

ABSTRACT OF THESIS

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GUIDANCE RELATIVE TO JOB  
SATISFACTION OF  
HOME ECONOMICS TEACHERS

Submitted by  
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In partial fulfillment of the requirements  
for the Degree of Master of Education  
Colorado  
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## ABSTRACT

The teacher shortage has attracted so much attention and caused so much distress among educators that serious efforts are being made to determine the reasons for the dirth of teachers. One of the first agencies to undertake a research study to determine the causes of this teacher shortage was the Research and Publications Committee of the American Vocational Association. In 1947, this committee completed a study on the problem, "What Factors Influence Women to Remain in the Home Economics Teaching Profession?"

The present study, using part of the data from the National Study, considered certain factors pertinent to satisfaction, to determine what factors can be corrected or modified by proper guidance and counseling, so that satisfaction in teaching will be sufficient to induce students to enter the teaching profession, or sufficient to induce those already in the profession to remain.

### The problem

What factors should be stressed in helping present and prospective home economics teachers to adjust to conditions associated with their profession?

Problem analysis.--In order to aid in answering the problem question, the following sub-problems are presented:

1. What differences exist in the schools and communities in which satisfied and dissatisfied teachers are employed?

2. What attitudes concerning various factors associated with living and teaching conditions characterize satisfied teachers?

3. What can a guidance program do to prepare home economics teachers to adjust to conditions associated with their profession?

Delimitation.--This study has been limited to 163 of the most satisfied home economics teachers and 161 of the least satisfied home economics teachers in the study made by the Research and Publications Committee of the American Vocational Association in 1947, to determine the factors affecting the supply of home economics teachers.

In the National Study a questionnaire was used to ascertain certain factual information relative to conditions pertaining to the teaching situation, and the attitudes toward conditions associated with teaching. This questionnaire was patterned after Hoppock's job satisfaction questionnaire and the first form was sent to 20 teachers in each state who had been rated by their supervisors as being satisfied or dissatisfied in relation to load, salary, living conditions, community conditions, school conditions, family responsibility, and professional attitudes. The replies were anonymous to insure reliable answers. These

replies were analyzed and compared with the supervisors' ratings, and the revised form containing Forms E, F, W, and X was then used in the final study.

All home economics teachers having less than a minor in home economics, all those teaching in elementary schools only, all those teaching adult classes only, all those employed for only part time, all those teaching in private schools, all those teaching on emergency certificates, all city supervisors having no classes, all supervisors of student teachers, and all student teachers were omitted from the lists prepared by the state supervisors. If this list contained 125 or more names, samples were drawn; if the list contained less than 125 names, the total population was used.

The revised questionnaire, answer sheet, and instruction letter were then sent to each teacher whose name appeared on these final lists. The teacher was instructed to complete the answer sheet which had been given a state code number, mail this sheet to James Coxen, Chief of Research, Vocational Division, United States Office of Education, Washington, D. C., and at the same time, mail a slip to the state chairman indicating that the answer sheet had been sent. In this way, the answer sheets remained anonymous, although by using the state code number the replies could be checked by states. It was found that 293 replies of approximately 4,700 were not usable, but the remainder were used for the study, and the results were punched on Hollerith cards and tabulated. For the present study, the sample included the

163 homemaking teachers with job satisfaction scores of 70 or higher and the 161 with scores below 30.

For determining the association between job satisfaction and certain factual data on Form E, Chi-square was used. In order to obtain the differences between the satisfied and dissatisfied teachers in affirmative responses to items on Form F, dealing with attitudes, the percentages of responses made by each group to each item were obtained. The differences between these percentages were computed, and the standard error of the differences was obtained.

It was noted from the analysis of data that the satisfied teacher, in contrast to the dissatisfied teacher, lived in communities of 10,000 or more population, owned her own car, and lived close to recreational and shopping facilities. The satisfied teacher earned \$2,000 or more per year, had provision for salary increases, had provision for tenure, and had reasonably adequate equipment. She taught in a school of 100 or more pupils, usually taught either junior or senior high school but not both, had three or less daily preparations, had a definite amount of money for operating expenses, and was required to spend less than 10 "extra-time" periods per week on outside activities. The satisfied teacher planned to teach in the forthcoming year, usually had had 10 or more years' experience, had done some graduate work, lived alone or with her family, usually had no family responsibilities, and was single.

The satisfied teacher may be said to show satisfactory attitudes toward her teaching, community, and school and living conditions. She was satisfied with her community, felt a part of the community, had adequate social and intellectual life, and was reasonably contented with her job, her administrator, her equipment, and the school. She felt that her living arrangements were satisfactory, and that her salary was adequate to enable her to do most of the things she wanted to do. She did not feel that she was overloaded, and she enjoyed her work.

In what ways can a guidance program help to alleviate the dissatisfaction which exists in the home economics teaching profession? In order to answer this question, it was necessary to determine the causes of dissatisfaction and to determine what, if any, of these causes can be remedied. It was also necessary to know the attitudes toward teaching in order to determine what attitudes can be modified or improved by proper guidance.

There was close association between dissatisfaction and the smallness of the community in which the teacher lived, the attendant lack of shopping, recreational, social, and intellectual facilities, the isolation of the community, and the difficulty of transportation to larger areas. Concomitant with these factors was the inadequate salary, no provision for tenure, poor equipment, heavy load, too little "free" time, too many extracurricular demands, and too many

community demands upon the teacher. In addition, it was noted that there was a close association between satisfaction and length of teaching experience. This is in contradiction to the National Study (1) which found no association between length of teaching experience and satisfaction. Hoppock (8), however, found that the most satisfied teachers were older, and, since they were older, it is reasonable to assume that they had more experience.

Pitkanen (11), Glicksberg (5), and Henry (7) all offered the theory that teachers need tenure, more money, less restriction, and better acceptance by the community. This study shows these factors to be significant.

Guidance alone cannot remedy these conditions, many of which are very difficult to change. The boards of education and administrators can remedy some of these factors seemingly associated with dissatisfaction, but it takes time, diplomacy, and re-education of the communities. Inasmuch as nearly eight times as many dissatisfied teachers as satisfied indicated that they would like to work under another administrator, and more than twice as many dissatisfied as satisfied indicated that the administration was autocratic, it would appear that administrators should consider self-improvement.

The author feels that one weakness in the questionnaire was in the items relating to family. Family was not defined definitely in terms of husband-wife-children relationship, or in terms of father-mother and/or other family

relationships. For this reason, it is not possible to analyze attitudes in terms of specific types of family relationships. However, it is possible to offer one or two hypotheses. If the relationships are father-mother, then there may be attitudes arising from one type of maladjustment; on the other hand, if the relationship is husband-wife, possibly other attitudes may exist.

Using either of the above hypotheses, what can guidance do? If an individual can obtain a better insight into human relations, and therefore a better insight into his individual problems, then adjustment is easier. One of the primary functions of good guidance is to help an individual gain insight into his problems.

Finally, the matter of human relations as they apply to the working situation. Shannon (12) found that one cause of dissatisfaction was the inability to get along with co-teachers and with the administration. Hoppock (8) found that the most satisfied teachers had better relationships with superiors and associates. In the present study, the dissatisfied did not feel that the school had a fine spirit; they did not feel that they received recognition for a job well done; they did not feel that the administrators were interested in improving the department; they felt that some of the teachers had an unsympathetic attitude toward the home economics department; and they indicated that they would like to work under another administrator. As mentioned before, administrators would do well to consider self-improvement.

However, the question also arises as to how much of this attitude toward administration is justified, and how much is the result of general dissatisfaction arising from maladjustment.

On the other hand, guidance can and should make every effort to help prospective teachers be prepared for these factors and should help them make sufficient adjustment to the conditions so that dissatisfaction will be minimized.

How can guidance help? Assuming that the prospective teacher is well adjusted, the next step is to present the facts in such a manner that the teacher going into the field is prepared to accept certain conditions as they are and to make the best of them. If every prospective teacher could realize that teachers serve an "internship" just as doctors, pharmacists, technicians, and others serve; if they can view these internships in the same light as others do, knowing that the salary will be small, that there will be certain inconveniences, certain restrictions in private life, extra load, and a feeling of some financial insecurity, and realize that just as it is not always possible for all doctors to advance into a very desirable job upon completion of internship, neither can all teachers expect to advance to the most desirable job immediately after internship, then the first step has been taken. If, after accepting the above views, a new teacher can give her best efforts, can give unstintingly of her time and not be a second "Miss

Price" (6), then she has taken the second step toward being reasonably satisfied with the present job.

In the matter of attitudes, or "a feeling toward," guidance is perhaps better prepared to aid in adjustment. While many of the attitudes measured in this study concurred with the factual information, nevertheless, there were some apparent discrepancies. For example, in the matter of car ownership, nearly one third of the dissatisfied group indicated (factual information) that they owned a car; however, only one twentieth of this group, measured on attitude of sufficiency of salary to afford a car, indicated that they felt they could afford to own a car. Does this mean that many owned cars, out of necessity, although they could not afford to? Or, does it mean that their attitude toward salary was such that they felt they could afford nothing but a bare living? Ten times as many dissatisfied teachers as satisfied thought their communities too small to be interesting; yet there were half as many satisfied as dissatisfied teachers living in the very small communities. How small does a community need to be to become uninteresting? "Interesting," or "uninteresting" is a matter of attitude. This brings out a point made by Plant (10) who stated that so many adults lack internal resources and the inability to distinguish between life and symbols of life. Guidance should be able to help a person be well adjusted, and a well-adjusted person usually has sufficient "internal resources" to be interested in his environment.

The attitudes toward teaching conditions and toward community conditions were particularly interesting, because it was felt that these items, for the most part, measured attitudes which were influenced to a large extent by the general adjustment of the teacher. (See Tables 4 and 8, Chapter IV). To cite some of these very significantly different attitudes: the dissatisfied teachers either did not like the prestige of the profession, or did not feel that the profession had prestige; they felt that the profession limited contacts with people in other types of work; the routine of teaching was disliked and thought to be monotonous; they desired a job with more freedom (although freedom was not defined); teaching offered little opportunity for engaging in stimulating intellectual activities. The attitudes of the satisfied were in direct contrast. The dissatisfied felt that the people in the community failed to cooperate with the home economics teacher, that the program was not appreciated, that their social life in the community was not pleasant, and that the cultural opportunities were not stimulating. In addition to these, the dissatisfied thought the community was critical of the things teachers do and that the community objected to teachers living lives similar to others in the community. Henry (7) and Pitkanen (11) advanced the theory that the last four items were major causes of dissatisfaction, and this study tends to confirm this theory.

One other attitude toward teaching conditions is pertinent and is one which could presumably be remedied. Only slightly over one third of the dissatisfied teachers, in contrast to considerably more than three fourths of the satisfied teachers, indicated that they thought college had given them realistic preparation for the problems they met in teaching home economics. Since there are situations in which a beginning teacher has been trained in excellent laboratories and then finds that the equipment for her first job is obsolete, and other situations in which her training equipment was perhaps not as up-to-date as desirable, but her new job has the most modern equipment, it would appear that the teacher-training institutions could improve the situation by offering training with as wide a variety of equipment as possible. It would be disconcerting to have been trained to use natural gas stoves and then go into a community where there was no natural gas and the stoves were either coal or electric; it would further add to the confusion if the community homes were mostly served by electricity, but the school equipment was a coal range, or vice versa.

In conclusion, the problem of general maladjustment will be considered. From the present study, it is not possible to determine whether dissatisfaction as indicated by the attitudes, arises from the factors associated with the teaching situation, or from a general maladjustment which would produce dissatisfaction in any situation. However, certain hypotheses are offered.

It is generally accepted that it is not uncommon to find adults who have not achieved emotional emancipation from parents. It is further observed that school teachers sometimes live in their home communities with their parents. If the above situations exist together, then maladjustment of the teacher may result. Guidance can function here by helping the teacher, or prospective teacher, to achieve this emotional maturity.

Unfortunately, many enter the teaching profession because they have "drifted" into it for lack of suitable vocational choice, or because of family, or other, pressure exerted to persuade them to enter teaching, against their own interests and aptitudes. Good guidance, by the use of suitable tests and counseling, can aid a prospective teacher in choosing a vocation suitable to her interests, aptitudes, and personality. Interest and aptitude tests are definite aids in helping a person select a suitable vocation. Ashley (3) suggested that interest be used as an index for training. Personality tests will not give a clue as to what type of personality is desirable for a particular job, unless there is a job analysis which has determined the desirable personality traits for a particular job. However, by the use of certain of the better personality tests, it is possible to determine the adjustment of a person to his environment. If there is maladjustment indicated, then it is reasonable to assume that the maladjustment will carry over into the job situation whether the job be teaching or some other type of work.

A well-functioning guidance program, through in-service training, should be able to aid those already in the teaching profession to adjust to certain conditions associated with the profession. This may be done through suggested readings, through group guidance, and last, but not least, through personal counseling. The guidance program, assuming of course that the administration is not only in sympathy with a guidance program, but also participates in the guidance program, should be just as accessible and just as serviceable to the teachers as to the students.

Suggestions for  
further study

Since the matter of teacher satisfaction is of vital importance, and further, since there is, as yet, so very little research on the matter, the following suggestions are made for further study:

1. What association exists between the attitudes of the dissatisfied group and the results obtained from a recognized personality test?
2. What do the communities of the dissatisfied group think of the teacher; what does the community desire or demand of the teacher; what is the community attitude toward the teacher?
3. Using a follow-up on teachers who had been selected with the aid of personality, aptitude, and interest tests, how accurate was the prediction of satisfaction and success from these tests?

4. What are the factors of dissatisfaction for all teachers throughout the nation? Are they approximately the same as those for home economics?

