Department of Education should continue to research and disseminate the best practices concerning teaching recruitment, preparation, and focus on ways that education policies can improve the recruitment and retention of all teachers,
develop their knowledge and skills, and support their work and student education simultaneously.

Recommendations for Further Study

A further study could examine how researchers and school administrators assess the effectiveness of their research methodology for analyzing teacher attrition among minority populations. A study of teacher attrition should be multifaceted. First, it should focus on the fundamental concepts of gathering, collecting and analyzing data. Second, research methodology should be broadened to include an interdisciplinary research approach that could assist and benefit the study; it might help with addressing the gaps in the current information base concerning teacher attrition and teacher shortages of all teachers, especially non-White teachers who work in secondary education. Too often, traditional research methods fail to appropriately measure the outcomes and relevant factors pertaining to culturally diverse populations. This study has sought to understand why teachers in secondary education have become disenchanted with teaching and what their primary reasons for leaving the teaching profession were. The findings of this research made suggestions regarding why teachers left; however, the survey questions may not have tapped into the experiences that are specific to minority teachers. This is common in traditional methodological research.

To this end, future researchers might begin to develop a deeper understanding of why minority teachers leave the profession by using qualitative methodology identifying factors and themes that are specific to minority teachers. This might lead to the development of survey questions that would more adequately detect differences between the reasons non-White teachers and White teachers give for leaving the field of teaching.
Further research is necessary to address the impact of teacher turnover and attrition on private and public schools and determine whether there are differences between these schools as to why non-White teachers are dissatisfied with teaching and leave secondary education. This information would be informative and help address how (both private and public) schools cope with the recurring loss of staff and their recurring need to hire teachers. Another study could examine teacher turnover and attrition among teachers in traditional public secondary and primary schools and charter schools.

In conclusion, this study's initial focus was to examine the main areas of job dissatisfaction among secondary school teachers and the reasons why non-White teachers left the field of secondary education between 1987 and 1995. Unfortunately, this dissertation topic was restricted by the small sample size groups of teachers of color. As a result, my dissertation topic slightly shifted to identifying those main areas of dissatisfaction with teaching expressed by all teachers and their stated reasons for leaving the field of secondary education. My dissertation findings revealed that all teachers (regardless of age, gender, and race) were dissatisfied with teaching as a profession and left secondary education for similar reasons. According to the findings, there were no apparent differences among any of the demographic profiles. For each demographic profile, statistics showed that all teachers (inexperienced/experienced, male/female, or White/non-White) left the field of secondary education for similar reasons between 1987 and 1995. This dissertation has broadened my knowledge concerning teacher attrition in secondary education. Teachers are vital professionals to our society. Too often, we take teachers for granted and overlook how important they are. Teachers cultivate, stimulate and educate our children. We must listen to our teachers, help restore the dignity of the
teaching profession by respecting then and accept more responsibility for our children's' education. If we acknowledge that our children are our future, then we must save our teachers as well.


Baker, David & Smith, Thomas. Trend 2: Teacher Turnover and Teacher Quality: Refocusing the issue, Teachers College Record, (pp. 29-35)


Dibworth, M. E. (1990). Reading between the lines: Teachers and their racial/ethnic cultures. (Teacher Education Monograph No. 11). Washington DC: ERIC Clearinghouse on Teacher Education and American Association of Colleges for Teacher Education. ED 322 148

Excellence in Education Committee Report (Draft 2000), A Focus on Learning, the State System of Higher Education (p. 3-5).


Grissmer, D. & Kirby S. (1987) Teacher Attention: The uphill climb to staff the nation's schools. Santa Monica, CA RAND.


Metropolitan Life Insurance Company survey. “Former Teachers in America”, June 1985


Appendix A
TEACHER FOLLOW-UP SURVEY
QUESTIONNAIRE FOR FORMER TEACHERS
1994 – 1995

Conducted by:
U.S. Department of Commerce
Bureau of the Census

THIS SURVEY HAS BEEN ENDORSED BY:

- American Association for Counseling and Development
- American Association of School Administrators
- American Federation of Teachers
- Bureau of Indian Affairs
- Council for American Private Education
- Council of Chief State School Officers
- National Association of Elementary School Principals
- National Association of Independent Schools
- National Association of Secondary School Principals
- National Catholic Educational Association
- National Education Association
INSTRUCTIONS

Most of the items on this questionnaire are arranged so that the answer categories or spaces for written answers are under the questions. Please answer the questions by marking the appropriate answer category with an X, or recording your answer in the space provided. We suggest that you use a pencil, rather than a pen or marker.