T H E S I S

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July 15 1948

I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER MY  
SUPERVISION BY MARY AULT DUTCHER  
ENTITLED GUIDANCE RELATIVE TO JOB SATISFACTION OF  
HOME ECONOMICS TEACHERS  
BE ACCEPTED AS FULFILLING THIS PART OF THE REQUIREMENTS FOR THE  
DEGREE OF MASTER OF EDUCATION  
MAJORING IN GUIDANCE AND COUNSELING

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Permission to publish this thesis or any part of it  
must be obtained from the Dean of the Graduate School.

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## Chapter I

### INTRODUCTION

For several years the demand for well-trained, superior teachers has increasingly exceeded the supply of teachers, and at the present time the situation is so critical that educators are making every effort to determine the causes of this situation, in order that this alarming shortage may be curtailed.

With little factual information as to the actual causes of the gap between supply and demand, the hypothesis was made that low salary, lack of security, and heavy teaching load were the primary causes of students refusing to prepare for the teaching profession, and also the primary causes for teachers leaving the profession. On all sides was heard the cry of "Raise salaries, provide tenure, decrease load, in order that we may keep our present teachers and provide more teachers." Frantic efforts were made in these three directions, but the supply continued to diminish, at the rate of 70,000 per year, according to Henry (7).

In 1944, the Home Economics Education Research Conference of the American Vocational Association, at their meeting in Philadelphia, made plans to undertake a series

of nationwide studies to determine the factors actually involved in influencing the supply of home economics teachers. It was planned to make one study per year. In 1947, a study was completed on the first sub-problem, "What Factors Influence Women to Remain in the Home Economics Teaching Profession?" From this study it was hoped to obtain sufficient factual information to provide a basis for a program to alleviate the shortage of home economics teachers.

The present study, using part of the data from the above-mentioned national study, will consider certain factors pertinent to satisfaction, and determine what factors can be corrected or modified by proper guidance and counseling so that satisfaction in teaching will be sufficient to induce students to enter the teaching profession, or sufficient to induce those already in the profession to remain. If these factors can be isolated, then counselors will be better able to help desirable students select the teaching profession and help those already in the profession to adjust to the conditions associated with the profession.

The official name for the committee which made the national study is The Research and Publications Committee of the American Vocational Association, commonly referred to as the National Committee.

#### The problem

What factors should be stressed in helping present

and prospective home economics teachers adjust to conditions associated with their profession?

Problem analysis.--In order to aid in answering the problem question, the following sub-problems are presented:

1. What differences exist in the schools and communities in which satisfied and dissatisfied teachers are employed?
2. What attitudes concerning various factors associated with living and teaching conditions characterize satisfied teachers?
3. What can a guidance program do to prepare home economics teachers to adjust to conditions associated with their profession?

Delimitation.--This study has been limited to 163 of the most satisfied home economics teachers and 161 of the least satisfied home economics teachers in the study made by the Research and Publications Committee of the American Vocational Association in 1947 to determine the factors affecting the supply of home economics teachers.

## Chapter II

### REVIEW OF LITERATURE

The problem herein is the study of the factors and attitudes which influence job satisfaction of home economics teachers, and the determination of those factors and/or attitudes which could be modified by proper guidance, so that those already in the profession will be sufficiently satisfied to remain, and further that the number of prospective teachers may be increased.

Virtually all of the literature in the field is in the nature of speculation and theory, and therefore all material herein with the exception of the first four citations is theory. Since the past 10 years have been markedly different from the preceding years, it was felt that any literature older than 1935 would be invalid and therefore should not be included. The literature is grouped under three headings: Research, Theory, and Guidance.

#### Research

Probably the most complete and most satisfactory treatment of general job satisfaction, and job satisfaction in relation to teaching, is the one by Hoppock (8), 1935, who made a study of 500 teachers from 51 urban and rural

communities scattered through a roughly triangular area bounded by Richmond, Virginia; Boston, Massachusetts; and Madison, Wisconsin. He used a questionnaire containing 264 questions which the teachers were asked to answer truthfully and return anonymously. His questionnaire was used as a sample by the National Committee in formulating the questionnaire used to obtain the data for the present study.

Using, for comparative purposes, the answers from the 100 least satisfied teachers and the 100 most satisfied teachers, Hoppock observed significant differences in the following areas between satisfied and dissatisfied teachers:

1. Emotional adjustment was better in the satisfied.
2. The satisfied appeared to be more religious.
3. The satisfied had better relationships with superiors and associates.
4. The satisfied were teaching in cities with more than 10,000 population.
5. The satisfied were older.
6. The satisfied showed fewer indications of emotional maladjustment.
7. The satisfied felt more successful.
8. Salary was not a significant factor.

Hoppock's study of teaching satisfaction was restricted to the northeastern part of the United States, and therefore may not be too valid for interpretation of

the teaching satisfaction in the entire nation; however, as stated above, it is the only study of this type undertaken prior to the study by the National Committee.

McCluskey and Strayer (9), 1940, studied 131 teachers in Michigan in an effort to determine the elements in the teaching situation which cause satisfaction and dissatisfaction, and the extent to which the satisfaction or dissatisfaction existed. Using a plus three as the highest possible satisfaction score and a minus three as the lowest possible dissatisfaction score, they found that the mean scores approached zero. They interpreted this to mean that the teaching experience is neither hilariously happy nor disastrously unhappy, but a combination of the two. They observed that the items showing the greatest dissatisfaction were those dealing with behavior problems.

In 1942, Shannon (12) made a study of 132 beginning teachers in Indiana, all of whom were graduates of Indiana State Teachers College and were teaching their first year. He stated that he used beginning teachers because he felt their reactions would be more valid than those of older teachers. A questionnaire was mailed to these 132 teachers, but only 54 replied. These 54 were from various fields including home economics. The likes and dislikes were measured in approximately the same areas which Hoppock (8) had measured, and the results were similar. The most frequent causes of dissatisfaction were lack of

privacy, excessive community demands on teachers, restricted social life, teaching load, low salary, and inability to get along with fellow teachers.

The United States Office of Education (15), 1943, published the partial results of a study made of 448 city and county school systems to determine why 11,000 teachers had left school. Their results showed that women left for the following reasons:

1. Other teaching job . . . . . 28.7 per cent
2. Marriage . . . . . 19.7 per cent
3. War industries and  
Federal jobs. . . . . 12.5 per cent
4. Miscellaneous reasons  
(retirement, and so on) . . . 39.1 per cent

They concluded from their data that teachers in large cities tend to remain until retirement, while rural teachers tend to migrate to better teaching jobs in the cities.

The American Vocational Association Research Bulletin (1), May, 1948, gave a very comprehensive report of the study made by the National Committee on job satisfaction of home economics teachers. The committee selected a sample of 971 from the 4,216 replies which comprised the entire study. It found that professional satisfaction of these home economics teachers was not dependent upon length of teaching experience, type of previous experiences, or type of program taught (1:30). It also found that

married teachers seemed to be more satisfied than single, and that there was greater satisfaction among the teachers who taught both junior and senior high school students. A large proportion of teachers were interested in helping pupil growth. Nearly one half of the teachers seemed to feel that they did not have sufficient freedom as teachers and were concerned with a need for more freedom.

The teachers who were most satisfied with school conditions planned to teach in the forthcoming year. These same teachers felt that they had adequate equipment, plans for improving the department, and a definite amount for operating expenses. The satisfied teachers indicated that they thought there was a fine spirit in the school, but they also felt that many times the home economics department was considered a "dumping ground" for pupils of low mentality. Most adequate supervision was indicated by those teachers who had the assistance of the school administrator and a home economics supervisor.

The actual size of the teaching load did not seem to be the sole reason for attitude toward teaching load, although the most satisfied teachers in terms of load were those who indicated that load was light enough to enable them to do effective teaching and have outside activities. Other factors which influenced attitude toward load were number of students enrolled, number of "free" hours, number of daily preparations, and number and extent

of reports.

The National Committee found that teachers tended to be better satisfied if they earned \$2,500 or more per year, and those who earned \$2,800 or more were able to live comfortably on their salaries. However, three fourths of the teachers earned less than \$2,500 and more than one third earned less than \$2,000.

The most satisfied teachers lived in communities of 10,000 or more population, and many of these teachers lived in communities of 50,000 or more. Other factors which influenced satisfaction with community conditions were pleasant social life, no feeling of isolation, accessibility to shopping and recreational centers, and owning a car. These satisfied teachers also felt that the community cooperated, that they were accepted by the community, and that the community was not critical of their actions.

A large proportion of these teachers indicated that they had satisfactory living conditions. Those who were not satisfied with living conditions were the teachers who boarded and roomed in separate places, who did not have sufficient storage space, and who did not have sufficient privacy. It was thought that those who could afford to live alone, or those who lived with their families had the most satisfactory living arrangements.

The National Committee felt that the study confirmed the belief that teacher satisfaction was influenced

by a variety of factors, many of which can be corrected. They indicated that one of the great needs is for communities to develop less critical attitudes toward teachers and to give them more recognition. Communities, particularly small communities, should endeavor to develop more adequate health facilities, and more interesting, stimulating cultural opportunities. In addition, these communities should help a teacher find satisfactory living arrangements at reasonable cost.

It was recommended that teacher-training institutions attempt to provide more realistic training and to help prospective teachers develop more resourcefulness in finding ways to live satisfying lives in the communities. In addition, placement agencies should help teachers find localities in which they can live most satisfying lives.

Schools should make an effort to provide more adequate equipment for teachers, and should provide sufficient money for operating expenses. Schools also should make every effort to interest each department in the work of other departments so that there will be cooperation and respect between the various departments. It was felt that if schools would provide a ratio of 75 to 124 pupils per teacher, would provide some "free" time during each week, would require not more than 10 periods per week of outside activities, and would examine the extent and complexity of records with a view to making the time so required operate

more efficiently, then the school conditions would be improved in such a way that more teaching satisfaction would ensue.

Salary adjustments have been made and are being made, but the recommendation was made that these need to continue, with special emphasis upon the matter of supplying sufficient salary to enable a teacher to live comfortably, do some graduate work, and provide for future security. It was also suggested that the teacher's family responsibilities should be taken into consideration in determining her salary.

### Theory

Pitkanen (11), in an article written in 1942, stated that if teachers were to be happy they must be free from politics, they must know what the community expects from them, they must have the security of tenure and a salary which would afford decent and fair remuneration for their services, and there must be no enslavement in narrow social confines.

Glicksberg (5), 1945, listed several "gripes" which he believed were common to all teachers. He stated that he had not listed them in order of importance, and that there were probably other sources of dissatisfaction. His list has been summarized as follows:

1. Residence should be a private matter and no concern of the school board.

2. Promotion should not be made on the basis of residence, or "pull."

3. Extra-curricular obligations are part of teaching, but the duties should be evenly apportioned.

4. Supervision should be good; a principal should remember to be a diplomat.

If salaries were commensurate with professional standing, a major "gripe" would be eliminated.

American Teacher (2), 1946, contained an anonymous article by a teacher who said that higher salary was desirable, but secondary to good teaching conditions. This teacher disliked the following practices: elected, unqualified school boards who played politics and appointed superintendents and principals without regard to capability; too much system; too many records, and too many discipline problems which principals would not handle.

In 1947, Henry (7) published an article in which he stated that more money would never be the complete solution to the teacher shortage. He said that salary adjustments have not attracted more than seven per cent of college youth into the profession, nor kept 70,000 per year from leaving the profession. He believed the following would improve working conditions: more and better equipment; better leadership to replace inflexible school boards, "dictator" principals and superintendents; and

improvement of professional status including removal from the realm of ridicule, especially in the case of men teachers. He suggested that the community should make an effort to understand teachers, to accept them, to honor them for a job well done. His final suggestion was that better trained teachers are needed.

### Guidance

Ashley (3), 1939, in an article on guidance and teacher training, suggested that if we would pay more attention to the interest factor as an index for training, and would pay more attention to the I.Q. as an adjustment index rather than a norm, it would help to assure better teachers for the places which should have them. He also recommended a follow-up program which he believed is an important part of placement.

Hemphill (6), 1940, published an article which hypothetically presented a week at school of a young teacher. It was written from the administrative point of view and is pertinent to this study only because it presents the type of young teacher sometimes encountered in a school system. She was somewhat irresponsible, she obviously was "marking time" until she could marry, she adroitly avoided participation in after-school activities, she used family "pull" to avoid being reprimanded by the administration; in fact, she was an example of all the attitudes which would create jealousy, friction, and dis-

like among co-workers and administration.

Whitney (14), 1940, stated that teachers would be happier and better adjusted if they would build a life outside of teaching. He emphasized that teachers should teach, but not be a "teacher"; that they should live.

Plant (10), 1941, in an address before the American Educational Association, stated that teachers now must be trained not only in subject matter, but also in human relations, and he recommended that the proposed fifth year of teacher training be devoted to this type of study.

In 1941, Stimbert (13) reviewed an unpublished thesis from the University of Nebraska, which was a study on the reasons for dismissal of teachers. He found that the reasons for dismissal of teachers are the same as those for dismissal in industry; namely, poor human relations, inability to get along with others, and inability to cooperate or take part in community affairs.

#### Summary and implications

From the very small amount of research material available, it would appear that the satisfied teacher lives in larger communities, has better equipment, feels at home in the community, believes she has prestige, is emotionally well adjusted, and has adequate salary and tenure.

The primary factors contributing to dissatis-

faction among teachers appeared to be inadequacy of salary, heavy teaching load, inability to get along with superiors and co-teachers, a too critical community, inadequate equipment and operating expenses, and too many extra activities required of the home economics teacher.

Much of the theory advanced would indicate that although salary and tenure are important to teacher satisfaction, there are other existing conditions which either cause or add to dissatisfaction. Board "politics," too much system, isolation by the community, poor status, and poor human relations are frequently mentioned as possible sources of dissatisfaction. There is considerable emphasis on the need for teachers to be better selected and better trained, particularly in the matter of human relations.

### Chapter III

#### METHODS AND MATERIALS

In undertaking the study, "Which factors influence women to remain in, re-enter, or to leave the teaching profession?", the Research and Publications Committee of the American Vocational Association prepared an instrument designed to determine the relationship which existed between certain factors and the teacher's satisfaction or dissatisfaction with the teaching profession. In order to validate this instrument, the following procedures were used:

1. State supervisors and teacher trainers in the 48 states were each asked to select 20 teachers whom they knew sufficiently well to be able to say whether or not they were satisfied with certain aspects of the teaching profession in relation to certain categories.

2. These 20 teachers from each state were then rated by the supervisors and/or teacher trainers, according to their satisfaction in relation to load, salary, living conditions, community conditions, school conditions, family responsibility, and professional attitudes.

3. After these 20 teachers had been rated by their supervisors, they were asked to complete a tentative schedule which was designed to measure satisfaction or dissatisfaction according to the above named categories.

4. An analysis was made of the more than 600 returns received, and, after subsequent modification and revision of the original schedule, the form was then printed for distribution.

In order to safeguard the identity of the participating teachers and thus insure reliable answers to this schedule, a method was devised whereby each participating teacher was given a number; this number was listed by the supervisor, under one of the following headings: "Satisfied," "Neither Satisfied nor Dissatisfied," and "Dissatisfied," according to the supervisor's estimate of the particular teacher rated. The supervisor's rating was then sent to James Coxen, Chief of Research, Vocational Division, United States Office of Education, Washington, D. C. The schedule sent to each teacher carried the identifying number given by the supervisor. When the teacher had completed the schedule, it was then mailed, without any identifying mark other than the number, to Mr. Coxen. At the same time the completed schedule was mailed to Mr. Coxen, the teacher mailed to her state supervisor a card stating that the schedule had been completed and forwarded

to Mr. Coxen.

Of the 768 returns so received, 652 were used for analysis and study of the schedule. After careful analysis and revision, Forms E, F, X, and W were compiled and a random sample of 100 from the 652 was drawn in order to validate further the forms 1/.

The following procedures were used for the final study:

1. Each state supervisor was asked to compile a list of all home economics teachers in her state.
2. From this list all names of teachers having less than a minor in home economics, all those teaching in elementary schools only, all those teaching adult classes only, all those employed for only part time, all those teaching in private schools, all those teaching on emergency certificates, all city supervisors having no classes, all supervisors of student teachers, and all student teachers were omitted. If the final list contained 125 teachers or less, the total population was used. If it contained more than 125 teachers, directions for obtaining the sample were given.

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1/ See Appendix A for copy of questionnaire.

3. After the sample had been selected, a list of the teachers included in the sample was compiled, and to each teacher on this list was sent the final form, the answer sheet, instructions, a reply slip to be mailed to the state supervisor, and an enveloped addressed to Mr. Coxen. Each teacher was instructed to complete the answer sheet which had been given the state code number, mail this sheet to Mr. Coxen and at the same time, mail a slip to the state chairman indicating that the answer sheet had been sent to Mr. Coxen 2/.

Of approximately 4,700 replies returned, 293 were not usable, but the remainder were used for the study, and the results were punched on Hollerith cards and then tabulated.

The sample of the present study included the 163 homemaking teachers with job satisfaction scores of 70 or higher and the 161 with scores below 30.

These 324 cards were then sorted by machine to obtain the responses of the two groups to the items on Forms E and F 3/.

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2/ See Appendix B and Appendix C.

3/ See Appendix D.

Form E was divided into 26 parts, each part dealing with information relative to community conditions, school conditions, living conditions, teaching load, enrollment, degree, and some miscellaneous items.

Form F of the questionnaire was so arranged that every seventh question measured attitudes toward one of the seven areas or categories into which the questions had been divided. For example, questions 1, 8, 15, 22, 29, 36, 43, 50, 57, 64, 71, 78, 85, and 92 all related to community conditions. Each of the seven areas contained 14 questions, or a total of 98 questions designed to measure attitudes in the seven areas. The 14 questions in each of the seven areas were compiled into one table for each area for the purposes of the analysis which is described in Chapter IV.

## Chapter IV

### ANALYSIS OF DATA

In order to answer the problem of this study, relative to the factors to be stressed in helping present and prospective homemaking teachers to adjust to conditions associated with the profession, it was necessary to determine the factors which cause trouble in the teaching situation and the attitudes of teachers toward their profession.

The responses to Form E of the questionnaire used in the National Study, factual information relative to school, community, and living conditions will be considered first, since it was desirable to determine the degree of association existing between job satisfaction and these above-mentioned conditions. The differences existing between the attitudes of satisfied and dissatisfied teachers, as shown by their responses on Form F of the above-mentioned questionnaire, will then be presented.

#### Statistical procedures

For determining the association between job satisfaction and certain factual data on Form E, Chi-square was used (4:377-87). In some instances, it was necessary to combine responses in order to have the mini-

mum cell frequency of five. A Chi-square which exceeded the value necessary for the .01 level was considered very significant, and one which exceeded the value necessary for the .05 level was considered significant.

In order to obtain the differences between the satisfied and dissatisfied teachers in affirmative responses to items on Form F, dealing with attitudes, the percentages of responses made by each group to each item were obtained. The differences between these percentages were computed, and the standard error of the differences was obtained by standard formula (4:228). In order to determine the significant differences, each difference was divided by its standard error. If the ratio was equal to or greater than three, the difference was considered very significant. If it was less than three, but equal to or more than two, it was considered significant.

#### Differences in schools and communities

Very marked associations were found between job satisfaction and size of community, means of transportation, and distance to shopping and recreational centers, Table 1. Three fourths of the satisfied teachers lived close to shopping and recreational centers, but only one third of the dissatisfied lived close. More than one half of the satisfied teachers lived in centers of 10,000 or more population and also owned their own cars. In contrast,

four fifths of the dissatisfied lived in areas of less than 10,000 population and less than one third owned their own cars.

Table 1.--RESPONSES OF SATISFIED AND DISSATISFIED HOME ECONOMICS TEACHERS TO ITEMS RELATING TO COMMUNITY CONDITIONS ON FORM E.

Community condition	Teachers			
	Satisfied		Dissatisfied	
	N = 163		N = 161	
	Num- ber	Per cent	Num- ber	Per cent
<u>1. Distance to shopping and recreation facilities</u>				
Considerable distance	7	4.3	46	28.5
Medium distance	30	18.4	61	37.9
Close	126	77.3	54	33.5
$\chi^2 = 68.22^{**}$				
<u>2. Population</u>				
10,000 or more	89	54.6	32	19.8
1,000 to 9,999	47	28.8	85	52.8
Less than 1,000	27	16.5	44	27.3
$\chi^2 = 41.50^{**}$				
<u>3. Means of transportation</u>				
Own car	87	53.4	49	30.4
Private car (not own)	26	16.0	34	21.1
Train or bus	48	29.4	78	48.4
No response	2	1.2		
$\chi^2 = 18.66^{**}$				

**\*\* Very significant**

Relative to school conditions, Table 2, about one fourth of the satisfied teachers earned \$3,000 or more per year, but less than one thirtieth of the dissatisfied earned this amount; in fact, more than half of the dissatisfied earned less than \$2,000 per year. Nearly three fourths of the satisfied teachers had assured salary increases, while the same ratio of the dissatisfied had no assurance of salary increase. One half of the satisfied teachers had equipment for teaching all phases of home economics, but only one tenth of the dissatisfied had such complete equipment. About one third of the satisfied teachers taught in schools whose enrollment was 1,000 or more pupils; in contrast, only about one tenth of the dissatisfied taught in schools of this size, and more than one half taught in schools whose enrollment was less than 500 pupils. More than one half of the satisfied teachers had provisions for tenure, but three fourths of the dissatisfied had no provision for tenure. In the matter of teaching load, it will be noted that better than 50 per cent of the satisfied teachers had three or less daily preparations, four or more free periods per week, and that 80 per cent spent less than 10 extra periods per week on activities. However, 67 per cent of the dissatisfied had four or more daily preparations, 62 per cent had not more than three free periods per week, and 63 per cent spent between five and 16 extra periods per week on activities.

Two thirds of the satisfied taught either junior or senior high school, but not both, and less than one tenth had adult classes. Two fifths of the dissatisfied taught both junior and senior high school levels, and one fourth had adult classes. For all items except that pertaining to course planning, the differences between the two groups were very significant.

Table 2.--RESPONSES OF SATISFIED AND DISSATISFIED HOME ECONOMICS TEACHERS TO EACH ITEM RELATING TO SCHOOL CONDITIONS ON FORM E.

School conditions	Teachers			
	Satisfied		Dissatisfied	
	Num- ber	Per cent	Num- ber	Per cent
<u>1. Amount of salary</u>				
\$3,000 or more	39	23.9	5	3.1
\$2,500 - \$2,999	42	25.7	9	5.5
\$2,000 - \$2,499	47	28.8	58	36.0
Less than \$2,000	35	21.4	89	55.2
$x^2 = 72.05^{**}$				
<u>2. Provision for salary increase</u>				
Assured salary increase	119	73.0	43	26.7
No assured increase	44	27.0	118	73.2
$x^2 = 69.44^{**}$				
<u>3. Equipment</u>				
Equipped for teaching all phases	88	54.0	20	12.5

Table 2.--RESPONSES OF SATISFIED AND DISSATISFIED HOME ECONOMICS TEACHERS TO EACH ITEM RELATING TO SCHOOL CONDITIONS ON FORM E.--Continued.

School conditions	Teachers			
	Satisfied		Dissatisfied	
	Num- ber	Per cent	Num- ber	Per cent
<u>3. Equipment.--continued</u>				
Equipped for only foods and/or clothing	69	42.3	129	80.6
Other	6	3.6	11	6.9
$\chi^2 = 62.45^{**}$				
<u>4. Provisions for improvement</u>				
No plan	35	21.4	58	36.3
Plan but no improvement made	30	18.4	73	45.6
Plan being carried out	98	60.1	29	18.1
$\chi^2 = 61.09^{**}$				
<u>5. Total class enrollment</u>				
Less than 50	40	24.5	41	25.5
50 - 74	24	14.7	53	32.9
75 - 99	33	20.2	22	13.7
100 -124	24	14.7	20	12.4
125 or more	42	25.7	25	15.5
$\chi^2 = 51.46^{**}$				
<u>6. Total school enrollment</u>				
Less than 100	17	10.4	32	19.9
100 - 499	52	32.0	92	57.1
500 - 999	36	22.0	22	13.6
1000 or more	58	35.6	15	9.3
$\chi^2 = 44.47^{**}$				

Table 2.--RESPONSES OF SATISFIED AND DISSATISFIED HOME ECONOMICS TEACHERS TO EACH ITEM RELATING TO SCHOOL CONDITIONS ON FORM E.--Continued.

School conditions	Teachers			
	Satisfied		Dissatisfied	
	Num- ber	Per cent	Num- ber	Per cent
<u>7. Level of program</u>				
Senior high school only	66	40.5	43	26.7
Junior high school only	40	24.5	10	6.2
Junior and senior high school	43	26.3	67	41.6
Adults and high school	14	8.5	41	25.4
$\chi^2 = 41.29^{**}$				
<u>8. Daily preparation</u>				
2 or less	30	18.4	8	4.9
3	62	38.0	44	27.3
4	51	31.2	67	41.6
5 or more	20	12.2	42	26.1
$\chi^2 = 35.90^{**}$				
<u>9. Tenure</u>				
Provision	106	65.0	39	24.2
No provision	56	34.3	121	75.1
No response	1	.6	1	.6
$\chi^2 = 30.23^{**}$				
<u>10. Salary increases</u>				
One or more per year	91	55.8	61	37.9
One each 2 - 3 years	43	26.3	40	24.8
Less than one each 3 years	16	9.8	20	12.4

Table 2.--RESPONSES OF SATISFIED AND DISSATISFIED HOME ECONOMICS TEACHERS TO EACH ITEM RELATING TO SCHOOL CONDITIONS ON FORM E.--Continued.

School conditions	Teachers			
	Satisfied		Dissatisfied	
	Num- ber	Per cent	Num- ber	Per cent
10. <u>Salary increases</u> .--continued				
Bonus only	12	7.3	40	24.8
No response	1	.6	0	
$x^2 = 21.65^{**}$				
11. <u>Operating expenses</u>				
No definite amount	57	35.0	95	59.0
Definite amount	106	65.0	66	41.0
$x^2 = 18.82^{**}$				
12. <u>Persons supervising</u>				
No one	8	4.9	24	14.9
Principal or superintendent	29	17.8	27	16.7
City and county	10	6.1	9	5.5
State or district	26	15.9	38	23.6
Principal or superintendent and home economics supervisor	90	55.2	63	39.1
$x^2 = 15.10^{**}$				
13. <u>"Free" time per week</u>				
None	37	22.7	57	35.4
1 - 3	35	21.4	44	27.3
4 - 5	60	36.8	48	29.8
More than 5	30	18.4	12	7.4
No response	1	.6	0	
$x^2 = 14.25^{**}$				

Table 2.--RESPONSES OF SATISFIED AND DISSATISFIED HOME ECONOMICS TEACHERS TO EACH ITEM RELATING TO SCHOOL CONDITIONS ON FORM E.--Continued.