Notice that at the end of some answer categories and answer spaces, there are instructions to go to later questions or to continue with the next question on the questionnaire.

If you are unsure about how to answer a question, please give the best answer you can and make a comment in the "Notes" space. Please include the item number.

If you have any questions, call the Bureau of the Census, toll-free, at 1-800-221-1294.

Return your completed questionnaire to the Bureau of the Census in the enclosed preaddressed envelope. Please return it within two weeks.

Please keep count of the time you spend completing this questionnaire.

At the end of the survey, you are asked to record the amount of time spent.

Are you currently teaching – full-time, part-time, or as a long-term substitute – in grades K through 12?

☐ Yes ☐ No

RETURN THIS FORM to the Bureau of the Census in the enclosed envelope. You will be sent another form for teachers who are still teaching.

☐ No

PLEASE CONTINUE with this survey.

SECTION I – EMPLOYMENT STATUS

1. What is your MAIN OCCUPATIONAL status?

Mark (X) only one box.

☐ Working in an elementary or secondary school with an assignment OTHER THAN teaching

☐ Working in an occupation outside of elementary or secondary education

☐ Student at a college or university

☐ Caring for family members

☐ Retired

☐ Disabled

☐ Other – Specify

GO to Item 3

2. What is your MAIN school assignment?

Mark (X) only one box.

☐ Administrator (e.g., principal, assistant principal, director, head)

☐ Non-teaching specialist (e.g., counselor, librarian)

☐ Resource person for other teachers (e.g., department head, resource teacher, curriculum coordinator, mentor teacher)

☐ Support staff (e.g., secretary, aide)

☐ Coach

☐ Other – Specify

GO to Item 4
### SECTION I - EMPLOYMENT STATUS - CONTINUED

**NOTE:** Answer questions 3a-e ONLY if you marked box 2 in answer to question 1 on page 2.

#### 3a. For whom do you work?
Record the name of the company, business, or organization.

<table>
<thead>
<tr>
<th>Company</th>
<th>Business</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 3b. What kind of business or industry is this?
For example, retail shoe store, State Labor Department, bicycle manufacturer, farm.

<table>
<thead>
<tr>
<th>Industry</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 3c. What kind of work do you do?
Please record your job title; for example, electrical engineer, cashier, typist, farmer, loan officer.

<table>
<thead>
<tr>
<th>Job Title</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 3d. What are your most important activities or duties at this job?
For example, typing, selling cars, driving delivery truck, caring for livestock.

<table>
<thead>
<tr>
<th>Activities</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 3e. How would you classify yourself on this job?
Mark (X) only one box.

- An employee of a PRIVATE company, business, or individual for wages, salary, or commission
- A FEDERAL government employee
- A STATE government employee
- A LOCAL government employee
- SELF-EMPLOYED in your own business, professional practice, or farm
- Working WITHOUT PAY in a family business or farm
- Working WITHOUT PAY in a volunteer job

#### 4. Which of these best describes your position as an EMPLOYEE?
Mark (X) only one box.

- Full time employee
- 3/4 time or more, but less than full-time employee
- 1/2 time or more, but less than 3/4 time employee
- 1/4 time or more, but less than 1/2 time employee
- Less than 1/4 time employee

#### 5. Altogether, how much do you usually earn at this job before taxes?

<table>
<thead>
<tr>
<th>Payment</th>
<th>Dollars</th>
<th>Cents</th>
<th>per</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

- $ Hour
- $ Day
- $ Week
- $ Biweekly
- $ Month
- $ Year
- $ Other - Specify
SECTION I - EMPLOYMENT STATUS - CONTINUED

6. How long do you plan to remain in this job?
   Mark (X) only one box.
   077
   ☐ As long as I am able
   ☐ Until I am eligible for retirement
   ☐ Will probably continue unless something better comes along
   ☐ Definitely plan to leave as soon as I can
   ☐ Undecided at this time

   GO to item 8.