School conditions	Teachers			
	Satisfied		Dissatisfied	
	Num- ber	Per cent	Num- ber	Per cent
14. <u>Extra time on activities</u> <u>per week</u>				
Less than 5	67	41.1	37	23.0
5 - 10	65	39.9	76	47.2
10 - 15	22	13.5	31	19.2
Over 15	9	5.5	17	10.5
	$\chi^2 = 13.49^{**}$			
15. <u>Course planning</u>				
Course outlined for city or state	49	30.0	46	28.5
Planned by local teachers	41	25.1	29	18.0
Planned by teacher and pupils	10	6.1	18	11.1
Planned by teacher and pupils on city or state outline	63	38.6	68	42.2
	$\chi^2 = 4.65$ (no significance)			

\*\* Very significant

Nine tenths of the satisfied teachers planned to teach in the ensuing year, but more than half of the dissatisfied did not definitely plan to teach the next year, although almost one half indicated uncertainty as to their plans, Table 3. More than one half of the satisfied had taught 10 or more years, but less than one fifth of the

Table 3.--RESPONSES OF SATISFIED AND DISSATISFIED HOME ECONOMICS TEACHERS TO ITEMS DEALING WITH MISCELLANEOUS CONDITIONS ON FORM E.

Miscellaneous factors	Teachers			
	Satisfied		Dissatisfied	
	Num- ber	Per cent	Num- ber	Per cent
<u>1. Next year's plans</u>				
Teach	147	90.1	66	41.0
Not teach	6	3.6	20	12.4
Uncertain	10	6.1	75	46.5
$\chi^2 = 88.22^{**}$				
<u>2. Years of experience</u>				
Less than one	10	6.1	27	16.7
1 - less than 3	22	13.5	33	20.5
3 - less than 5	16	9.8	32	19.8
5 - less than 10	22	13.5	37	23.0
10 or over	93	57.0	32	19.8
$\chi^2 = 48.91^{**}$				
<u>3. Amount of graduate work</u>				
None	53	32.5	79	49.0
Less than college year	35	21.4	49	30.4
One college year	25	15.3	11	6.8
More than one college year	50	30.6	22	13.6
$\chi^2 = 23.85^{**}$				
<u>4. Living arrangements</u>				
Alone	26	15.9	17	10.5
With family	88	53.9	59	36.6

Table 3.--RESPONSES OF SATISFIED AND DISSATISFIED HOME ECONOMICS TEACHERS TO ITEMS DEALING WITH MISCELLANEOUS CONDITIONS ON FORM E.--Continued.

Miscellaneous factors	Teachers			
	Satisfied		Dissatisfied	
	Num- ber	Per cent	Num- ber	Per cent
4. <u>Living arrangements</u> .--continued				
Room and board (not family)	14	8.5	29	18.0
Room and board separate	16	9.8	33	20.5
Other	19	11.6	23	14.2
$\chi^2 = 19.08^{**}$				
5. <u>Experience</u> (teaching or other)				
Home economics only	59	36.1	33	20.5
Home economics and other subjects	94	57.6	98	60.8
Full-time other employment	10	6.1	30	18.6
$\chi^2 = 17.36^{**}$				
6. <u>Family responsibilities</u>				
None	94	57.6	64	40.2
Children financial	28	17.1	46	28.9
Children care	15	9.2	16	10.1
Combination	26	15.9	33	20.8
$\chi^2 = 10.93^{*}$				
7. <u>Marital status</u>				
Married	45	27.6	59	36.6
Widowed or divorced	14	8.5	10	6.2
Single	104	63.8	92	57.1
$\chi^2 = 3.31$ (not significant)				

Table 3.--RESPONSES OF SATISFIED AND DISSATISFIED HOME ECONOMICS TEACHERS TO ITEMS DEALING WITH MISCELLANEOUS CONDITIONS ON FORM E.--Continued.

Miscellaneous factors	Teachers			
	Satisfied		Dissatisfied	
	Num- ber	Per cent	Num- ber	Per cent
<u>8. Degree in home economics</u>				
Major	152	93.2	148	91.9
Minor	11	6.7	13	8.0
$\chi^2 = 0.16$ (not significant)				

\*\*Very significant

\*Significant

dissatisfied had taught that long. Almost three times the number of dissatisfied as of satisfied had taught less than one year. About 45 per cent of the satisfied teachers had completed one or more college years in graduate work, but only 20 per cent of the dissatisfied had completed that much work, and almost 50 per cent had not taken advanced work. More than one half of the satisfied lived with their families, while slightly more than one third of the dissatisfied lived with their families, and one fifth were obliged to board and room in separate places. More than one half of the satisfied, as compared with two fifths of the dissatisfied, had no family responsibilities. Little more than one twentieth of the satisfied had had full-time employment in fields other than education, but nearly one fifth of the dissatisfied had had other employment.

With the exception of marital status and degree in home economics, all items were significant or very significant.

Attitudes of  
satisfied teachers

Tables 4 through 10 consist of the responses of satisfied and dissatisfied teachers to items designed to measure attitudes toward teaching. Some of these items were worded so that the desirable response was "no," and it will be noted that in all cases where negative differences were found, higher percentage of affirmative answers from the dissatisfied teachers than from the satisfied, the desirable response was "no."

In attitudes toward community conditions, Table 4, more than nine tenths of the satisfied group felt that the community cooperated in the program and appreciated the program. The teachers also felt that the community was adequate as to size, social life, freedom in private life, and acceptance of teachers. However, relative to the same items, nearly three fourths of the dissatisfied group felt that their particular communities were too small, unstimulating, restricted in social life, too critical of the teacher's private life, and inadequate in other ways. It will be noted that these attitudes are closely parallel to the responses shown on Table 1. On every item dealing with attitude toward community conditions, there was a very significant difference between the responses of the satisfied

Table 4.--DIFFERENCES BETWEEN SATISFIED AND DISSATISFIED HOME ECONOMICS TEACHERS IN AFFIRMATION TO ITEMS DEALING WITH ATTITUDES TOWARD COMMUNITY CONDITIONS.

Num- ber	Statement	Satisfied		Dissatisfied		Dif-		t
		Num- ber	Per cent	Num- ber	Per cent	fer- ence	S&D	
29.	Most people in this community cooperate with the home economics teacher(s)	156	95.7	31	19.3	76.4	3.50	21.8
57.	Most parents in this community appreciate the home economics program	154	94.5	39	24.2	70.3	3.82	18.4
15.	This community is too small to be interesting	5	3.1	58	36.0	-32.9	1.80	-18.2
1.	My social life in this community is pleasant	158	96.9	48	29.8	67.1	3.85	17.4
78.	The cultural opportunities in this community are stimulating	120	73.6	9	5.6	68.0	3.90	17.4
85.	Too many people in this community object to teachers doing things which are generally accepted when done by others	11	6.7	114	70.8	-64.1	4.08	-15.7
92.	The community provides satisfactory health service	144	88.3	39	24.2	64.1	4.21	15.2
50.	Teachers here are accepted as belonging to the community	149	91.4	48	29.8	61.6	4.22	14.5

Table 4.--DIFFERENCES BETWEEN SATISFIED AND DISSATISFIED HOME ECONOMICS TEACHERS IN AFFIRMATION TO ITEMS DEALING WITH ATTITUDES TOWARD COMMUNITY CONDITIONS.--Continued.

Num- ber	Statement	Satisfied		Dissatisfied		Dif- ference	SED	t
		Num- ber	Per cent	Num- ber	Per cent			
71.	The library facilities in the community are adequate	137	84.0	36	22.4	61.6	4.36	14.1
64.	People in this community are critical of many things teachers do	29	17.8	125	77.6	-59.8	4.45	-13.4
22.	Shopping facilities are adequate in this community	130	79.8	31	19.3	60.5	4.49	13.4
8.	This community is too isolated	3	1.8	72	44.7	-42.9	4.05	-10.5
36.	It is difficult to get into and out of this community	11	6.7	68	42.2	-35.5	4.36	- 8.3
43.	Living in a community of the size and type I enjoy is more important than many other things in my satisfaction in a profession	100	61.4	69	42.9	18.5	5.45	3.3

and those of the dissatisfied. On five items, a higher percentage of dissatisfied than of satisfied responded "yes," but for all of these items, the negative response was the desirable one.

On all of the items concerning attitudes toward living conditions, Table 5, where a desirable response was "yes," 60 per cent or more of the satisfied teachers responded "yes," and on none of these items did more than half of the dissatisfied teachers give the same response. In every case, the number of dissatisfied teachers giving favorable responses was lower, and with the exception of the item, "Living arrangements are especially important to me in my satisfaction in teaching," all of the differences were very significantly greater than zero.

Table 5.--DIFFERENCES BETWEEN SATISFIED AND DISSATISFIED HOME ECONOMICS TEACHERS IN AFFIRMATION TO ITEMS DEALING WITH ATTITUDES TOWARD LIVING CONDITIONS.

Num- ber	Statement	Satisfied		Dissatisfied		Dif- fer- ence	SEd	t
		Num- ber	Per cent	Num- ber	Per cent			
9.	Provisions for doing school work where I live are satisfactory	158	96.9	54	33.5	63.4	3.96	16.0
44.	I have all necessary conveniences where I live	157	96.3	54	33.5	62.8	4.00	15.7
23.	I am able to make arrangements for satisfactory living quarters here	157	96.3	54	33.5	62.8	4.00	15.7
58.	I have access to satisfactory laundering and pressing facilities where I live	161	98.8	72	44.7	54.1	3.75	14.4

Table 5.--DIFFERENCES BETWEEN SATISFIED AND DISSATISFIED HOME ECONOMICS TEACHERS IN AFFIRMATION TO ITEMS DEALING WITH ATTITUDES TOWARD LIVING CONDITIONS.--Continued.

Num- ber	Statement	Satisfied		Dissatisfied		Dif- fer- ence	SEd	t
		Num- ber	Per cent	Num- ber	Per cent			
51.	I have sufficient storage space where I live for my belongings	153	93.9	57	35.4	58.5	4.21	13.8
37.	I am free to entertain my friends at the place where I live	160	98.2	80	49.7	48.5	4.08	11.8
30.	I have sufficient privacy where I live	162	99.4	86	53.4	46.0	3.98	11.5
16.	I feel "at home" most of the time in the place I live	160	98.2	96	59.6	38.6	4.00	9.6
2.	I have a comfortable place in which to live	161	98.8	98	60.9	37.9	3.94	9.3
86.	I am able to secure well-balanced meals	161	98.8	108	67.7	31.7	3.80	8.3
79.	I have to live so far away from school in order to get comfortable quarters	3	1.8	54	33.5	-31.7	3.86	- 8.2
65.	The food I have to eat is reasonably satisfactory	162	99.4	121	75.2	24.2	3.46	6.9
72.	Living expenses here are unreasonably high	45	27.6	101	62.7	-35.1	5.36	- 6.5
93.	Living arrangements are especially important to me in my satisfaction in teaching	153	93.9	144	89.4	4.5	3.06	1.4

Of the 14 items on Table 6, only one, "I would like to leave teaching for a few years when I have children," showed no significant difference, and for the item, "I believe there is considerable feeling in this community against married women teaching," a significant difference was found, although the percentage of teachers in both groups was small. The balance of the items showed less difference between the groups than items in other areas, although the differences were very significantly greater than zero. However, considerably more than three fourths of the satisfied felt that they were as satisfied with their careers as were many of their married friends. In contrast, less than one fifth of the dissatisfied felt that they were as satisfied as their married friends. Almost half of the dissatisfied felt that family responsibilities, combined with teaching, kept them from making more social contacts; however, slightly more than one half indicated that their families were willing to make adjustments to aid them in carrying on their duties.

Nine tenths of the satisfied teachers, Table 7, indicated sufficient salary and salary adjustments, but in contrast, nearly nine tenths of the dissatisfied group indicated that their salary was not sufficient, and only about one fifth had salary adjustments. Almost two thirds of the dissatisfied group indicated a need for work which paid more than teaching. Less than one tenth of the

Table 6.--DIFFERENCES BETWEEN SATISFIED AND DISSATISFIED HOME ECONOMICS TEACHERS IN AFFIRMATION TO ITEMS DEALING WITH ATTITUDES TOWARD FAMILY CONDITIONS.

Num- ber	Statement	Satisfied		Dissatisfied		Dif- fer- ence	SEd	t
		Num- ber	Per cent	Num- ber	Per cent			
37.	I feel that I am as well satisfied with my career of teaching as many of my married friends seem to be with marriage and homemaking	140	85.9	31	19.3	66.6	4.13	16.1
45.	My family responsibilities combined with teaching leave me too little opportunity for social contacts	8	4.9	70	43.5	-38.6	4.25	- 9.0
3.	Teaching is one of the best jobs I can get which will permit me to live with or near my family	122	74.8	64	39.8	35.0	5.14	6.8
10.	The major reason I would want to leave teaching would be to marry	66	40.5	17	10.6	29.9	4.54	6.5
52.	My family is willing to make adjustments that aid me in carrying on both my home and teaching responsibilities	135	82.8	85	52.8	30.0	4.92	6.0
73.	Family responsibilities have made (or make) it difficult for me to advance professionally	14	8.6	52	32.3	-23.7	4.29	-5.5

Table 6.--DIFFERENCES BETWEEN SATISFIED AND DISSATISFIED HOME ECONOMICS TEACHERS IN AFFIRMATION TO ITEMS DEALING WITH ATTITUDES TOWARD FAMILY CONDITIONS.--Continued.

Num- ber	Statement	Satisfied		Dissatisfied		Dif- fer- ence	SED	t
		Num- ber	Per cent	Num- ber	Per cent			
80.	My family would rather have me stay at home full time than teach	6	3.7	37	23.0	-19.3	3.63	-5.3
17.	Single teachers seem to have less opportunity to meet congenial men than do single women in other vocations	73	44.8	115	71.4	-26.6	5.53	-4.8
24.	Having a teaching position near my family is very important to me	125	76.7	85	52.8	23.9	5.14	4.6
59.	I feel that I am (or could be) a successful teacher in addition to being a reasonably successful home-maker	148	90.8	115	71.4	19.4	4.22	4.5
94.	I need to give so much of my time and attention to my family that my teaching is less effective than it should be	2	1.2	18	11.2	-10.0	2.63	-3.8
31.	I am teaching (or hoping to teach) after marriage largely because I like teaching home economics	81	49.7	49	30.4	19.3	5.33	3.6

Table 6.--DIFFERENCES BETWEEN SATISFIED AND DISSATISFIED HOME ECONOMICS TEACHERS IN AFFIRMATION TO ITEMS DEALING WITH ATTITUDES TOWARD FAMILY CONDITIONS.--Continued.

Num- ber	Statement	Satisfied		Dissatisfied		Dif- fer- ence	SED	t
		Num- ber	Per cent	Num- ber	Per cent			
38.	I believe there is considerable feeling in this community against married women teaching	15	9.2	29	18.0	-8.8	3.75	-2.3
66.	I would like to leave teaching for a few years when I have children	64	39.3	69	42.9	-3.6	5.46	-0.65

dissatisfied group thought their pay comparable to other professions requiring equal training, although two thirds of the satisfied felt that their pay was comparable to other persons equally trained. More than three fourths of the satisfied, but less than one tenth of the dissatisfied, teachers indicated that a satisfactory salary scale helped to keep them contented. Eighty-five per cent of the dissatisfied and 26 per cent of the satisfied felt that their salaries were inadequate for savings. Over one half of the satisfied, in contrast to one twentieth of the dissatisfied, could afford to own a car. More than one half of the dissatisfied, but less than one tenth of the satisfied felt that salary was insufficient to permit them to join organizations. On all items except one, the

difference was very significantly greater than zero. This item was, "I could (can) manage better on my salary if (since) it were (is) paid in 12 installments," to which one half of the satisfied responded "yes" and 56 per cent of the dissatisfied responded "yes."

Table 7.--DIFFERENCES BETWEEN SATISFIED AND DISSATISFIED HOME ECONOMICS TEACHERS IN AFFIRMATION TO ITEMS DEALING WITH ATTITUDES TOWARD SALARY CONDITIONS.

Num- ber	Statement	Satisfied		Dissatisfied		Dif- ference	SEd	t
		Num- ber	Per cent	Num- ber	Per cent			
4.	My salary is sufficient to enable me to live comfortably here	151	92.6	19	11.8	80.8	3.26	24.7
60.	Satisfactory salary adjustments are being made or seem likely to be made	152	93.3	32	19.9	73.4	3.87	18.9
18.	A satisfactory salary scale (schedule plan) helps to keep me contented	130	79.8	16	9.9	69.9	3.92	17.8
39.	I need to get into work which pays better than teaching	4	2.5	106	65.8	-63.3	3.93	-16.1
11.	My salary is sufficient to enable me to do some traveling	116	71.2	9	5.6	65.6	3.98	13.9
25.	My salary is too small to permit adequate savings for security	42	25.8	137	85.1	-59.3	4.43	-13.4

Table 7.--DIFFERENCES BETWEEN SATISFIED AND DISSATISFIED HOME ECONOMICS TEACHERS IN AFFIRMATION TO ITEMS DEALING WITH ATTITUDES TOWARD SALARY CONDITIONS.--Continued.

Num- ber	Statement	Satisfied		Dissatisfied		Dif- ference	SEd	t
		Num- ber	Per cent	Num- ber	Per cent			
67.	I believe my salary is similar, generally speaking, to that of other professional persons with equal training and experience	105	64.4	16	9.9	54.5	4.42	12.3
74.	I can afford to own a car on my salary	97	59.5	11	6.8	52.7	4.32	12.1
95.	Tenure provisions help to make me feel economically secure in teaching	117	71.8	27	16.8	55.0	4.59	11.9
46.	My present salary is insufficient to permit the additional training essential for advancement	46	28.2	126	78.3	-50.1	4.79	-10.4
53.	My present salary prevents my joining organizations to which I believe I should belong	14	8.6	85	52.8	-44.2	4.50	- 9.7
88.	My salary is a major factor in determining whether I stay in teaching	61	37.4	108	67.1	-29.7	5.30	- 5.6
32.	I believe some unskilled laborers in this community earn as much or more than the teachers	132	81.0	153	95.0	-14.0	3.52	- 3.9

Table 7.--DIFFERENCES BETWEEN SATISFIED AND DISSATISFIED HOME ECONOMICS TEACHERS IN AFFIRMATION TO ITEMS DEALING WITH ATTITUDES TOWARD SALARY CONDITIONS.--Continued.

Num- ber	Statement	Satisfied		Dissatisfied		Dif- fer- ence	SED	t
		Num- ber	Per cent	Num- ber	Per cent			
81.	I could (can) manage better on my salary if (since) it were (is) paid in 12 installments	82	50.3	90	55.9	-5.6	5.53	-1.01

All items on Table 8 show very significant differences between the two groups in their attitudes toward teaching. About 87 per cent of the satisfied, and 22 per cent of the dissatisfied, liked the prestige associated with their profession. More than nine tenths of the satisfied felt that teaching offered stimulating intellectual activities and that there are opportunities for advancement, but only one third, or slightly more than one third, of the dissatisfied group concurred. Almost nine tenths of the satisfied, as compared to slightly more than one third of the dissatisfied felt that their college preparation had given them realistic preparation for the problems encountered in teaching. Nearly 22 per cent of the dissatisfied, but only one per cent of the satisfied felt that teaching was monotonous routine, and over one half of the dissatisfied, as contrasted to less than one thirtieth of the satisfied wanted a job with more freedom than teaching

gave. One fifth of the dissatisfied were afraid of the "funny teacher look." One hundred per cent of the satisfied and 92.5 per cent of the dissatisfied responded "yes" to the item, "One of the greatest satisfactions I find in teaching is helping pupils develop in worth-while ways."

Table 8.--DIFFERENCES BETWEEN SATISFIED AND DISSATISFIED HOME ECONOMICS TEACHERS IN AFFIRMATION TO ITEMS DEALING WITH ATTITUDES TOWARD TEACHING.

Num- ber	Statement	Satisfied		Dissatisfied		Dif- ference	SEd	t
		Num- ber	Per cent	Num- ber	Per cent			
5.	I like the prestige that is associated with the teaching profession	141	86.5	36	22.4	64.1	4.24	15.1
54.	Teaching offers me opportunity for engaging in stimulating intellectual activities	155	95.1	56	34.8	60.3	4.12	14.6
12.	I want a job which gives me more freedom than I have in teaching	6	3.6	86	53.4	-49.8	4.19	-11.8
75.	The profession of teaching limits my opportunities for contacts with people in other types of work	33	20.2	119	73.9	-53.7	4.67	-11.4
96.	There are opportunities for professional advancement in home economics teaching	153	93.9	72	44.7	49.2	4.34	11.1

Table 8.--DIFFERENCES BETWEEN SATISFIED AND DISSATISFIED HOME ECONOMICS TEACHERS IN AFFIRMATION TO ITEMS DEALING WITH ATTITUDES TOWARD TEACHING.--Continued.

Num- ber	Statement	Satisfied		Dissatisfied		Dif- fer- ence	SED t	
		Num- ber	Per cent	Num- ber	Per cent			
40.	My college gave me life-like or realistic preparation for the problems I meet in home economics teaching	140	85.9	62	38.5	47.4	4.71	10.0
26.	The long vacations which teachers have help make the job attractive to me	136	83.4	60	37.3	46.1	4.80	9.6
61.	I dislike the monotonous routine of teaching	2	1.2	35	21.7	-20.5	3.27	- 6.2
89.	I would like to teach home economics better if I could teach only one phase (or I like to teach home economics because I teach only one phase)	63	38.7	114	70.8	-32.1	5.23	- 6.1
19.	Being in a profession I like is very vital to me	161	98.8	129	80.1	18.7	3.17	5.8
68.	I am afraid if I continue to teach I will get that "funny" teacher look	3	1.8	33	20.5	-18.7	3.35	- 5.5
82.	I believe advanced study enriches (or would enrich) my satisfaction in teaching	152	93.3	120	74.5	18.8	3.95	4.7

Table 8.--DIFFERENCES BETWEEN SATISFIED AND DISSATISFIED HOME ECONOMICS TEACHERS IN AFFIRMATION TO ITEMS DEALING WITH ATTITUDES TOWARD TEACHING.--Continued.

Num- ber	Statement	Satisfied		Dissatisfied		Dif- fer- ence	SEd	t
		Num- ber	Per cent	Num- ber	Per cent			
33.	Teaching would give greater satisfaction if I could be more sure how effective my program is	109	66.9	136	84.5	-17.6	4.66	-3.7
47.	One of the greatest satisfactions I find in teaching is helping pupils develop in worthwhile ways	163	100.0	149	92.5	7.5	2.08	3.6

Considerable contrast was noted between the satisfied and dissatisfied groups in attitudes toward school conditions, Table 9. For example, more than nine tenths of the satisfied felt that the school had a fine spirit, that a teacher got recognition for work well done, that their school gave adequate financial support, that the administrators were interested in the department, that pupils enjoyed helping plan the work. This group was satisfied with their present administrators. On the other hand, of the dissatisfied group, only one tenth to one third had these attitudes. More than nine tenths of the dissatisfied group and slightly less than one half of the satisfied group felt that the equipment was inadequate. Two thirds of the

dissatisfied group and one fourth of the satisfied group felt that the other teachers had an unsympathetic attitude toward the home economics department, and in every case, with one exception, "The kind of school in which I teach is more important than most other things in teaching," there were very significant differences between the two groups. For that item, the difference approached being very significant.

Table 9.--DIFFERENCES BETWEEN SATISFIED AND DISSATISFIED HOME ECONOMICS TEACHERS IN AFFIRMATION TO ITEMS DEALING WITH ATTITUDES TOWARD SCHOOL CONDITIONS.

Num- ber	Statement	Satisfied		Dissatisfied		Dif- fer- ence	SED	t
		Num- ber	Per cent	Num- ber	Per cent			
69.	There is a fine spirit in this school	153	93.9	15	9.3	84.6	2.96	28.5
13.	Teachers in this school usually get recognition for a job well done.	158	95.1	25	15.5	79.6	3.32	23.9
55.	Pupils in my home economics classes seem to enjoy helping to plan their work	158	96.9	35	21.7	74.2	3.52	21.0
90.	This school gives adequate financial support to home economics	148	90.8	35	21.7	69.1	3.96	17.4
6.	We have a home-like department in this school	140	85.9	28	17.4	68.5	4.04	16.9

Table 9.--DIFFERENCES BETWEEN SATISFIED AND DISSATISFIED  
HOME ECONOMICS TEACHERS IN AFFIRMATION TO ITEMS DEALING  
WITH ATTITUDES TOWARD SCHOOL CONDITIONS.--Continued.

Num- ber	Statement	Satisfied		Dissatisfied		Dif- fer- ence	SEd	t
		Num- ber	Per cent	Num- ber	Per cent			
20.	My administrators are interested in improving the department	154	94.5	50	31.1	63.4	4.06	15.6
97.	The supervision I have as a home economics teacher is adequate	142	87.1	55	34.2	52.9	4.57	11.5
76.	The supervision of home economics in this school is helpful	122	74.8	36	22.4	52.4	4.73	11.0
83.	We have adequate equipment for teaching all phases of home economics	87	53.4	4	2.5	50.9	4.09	10.2
34.	Some teachers in this school have an unsympathetic attitude toward home economics	39	23.9	105	65.2	-41.3	5.03	- 8.2
48.	I would like to work under another administrator	8	4.9	64	39.8	-34.9	4.21	-8.2
41.	In this school home economics is considered largely as a field for pupils of low social and/or mental levels	23	14.1	75	46.6	-32.5	4.78	- 6.8
62.	The administrator(s) in this school is (are) autocratic in methods of dealing with teachers	22	13.5	51	31.7	-18.2	4.25	- 4.2

Table 9.--DIFFERENCES BETWEEN SATISFIED AND DISSATISFIED HOME ECONOMICS TEACHERS IN AFFIRMATION TO ITEMS DEALING WITH ATTITUDES TOWARD SCHOOL CONDITIONS.--Continued.

Num- ber	Statement	Satisfied		Dissatisfied		Dif- fer- ence	SED	t
		Num- ber	Per cent	Num- ber	Per cent			
27.	The kind of school in which I teach is more important than most other things in teaching	84	51.5	58	36.0	15.5	5.44	2.8

The only item on Table 10 which did not show a significant difference between satisfied and dissatisfied teachers was the item, "Having a reasonable size load is of special importance to me as a teacher." However, more than nine tenths of the satisfied felt that the teaching load was light enough to have time for personal activities and light enough to do effective work, while less than one fourth of the dissatisfied concurred in this. Three fourths of the dissatisfied thought their schedules too heavy to allow time for all jobs at school and that home economics teachers work too hard; in contrast, about eight tenths of the satisfied did not feel this way. Nearly nine tenths of the satisfied and one third of the dissatisfied thought pupil load light enough to permit the teachers to do effective work, although over half of the dissatisfied said that pupils of such varying abilities made their work much harder. One half of the dissatisfied and one twentieth

of the satisfied said that they had to get ready for too many conferences and classes; two thirds of the dissatisfied and less than one seventh of the satisfied felt that they had too many records and reports to compile.

Table 10.--DIFFERENCES BETWEEN SATISFIED AND DISSATISFIED HOME ECONOMICS TEACHERS IN AFFIRMATION TO ITEMS DEALING WITH ATTITUDES TOWARD TEACHING LOAD.