7. In how many years do you plan to retire?
   079
   ____________ Years

8. What do you expect your MAIN activity will be NEXT SCHOOL YEAR (1995-96)?
   Mark (X) only one box.
   074
   ☐ Teaching any grades K-12
   ☐ Teaching at the prekindergarten or postsecondary level
   ☐ Studying at a college or university
   ☐ Working in a nonteaching occupation in the field of education
   ☐ Working in an occupation outside the field of education
   ☐ Caring for family members
   ☐ Unemployed and seeking work
   ☐ Military service
   ☐ Retired
   ☐ Other – Specify ____________

SECTION II - EDUCATIONAL ACTIVITIES AND FUTURE PLANS

9. Have you earned any new degrees in the past 12 months?
   075
   ☐ Yes
   ☐ No

   GO to item 14.

10. When did you earn this degree?
    076
    Month ____________ Year ____________

11. What type of degree is it?
    Mark (X) only one box.
    081
    ☐ Associate degree
    ☐ Bachelor's
    ☐ Master's
    ☐ Education specialist or professional diploma (at least one year beyond Master's level)
    ☐ Doctorate (e.g., Ph.D., Ed.D.)
    ☐ Professional (e.g., M.D., D.D.S., J.D., LL.B.)
### MAJOR FIELD OF STUDY CODES FOR QUESTIONS 12 and 16

**EDUCATION**

- 01 Pre-elementary/early childhood education
- 02 Elementary education
- 04 Secondary education

**Subject area education**

- 07 Agricultural education
- 11 Business education
- 12 Bilingual education
- 13 Business, commerce, and distributive education
- 15 Business education
- 16 English as a second language
- 19 Foreign languages education
- 20 Industrial arts, vocational and technical, trade and industry education
- 21 Mathematics education
- 22 Music education
- 23 Physical education/health education
- 24 Reading education
- 25 Religious education
- 26 Science education
- 28 Social studies/social sciences education

**Special education**

- 67 Special education, general
- 68 Emotionally disturbed
- 69 Mentally retarded
- 70 Speech/language impaired
- 71 Deaf and hard-of-hearing
- 72 Visually handicapped
- 73 Orthopedically impaired
- 74 Mildly handicapped
- 75 Severely handicapped
- 76 Specific learning disabilities
- 77 Other special education

**Other education**

- 78 Curriculum and instruction
- 79 Educational administration
- 80 Educational psychology
- 81 Business, guidance and counseling
- 82 Other education

**GENERAL**

- 06 Agriculture and natural resources
- 08 American Indian/Native American studies
- 09 Art and design
- 10 Art, fine and applied
- 11 Business and management
- 12 Communications and journalism
- 13 Computer and information sciences
- 14 Creative arts
- 15 English (literature, letters, speech, classics)
- 16 General studies
- 17 Health professions and occupations
- 18 Home economics
- 19 Humanities
- 20 Law
- 21 Library science
- 22 Mathematics
- 23 Military science
- 24 Multidisciplinary studies
- 25 Music
- 26 Philosophy
- 27 Psychology
- 28 Public affairs and services
- 29 Religion, theology

**Foreign languages**

- 50 French
- 51 German
- 52 Italian
- 53 Russian
- 54 Spanish
- 55 Other foreign languages

**Natural sciences**

- 59 Geology/earth science
- 60 Chemistry
- 61 Geophysical science
- 62 Biology
- 63 Physics
- 64 Other natural sciences

**Social sciences**

- 65 Economics
- 66 History
- 67 Political science and government
- 68 Sociology
- 69 Other social sciences

**All others**


12. What is the major field of study for your new degree?

Enter the field and two-digit code from the list above.

<table>
<thead>
<tr>
<th>Code</th>
<th>Major field</th>
</tr>
</thead>
</table>

13. For what purpose did you earn this degree? *Mark (X) only one box.*

- [ ] To increase salary
- [ ] For professional development in current field
- [ ] To teach in a different field than the one taught last year
- [ ] For a nonteaching position in elementary or secondary education
- [ ] For an occupation outside elementary or secondary education other than current job
- [ ] Other – Specify: [ ]
### SECTION II - EDUCATIONAL ACTIVITIES AND FUTURE PLANS - CONTINUED

#### 20. At which level would you teach?

Mark (X) all that apply.
- [ ] Prekindergarten
- [ ] Elementary (including kindergarten)
- [ ] Junior high/middle school
- [ ] Senior high
- [ ] Postsecondary

#### 21. Has there been a change in your teacher certification status since last year?

Mark (X) all that apply.
- [ ] No change
- [ ] Yes, certification has lapsed
- [ ] Yes, certification has been upgraded from temporary or emergency to a regular certificate
- [ ] Yes, certified in a different field
- [ ] Other change – Specify:

#### 22. Do you plan to maintain or reinstate your teaching certificate?

- [ ] Yes
- [ ] No
- [ ] Undecided

**NOTES**
## SECTION II - EDUCATIONAL ACTIVITIES AND FUTURE PLANS - CONTINUED

### 14. Are you currently enrolled in a degree program?
Mark (X) only one box.
- [ ] No  →  **GO to item 18.**
- [ ] Yes, as a full-time student
- [ ] Yes, as a part-time student

### 15. What type of degree are you pursuing?
Mark (X) only one box.
- [ ] Associate degree
- [ ] Bachelor's
- [ ] Master's
- [ ] Education specialist or professional diploma (at least one year beyond Master's level)
- [ ] Doctorate (e.g., Ph.D., Ed.D.)
- [ ] Professional (e.g., M.D., D.D.S., J.D., L.L.B.)

### 16. What is the major field of study for the degree you are pursuing?
Enter the field and two-digit code from the list on page 5.

<table>
<thead>
<tr>
<th>Code</th>
<th>Major field</th>
</tr>
</thead>
</table>

### 17. For what purpose are you pursuing this degree?
Mark (X) only one box.
- [ ] To increase current salary
- [ ] For professional development in current field
- [ ] To teach in a different field than the one taught last year
- [ ] For a nonteaching position in elementary or secondary education
- [ ] For an occupation outside elementary or secondary education other than current job
- [ ] Other – Specify

### 18. Do you plan to return to teaching?
Mark (X) only one box.
- [ ] Undecided
- [ ] Yes  →  **GO to item 21.**
- [ ] No

### 19. How soon might you return to teaching?
Mark (X) only one box.
- [ ] Later this school year
- [ ] Next year
- [ ] Within five years
- [ ] More than five years from now
- [ ] Undecided
SECTION III – YOUR OPINIONS

POSSIBLE REASONS FOR LEAVING THE TEACHING PROFESSION
(Use codes to answer items 23a, b, and c.)

01 Family or personal move
02 Pregnancy/child rearing
03 Health
04 To retire
06 To pursue another career
07 For better salary or benefits
08 To take courses to improve career opportunities in the field of education
09 To take courses to improve career opportunities outside the field of education
10 To take a sabbatical or other break from teaching
11 Dissatisfied with teaching as a career
12 Other family or personal reason

23a. What was your main reason for leaving the teaching profession?

Enter code from above.

<table>
<thead>
<tr>
<th>Code</th>
<th>Main reason</th>
</tr>
</thead>
</table>

b. Did you have a second reason for leaving?

☐ Yes
☒ No

Go to item 23c.

What was your second reason? Enter code, then continue with item 23c.

<table>
<thead>
<tr>
<th>Code</th>
</tr>
</thead>
</table>

c. Did you have a third reason for leaving?

☐ Yes
☒ No

Go to item 23d.

What was your third reason? Enter code.

<table>
<thead>
<tr>
<th>Code</th>
</tr>
</thead>
</table>

d. Did you enter code 11 for one of your reasons in question 23a, b, or c?

☐ Yes
☒ No

Go to item 24a.

Continue with item 23e, page 9.
SECTION III – YOUR OPINIONS – CONTINUED

POSSIBLE AREAS OF DISSATISFACTION
(Use codes to answer items 23e, f, and g.)

01 Poor opportunity for professional advancement
02 Lack of recognition and support from administration
03 Lack of resources and material/equipment for your classroom
04 Inadequate support from administration
05 Lack of influence over school policies and practices
06 Lack of control over own classroom
07 Intrusions on teaching time (i.e., not enough time working directly with teaching students)
08 Inadequate time to prepare lesson/teaching plans
09 Poor student motivation to learn
10 Class sizes too large
11 Student discipline problems
12 Poor salary

23e. What was your main area of dissatisfaction with the teaching profession?
*Enter code from above.*

24f. Did you have a second area of dissatisfaction?