Num- ber	Statement	Satisfied		Dissatisfied		Dif- fer- ence	SEd	t
		Num- ber	Per cent	Num- ber	Per cent			
49.	My teaching load is such as to enable me to engage in personal and social activities that are important to me	155	95.1	30	18.6	76.5	3.50	21.8
7.	My teaching load is usually light enough to enable me to do effective work	155	95.1	37	23.0	72.1	3.72	19.3
63.	My teaching schedule provides time for doing the varied jobs I am expected to do at school	144	88.3	26	16.1	72.2	3.84	18.8
70.	Home economics teachers have to work too hard	22	13.5	116	72.0	-58.5	4.44	-13.1
21.	My job is so heavy it is difficult to have time to participate in professional organizations	7	4.3	94	58.4	-54.1	4.20	-12.8

Table 10.--DIFFERENCES BETWEEN SATISFIED AND DISSATISFIED HOME ECONOMICS TEACHERS IN AFFIRMATION TO ITEMS DEALING WITH ATTITUDES TOWARD TEACHING LOAD.--Continued.

Num- ber	Statement	Satisfied		Dissatisfied		Dif- fer- ence	SEd	t
		Num- ber	Per cent	Num- ber	Per cent			
77.	Too many school and community jobs are expected of me as a home economics teacher	9	5.5	96	59.6	-54.1	4.26	-12.6
42.	The number of pupils I teach permits me to do effective work with them	146	89.6	55	34.2	55.4	4.44	12.4
84.	Teaching pupils of so many different ages and/or abilities makes my work heavy	13	8.0	96	59.6	-51.6	4.41	-11.7
56.	I have to get ready for too many different classes and conferences	9	5.5	90	55.9	-50.4	4.30	-11.7
91.	Keeping records and making reports add too much to an already full schedule	24	14.7	109	67.7	-53.0	4.59	-11.5
14.	Poor arrangement of fixed equipment makes my work much harder than it otherwise would be	28	17.2	111	68.9	-51.7	4.70	-11.0
35.	My teaching program is light enough so that I have time for home visits	90	55.2	19	11.8	43.4	4.65	9.3

Table 10.--DIFFERENCES BETWEEN SATISFIED AND DISSATISFIED HOME ECONOMICS TEACHERS IN AFFIRMATION TO ITEMS DEALING WITH ATTITUDES TOWARD TEACHING LOAD.--Continued.

Num- ber	Statement	Satisfied		Dissatisfied		Dif- fer- ence	SEd	t
		Num- ber	Per cent	Num- ber	Per cent			
98.	An 11 or 10 months school program leaves little time for summer study and/or recreation	54	33.1	96	59.6	-26.5	5.34	-4.9
28.	Having a reasonable size load is of special importance to me as a teacher	144	88.3	134	83.2	5.1	3.88	1.3

#### Summary

From the foregoing, it will be noted that the satisfied teacher, in contrast to the dissatisfied teacher, lived in communities of 10,000 or more population, owned her own car, and lived close to recreational and shopping facilities. The satisfied teacher earned \$2,000 or more per year, had provision for salary increases, had provision for tenure, and had reasonably adequate equipment. She taught in a school of 100 or more pupils, usually taught either junior or senior high school but not both, had three or less daily preparations, had a definite amount of money for operating expenses, and was required to spend less than 10 "extra-time" periods per week on outside activities. The satisfied teacher planned to teach in the forthcoming

year, usually had had 10 or more years' experience, had done some graduate work, lived alone or with her family, usually had no family responsibilities, and was single.

The satisfied teacher may be said to show satisfactory attitudes toward her teaching, community, and school and living conditions. She was satisfied with her community, felt a part of the community, had adequate social and intellectual life, and was reasonably contented with her job, her administrator, her equipment, and the school. She felt that her living arrangements were satisfactory, and that her salary was adequate to enable her to do most of the things she wanted to do. She did not feel that she was overloaded, and she enjoyed her work.

## Chapter V

## DISCUSSION

In what ways can a guidance program help to alleviate the dissatisfaction which exists in the home economics teaching profession? In order to answer this question, it was necessary to determine the causes of dissatisfaction and to determine what, if any, of these causes can be remedied. It was also necessary to know the attitudes toward teaching in order to determine what attitudes can be modified or improved by proper guidance.

There was close association between dissatisfaction and the smallness of the community in which the teacher lived, the attendant lack of shopping, recreational, social, and intellectual facilities, the isolation of the community, and the difficulty of transportation to larger areas. Concomitant with these factors was the inadequate salary, no provision for tenure, poor equipment, heavy load, too little "free" time, too many extracurricular demands, and too many community demands upon the teacher. In addition, it was noted that there was a close association between satisfaction and length of teaching experience. This is in contradiction to the National Study (1) which found no association between length of teaching experience and

satisfaction. Hoppock (8), however, found that the most satisfied teachers were older, and, since they were older, it is reasonable to assume that they had more experience.

Pitkanen (11), Glicksberg (5), and Henry (7) all offered the theory that teachers need tenure, more money, less restriction, and better acceptance by the community. This study shows these factors to be significant.

Guidance alone cannot remedy these conditions, many of which are very difficult to change. The boards of education and administrators can remedy some of these factors seemingly associated with dissatisfaction, but it takes time, diplomacy, and re-education of the communities. Inasmuch as nearly eight times as many dissatisfied teachers as satisfied indicated that they would like to work under another administrator, and more than twice as many dissatisfied as satisfied indicated that the administration was autocratic, it would appear that administrators should consider self-improvement.

The author feels that one weakness in the questionnaire was in the items relating to family. Family was not defined definitely in terms of husband-wife-children relationship, or in terms of father-mother and/or other family relationships. For this reason, it is not possible to analyze attitudes in terms of specific types of family relationships. However, it is possible to offer one or two hypotheses. If the relationships are father-mother, then

there may be attitudes arising from one type of maladjustment; on the other hand, if the relationship is husband-wife, possibly other attitudes may exist.

Using either of the above hypotheses, what can guidance do? If an individual can obtain a better insight into human relations, and therefore a better insight into his individual problems, then adjustment is easier. One of the primary functions of good guidance is to help an individual gain insight into his problems.

Finally, the matter of human relations as they apply to the working situation. Shannon (12) found that one cause of dissatisfaction was the inability to get along with co-teachers and with the administration. Hoppock (8) found that the most satisfied teachers had better relationships with superiors and associates. In the present study, the dissatisfied did not feel that the school had a fine spirit; they did not feel that they received recognition for a job well done; they did not feel that the administrators were interested in improving the department; they felt that some of the teachers had an unsympathetic attitude toward the home economics department; and they indicated that they would like to work under another administrator. As mentioned before, administrators would do well to consider self-improvement. However, the question also arises as to how much of this attitude toward administration is justified, and how much is the result of general dissatis-

satisfaction arising from maladjustment.

On the other hand, guidance can and should make every effort to help prospective teachers be prepared for these factors and should help them make sufficient adjustment to the conditions so that dissatisfaction will be minimized.

How can guidance help? Assuming that the prospective teacher is well adjusted, the next step is to present the facts in such a manner that the teacher going into the field is prepared to accept certain conditions as they are and to make the best of them. If every prospective teacher could realize that teachers serve an "internship" just as doctors, pharmacists, technicians, and others serve; if they can view these internships in the same light as others do, knowing that the salary will be small, that there will be certain inconveniences, certain restrictions on private life, extra load, and a feeling of some financial insecurity, and realize that just as it is not always possible for all doctors to advance into a very desirable job upon completion of internship, neither can all teachers expect to advance to the most desirable job immediately after internship, then the first step has been taken. If, after accepting the above views, a new teacher can give her best efforts, can give unstintingly of her time and not be a second "Miss Price" (6), then she has taken the second step toward being reasonably satisfied with the present job.

In the matter of attitudes, or "a feeling toward,"

guidance is perhaps better prepared to aid in adjustment. While many of the attitudes measured in this study concurred with the factual information, nevertheless, there were some apparent discrepancies. For example, in the matter of car ownership, nearly one third of the dissatisfied group indicated (factual information) that they owned a car; however, only one twentieth of this group, measured on attitude of sufficiency of salary to afford a car, indicated that they felt they could afford to own a car. Does this mean that many owned cars, out of necessity, although they could not afford to? Or, does it mean that their attitude toward salary was such that they felt they could afford nothing but a bare living? Ten times as many dissatisfied teachers as satisfied thought their communities too small to be interesting; yet there were half as many satisfied as dissatisfied teachers living in the very small communities. How small does a community need to be to become uninteresting? "Interesting," or "uninteresting" is a matter of attitude. This brings out a point made by Plant (10) who stated that so many adults lack internal resources and the inability to distinguish between life and symbols of life. Guidance should be able to help a person be well adjusted, and a well-adjusted person usually has sufficient "internal resources" to be interested in his environment.

The attitudes toward teaching conditions and

toward community conditions were particularly interesting, because it was felt that these items, for the most part, measured attitudes which were influenced to a large extent by the general adjustment of the teacher. (See Tables 4 and 9, Chapter IV.) To cite some of these very significantly different attitudes: the dissatisfied teachers either did not like the prestige of the profession, or did not feel that the profession had prestige; they felt that the profession limited contacts with people in other types of work; the routine of teaching was disliked and thought to be monotonous; they desired a job with more freedom (although freedom was not defined); teaching offered little opportunity for engaging in stimulating intellectual activities. The attitudes of the satisfied were in direct contrast. The dissatisfied felt that the people in the community failed to cooperate with the home economics teacher, that the program was not appreciated, that their social life in the community was not pleasant, and that the cultural opportunities were not stimulating. In addition to these, the dissatisfied thought the community was critical of the things teachers do and that the community objected to teachers living lives similar to others in the community. Henry (7) and Pitkanen (11) advanced the theory that the last four items were major causes of dissatisfaction, and this study tends to confirm this theory.

One other attitude toward teaching conditions is

pertinent and is one which could presumably be remedied. Only slightly over one third of the dissatisfied teachers, in contrast to considerably more than three fourths of the satisfied teachers, indicated that they thought college had given them realistic preparation for the problems they met in teaching home economics. Since there are situations in which a beginning teacher has been trained in excellent laboratories and then finds that the equipment for her first job is obsolete, and other situations in which her training equipment was perhaps not as up-to-date as desirable, but her new job has the most modern equipment, it would appear that the teacher-training institutions could improve the situation by offering training with as wide a variety of equipment as possible. It would be disconcerting to have been trained to use natural gas stoves and then go into a community where there was no natural gas and the stoves were coal or electric; it would further add to the confusion if the community homes were mostly served by electricity, but the school equipment was a coal range, or vice versa.

It is also possible that the teacher may have had her college work in a college in which the home economics courses stressed professional training, not homemaking, but the young teacher found that she was expected to teach homemaking, or in other words, to help girls manage their own homes. The reverse might be true. In either

case the teacher would have a feeling of inadequacy.

In conclusion, the problem of general maladjustment will be considered. From the present study, it is not possible to determine whether dissatisfaction, as indicated by the attitudes, arises from the factors associated with the teaching situation, or from a general maladjustment which would produce dissatisfaction in any situation. However, certain hypotheses are offered.

It is generally accepted that it is not uncommon to find adults who have not achieved emotional emancipation from parents. It is further observed that school teachers sometimes live in their home communities with their parents. If the above situations exist together, then maladjustment of the teacher may result. Guidance can function here by helping the teacher, or prospective teacher, to achieve this emotional maturity.

Unfortunately, many enter the teaching profession because they have "drifted" into it for lack of suitable vocational choice, or because of family, or other, pressure exerted to persuade them to enter teaching, against their own interests and aptitudes. Good guidance, by the use of suitable tests and counseling, can aid a prospective teacher in choosing a vocation suitable to her interests, aptitudes, and personality. Interest and aptitude tests are definite aids in helping a person select a suitable vocation. Ashley (3) suggested that interest be used as an

index for training. Personality tests will not give a clue as to what type of personality is desirable for a particular job unless there is a job analysis which has determined the desirable personality traits for a particular job.

However, by the use of certain of the better personality tests, it is possible to determine the adjustment of a person to his environment. If there is maladjustment indicated, then it is reasonable to assume that the maladjustment will carry over into the job situation whether the job be teaching or some other type of work.

A well-functioning guidance program, through inservice training, should be able to aid those already in the teaching profession, to adjust to certain conditions associated with the profession. This may be done through suggested readings, through group guidance, and last, but not least, through personal counseling. The guidance program, assuming of course that the administration is not only in sympathy with a guidance program, but also participates in the guidance program, should be just as accessible and just as serviceable to the teachers as to the students.

#### Suggestions for further study

Since the matter of teaching satisfaction is of vital importance, and further, since there is, as yet, so very little research on the matter, the following sugges-

tions are made for further study:

1. What association exists between the attitudes of the dissatisfied group and the results obtained from a recognized personality test?

2. What do the communities of the dissatisfied group think of the teacher; what does the community desire or demand of the teacher; what is the community attitude toward the teacher?

3. Using a follow-up on teachers who had been selected with the aid of personality, aptitude, and interest tests, how accurate was the prediction of satisfaction and success from these tests?

4. What are the factors of dissatisfaction for all teachers throughout the nation? Are they approximately the same as those for home economics?

## Chapter VI

### SUMMARY

In 1947, the Research and Publications Committee of the American Vocational Association made a study of 4,216 vocational and non-vocational home economics teachers to determine what factors influence women to remain in the home economics teaching profession. The study herein was concerned with the factors in the teaching situation which caused dissatisfaction and the attitudes of dissatisfied and satisfied teachers toward teaching conditions, in order to determine the role of guidance in improving job satisfaction among home economics teachers.