[ ] Yes
[ ] No → Go to item 24g.

*What was your second area? Enter code, then continue with item 24g.*

24g. Did you have a third area of dissatisfaction?

[ ] Yes
[ ] No → Go to item 24h.

*What was your third area? Enter code.*

24h...
SECTION III – YOUR OPINIONS – CONTINUED

POSSIBLE STEPS SCHOOLS MIGHT TAKE TO ENCOURAGE TEACHERS TO REMAIN IN TEACHING
(Use codes to answer items 24a, b, and c.)

01 Providing higher salaries and/or better fringe benefits
02 Improving opportunities for professional advancement
03 Dealing more effectively with student discipline and making schools safer
04 Giving teachers more authority in the school and in their own classrooms
05 Increasing standards for students’ academic performance
06 Providing better resources and materials for classroom use
07 Decreasing class size
08 Giving special recognition and/or special assignments to excellent or outstanding teachers
09 Reducing the paperwork burden on teachers
10 Providing more support for new teachers (e.g., mentor teacher programs)
11 Increasing parent involvement in the schools
12 Reducing teacher workload
13 Providing merit pay or other pay incentives to teachers
14 Improving opportunities for professional development
15 Providing tuition reimbursement for coursework required for certification or career advancement
16 Revising health insurance program to include stress reduction seminars, counseling, and physical fitness options

24a. What would be the most effective step that schools might take to encourage teachers to remain in teaching?

Enter code from above.

Code

Most effective step

b. What would be the second most effective step?

Enter code from above.

Code

Second step

c. What would be the third most effective step?

Enter code from above.

Code

Third step
### SECTİON III - YOUR OPINIONS - CONTİNUED

#### 25. Is your MAIN occupational status "working" (i.e., box 1 or 2 marked in question 1)?
- [ ] Yes
- [x] No
  
  **GO to item 26.**

#### 26. How would you rate teaching relative to your current MAIN occupation in terms of EACH of the following aspects? Please indicate (a) Better in teaching, (b) Better in current position, or (c) No difference.

<table>
<thead>
<tr>
<th></th>
<th>Better in teaching (a)</th>
<th>Better in current position (b)</th>
<th>No difference (c)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Salary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>Opportunities for professional advancement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>Opportunities for professional development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d</td>
<td>Opportunities for learning from colleagues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e</td>
<td>Recognition and support from administrators/managers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f</td>
<td>Safety of environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g</td>
<td>Influence over workplace policies and practices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h</td>
<td>Autonomy or control over your own work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i</td>
<td>Professional prestige</td>
<td></td>
<td></td>
</tr>
<tr>
<td>j</td>
<td>Benefits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>k</td>
<td>Procedures for performance evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>l</td>
<td>Manageability of workload</td>
<td></td>
<td></td>
</tr>
<tr>
<td>m</td>
<td>Availability of resources and materials/equipment for doing job</td>
<td></td>
<td></td>
</tr>
<tr>
<td>n</td>
<td>General work conditions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o</td>
<td>Job security</td>
<td></td>
<td></td>
</tr>
<tr>
<td>p</td>
<td>Professional caliber of colleagues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>q</td>
<td>Intellectual challenge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>r</td>
<td>Overall job satisfaction</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Very satisfied</td>
<td>Somewhat satisfied</td>
<td>Somewhat dissatisfied</td>
</tr>
<tr>
<td>---</td>
<td>----------------</td>
<td>--------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>a.</td>
<td>Salary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>Opportunities for professional advancement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>Recognition and support from administrators/managers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>Safety of environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>Your influence over workplace policies and practices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f.</td>
<td>Autonomy or control over your own work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g.</td>
<td>Professional prestige</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h.</td>
<td>Benefits</td>
<td></td>
<td></td>
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<tr>
<td>i.</td>
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<td></td>
<td></td>
</tr>
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<td>j.</td>
<td>Manageability of work</td>
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<tr>
<td>k.</td>
<td>Availability of resources and materials for doing job</td>
<td></td>
<td></td>
</tr>
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<td>l.</td>
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<td></td>
</tr>
<tr>
<td>m.</td>
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<td></td>
</tr>
<tr>
<td>n.</td>
<td>Professional caliber of colleagues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o.</td>
<td>Intellectual challenge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>p.</td>
<td>Overall job satisfaction</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NOTES
### SECTION IV - BACKGROUND INFORMATION

28. Which category represents the total combined income (include your own income) of ALL
    FAMILY MEMBERS age 14 and older in your household during 1994? Include money from jobs,
    net business or farm income, pensions, dividends, interest, rent, Social Security payments, and
    any other income received by family members in your household.
    Mark (X) only one box.

    □ Less than $10,000
    □ $10,000 - $14,999
    □ $15,000 - $19,999
    □ $20,000 - $24,999
    □ $25,000 - $29,999
    □ $30,000 - $34,999
    □ $35,000 - $39,999
    □ $40,000 - $49,999
    □ $50,000 - $59,999
    □ $60,000 - $69,999
    □ $70,000 - $79,999
    □ $80,000 or more

29. What is your current marital status?

    □ Married
    □ Widowed, divorced, or separated
    □ Never married

30. How many children do you have who are dependent on you (and your spouse) for more
    than half of their financial support?

    □ None
    OR
    □ Children supported

31. What was the age of your youngest child on his/her last birthday? If child is less
    than one year, please enter "0."

    □ Age of youngest child

32a. Do you have persons other than your spouse or children who are dependent on you for
    more than half of their financial support?

    □ Yes
    □ No

    GO to item 32c.

b. How many persons other than your spouse or children are dependent on you for
    more than half of their financial support?

    □ Number of persons supported
SECTION V - RESPONDENT INFORMATION

The survey you have completed may involve a brief follow-up at a later time in order to gain information on former teachers' movements in the labor force. The following information would assist us in contacting you if you move or change jobs.

33. Please PRINT your name, your spouse's name (if applicable), your home address, telephone number, and the most convenient time to reach you.

<table>
<thead>
<tr>
<th>Your name</th>
<th>Telephone number - Include area code</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Spouse's full name | Days/times convenient to reach you

<table>
<thead>
<tr>
<th>Street address</th>
<th>In whose name is the telephone number listed?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mark (X) only one.</td>
</tr>
<tr>
<td></td>
<td>1. No phone</td>
</tr>
<tr>
<td></td>
<td>2. My name</td>
</tr>
<tr>
<td></td>
<td>3. Other - Specify</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>City</th>
<th>State</th>
<th>ZIP Code</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

34. What are the names and addresses of two other people who will know where to get in touch with you during the coming years? List no more than one person who now lives with you. Remember to record the relationship of these persons to you (for example, parent, friend, sister, cousin, etc.).

<table>
<thead>
<tr>
<th>Name</th>
<th>Telephone number - Include area code</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Relationship to you

<table>
<thead>
<tr>
<th>Street address</th>
<th>In whose name is the telephone number listed?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mark (X) only one.</td>
</tr>
<tr>
<td></td>
<td>1. No phone</td>
</tr>
<tr>
<td></td>
<td>2. Name entered above</td>
</tr>
<tr>
<td></td>
<td>3. Other - Specify</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>City</th>
<th>State</th>
<th>ZIP Code</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Telephone number - Include area code</th>
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<td></td>
<td></td>
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</tbody>
</table>

Relationship to you

<table>
<thead>
<tr>
<th>Street address</th>
<th>In whose name is the telephone number listed?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mark (X) only one.</td>
</tr>
<tr>
<td></td>
<td>1. No phone</td>
</tr>
<tr>
<td></td>
<td>2. Name entered above</td>
</tr>
<tr>
<td></td>
<td>3. Other - Specify</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>City</th>
<th>State</th>
<th>ZIP Code</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

35. Not counting interruptions, how long did it take to complete this survey?

<table>
<thead>
<tr>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

THIS COMPLETES THE QUESTIONNAIRE.
THANK YOU FOR ASSISTING US IN THIS IMPORTANT RESEARCH.
YOUR TIME AND EFFORT ARE APPRECIATED.
THANK YOU FOR ASSISTING US IN THIS IMPORTANT SURVEY.
YOUR TIME AND EFFORT ARE APPRECIATED.

PLEASE RETURN THE QUESTIONNAIRE IN THE ENCLOSED ENVELOPE TO:

Bureau of the Census
Current Projects Branch
1201 East 10th Street
Jeffersonville, IN 47132-0001