The National Study used a questionnaire which was divided into Forms E, F, and W. Forms E and F dealt respectively with factual information relative to community, school, and living conditions, and attitudes toward these conditions. The present study compared the responses to Forms E and F of 163 of the most satisfied teachers and 161 of the least satisfied teachers, in terms of total job satisfaction scores.

From these comparisons, it was found that job satisfaction was closely associated with size of community, shopping and recreational facilities of communities,

isolation of communities, salary, tenure, years of teaching experience, teaching load, general living conditions, family responsibilities, size and equipment of school, attitude of administration, attitude of community toward teachers, school spirit, and amount of extracurricular work required of the teacher.

The results of this study would indicate that although there are a considerable number of factors associated with dissatisfaction which will need to be corrected by the administrations, school boards, and communities, nevertheless, there are some factors associated with teaching conditions, and many attitudes toward teaching conditions, which might be improved by proper guidance. Guidance could be used in teacher-training institutions in the selection of prospective teachers, and in-service guidance would undoubtedly aid in improving general job satisfaction. This study also revealed the need for further study of teacher satisfaction, with perhaps some emphasis on the characteristics of desirable personalities for teachers, and selection of teachers on the basis of well-adjusted personalities.

## A P P E N D I X

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Appendix A.--QUESTIONNAIRE

# FACTORS AFFECTING THE SUPPLY OF HOME ECONOMICS TEACHERS

76

Home Economics Section, Research and Publications Committee  
American Vocational Association  
1947

## Form E.

**DIRECTIONS:** Sections A to Z, inclusive, which follow are planned to help you describe the home economics teaching position you now hold. Use Answer Sheet Form E attached to record your replies. On this answer sheet check ONE (and ONLY ONE) item in each of the sections. Read each section through before checking.

- A.** Population of place in which I live when teaching.
- (1) Less than 500
  - (2) 500 to 999
  - (3) 1,000 to 2,499
  - (4) 2,500 to 9,999
  - (5) 10,000 to 49,999
  - (6) 50,000 or over
- B.** Usual means of transportation from my residence (when teaching) to other communities.
- (1) Own car
  - (2) Private car but not owned by me
  - (3) Train or bus
- C.** Distance from my residence (when teaching) to a satisfactory recreational and/or shopping center to which I can secure transportation.
- (1) Such a center is in this community
  - (2) Less than 10 miles
  - (3) 10 to 19 miles
  - (4) 20 to 39 miles
  - (5) 40 to 75 miles
  - (6) More than 75 miles
- D.** Living arrangements:
- (1) Alone, in apartment or house
  - (2) Live with members of my own family
  - (3) Room and board with others than own family
  - (4) Room one place and have most of my meals at some other place(s)
  - (5) Other arrangements (indicate what)
- .....  
.....
- E.** Marital status:
- (1) Married
  - (2) Widowed, or divorced
  - (3) Single
- F.** Family responsibilities:
- (1) None
  - (2) Children and/or adults dependent on me for some financial help
  - (3) Children and/or adults dependent on me for some care
  - (4) Combination of (2) and (3) above
- G.** Yearly salary (include any extras such as: pay for teaching adults; travel allowance; and board and room, if in lieu of part of salary).
- (1) Less than \$1,000
  - (2) \$1,000 to \$1,499
  - (3) \$1,500 to \$1,999
  - (4) \$2,000 to \$2,499
  - (5) \$2,500 to \$2,999
  - (6) \$3,000 or above
- H.** Average number of salary increases (including bonus) I have had since I began teaching home economics.
- (1) One or more a year
  - (2) One each 2 or 3 years
  - (3) Less than one each 3 years
  - (4) Bonus only
  - (5) None
- I.** Assurance of salary increases:
- (1) Assured through a salary scale or schedule
  - (2) No assurance
- J.** Provision for tenure (State and/or local legalized plan for permanent employment after trial period):
- (1) Yes
  - (2) No
- K.** Plans for next year:
- (1) Expect to teach
  - (2) Do not expect to teach
  - (3) Plans very uncertain
- L.** Length of home economics teaching experience.
- (1) Less than 1 year
  - (2) More than 1 year and less than 3 years
  - (3) Three to less than 5 years
  - (4) Five to less than 10 years
  - (5) Ten years or over
- M.** My experience has been:
- (1) In teaching home economics only
  - (2) In teaching home economics and other subjects
  - (3) In full-time employment in other work as well as in teaching
- N.** My bachelor's degree included:
- (1) A major in home economics
  - (2) A minor in home economics
- O.** Additional study beyond the bachelor's degree.
- (1) None
  - (2) Less than a college year (9 months)
  - (3) The equivalent of a year (9 months)
  - (4) More than a college year
- P.** Total enrollment in the high school (junior and/or senior) in which I teach.
- (1) Less than 100 pupils
  - (2) 100 to 499 pupils
  - (3) 500 to 999 pupils
  - (4) 1,000 pupils or over
- Q.** Level of the home economics program I teach.
- (1) Senior high school only
  - (2) Junior high school only
  - (3) Junior and senior high school
  - (4) Classes for adults (or out-of-school youth) as well as for high school pupils
  - (5) Others: List .....
- .....  
.....
- R.** The home economics program I teach is based on:
- (1) Courses outlined for State or City
  - (2) Course planned by local teacher(s)
  - (3) Course planned by teacher(s) and pupils (and parents)
  - (4) Course planned by teacher(s), pupils (and parents) based on suggestions in State or City outline
- S.** Persons supervising my home economics program this year.
- (1) No one
  - (2) Principal or local superintendent only
  - (3) City or county supervisor of home economics only
  - (4) State, assistant State, or district supervisor of home economics only
  - (5) Principal or superintendent and home economics supervisor

T. School provision for operating expenses of home economics department

- (1) No definite amount set aside.
- (2) Definite amount set aside yearly
- (3) No school funds for this purpose

U. Equipment with which the home economics department is provided.

- (1) Equipped for teaching all phases of home economics
- (2) Equipped for teaching the phases of foods and/or clothing only
- (3) Other (list) \_\_\_\_\_

V. Provisions for improving the home economics department.

- (1) No plan
- (2) Plan, but no improvement made
- (3) Plan, being or soon to be carried out

W. Total (combined) enrollment in all my classes (NOT including classes of adults) the SECOND semester.

- (1) Less than 50 pupils
- (2) 50 to 74 pupils
- (3) 75 to 99 pupils
- (4) 100 to 124 pupils
- (5) 125 or more pupils

X. Number of single class periods a week I am NOT scheduled to teach classes or keep home room or study hall; that is, number of "free" periods. (Count a double period as two single periods.)

- (1) None
- (2) One to 3 periods
- (3) Four to 5 periods
- (4) More than 5 periods

Y. Average amount of time I spend a week, beyond regularly scheduled classes, on such things as home visiting, bus duty, club activities, banquets, community services, conferences, school lunch, work for adults, and other school responsibilities. (Estimate in hours and change into equivalent of single class periods.)

- (1) Less than 5 periods
- (2) Five to 10 periods
- (3) Ten to 15 periods
- (4) Over 15 periods

Z. Average number of classes for which I make different preparations daily (second semester).

- (1) Two or less
- (2) Three
- (3) Four
- (4) Five or more

## Form F.

The following statements present a variety of possible facts about teaching situations and possible ideas which home economics teachers may have about them. This form is being checked by inexperienced and experienced teachers, by married and single teachers, by teachers living at home and those living away from home; hence, it is necessary to put some of the statements in rather general terms. YOUR response to each of the 98 statements, therefore, should indicate YOUR USUAL feeling about it under conditions which exist this year.

**DIRECTIONS:** On Answer Sheet Form F attached, record your feeling about each statement by checking in ONE (and ONLY ONE) of the three boxes—Y,U,N—corresponding to the number of the statement.

Y—means "YES I agree; or it is true in my situation."

U—means "UNCERTAIN; I have no feeling one way or the other; or the item does not apply to my situation."

N—means "NO; I disagree; or it is not true in my situation."

Be sure that you have clearly in mind what each letter—Y, U, N—means. For example, it is very important to check to indicate "it is not true in my situation" if this IS the condition rather than to check "it does not apply to my situation." On Answer Sheet Form F, check the box which represents your usual feeling most accurately.

1. My social life in this community is pleasant.
2. I have a comfortable place in which to live.
3. Teaching is one of the best jobs I can get which will permit me to live with or near my family.
4. My salary is sufficient to enable me to live comfortably here.
5. I like the prestige that is associated with the teaching profession.
6. We have a homelike department in this school.
7. My teaching load is usually light enough to enable me to do effective work.
8. This community is too isolated.
9. Provisions for doing school work where I live are satisfactory.
10. The major reason I would want to leave teaching would be to marry.
11. My salary is sufficient to enable me to do some traveling.
12. I want a job which gives me more freedom than I have in teaching.
13. Teachers in this school usually get recognition for a job well done.
14. Poor arrangement of fixed equipment makes my work much harder than it otherwise would be.
15. This community is too small to be interesting.
16. I feel "at home" most of the time in the place I live.
17. Single teachers seem to have less opportunity to meet congenial eligible men than do single women in other vocations.
18. A satisfactory salary scale (schedule plan) helps to keep me contented.
19. Being in a profession I like is very vital to me.
20. My administrators are interested in improving the department.
21. My job is so heavy it is difficult to have time to participate in professional organizations.

22. Shopping facilities are adequate in this community.
23. I am able to make arrangements for satisfactory living quarters here.
24. Having a teaching position near my family is very important to me.
25. My salary is too small to permit adequate savings for security.
26. The long vacations which teachers have help make the job attractive to me.
27. The kind of school in which I teach is more important than most other things in teaching.
28. Having a reasonable size load is of special importance to me as a teacher.
29. Most people in this community cooperate with the home economics teacher(s).
30. I have sufficient privacy where I live.
31. I am teaching (or hoping to teach) after marriage largely because I like teaching home economics.
32. I believe some unskilled laborers in this community earn as much or more than the teachers.
33. Teaching would give greater satisfaction if I could be more sure how effective my program is.
34. Some teachers in this school have an unsympathetic attitude toward home economics.
35. My teaching program is light enough so that I have time for home visits.
36. It is difficult to get into and out of this community.
37. I am free to entertain my friends at the place where I live.
38. I believe there is considerable feeling in this community against married women teaching.
39. I need to get into work which pays better than teaching.
40. My college gave me life-like or realistic preparation for the problems I meet in home economics teaching.
41. In this school home economics is considered largely as a field for pupils of low social and/or mental levels.
42. The number of pupils I teach permits me to do effective work with them.
43. Living in a community of the size and type I enjoy is more important than many other things in my satisfaction in a profession.
44. I have all necessary conveniences where I live.
45. My family responsibilities combined with teaching leave me too little opportunity for social contacts.
46. My present salary is insufficient to permit the additional training essential for advancement.
47. One of the greatest satisfactions I find in teaching is helping pupils develop in worth-while ways.
48. I would like to work under another administrator.
49. My teaching load is such as to enable me to engage in personal and social activities that are important to me.
50. Teachers here are accepted as belonging to the community.
51. I have sufficient storage space where I live for my belongings.
52. My family is willing to make adjustments that aid me in carrying on both my home and teaching responsibilities.
53. My present salary prevents my joining organizations to which I believe I should belong.
54. Teaching offers me opportunity for engaging in stimulating intellectual activities.
55. Pupils in my home economics classes seem to enjoy helping to plan their work.
56. I have to get ready for too many different classes and conferences.
57. Most parents in this community appreciate the home economics program.
58. I have access to satisfactory laundering and pressing facilities where I live.
59. I feel that I am (or could be) a successful teacher in addition to being a reasonably successful homemaker.
60. Satisfactory salary adjustments are being made or seem likely to be made.
61. I dislike the monotonous routine of teaching.
62. The administrator(s) in this school is (are) autocratic in methods of dealing with teachers.
63. My teaching schedule provides time for doing the varied jobs I am expected to do at school.
64. People in this community are critical of many things teachers do.
65. The food I have to eat is reasonably satisfactory.
66. I would like to leave teaching for a few years when I have children.
67. I believe my salary is similar, generally speaking, to that of other professional persons with equal training and experience.
68. I am afraid if I continue to teach I will get that "funny" teacher look.
69. There is a fine spirit in this school.

70. Home economics teachers have to work too hard.
71. The library facilities in the community are adequate.
72. Living expenses here are unreasonably high.
73. Family responsibilities have made (or make) it difficult for me to advance professionally.
74. I can afford to own a car on my salary.
75. The profession of teaching limits my opportunities for contacts with people in other types of work.
76. The supervision of home economics in this school is helpful.
77. Too many school and community jobs are expected of me as a home economics teacher.
78. The cultural opportunities in this community are stimulating.
79. I have to live so far away from school in order to get comfortable quarters.
80. My family would rather have me stay at home full time than teach.
81. I could (can) manage better on my salary if (since) it were (is) paid in 12 installments.
82. I believe advanced study enriches (or would enrich) my satisfaction in teaching.
83. We have adequate equipment for teaching all phases of home economics.
84. Teaching pupils of so many different ages and/or abilities makes my work heavy.
85. Too many people in this community object to teachers doing things which are generally accepted when done by others.
86. I am able to secure well-balanced meals.
87. I feel that I am as well satisfied with my career of teaching as many of my married friends seem to be with marriage and homemaking.
88. My salary is a major factor in determining whether I stay in teaching.
89. I would like to teach home economics better if I could teach only one phase (or I like to teach home economics because I teach only one phase).
90. This school gives adequate financial support to home economics.
91. Keeping records and making reports add too much to an already full schedule.
92. The community provides satisfactory health service.
93. Living arrangements are especially important to me in my satisfaction in teaching.
94. I need to give so much of my time and attention to my family that my teaching is less effective than it should be.
95. Tenure provisions help to make me feel economically secure in teaching.
96. There are opportunities for professional advancement in home economics teaching.
97. The supervision I have as a home economics teacher is adequate.
98. An 11 or 10 months school program leaves little time for summer study and/or recreation.

## \* Form W.

On Answer Sheet, Form W, place a check in the box that corresponds to the number of the statement you have chosen which best tells how you feel about teaching:

- I. Choose the statement which best tells how well you LIKE teaching.
  - (1) I do not like it.
  - (2) I am indifferent to it.
  - (3) I like it.
- II. Choose the statement which shows HOW MUCH OF THE TIME you feel satisfied with teaching.
  - (1) Most of the time.
  - (2) About half of the time.
  - (3) Seldom.
- III. Choose the statement which best tells how you feel about CHANGING TEACHING for some other kind of work.
  - (1) I would take almost any job other than teaching in which I could earn as much as I am earning now.
  - (2) I am not eager to change (leave teaching) but I would do so if I could get a better job.
  - (3) I do not know of any job for which I am qualified that would induce me to leave teaching.
- IV. Choose the statement which shows how you think YOU COMPARE with other people.
  - (1) I like teaching better than most people like their jobs.
  - (2) I like teaching about as well as most people like their jobs.
  - (3) I dislike teaching more than most people dislike their jobs.

\* (Adapted from Job Satisfaction blank by Robert Hoppock)

## Appendix B.--ANSWER SHEET

# FACTORS AFFECTING THE SUPPLY OF HOME ECONOMICS TEACHERS

Home Economics Section, Research and Publications Committee

American Vocational Association

1947

State.....

Vocational.....

Non-vocational.....

Combination.....

## Form E.

## ANSWER SHEET

Check (X) ONE and only ONE box in each of the sections which follow. Read each section through before checking. Be sure to check one in each section.

### A. Population

- (1) ☐  
(2) ☐  
(3) ☐  
(4) ☐  
(5) ☐  
(6) ☐

### B. Usual means of transportation

- (1) ☐  
(2) ☐  
(3) ☐

### C. Distance from my residence

- (1) ☐  
(2) ☐  
(3) ☐  
(4) ☐  
(5) ☐  
(6) ☐

### D. Living arrangements

- (1) ☐  
(2) ☐  
(3) ☐  
(4) ☐  
(5) ☐

### E. Marital status

- (1) ☐  
(2) ☐  
(3) ☐

### F. Family responsibilities

- (1) ☐  
(2) ☐  
(3) ☐  
(4) ☐

### G. Yearly salary

- (1) ☐  
(2) ☐  
(3) ☐  
(4) ☐  
(5) ☐  
(6) ☐

### H. Average number of salary increases

- (1) ☐  
(2) ☐  
(3) ☐  
(4) ☐  
(5) ☐

### I. Assurance salary increases

- (1) ☐  
(2) ☐

### J. Provision for tenure

- (1) ☐  
(2) ☐

### K. Plans for next year

- (1) ☐  
(2) ☐  
(3) ☐

### L. Length of teaching experience

- (1) ☐  
(2) ☐  
(3) ☐  
(4) ☐  
(5) ☐

### M. Experience has been

- (1) ☐  
(2) ☐  
(3) ☐

### N. Bachelor's degree included

- (1) ☐  
(2) ☐

### O. Additional study

- (1) ☐  
(2) ☐  
(3) ☐  
(4) ☐

### P. Total enrollment in high school

- (1) ☐  
(2) ☐  
(3) ☐  
(4) ☐

### Q. Level of home economics program

- (1) ☐  
(2) ☐  
(3) ☐  
(4) ☐  
(5) ☐

### R. Home economics program based on

- (1) ☐  
(2) ☐  
(3) ☐  
(4) ☐

### S. Persons supervising program

- (1) ☐  
(2) ☐  
(3) ☐  
(4) ☐  
(5) ☐

### T. Provision for operating expenses

- (1) ☐  
(2) ☐  
(3) ☐

### U. Equipment

- (1) ☐  
(2) ☐  
(3) ☐

### V. Provisions for improvement

- (1) ☐  
(2) ☐  
(3) ☐

### W. Total enrollment in all my classes

- (1) ☐  
(2) ☐  
(3) ☐  
(4) ☐  
(5) ☐

### X. Number of single class periods NOT scheduled

- (1) ☐  
(2) ☐  
(3) ☐  
(4) ☐

### Y. Average amount of time spent per week

- (1) ☐  
(2) ☐  
(3) ☐  
(4) ☐

### Z. Average number different daily preparations

- (1) ☐  
(2) ☐  
(3) ☐  
(4) ☐

TEACHER: Do not write in this box.

T. L. ....

# Form F.

**DIRECTIONS:** Record your feeling about each statement by checking ONE (and only ONE) of the three boxes—Y, U, N—following the number of each statement 1 through 98 below. (Read directions on Form F carefully.) Check one in each group.

(1) (2) (3)	(1) (2) (3)	(1) (2) (3)	(1) (2) (3)	(1) (2) (3)
Y U N	Y U N	Y U N	Y U N	Y U N
1. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	33. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	65. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	77. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	89. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	34. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	66. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	78. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	35. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	67. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	79. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	91. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	36. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	68. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	80. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	92. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	37. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	69. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	81. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	93. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	38. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	70. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	82. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	94. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	39. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	71. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	83. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	95. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	40. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	72. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	84. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	96. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	41. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	73. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	85. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	97. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
10. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	42. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	74. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	86. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	98. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
11. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	43. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	75. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	87. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
12. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	44. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	76. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	88. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
13. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	45. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
14. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	46. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
15. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	47. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
16. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	48. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
17. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	49. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
18. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	50. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
19. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	51. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
20. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	52. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
21. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	53. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
22. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	54. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
23. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	55. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
24. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	56. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
25. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	57. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
26. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	58. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
27. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	59. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
28. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	60. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
29. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	61. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
30. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	62. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
31. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	63. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
32. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	64. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			

## Form W.

Please check (X) in the box corresponding to the number of the statement you have chosen.

I. How well you like teaching

(1) ☐  
(2) ☐  
(3) ☐

III. Changing to other work

(1) ☐  
(2) ☐  
(3) ☐

II. How much of the time

(1) ☐  
(2) ☐  
(3) ☐

IV. Compare with other

(1) ☐  
(2) ☐  
(3) ☐

TEACHER: Do not write in this box.

O E T

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- T.

(SEE OTHER SIDE)



## Appendix C.--FORM LETTER

Dear Home Economics Teacher:

You have been asked to help with a study of conditions under which home economics teachers are working. You will find that it will not take long and the information which you give is important for the success of the whole project, both national and State.

No one knows today what the majority of home economics teachers do nor how they feel about their responsibilities. Therefore copies of the enclosed blanks are being sent to teachers all over the United States in an effort to obtain an accurate picture of the situation as it exists. We hope that you will be willing to answer this as completely and honestly as possible.

We do not want your name or any means of identification. In order that your reply may remain completely anonymous we are asking you to mail the enclosed blanks to Mr. James Coxen, U. S. Office of Education, Washington, 25, D. C. His secretary will even destroy the envelopes.

Please mail blanks by.....

Enclosed is a postal card which you are asked to fill out and mail when you mail the blanks. This will enable Miss..... to know when all material has been returned.

Your cooperation will be deeply appreciated.

Enclosure

.....

## Appendix D.--IBM TABLE

Form E													
00-29 GROUP							70-89 GROUP						
1	2	3	4	5	6	Total	1	2	3	4	5	6	Total
28	16	49	36	19	13	161	A 15	12	19	28	29	60	163
49	34	78				161	B 87	26	48				161
34	20	25	36	29	17	161	C 88	38	19	11	5	2	163
17	59	29	33	4	19	161	D 26	88	14	16	4	15	163
59	10	92				161	E 45	14	104				163
64	46	16	33			159	F 94	28	15	26			163
5	17	67	58	9	5	161	G	3	32	47	42	39	163
61	40	20	7	33		161	H 91	43	16	1	11		162
45	11	3				161	I 119	44					163
39	121					160	J 106	56					162
66	20	75				161	K 147	6	10				163
27	33	32	37	32		161	L 10	22	16	22	93		163
33	98	30				161	M 59	94	10				163
148	13					161	N 152	11					163
79	49	11	22			161	O 53	35	25	50			163
32	92	22	15			161	P 17	52	36	58			163
43	10	67	37	4		161	Q 66	40	43	12	2		163
46	29	18	68			161	R 49	41	10	63			163
24	27	9	38	63		161	S 8	29	10	26	90		163
72	66	23				161	T 54	106	3				163
20	129	10	1			160	U 88	69	6				163
58	73	29				160	V 35	30	98				163
41	53	22	20	25		161	W 40	24	33	24	42		163
57	44	48	12			161	X 37	35	60	30			162
37	76	31	17			161	Y 67	65	22	9			163
8	44	67	42			161	Z 30	62	51	20			163

Form F								
00-29 DISSATISFIED					70-89 SATISFIED			
Y	N	U	T	Number	Y	N	U	Total
48	79	34	161	1	158	2	3	163
98	46	17	161	2	161	1	1	163
64	68	29	161	3	122	22	19	163
19	114	28	161	4	151	11	1	163
36	78	47	161	5	141	8	14	163
28	114	19	161	6	140	22	1	163
37	109	15	161	7	155	8		163
72	65	24	161	8	3	158	2	163
54	89	18	161	9	158	4	1	163
17	96	48	161	10	66	66	31	163
9	140	12	161	11	116	44	3	163
86	26	49	161	12	6	153	4	163
25	107	29	161	13	155	7	1	163
111	31	19	161	14	28	131	4	163
58	57	46	161	15	5	155	3	163
96	37	28	161	16	160	2	1	163
115	9	37	161	17	73	64	26	163
16	109	36	161	18	130	22	11	163
129	11	21	161	19	161	1	1	163
50	76	35	161	20	154	4	5	163
94	32	35	161	21	7	154	2	163
31	125	5	161	22	130	31	2	163
54	73	34	161	23	157	1	5	163
85	39	37	161	24	125	26	12	163

## Form F.--Continued

00-29 DISSATISFIED					70-89 SATISFIED			
Y	N	U	T	Number	Y	N	U	T
137	12	12	161	25	42	112	9	163
60	63	38	161	26	136	19	8	163
58	53	50	161	27	84	55	24	163
134	6	21	161	28	144	8	11	163
31	81	49	161	29	156	2	5	163
86	55	20	161	30	162	1		163
49	59	53	161	31	81	40	42	163
153	2	6	161	32	132	21	10	163
136	10	15	161	33	109	37	17	163
105	25	31	161	34	39	117	7	163
19	122	20	161	35	90	55	18	163
68	68	25	161	36	11	150	2	163
80	60	21	161	37	160	2	1	163
29	77	55	161	38	15	139	9	163
106	7	48	161	39	4	150	9	163
62	73	26	161	40	140	21	2	163
75	58	28	161	41	23	135	5	163
55	83	23	161	42	146	13	4	163
69	39	53	161	43	100	44	19	163
54	91	16	161	44	157	5	1	163
70	48	43	161	45	8	150	5	163
126	16	10	161	46	46	108	9	163
149	3	9	161	47	163			163

## Form F.--Continued

00-29 DISSATISFIED					70-89 SATISFIED			
Y	N	U	T	Number	Y	N	U	T
64	60	37	161	48	8	151	4	163
30	101	30	161	49	155	5	3	163
48	73	40	161	50	149	9	5	163
57	88	16	161	51	153	10		163
85	14	62	161	52	135	6	22	163
85	35	41	161	53	14	149		163
56	69	36	161	54	155	5	3	163
107	35	19	161	55	158	4	1	163
90	38	33	161	56	9	153	1	163
39	62	60	161	57	154	1	8	163
72	77	12	161	58	161	2		163
115	18	28	161	59	148	5	10	163
32	79	50	161	60	152	5	6	163
35	88	38	161	61	2	160	1	163
51	70	40	161	62	22	136	5	163
26	120	15	161	63	144	19		163
125	12	24	161	64	29	125	9	163
121	25	15	161	65	162		1	163
69	13	79	161	66	64	31	68	163
16	124	21	161	67	105	48	10	163
33	71	57	161	68	3	147	13	163
15	118	28	161	69	153	9	1	163
116	16	29	161	70	22	136	5	163

## Form F.--Continued

00-29 DISSATISFIED					70-89 SATISFIED			
Y	N	U	T	Number	Y	N	U	T
36	115	10	161	71	137	25	1	163
101	36	24	161	72	45	115	3	163
52	61	48	161	73	14	147	2	163
11	137	13	161	74	97	56	10	163
119	17	25	161	75	33	126	4	163
36	83	42	161	76	122	23	18	163
96	33	32	161	77	9	150	4	163
9	131	21	161	78	120	37	6	163
54	80	27	161	79	3	155	5	163
37	64	60	161	80	6	142	15	163
90	35	36	161	81	82	66	15	163
120	17	24	161	82	152	8	3	163
4	152	5	161	83	87	75	1	163
96	36	29	161	84	13	146	4	163
114	8	39	161	85	11	141	11	163
108	38	15	161	86	161	2		163
31	73	57	161	87	140	9	14	163
108	32	21	161	88	61	97	5	163
114	24	23	161	89	63	98	2	163
35	107	19	161	90	148	14	1	163
109	30	22	161	91	24	136	3	163
39	104	18	161	92	144	15	4	163
144	4	13	161	93	153	4	6	163

## Form F.--Continued

00-29 Dissatisfied					70-89 Satisfied			
Y	N	U	T	Number	Y	N	U	T
18	99	44	161	94	2	155	6	163
27	79	55	161	95	117	22	24	163
72	52	37	161	96	153	7	3	163
55	75	31	161	97	142	13	8	163
96	26	39	161	98	54	88	21	163

By Wayne

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